

**DESIGNING AND IMPLEMENTING AN INTERVENTION TO SUPPORT EARLY-  
CAREER TEACHERS' SELF-EFFICACY AND ATTITUDES TO INCLUSION: A  
CASE STUDY**

By

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## **ABSTRACT**

As of 2019, over 82% of pupils registered as having special educational needs and disabilities (SEND) were educated in mainstream (non-specialist) schools (DfE, 2019e). Outcomes for this cohort are consistently poor in comparison to their peers (DfE, 2020b). Authors suggest that a lack of adequate input throughout initial teacher training (ITT) and subsequent career and professional development (CPD) inhibit the development of teacher self-efficacy and the cultivation of teachers' skills in supporting these pupils (Norwich and Nash, 2011; Coates, 2012; Hodkinson, 2009; MacBlain and Purdy, 2011). Crucially, newly qualified teachers consistently report feeling ill-prepared to teach pupils with special educational needs and disabilities (SEND) (NCTL, 2014b, 2015, 2016; DfE, 2017).

This research documents the development and implementation of a training intervention designed to support early-career teachers' self-efficacy and attitudes to inclusion. The intervention blends knowledge components, identified through the literature, with problem-solving elements which credit these professionals as agentic and capable. A mixed-methods case study design was adopted, with Self-Efficacy Theory and Social Cognition Theory (Bandura, 1977, 1986) employed as appropriate lenses through which to develop the intervention and illuminate its impact.

Quantitative findings indicated an improvement in ratings of participant self-efficacy across a range of measures, whilst attitudes to inclusion improved, though to a lesser extent. Qualitative findings suggested participants valued a range of components within the intervention, perhaps none more so than the problem-solving elements. Findings are explored within the limitations of the research, whilst implications for Educational Psychologists' practice are considered.

## **DEDICATION**

To Scarlett and Eva.

For tolerating, supporting and distracting me for three years. We did this together.



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## **LIST OF ABBREVIATIONS**

EP	Educational Psychologist
TEP	Trainee Educational Psychologist
EPS	Educational Psychology Service
LA	Local Authority
SEND	Special Educational Needs and Disability
SEN(D)Co	Special Educational Needs (and Disability) Co-ordinator
NQT	Newly Qualified Teacher
RQT	Recently Qualified Teacher
BEd	Bachelor of Education (degree)
BA	Bachelor of Arts (degree)
BSc	Bachelor of Science (degree)
BEng	Bachelor of Engineering (degree)
QTS	Qualified Teacher Status
DET	Diploma in Education or Training
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
QTLS	Qualified Teacher Learning and Skills (status)
SCITT	School-Centred Initial Teacher Training
PGDE	Professional Graduate Diploma in Education
PGCE	Postgraduate Certificate in Education
PGDipEd	Postgraduate Diploma in Education
PhD	Philosophy Doctorate
ITT/ITE	Initial Teacher Training/Initial Teacher Education
MM	Medical Model (of disability)
SM	Social Model (of disability)

## **CHAPTER ONE: INTRODUCTION**

### **1.1. Chapter overview**

The responsibility of teachers to “*have a clear understanding of the needs of all pupils, including those with special educational needs*” (DfE, 2011a, p. 12) is underpinned by the assumption that teachers have, or cultivate, the necessary skills in order to meet this standard throughout their training and practice. In order to validate this, it is necessary to explore the socio-political and legislative context within which teacher training exists; in order to identify at what stage of learning this standard is required to be learned and subsequently provided for. This chapter captures the evolution of teacher training, and its relation to special educational needs and disability (SEND) through the lens of legislation and policy. This framing provides a basis for exploring the labyrinth of routes into teacher training and concludes with reflections on the adequacy of current training routes to appropriately prepare future teachers in supporting pupils with SEND within their mainstream classes.

### **1.2. Introduction**

This research was conducted as part of the three-year Doctorate in Applied Educational and Child Psychology at the University of Birmingham. This study follows the development and implementation of a newly devised SEND training intervention for early-career teachers, in a borough council within the West Midlands. This project was conducted during the second and third year of study, alongside a two-year placement as a Trainee Educational Psychologist (TEP) at the local authority (LA) Educational Psychology Service (EPS) within the aforementioned borough.



### **1.3. Structure and overview of the research**

This research intends to explore the impact of a SEND training intervention, delivered through a LA EPS, on newly qualified and recently qualified teachers' self-efficacy and attitudes to inclusion. The structure of the research project is as follows:

- *Chapter One* introduces the context of teacher training, including the extent to which trainee teachers are supported in developing an understanding of SEND and their role in relation to supporting these pupils.
- *Chapter Two* presents a critical review of the literature, exploring the emergence of key studies, their relationship to foundational views and attitudes regarding SEND and inclusion, with final consideration given to psychological models which underpin this research.
- *Chapter Three* explores the theoretical basis on which to form an intervention, including the sourcing of content from an evidence base and assessment of the value of this training intervention being delivered by an (T)EP.
- *Chapter Four* outlines the methodology adopted within this research, including the epistemological and ontological position which underpin much of the research.
- *Chapter Five* offers critical reflection and interpretation of the findings in light of the analysed data.
- *Chapter Six* concludes the research by summarising responses to the research questions including consideration of the efficacy of the research in meeting its stated aims. Scrutiny of the limitations within this work are explored with final deliberation given to the implications for EP practice.

#### 1.4. Positionality

In September 2013, I was one of 24,050 trainee teachers who began postgraduate initial teacher training (ITT) through a higher education institution (HEI) (DfE, 2013).

The experience I gained as a trainee teacher, both through the HEI directly and through my experiences of school teaching practice placements, were wholly positive, though it became clear upon entering the classroom that I lacked an understanding of the broad range of need represented across the majority of my classes.

Undoubtedly, the landscape of ITT has since changed. HEIs no longer educate the majority of trainee teachers (DfE, 2013a, 2019g). The political pursuit of a neoliberal agenda has sought to subvert the role of universities in teacher training and subsequent career and professional development (CPD) (Furlong, 2013). Although aware of the importance of practice-based experience, I am equally cautious of views which suggest, *“Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman...”* (Gove, 2010), as these positions appear to implicitly undermine the vital role of HEIs in ITT (NASUWT, 2016; McIntyre, 2009).

However, HEIs as well as schools, must bear some responsibility for the adequate (or otherwise) preparation of student teachers to meet the needs of all pupils, including those with SEND. Whilst pockets of good practice likely occur, to some extent, within institutions and through individual practice, feelings of ‘preparedness’ to teach pupils with SEND are consistently amongst the lowest rated by those new to the classroom (NCTL, 2014b, 2015, 2016; DfE, 2017).

In my role as a TEP, with previous experience as a teacher, I am well positioned to negotiate and implement support for early-career professionals with regard to SEND. The findings from this research will be utilised to direct future involvement within my own practice, whereby I will seek to offer support through the LA EPS with whom I am affiliated.

## **1.5. Context**

### **1.5.1. Definition of key terms**

This research draws upon a number of terms with specific, situated meaning. These terms are defined in Table 1.1.

Key Term	Definition
Special Educational Needs and Disabilities (SEND)	<p>Throughout this research the terms ‘pupils with special educational needs and disabilities (SEND)’ is used to identify this heterogenous group, defined as “a <i>child or young person...[with] a learning difficulty or disability which calls for special educational provision to be made for him or her</i>” (DfE and DoH, 2015, p. 15). Whilst it must be made clear that the term SEN/D can itself be troublesome, particularly within the context of inclusion (Booth, 1999; Norwich and Nash, 2011), this expression is used to communicate a shared understanding of the identified cohort as outlined in the SEND Code of Practice above. It is not used to denote individual deficit, although some may suggest its very use implicates this (Booth, 1999). Instead its implementation represents an awareness, on the part of this researcher, of the interactionist models which govern the emergence of such a need.</p>
Newly Qualified Teacher (NQT)	<p>The term <i>newly qualified teacher</i> (NQT) refers to any teacher whom, upon successful completion of their training, has received qualified teacher status (QTS) and is currently employed in an educational capacity within their first year of employment (sometimes referred to as the “<i>statutory induction period</i>”, DfE, 2011a, p. 3). The terms <i>trainee teacher</i>, <i>student teacher</i> and, less commonly, <i>pre-service teacher</i> will be used interchangeably to identify individuals currently studying through any ITT route to achieve QTS (or equivalent). Where possible, this</p>

	population will be identified through their route of qualification (i.e. undergraduate or postgraduate, school-led or alternative route delivered through HEI, Figure 1).
Initial Teacher Training (ITT) / Initial Teacher Education (ITE)	<i>Initial teacher training</i> (ITT) and <i>initial teacher education</i> (ITE) will also be used interchangeably to denote the general study of trainee teachers and will, where appropriate, be specified as being delivered through HEIs or school-led routes.
Recently Qualified Teacher (RQT)	The term <i>recently qualified teacher</i> (RQT) refers to an individual whom, having completed their NQT year (statutory induction period), is considered a fully qualified teacher. Meanwhile, the phrases <i>early career teacher</i> or <i>early career professional</i> refer to those teachers currently in training and those completing their NQT year (DfE, 2019g).
'Permeation' and discrete/focussed elements	The terms <i>permeation</i> and <i>focussed/discrete elements</i> will be utilised throughout this research to denote the prominent methods employed by ITT providers to supplement trainee teacher understanding of SEND and the needs of pupils with SEND. <i>Permeation</i> , explored in greater detail in Chapter Two, underpins the most common approach, " <i>in which a special needs element is included as an integral element of all theoretical and practical</i>

	<p><i>courses and experience</i>” (Mittler, 2012, p. 132). It is important to identify, that whilst an approach rooted in permeation may aspire to such a reality as is defined previously, that this is not always how the approach transpires or is perceived by those in receipt of such an approach. <i>Focussed/discrete elements</i> refers to the delivery of units of teaching, which may present as an optional, compulsory, standalone or concurrent aspect of a wider curriculum of SEND input as part of an ITT course (Mittler, 1992).</p>
Inclusion / inclusive education	<p>The terms <i>inclusion</i> and <i>inclusive education</i> will be defined as:</p> <p>“...the more specific inclusion of children and young people with special educational needs (SEN), also known as additional support needs (ASN), special educational needs and disabilities (SEND), learning difficulties (LD), or special needs (SN) within the mainstream classroom.” (Ewing et al., 2015, p. 150).</p> <p>Inclusion is an evasive and amorphous term, which contributes somewhat to problems associated with its implementation; at best it can be concluded as a “<i>complex ideological construct</i>” (Hodkinson, 2011, p. 179).</p> <p>Exposition of the difficulties associated with defining and enacting inclusion will be explored in Chapter Two.</p>

Table 1.1: Definition of key terms utilised in this research.

### 1.5.2. Historical socio-political context of ITT/ITE in England and Wales

Taylor (2008) posits the assertion that,

*“...in seeking to understand the how and why of teacher education today, it helps to know something of how it was carried on in the past.”* (p. 291).

As governments have changed, so too have the priorities and policies of the education agenda; education and teacher training are “*inherently and unavoidably political*” (Cochran-Smith, 2005, p. 3). Acknowledgement of the historical and legislative context within which teacher training exists, as well as the legal framework of teachers’ accountability is important, as they do not always complement one another. Table 1.2 provides a comprehensive (although not exhaustive) list of prominent legislation and guidance governing the direction of teacher training and the provision of teacher CPD in light of the ‘standards’ to which they are accountable for the 20<sup>th</sup> and 21<sup>st</sup> Century.

Legislation, report or influential contribution	Implications, significant changes and salient recommendations
The Education Act 1902	<ul style="list-style-type: none"> <li>• Legislated the creation of local education authorities (LEAs) whose responsibilities included appointment, dismissal and pay of teachers as well as training and maintaining their continuing professional development (CPD) (p. 128-137).</li> <li>• This legislation represented a shift away from organically emerging and locally directed pupil-teacher centres in favour of situating much of teacher training within colleges (Robinson, 2002; Robinson, 1999; Gardner, 1995).</li> </ul>
'The McNair Report' (Board of Education, 1944)	<ul style="list-style-type: none"> <li>• Advocated for the provision of teachers in training to develop their competency to support pupils with special educational needs and disabilities (SEND) (p. 143).</li> <li>• Argued for an integrative model of teacher training for educators across what we would now recognise as mainstream and special school providers (p. 134).</li> </ul>



	<ul style="list-style-type: none"> <li>• 'Area Training Organisations' (ATOs) emerged as an enacted policy of this report, retaining responsibility for the coordination of teacher training provision in England and Wales for the coming decades (Gardner et al. 2004).</li> </ul>
The Education Act 1962	<ul style="list-style-type: none"> <li>• Legislated the provision of LEA and state funded grants for those pursuing teacher training courses (p. 3) in a move designed to quell teacher shortages and abate public and political pressure to improve the quality and academic standard of graduates entering the profession (James, 2008).</li> </ul>
'The Robbins Report' (CHE, 1963)	<ul style="list-style-type: none"> <li>• Precipitated the expansion of three to four-year Bachelor of Education (BEd) courses and teacher training colleges (Parry et al. 2017; Murray and Passy, 2014).</li> <li>• Paved the way for the expansion of higher education provision and advanced the 'ascension' of colleges offering teacher training qualifications to university of 'college of education' status (Morris, 1964; LSE, 2014; CHE, 1963).</li> </ul>
'The Plowden Report' (Central Advisory Council for Education, 1967).	<ul style="list-style-type: none"> <li>• Founded in 'radical' child-centred and Piagetian psychology; made a number of recommendations including shared formative training years between trainee teachers and trainee social workers (p. 341) and reduction of qualification period from 3-4 years to 2 years, based on the number of years in the profession (p. 494).</li> </ul>

Education (Handicapped Children) Act 1970	<ul style="list-style-type: none"> <li>• Pupils whom we would now term 'SEND' were afforded the legal protection of access to an education (p. 1).</li> </ul>
'The James Report' (DES, 1972)	<ul style="list-style-type: none"> <li>• Proposed a three-cycle approach to teacher education, including i) three-year subject-based degree course at university (or two-year Diploma in higher education, DipHE, course at college) ii) two years of professional study supported by 4-6 weeks of professional practice with a final year as a 'licensed teacher' iii) the provision of in-service education through the release of the equivalent of one term in 7 years employed (Taylor, 2008).</li> <li>• Proposed the abolition of ATOs to be replaced and overseen by the National Council for Teacher Education and training (NCTET) (p. 16).</li> </ul>
DES Circular 2/75 (HMSO, 1975)	<ul style="list-style-type: none"> <li>• In acknowledgement of the need to identify and support pupils with SEND, recognises the responsibility of all teachers <i>"to be able, as a result of training and experience, to detect as well as help children who show deviations from the wide range of normality and [...] always be able to turn for advice to an educational psychologist"</i> (p. 3).</li> </ul>

<p>'The Warnock Report' (DES, 1978)</p>	<ul style="list-style-type: none"> <li>• This seminal report recognised that “<i>up to one child in five is likely to require some form of special educational help</i>” with authors recognising that the essential skills required by teachers “<i>must be acquired in the course of training</i>” (p. 226).</li> <li>• Recognised that whilst in-service training was likely to be useful, it is paramount that the “<i>groundwork</i>” for this was laid in initial teacher training (p. 227).</li> <li>• Advocated interactionist approaches to promote interpretation of pupil behaviour.</li> <li>• Provided specificity for a ‘special education element’ in all courses of initial teacher training (p. 228).</li> </ul>
<p>HMI Series: Matters for Discussion No. 8 Developments in the BEd Degree Course (HMSO, 1979)</p>	<ul style="list-style-type: none"> <li>• Depicted the landscape of BEd studies, importantly, the study of SEND is described as an “<i>optional studies</i>” component on all of the courses surveyed (p. 11).</li> <li>• The paper discussed the non-compulsory element of SEND found almost universally within BEd courses, “<i>The compulsory elements or most courses did not, however, bring students towards much awareness of the special needs of certain categories of children</i>” (p. 43).</li> <li>• The paper recognised that course diversity is not necessarily at “<i>odds with likely effectiveness of preparation for teaching</i>” (p. 45) thus somewhat promoting the autonomy of these courses.</li> </ul>

1981 Education Act	<ul style="list-style-type: none"> <li>• Enshrined importance for teachers in recognising the importance of <i>“identifying, and providing for, those registered pupils who have special educational needs”</i> (p. 3).</li> </ul>
The Education (Teachers) Regulations 1982 (DfES, 1982)	<ul style="list-style-type: none"> <li>• Regulated that all teachers employed within mainstream schools must be ‘qualified’ teachers and set about determining sufficient criteria for this (p. 247).</li> <li>• Outlines standards for additional required training in the support of pupils with visual impairment (VI) and hearing impairment (HI) (p. 240).</li> </ul>
Teaching Quality (HMSO, 1983)	<ul style="list-style-type: none"> <li>• Does not acknowledge the provision for SEND in any great capacity, except to posit that it is not the place of initial teacher training to <i>“equip teachers as specialists in, for example, careers work or special education”</i> (p. 32).</li> </ul>
Better Schools (DES, 1985)	<ul style="list-style-type: none"> <li>• Outlined government aims to improve the standardisation of teacher training to incorporate a <i>“substantial element of school experience and teaching practice”</i> (p. 11).</li> <li>• The recommendation that <i>“all initial training courses should include an introduction to the subject of special needs”</i> is further elucidated (p. 11).</li> </ul>
DfE Circular 9/92 Initial Teacher Training	<ul style="list-style-type: none"> <li>• This document began the consolidation of teaching competencies, with explicit reference made to the provision for newly qualified teachers (NQTs) (understood to be those in the immediate year post</li> </ul>

(Secondary Phase) (DfE, 1992)	qualification as teachers) to have developed the skills in their initial training period to be able to <i>“identify special educational needs or learning difficulties”</i> (Annex A).
Education Act 1993	<ul style="list-style-type: none"> <li>• Legislated for the creation of the subsequent ‘Code of Practice’ (DfE, 1994) (p. 101).</li> <li>• Again, emphasis is applied to the recognition that <i>“teachers in the school are aware of the importance of identifying, and providing for, those registered pupils who have special educational needs”</i> (p. 103).</li> </ul>
Education Act 1994	<ul style="list-style-type: none"> <li>• Legislated for the creation of the Teacher Training Agency (TTA) charged to <i>“improve the quality and efficiency of all routes into the teaching profession”</i> and <i>“generally to secure that teachers are well fitted and trained”</i> (p. 1).</li> </ul>
Code of Practice on the Identification and Assessment of Special Educational Needs (DfE, 1994)	<ul style="list-style-type: none"> <li>• Reiterated the requirement for schools to publish details within their SEN policy of the <i>“arrangements for SEN in-service training”</i> (p. 19).</li> <li>• The ‘staged model’ delineates the role of the classroom teacher in identifying/registering a pupil’s SEN (p. 14).</li> </ul>

Education Act 1996	<ul style="list-style-type: none"> <li>Consolidated many of the statutory requirements from previous versions of the Education Act (Lawton, 2005).</li> </ul>
White Paper: Excellence in Schools (DfEE, 1997b)	<ul style="list-style-type: none"> <li>Outlined and documented education policy aims in the wake of the New Labour Government. The paper reiterates the need to “<i>raise the standards</i>” of initial teacher training (p. 47) and alludes to new ‘teaching standards’.</li> <li>Separate to teacher training, the paper advocated strongly for a model of inclusive education, “<i>where pupils do have special educational needs there are strong educational, social and moral grounds for their education in mainstream schools</i>” (p. 34).</li> </ul>
DfEE Circular 10/97 ‘Teaching: High Status, High Standards’ (DfEE, 1997a)	<ul style="list-style-type: none"> <li>Outlined requirements for initial teacher training courses, which included the need for trainee teachers to demonstrate their capability in “<i>identifying pupils who have special educational needs, including specific learning difficulties</i>” (p. 10).</li> <li>Trainee teachers must also be competent in being able to “<i>implement and keep records on individual education plans (IEPs) for pupils</i>” (p.11).</li> </ul>

<p>Teachers: Meeting the challenge of change (HMSO, 1998)</p>	<ul style="list-style-type: none"> <li>• Proposed the introduction of literacy, numeracy and IT skills tests for trainee teachers (p. 45).</li> <li>• Proposed the Graduate Teacher Programme (GTP). In order to “<i>attract top quality teachers</i>” (p. 47) the programme offered trainees the opportunity to train within schools on a heavily reduced teaching timetable whilst receiving remuneration.</li> <li>• There is little further explication of the role of SEND content within initial teacher training pathways, although some reference is made to the role of specialist teachers in SEND disseminating information and sharing good practice (p. 61).</li> </ul>
<p>Special Educational Needs Code of Practice 2001 (DfES, 2001)</p>	<ul style="list-style-type: none"> <li>• Reiterated the requirement for teachers to be “<i>aware of the importance of identifying, and providing for, those pupils who have special educational needs</i>” (p. 6) building on the legislative framework of the Special Educational Needs and Disability Act 2001.</li> <li>• Responsibility for the daily running of a school’s SEN policy rests with the Special Educational Needs Coordinator (SENCO), although all teachers should be “<i>closely involved in the strategic development of the SEN policy</i>” (p. 11).</li> <li>• Teachers have a responsibility for developing positive and constructive relationships with parents (p. 26).</li> </ul>

	<ul style="list-style-type: none"> <li>• Crucially “<i>all teachers are teachers of children with special educational needs</i>” (p. 44).</li> <li>• Teachers retain joint responsibility for identifying thorough assessment and planning action to support children with SEND (p. 46).</li> <li>• Teachers should be able to utilise differentiation effectively to support learners of all abilities within their classes (p. 47).</li> <li>• The SENCO is charged with some responsibility for in-service training of staff (p. 50).</li> </ul>
Education Act 2002	<ul style="list-style-type: none"> <li>• Provided legal protection for the autonomy of ‘academies’ and autonomy of schools. (p. 4-7).</li> <li>• Made clear definitions of roles for those with and without qualified teacher status (QTS) (p. 84).</li> </ul>
The Importance of Teaching: The Schools White Paper (DfE, 2010)	<ul style="list-style-type: none"> <li>• Proposed the expansion of the ‘Teach First’ offer and offered grants for teachers in ‘shortage’ subjects (p. 9).</li> <li>• Presented a critical argument against learning in training establishments (p. 19) and advocated for trainee teachers to spend a greater amount of time ‘in the classroom’ (p. 9) with the aim of being better able to respond, “<i>to pupils’ Special Educational Needs</i>” (p. 20).</li> <li>• Raised the requirement for those entering teacher training through the post graduate certificate of education (PGCE) route to hold at least a 2:2 degree or equivalent (p. 21).</li> </ul>



	<ul style="list-style-type: none"> <li>• Proposed the requirement for literacy and numeracy skills test to be completed prior to the completion of teacher training (p. 21).</li> <li>• Strongly advocated the development of school-based routes into teaching (p. 23).</li> <li>• Proposed the creation of a network of Teaching Schools to retain responsibility for “<i>providing and quality assuring initial teacher training in their area</i>” (p. 23).</li> <li>• Proposed a review of Teacher Standards to reflect requirements to “<i>support children with additional needs, including Special Educational Needs</i>” (p. 26).</li> <li>• Proposed the review of the Ofsted framework to include focus on the needs of all pupils, including those with SEND (p. 69).</li> </ul>
<p>Training our next generation of outstanding teachers: Implementation plan (DfE, 2011b)</p>	<ul style="list-style-type: none"> <li>• Moved forward with many of the proposals outlined in the White Paper (see above) including increasing the role of schools in training and recruiting trainee teachers, the roll-out of school based initial teacher training. ‘School Direct’ will replace the Graduate Teacher Program (GTP) route into teaching (p. 11).</li> <li>• No reference to SEND.</li> </ul>

Teachers' Standards (DfE, 2011a)	<ul style="list-style-type: none"> <li>References the requirement for teachers to have a secure "<i>understanding of the needs of all pupils, including those with special educational needs</i>" (p. 12).</li> </ul>
Great teachers: attracting, training and retaining the best (HOC, 2012)	<ul style="list-style-type: none"> <li>The Education Committee report detailed little about the provision of specific training for trainee teachers in SEND. Although, "<i>A particular issue was raised with regard to provision of training for SEN teachers. People move in from the mainstream rather than being taught to teach SEN from the start.</i>" (p. 57). Suggestion of a lack of SEN input at the ITT stage is prevalent throughout the document.</li> </ul>
Carter review of initial teacher training (ITT) (Carter, 2015)	<ul style="list-style-type: none"> <li>Identified gaps in a range of initial teacher training courses, such as in the inclusion and provision for SEND (p. 6).</li> <li>Included a range of recommendations for addressing this gap, including that "<i>ITT should introduce trainees to the most common issues they will encounter and practical strategies for addressing these</i>"; a recommendation for ongoing training and the provision of support to work with parents and professionals in matters relating to SEND (p. 10).</li> <li>Findings culminate in the following recommendations, "<i>Recommendation 1g: Special educational needs and disabilities should be included in a framework for ITT content. Recommendation 10:</i></li> </ul>

	<p><i>Wherever possible, all ITT partnerships should build in structured and assessed placements for trainees in special schools or mainstream schools with specialist resourced provision” (p. 11).</i></p> <ul style="list-style-type: none"> <li>• Clearly stated the finding that “<i>it is critical that all new teachers are given training in how to support children with SEND – this should not be treated as an optional extra but as a priority</i>” (p. 34).</li> <li>• Advocates for learning of the “<i>most common issues they will encounter</i>”, identifying a number of conditions and disorders with which trainee teachers should be equipped to support in the classroom (p. 35).</li> <li>• Recognises the limited opportunities for those on one-year teacher training programmes to receive support and training in SEND (p. 57-58).</li> </ul>
SEND Code of Practice (2015) (DfE and DoH, 2015)	<ul style="list-style-type: none"> <li>• Explicates the role of educational psychologists in supporting staff, “<i>Partners should also consider whether and how specialist staff can train the wider workforce so they can better identify need and offer support earlier – for example, educational psychologists</i>” (p. 49)</li> <li>• Identifies the suitability of training for all school staff in matters relating to SEND to “<i>secure expertise at different levels</i>” (p. 68).</li> </ul>

	<ul style="list-style-type: none"> <li>• Explicates the teachers' role in the identification (supported through assessment) and delivery of initial intervention to support the progress of all pupils, including those with SEND (p. 95-99), essentially the 'Assess-Plan-Do-Review' cycle.</li> <li>• Schools to retain responsibility for "<i>improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered</i>" (p. 99).</li> </ul>
<p>Educational Excellence Everywhere (2016) (DfE, 2016b)</p>	<ul style="list-style-type: none"> <li>• Proposes the abolition of QTS and in its place "<i>a stronger, more challenging accreditation based on a teacher's effectiveness in the classroom, as judged by great schools</i>" (p. 32).</li> <li>• Offers to "<i>strengthen university and school-led teacher training</i>" but equally explicates a move toward "<i>an increasingly school-led ITT system</i>" (p. 28).</li> <li>• Proposed greater access to support and training for teachers regarding "<i>specific impairments such as autism or dyslexia, and to improve our evidence base and develop our understanding of how we can best support them</i>" (p. 102).</li> </ul>
<p>Early Career Framework (DfE, 2019b)</p>	<ul style="list-style-type: none"> <li>• Emphasises design around supporting all pupils to succeed, including those with SEND (p. 4).</li> <li>• Through Standard 5 'Adaptive Teaching' advocates utilisation of the SEND Code of Practice (p. 17).</li> </ul>

	<ul style="list-style-type: none"> <li>• Indicates the provision of training with “<i>greater depth as part of induction</i>” in areas including SEND (p. 5).</li> <li>• Foresees the establishment of training programmes for early career professionals (p. 6).</li> </ul>
ITT: Core Content Framework (DfE, 2019a)	<ul style="list-style-type: none"> <li>• The focus of this document is on high quality teaching, yet precludes specific denomination or direction on the delivery of specific approaches to support pupils with SEND (p. 6), although “<i>careful consideration has been given to the needs of trainee teachers in relation to supporting pupils with Special Educational Needs, encompassing those pupils identified within the four areas of need set out in the Special Educational Needs and Disability code of practice</i>” (p. 5).</li> <li>• Trainee teachers are expected to learn that “<i>Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential</i>” (p. 21).</li> </ul>
Initial Teacher Training in England (HOC, 2019a)	<ul style="list-style-type: none"> <li>• Identifies that ITT courses inconsistently offer training explicitly related to SEND in recognition that “<i>some ITT courses offer a particular focus on ensuring that trainees have the opportunity to develop further skills for working with pupils with special educational needs and disabilities (SEND)</i>” (p. 12).</li> </ul>

	<ul style="list-style-type: none"> <li>• Training in SEND consistently appears as ‘additional’ and makes further recommendations, including “<i>for example, include specific modules on SEND and/or more opportunities to work in special schools, SEND units and resourced provision</i>” (p. 12).</li> </ul>
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*Table 1.2: Historical political legislation pertinent to ITT and SEND.*

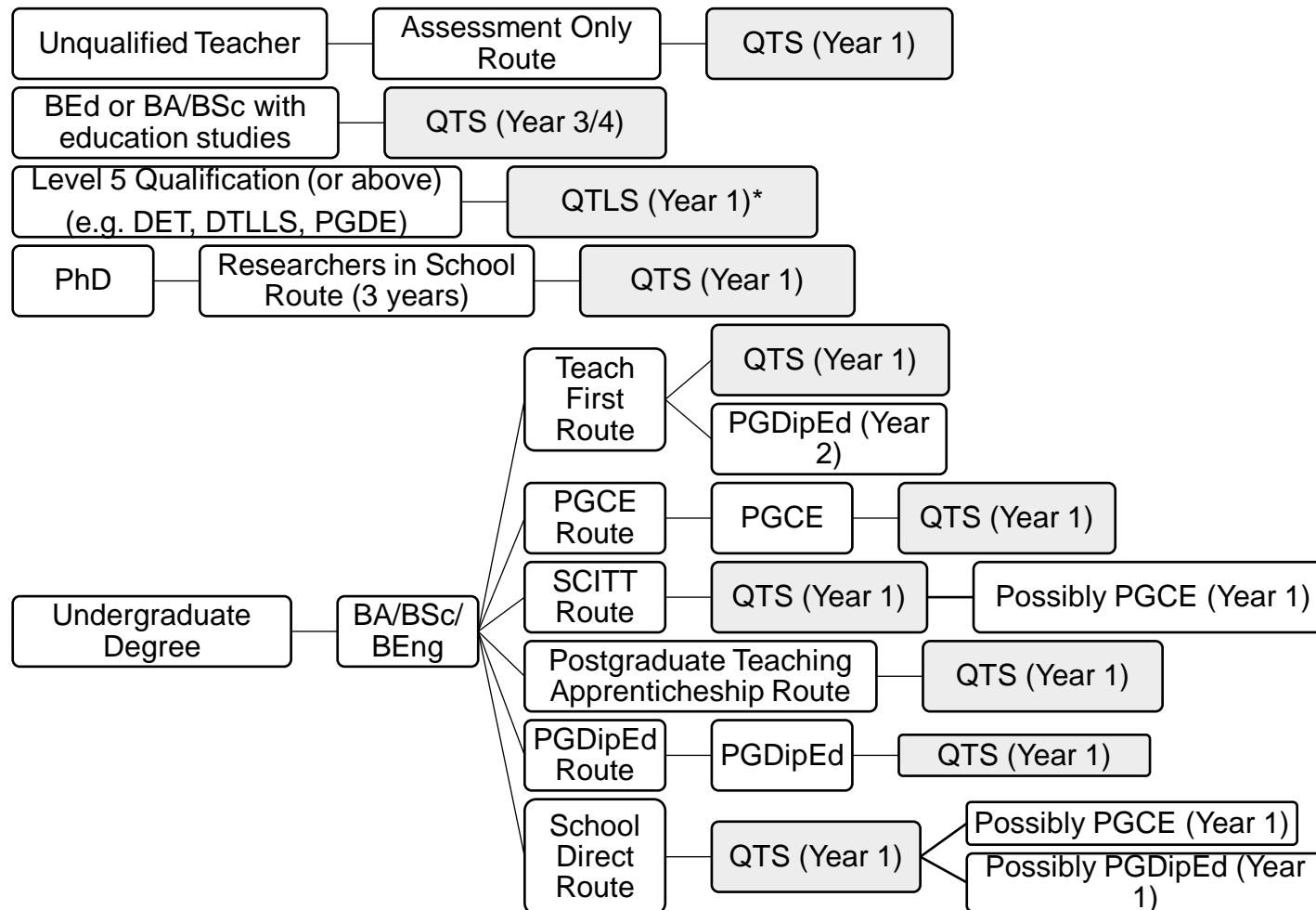
A review of the historical legislation provided in Table 1.2 demonstrates a fluid system characterised by the gradual decline of centralised governance in favour of rising privatisation. Jones (2014) discusses this transformation in terms of three cycles: the first characterised in the late 1970's as the popularisation of "*educational privilege*", the second provided the modern institutionalised programme with a "*marketised shape*" whilst the third cycle, which we now operate within, extends privatisation significantly with the elimination of "*countervailing political influences*" (Jones, 2014, p. 93). Whilst Jones attributes this trajectory to mostly conservative politics, others recognise the complicity of New Labour in the continuation of selective schooling, market choice and the mirroring of schools to private businesses (Tomlinson, 2003).

With specific relation to SEND, The Education (Handicapped Children) Act (1970) precipitated a decade of significant change for inclusive classroom practice, culminating in the publication of The Warnock Report (DES, 1978). It is a legal right of pupils with SEND to be educated within 'mainstream' provision (i.e. any school or academy which is not a special school) and is a statutory requirement for teachers to undertake an active role in "*identifying pupils who have special educational needs*" (DfES, 2001, p. 46). Nonetheless, despite the numerous recommendations to provide adequate training for early career teachers and those in ITT in areas of SEND (HMSO, 1944; DES, 1978; DfEE, 1997a), it is not evident that training routes consistently provide adequate coverage of this important element, where it is often viewed as an 'optional' component (Carter, 2015; HOC, 2019a).

### **1.5.3. Routes into teaching in England**

The House of Commons Education Committee described the current routes into teaching as “*not always well understood by applicants and [...] confusing*” (HOC, 2017, p. 4). Some authors attribute this confusion as an influential factor in issues of teacher recruitment (Hilton, 2016), whilst others recognise the value of choice associated with different training routes (Hobson, 2003; NCTL, 2014a). Figure 1 below depicts the current routes into teaching within the education system of England.





\*The Education (School Teachers' Appraisal) Regulations (2012) recognises that those with QTLS are eligible to work as qualified teachers in schools (DfE, 2011a).

Figure 1: Routes to becoming a qualified primary/secondary teacher in England and Wales in 2020.

Crucially, since 2012, it is no longer a requirement for schools with academy status to hire teaching staff with QTS (DfE, 2012). Academy schools, an initiative introduced by the New Labour government in 2010, are directly state-funded institutions operated by private single or multiple academy trusts (SATS/MATS) or private companies with a government contract (West and Wolfe, 2018; Martindale, 2018). Academies enjoy considerable autonomy outside of LA jurisdiction, including their ability to set pay and working conditions for staff and greater freedom around curriculum delivery (Martindale, 2018; Heilbronn, 2016). The number of institutions with academy status ('sponsored' and 'converter', see NFER, 2015) is rising. In October 2018, 50.1% of pupils being taught in state-funded schools were being taught in academies or free schools (DfE, 2019d). By February 2020, over 77% of mainstream secondary providers were academies, whilst overall, 42% of all state-funded education is provided through institutions with academy status (DfE, 2020a).

Unqualified teachers currently represent just under 5% of the entire teaching workforce (DfE, 2018b); a rise of nearly 1.5% since 2011 (DfE, 2011c). Importantly, these practitioners need not have received any formal pedagogic training and are less likely to be in possession of an undergraduate degree (Martindale, 2018).

As is demonstrated in Figure 1, single year ITT routes predominate pathways into teaching. Of the 44,600 new entrants to the teaching profession in 2018, over 52% were NQTs (DfE, 2019h). Of these, if we are to extrapolate entrants to initial training courses of that same year to those employed, over 81% of NQTs would have qualified via either of the one-year postgraduate route options (DfE, 2018a).

## 1.6. Chapter Summary

For the most part, routes of ITT in England are characterised as time-restrictive, (Wilkins, 1999; Carter, 2015) owing to the majority of one-year routes. It is within this remit, that this author and others posit that the input of SEND content both within ITT and through subsequent early CPD becomes discrete, elective and/or left to develop organically; all of which contribute to inadequate address of SEND through ITT (Carter, 2015; Lawson et al., 2013; Golder et al., 2005; Garner 2001). This is despite the present statutory responsibility of teachers to retain accountability “*for pupils’ attainment, progress and outcomes*” (DfE, 2011a, p. 10), “*have a clear understanding of the needs of all pupils, including those with special educational needs*” (DfE, 2011a, p. 12) and for them to play a perennial role in the ‘Assess-Plan-Do-Review’ cycle of graduated response (DfE and DoH, 2015, p. 100-103).

In her report over forty years ago, Baroness Mary Warnock proposed and outlined (with a degree of nuance advanced of its time) the importance of an embedded ‘special education element’ in ITT. This included promoting teacher preparedness in the identification of SEND, raising teacher awareness of SEND, providing teachers with an understanding of parents’ perspectives relating to their child and the systems within which they exist. Furthermore, she put forth recommendations for the development of a number of practical skills taught in the context of child development and principles of educational psychology (DES, 1978, p. 227-244). Some 30 years on, authors concede that “*these priorities for teacher preparation have remained basically unchanged over this period*” (Nash and Norwich, 2010, p. 1472).

## CHAPTER TWO: LITERATURE REVIEW

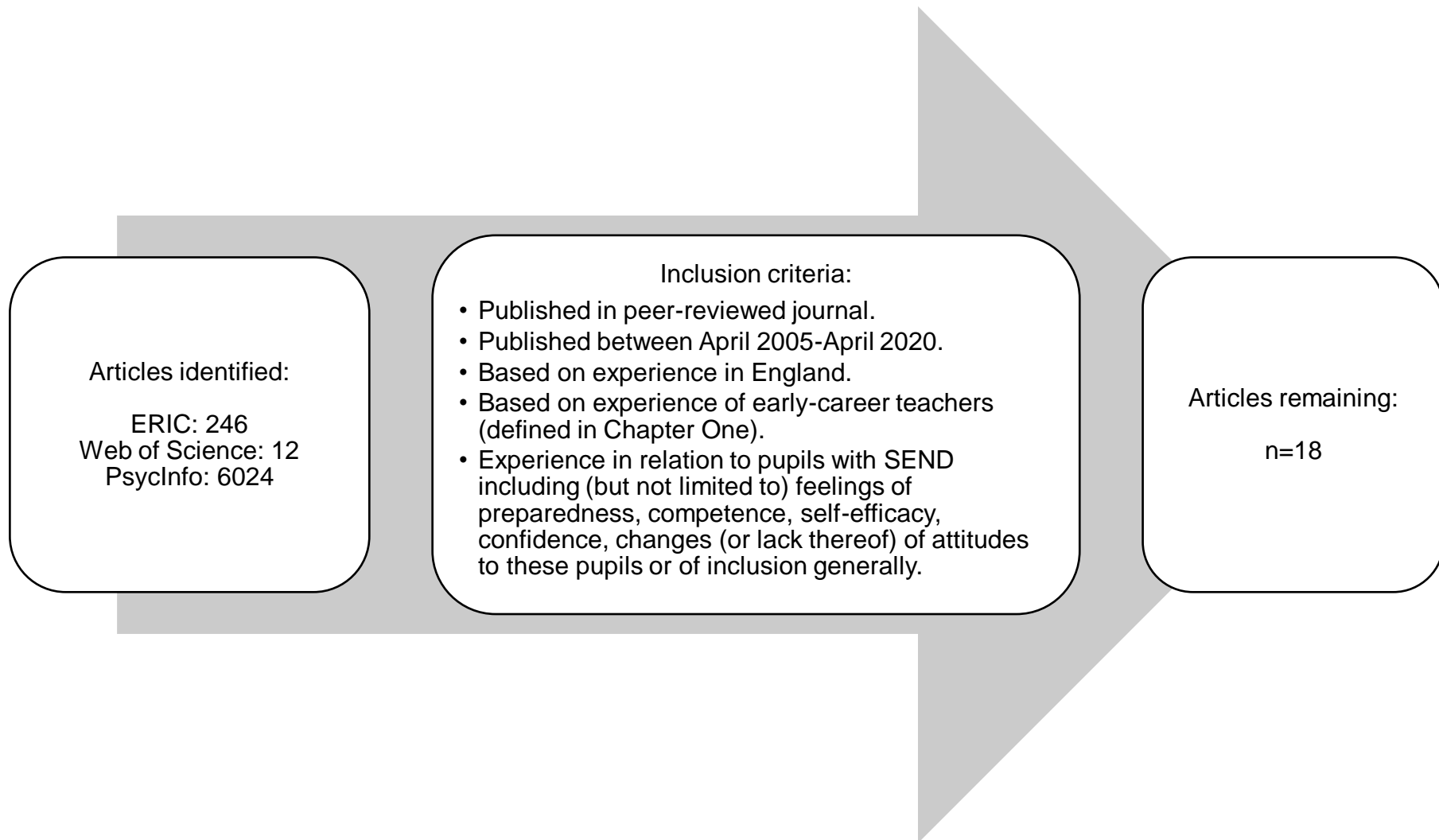
### 2.1. Chapter overview

This chapter details the progressive search of literature relating to early-career teachers' experiences of SEND. The literature search is clarified, as key articles are identified and considered in the context of their wider emerging themes. Attitudes to SEND and inclusion are considered in the wider societal context and subsequently, in the individual attitudes of teaching professionals. Current models of SEND input for trainee and early-career teachers are considered in light of their strengths and inadequacies, namely the polarised approaches of 'permeation' and 'focussed elements' (defined in Chapter One). Psychological foundations relating to self-efficacy and social cognition theory (Bandura, 1977; 1986; 1989) emerge as notable influences on practitioner attitudes, beliefs and competence.

### 2.2. Search strategy

The purpose of the literature search was to gain a deeper understanding of the topic by identifying relevant works exploring trainee and early career teachers' (NQTs or RQTs) perceptions of their experience, attitudes, self-efficacy and competence in relation to promoting the inclusion of pupils with SEND. PsycINFO, ERIC and Web of Science databases were exhausted between the period of January 2020 to April 2020. The following keywords were used: (*"Initial teacher" or "early career" or "trainee teacher" or "newly qualified" or "recently qualified" or "preservice teacher"*) and (*"special educational" or "special needs"*) and (*"UK" or "United Kingdom" or "British" or "Britain" or "English" or "England"*). Due to the diversity of research exploring experiences, attitudes, feelings of self-efficacy and competence, these were filtered through the inclusion criteria (Figure 2.1).

The explicit search for cases relevant to England and the inclusion of English samples within studies was particularly pertinent, as significant differences exist between constituent member countries of the United Kingdom (Beauchamp et al., 2015). Education and training are identified as devolved policy areas in England, Wales, Scotland and Northern Ireland and therefore, public services in these countries are regulated independently, albeit with similarities (HM Civil Service, 2017). The search terms “UK” and “United Kingdom” were included in the initial search in order that relevant studies on populations of English samples were not missed.



*Figure 2.1: Search strategy for relevant articles.*

The literature search yielded 18 relevant cases. The purpose of this literature base is to inform further discussion around the nature of SEND input during ITT and in the formative years of teaching; explore trainee and early career teachers' attitudes to SEND (including the extent to which these attitudes and beliefs are fixed or changed) and to further inform the components of suitable interventions to support trainee and early career teachers' perceptions and beliefs regarding SEND. This literature is summarised in Table 2.1.

Although the research highlighted during this search retains particular significance, throughout this review it will be augmented with research and literature gathered through other means. The reasons for this are twofold. Initially, the dearth of literature evaluating initial teacher training (especially year-long postgraduate training programmes, which represent 81% of NQTs, DfE, 2018a) warrants further international comparisons (Nash and Norwich, 2010, p. 1472). Secondly, the nuance of associated topics related to this area of interest (i.e. inclusion, integration, teacher self-efficacy and confidence) are more easily accessible (and therefore likely not to be omitted) through alternative search strategies (e.g. 'snowballing', which has been described as "*especially powerful for identifying high quality sources*", Greenhalgh and Peacock, 2005, p. 1065).

Author	Participants	Themes	Measures	Key Findings
Vickerman and Coates (2009)	<ul style="list-style-type: none"> <li>• N=221 (n= 202) trainee teachers (n=19) RQTs</li> <li>• Sourced from 5 ITT providers</li> </ul>	<ul style="list-style-type: none"> <li>• Perceived 'readiness' to include pupils with SEN</li> <li>• Confidence</li> <li>• Efficacy of ITT</li> <li>• Attitudes to inclusion</li> <li>• Time available on ITT courses</li> </ul>	<ul style="list-style-type: none"> <li>• Two self-report questionnaires (open and closed responses)</li> </ul>	<ul style="list-style-type: none"> <li>• 84% of RQTs and 43% of trainees identified ITT had not prepared them sufficiently to support pupils with SEN.</li> <li>• Experiences of discrete vs. embedded content on ITT courses varied.</li> <li>• Number of hours spent on SEN issues at ITT varied; 2% indicated between 0-5 hours, 21% said over 100 hours. 70% reported between 5-70 hours.</li> <li>• For two postgraduate courses, 76% and 56% respectively reported spending 0-5 hours on SEN. 49% of one undergraduate course reported spending between 0-5 hours on SEN.</li> </ul>



				<ul style="list-style-type: none"> <li>• 62% of trainee teachers agreed or agreed strongly that children with SEN should be included in mainstream schools. From one provider, 12% agreed with this.</li> <li>• 91% of trainees reported they would need additional SEN CPD once in school.</li> <li>• 93% of trainees agreed or strongly agreed that SEN should be comprehensively addressed within ITT.</li> </ul>
Vickerman (2007)	<ul style="list-style-type: none"> <li>• n= 24 ITT (PE) programme leads</li> <li>• n= 5 professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Adequacy of SEN provision within ITT</li> <li>• ITT staff skills and experience relating to SEN</li> <li>• Capacity within ITT</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report questionnaire</li> <li>• 5 semi-structured face-to-face interviews</li> </ul>	<ul style="list-style-type: none"> <li>• 84% of respondents agreed that children with SEN should be included within mainstream school.</li> <li>• 50% have a named person with SEN responsibility. 25% share responsibility</li> </ul>

	<p>responsible for SEN coordination on ITT course</p>	<ul style="list-style-type: none"> <li>• Adequacy of teacher training standards relating to SEN</li> <li>• Time available on ITT courses</li> </ul>		<p>across all staff. 12.5% report no-one having responsibility.</p> <ul style="list-style-type: none"> <li>• 37.5% of trainers report that none of their staff have direct experience or qualification/s in SEN.</li> <li>• 50% of trainers report requirement for trainees to gather evidence of SEN experience rather than demonstrate effective pedagogy.</li> <li>• 50% of trainers indicated their expectations of schools to cover SEN elements.</li> <li>• 29% of trainers offer core modules on SEN, 29% believe they take a holistic/embedded approach whilst 42% offer optional modules.</li> </ul>
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Nash and Norwich (2010)	<ul style="list-style-type: none"> <li>• N=49</li> <li>• n=26 primary responses (from 12 programmes)</li> <li>• n=23 secondary responses (from 17 programmes)</li> <li>• Programme directors and subject module leaders on</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Time available on ITT courses</li> <li>• Permeation vs embedded/focussed elements of SEN</li> <li>• Lack of time</li> <li>• Lack of staff expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• (M=6) sessions (approx. 12 hours) spent on SEN in primary programmes and (M=3.6) sessions (approx. 7 hours) spent on SEN in secondary programmes.</li> <li>• Low utilisation of self-study programmes for SEN (27% in primary and 17% in secondary programmes).</li> <li>• Low numbers of free-standing SEN modules/units in primary and secondary (11% and 13% respectively).</li> <li>• High levels of permeation reported, though some discontinuity between levels of permeation reported by programme directors and subject leaders.</li> </ul>
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	HEI (with 'high' Ofsted ratings) ITT courses (PGCE) from			<ul style="list-style-type: none"> <li>• Some disconnect between the perceived focus of SEN content between programme directors and subject leaders.</li> <li>• The majority of ITT courses did not have specialised SEN staff (69% of primary and 65% of secondary).</li> <li>• Lack of time, lack of resources and lack of expertise identified as inhibitors of SEN coverage on ITT programmes.</li> </ul>
Mintz (2007)	<ul style="list-style-type: none"> <li>• n= 107 primary and early years PGCE students</li> </ul>	<ul style="list-style-type: none"> <li>• Attitudes of trainee teachers to SEN and inclusion</li> <li>• Models of disability and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Free association following the cues 1) Special Educational Needs and 2) Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• 42% of responses related to 'in school' terms (such as processes, differentiation, provision made available etc.). Of these 'in school' responses, 46% related to requirement for help.</li> </ul>

	<ul style="list-style-type: none"> <li>• 302 response items for 'Special Educational Needs'</li> <li>• 289 response items for 'Inclusion'</li> </ul>			<ul style="list-style-type: none"> <li>• 37% of respondents held sets of responses classified as predominantly aligned with 'in child' (e.g. "handicapped", "bad upbringing" "autism" etc.).</li> <li>• 26% of respondents held responses predominantly characterised as 'in school' (e.g. "extra help" "understanding "differentiation").</li> <li>• The vast majority of responses for 'inclusion' were wholly positive and congruent with the approach.</li> </ul>
Hodkinson (2009)	<ul style="list-style-type: none"> <li>• 82 papers published between 1970-2008</li> </ul>	<ul style="list-style-type: none"> <li>• Integration and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Outlines findings from literature review</li> </ul>	<p>Themes emerging from literature review:</p> <ul style="list-style-type: none"> <li>• Provision of SEN in ITT has long been identified, but rarely enacted with any great efficacy.</li> </ul>

	relevant to SEN and ITT	<ul style="list-style-type: none"> <li>• Requirements of teachers to identify and support all pupils</li> <li>• Lack of adequate SEN provision in ITT</li> </ul>		<ul style="list-style-type: none"> <li>• Although requirements for teachers to meet the needs of pupils with SEN have existed for many years, there is/has been little specified guidance to support institutions in meeting this requirement.</li> <li>• Provision of SEN elements vary significantly in ITT.</li> <li>• Permeation continues to be the most prevalent method of ITT SEN education (despite recognised flaws).</li> <li>• Despite changes, trainee teachers still do not feel confident to teach children with SEN.</li> </ul>
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MacBlain and Purdy (2011)	<ul style="list-style-type: none"> <li>• N=65 (final year BEd and PGCE students)</li> </ul>	<ul style="list-style-type: none"> <li>• Early career teachers' confidence in teaching pupils with SEN</li> <li>• Inclusion</li> <li>• Demands placed on teachers</li> <li>• Teacher stress and emotional wellbeing</li> <li>• Teacher retention</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group</li> <li>• Semi-structured interviews</li> <li>• Self-report questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst a majority felt confident dealing with sensitive classroom issues (70% of BEd and 56% of PGCE students), differences emerged for confidence in dealing with pupils with SEN in the classroom between BEd and PGCE students (66% and 34% respectively).</li> <li>• Those in one year-long courses report generally lower patterns of confidence and opportunities of interaction with pupils with SEN.</li> <li>• Trainees believe they lack the expertise, knowledge, experience, time, resources and confidence to meet the needs of pupils with SEND.</li> </ul>
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Golder et al. (2005)	<ul style="list-style-type: none"> <li>• n=223 (Secondary PGCE students)</li> <li>• n= 59 (principal subject tutors)</li> <li>• n=40 (SENCoS)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual (rather than class-wide) work with pupils by trainee teachers</li> <li>• Role of relationship building</li> <li>• Issues with permeation</li> <li>• Recognition of inconsistent approaches to SEN provision in ITT (permeation, embedded content, discrete components)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report (semi-structured questionnaires)</li> <li>• Assignments</li> </ul>	<p>In response to an intervention to enhance the knowledge, skills and attitudes of trainee teachers. The intervention involved working intensively with one pupil, building towards wider teaching. Key findings included:</p> <ul style="list-style-type: none"> <li>• 80% of pupils made positive progress, including increased subject knowledge, understanding and confidence.</li> <li>• Approx. 50% of student teachers valued the professional learning they gained.</li> <li>• Approx. 50% reported that the task contributed to their understanding of SEN.</li> <li>• SENCoS and principal subject tutors believed the activity contributed to student teachers' learning in terms of understanding</li> </ul>
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		as optional or compulsory)		the needs of those with SEN (82% and 83% respectively) and assessing requirements and adapting teaching (75% and 77% respectively).
Squires et al. (2012)	<ul style="list-style-type: none"> <li>• N= 15,640 (comprised of 346 primary and 73 secondary schools across 10 LAs)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of SEN by class teacher</li> <li>• Identification of SEN by schools</li> <li>• The stability of measurements of SEN</li> <li>• Teacher competence in identifying SEN</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report questionnaires completed by staff who know these pupils well</li> </ul>	<p>In relation to study to assess the accuracy of other studies which suggest that SEN identification increases throughout the year findings included:</p> <ul style="list-style-type: none"> <li>• Confirmation of a differential month-of-birth effect and SEN (the younger children in each cohort are more likely to be described as having SEN).</li> <li>• Particularly learning difficulties that interfere with literacy attainments were found to be</li> </ul>

				<p>more evident alongside month-of-birth effects.</p> <ul style="list-style-type: none"> <li>Month-of-birth effect is evident at the level of teacher curriculum-based assessment but less evident at the stage of multi-professional assessment.</li> </ul>
Lawson et al. (2013)	<ul style="list-style-type: none"> <li>N=6 (university PGCE programmes as case studies)</li> </ul>	<ul style="list-style-type: none"> <li>Adequacy of ITT SEN provision</li> <li>Mitigating role of relationships</li> <li>Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of documentary data (policies, handbooks, lesson plans etc.)</li> <li>Observation of trainees' class practice (n=56)</li> </ul>	<p>Findings in relation to an intervention that included either i) practical SEND teaching task ii) alternative planned pupil-focused SEND task (non-teaching) or iii) no specific planned pupil-focussed SEND task:</p> <ul style="list-style-type: none"> <li>Generally, trainees tended to utilise general teaching strategies for pupils with SEND.</li> <li>Significant variability in trainee teachers' exposure to pupils with SEND.</li> </ul>

			<ul style="list-style-type: none"> <li>• Semi-structured interviews with trainees (n=52), school mentors (n=32), senior teachers (n=16), SENCOs (n=18) and University Tutors (n=11)</li> <li>• Surveys (not analysed)</li> </ul>	<ul style="list-style-type: none"> <li>• Variability in the professional studies input from school regarding SEND and variability in the amount and quality of supervision/mentoring of trainee teachers within placements.</li> <li>• Balance to be struck between addressing individual needs and teaching classes via a continuum of pedagogic approaches.</li> <li>• What trainees tended to learn about teaching pupils with SEND was strongly linked with what they learned about teaching generally.</li> </ul>
Hodkinson (2006)	<ul style="list-style-type: none"> <li>• N=10 (NQTs recruited from a</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion (including barriers to)</li> <li>• Attitudes to inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report survey</li> </ul>	Summary of findings from a critical analysis of newly qualified teachers' knowledge and understanding of inclusion:

	previous study)	<ul style="list-style-type: none"> <li>• Changes to NQTs' attitudes to SEN</li> <li>• Negative effects of permeation on teachers' attitudes</li> <li>• Lack of time and resources to foster development of understanding, knowledge and skills on ITT</li> </ul>		<ul style="list-style-type: none"> <li>• Attitudes that inclusion was not solely the preserve of pupils with SEN persisted.</li> <li>• The proportion of NQTs who now perceived inclusion as 'education for all' had decreased substantially (from 100% during training to 40%). 20% of respondents indicated their current belief that the needs of all can be considered (compared with 42% previously).</li> <li>• During the first year of teaching, NQTs' definitions of inclusion narrowed across a range of measures. There is a move away from views that 'education for all' is achievable in mainstream schools.</li> </ul>
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Coates (2012)	<ul style="list-style-type: none"> <li>• N=107 (4-year BA students and 1-year PGCE PE student teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate provision of SEN during ITT</li> <li>• Inclusion</li> <li>• Teachers' lack of preparation and confidence in order to meet the standards and proficiency needed to teach pupils with SEN</li> </ul>	<ul style="list-style-type: none"> <li>• 31-item semi-structured questionnaire of closed and open questions</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate students receive more formal inclusion training than PGCE students.</li> <li>• Feelings of confidence and preparation to teach children with SEN (and positive attitudes to inclusion) were not attributed to training throughout ITT- suggesting this training as ineffective.</li> <li>• Student teachers felt the level of input was basic.</li> </ul>
Pearson (2005)	<ul style="list-style-type: none"> <li>• N=178</li> </ul>	<ul style="list-style-type: none"> <li>• Models of disability</li> <li>• Inclusion (amorphous nature of)</li> </ul>	<ul style="list-style-type: none"> <li>• Free association following the cues 1) Special Educational</li> </ul>	<ul style="list-style-type: none"> <li>• The views and understanding of PGCE students towards SEND evolves throughout the ITT course.</li> </ul>

		<ul style="list-style-type: none"> <li>• Adequacy of SEN provision within ITT</li> <li>• Teachers' feelings of confidence and competence to meet the needs of pupils with SEN upon entering the profession</li> </ul>	Needs and 2) Disability	<ul style="list-style-type: none"> <li>• ITT provides an opportunity to challenge views regarding SEND.</li> </ul>
Barber and Turner (2007)	<ul style="list-style-type: none"> <li>• N=60 (primary NQTs)</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness of ITT regarding SEN</li> <li>• Importance of NQT year ('statutory induction period')</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• There is a significant increase in confidence for NQTS in teaching pupils with a range of SEN.</li> <li>• Sources of this increase vary but include, day-to-day experience and accessing support from other professionals.</li> </ul>

		<ul style="list-style-type: none"> <li>• Early career teacher confidence and competence</li> </ul>		<ul style="list-style-type: none"> <li>• Still, the majority of NQTs rated their confidence for the inclusion of pupils with SEN as 'neither high nor low' (56%).</li> </ul>
Golder et al. (2009)	<ul style="list-style-type: none"> <li>• n= 29 (3-year BEd Secondary PE students)</li> <li>• n= School mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of adequate training/provision of SEND elements on ITT courses</li> <li>• Placement in special schools has been identified as bolstering confidence, skills and positive attitudes towards pupils with SEND and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report questionnaire</li> <li>• Group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Trainee teachers find special school placement beneficial; increasing students' knowledge and understanding of SEN provision.</li> <li>• Trainee teachers developed understanding through interaction with a range of specialist staff.</li> <li>• Trainee teachers felt many of the strategies utilised could transfer to mainstream provision, although importantly, this was not the view of all trainees.</li> </ul>

				<ul style="list-style-type: none"> <li>• Trainee teachers developed professional confidence.</li> </ul>
Norwich and Nash (2011)	<ul style="list-style-type: none"> <li>• N=550 (primary and secondary NQTs)</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Models of disability</li> <li>• Effectiveness of discrete university-based SEN tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of NQTs described the level of preparation they received from their ITT as 'adequate' or 'poor' in relation to teaching pupils of different abilities and working with learners with SEN.</li> <li>• For almost twice as many NQTs, school placement provided a greater basis of SEND learning (74%) than support provided through their HEI (38%).</li> <li>• Teachers reportedly view direct class teaching, class observation, school tutorials and university lectures as the most</li> </ul>



				influential aspects supporting learning of SEND.
McIntyre (2009)	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Models of partnership in ITE</li> <li>Tensions between school-led and university-led ITT (including the balance struck)</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>There is an important role for university-based scholars in developing discourse which bridges the theory-practice gap in education.</li> <li>Tensions exist between schools and notions of inclusion, as challenges to hegemonic practices (e.g. labelling) undermine school approaches.</li> </ul>
Maher (2010)	<ul style="list-style-type: none"> <li>N=4 (PE teachers with varying years of experience)</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion</li> <li>Integration</li> <li>The inadequacies of ITT and CPD to support the</li> </ul>	<ul style="list-style-type: none"> <li>Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>Teachers struggle to differentiate between inclusion and integration.</li> <li>Some teachers struggled to apply reasonable adjustments to aspects of their</li> </ul>

		<p>requirement for early-career teachers to meet the needs of pupils with SEN</p> <ul style="list-style-type: none"> <li>• Role of the SENCo within schools</li> <li>• Time on ITT courses to address SEND</li> </ul>		<p>lessons, identifying 'within child' factors as barriers to inclusion.</p> <ul style="list-style-type: none"> <li>• Responses indicated that ITT did not adequately prepare teachers (of various experience) with the knowledge, skills, experience or confidence to include pupils with SEN within their lessons.</li> <li>• Teachers would benefit from practical experience in formative years.</li> <li>• Teachers rarely receive CPD in SEN; it is their belief that precious time resources dictate that there are other matters which take priority.</li> </ul>
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Coates et al. (2020)	<ul style="list-style-type: none"> <li>• N=48 (preservice teachers on a 1-year PGCE course)</li> </ul>	<ul style="list-style-type: none"> <li>• Ineffectiveness of ITT in preparing teachers to work in inclusive environments with learners with SEN</li> <li>• Teacher efficacy in relation to inclusive practice</li> <li>• Time restrictions of a 1-year ITT course</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report self-efficacy questionnaires</li> <li>• Semi-structured interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Special school placement experience for pre-service teachers demonstrated positive impact on their self-efficacy, improving knowledge, understanding and confidence to teach inclusively.</li> <li>• The experience challenged preservice teacher expectations of learners with SEND and developed understanding about learner needs and effective differentiation.</li> </ul>
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*Table 2.1: Summary of core guiding literature used within this review.*

## 2.3. Inclusion and SEND

### 2.3.1. Inclusion: Is it possible and is it desirable?

Literature exploring early-career teachers' preparedness to meet the needs of pupils with SEND within mainstream schools, often draw upon attitudes to SEND and wider inclusion policies. The Education (Handicapped Children) Act (1970) provided a legislative foundation for "*discontinuing the classification of handicapped [sic.] children as unsuitable for education at school*" (p. 1). Nearly half a century later, 82% of all pupils identified as having SEND are now on roll at a state-funded mainstream primary or secondary school/academy provision (DfE, 2019e).

Closer inspection of the data reveals that primary provision in England and Wales accommodate a greater proportion of these pupils (51% and rising) compared to secondary provisions (31% and generally declining) (DfE, 2019e). Although there may be a number of reasons for this difference, some authors cite this as evidence that "*inclusion of children with special educational needs in mainstream secondary schools is not being achieved*" (Black, 2018, p. 36). It is important to stress that whilst some evidence exists for a difference in teachers' attitudes towards inclusion based on key stage taught (Chiner and Cardona, 2013; Mintz, 2007; Pearson, 2005), this relationship is far from causal. Other factors, such as work environment, prior experience and a range of other aspects likely retain significant influence (Schmidt and Vrovnik, 2015; Saloviita, 2020).

Inclusion, within education, is difficult to define universally. Many authors and advocates recognise "*differing combinations of educational, social, moral and human rights grounds*" (NASUWT, 2008, p. 13) whilst others utilise metaphor to define inclusion as a "*journey with a clear direction and purpose: equality of opportunity for*

*all children and young people*" (CDC, 2008, p. 5). Integration, by contrast, refers to the assimilation of the individual to the collective, with the onus of responsibility on the individual *"to make changes so that they can 'fit in'"* (Frederickson and Cline, 2015, p.71).

The term 'exclusion' carries additional meaning within the UK context, referring both as a description of the exercised policy to occlude select individuals' access to education (the historical and contemporary conditions of which are elucidated by Frederickson and Cline, 2015) and the act of temporarily or permanently removing pupils from an education provision for reasons; most likely owing to social, emotional and mental health (SEMH) needs through presenting behaviours (DfE, 2019f).

In 1994, representatives from 92 governments met to reaffirm their stance on the rights of all pupils, including those with SEND, to access education. The Salamanca Statement and Framework for Action (UNESCO, 1994) advocated for inclusion in its purist sense; namely, the unqualified access of all children to *"regular schools which should accommodate them within a childcentred pedagogy capable of meeting these needs"* (p. viii). Despite an admirable attempt to unify the position of the global community, critics argue that within England, *"the education system has fallen short of the expectations outlined"* (Conner, 2016, p. 18).

Whilst some pursue a 'purist' vision of inclusion (Dixon, 2005) others, including Baroness Mary Warnock, recognise the pragmatic implications of engineering change on such a scale. In describing inclusion as *"possibly the most disastrous legacy of the 1978 Report"* (Warnock et al., 2010, p. 19), Warnock criticises purist ideologies of inclusion, challenging the view that placing some pupils with SEND into

special schools was a form of segregation, as “*disastrously elitist*” (p. 20).

Furthermore, Warnock recognised the danger of marginalisation for those pupils with SEND in provisions that are constructed around ‘raising academic standards’; climbing league tables and competition at the expense of all else (p. 21).

This tension is echoed within the literature. In an exploration of parents’ experiences of inclusion within mainstream schools for their children, Rogers (2007) found that none of the parents interviewed had a positive experience of supporting their child with SEND within a mainstream provision. Rogers characterises the tension between the socially espoused principles of inclusion with the practicalities of providing education for all pupils,

*“As it stands, the conflict is between desires to embrace difference based on a philosophy of ‘equal rights’ (‘inclusive’ education) and prioritising educational performance, structuring it in such a way that it leaves little room for difference and creativity due to the highly structured testing and examination culture”*  
(Rogers, 2007, p. 55).

In consideration of whether inclusion can truly be achieved in an education system that heavily prioritises academic attainment, Haug (2017) argues that the dissociation between practice and policy of inclusive education reflects an unwillingness on behalf of political bodies to address this issue; a view summarised many years earlier (OECD, 1999). Haug concludes by arguing that, for too long, disagreements around placement have dominated discourse when elements such as the adequacy of teacher training and improving teacher competence to support pupils with SEND hold greater prominence than currently attributed (p. 214).

The use of academic league tables is particularly troublesome in relation to the development of inclusive education. In 2010, Ofsted alluded to ‘over-identification’ of pupils with SEND which it saw as “*lowering expectations for children and young people*” (Ofsted, 2010b, p. 22) and attributed this, in some cases, to a lack of effective provision. This resonates with findings from Squires et al. (2012) who found that teachers tended to misattribute SEN in pupils born later in the academic year, betraying, at the very least, a lack of sensitivity in the identification of SEN.

School representatives rebuffed the accusation from Ofsted, claiming that schools play a partial role in supporting pupils and pointed directly to the Coalition government cuts impacting the adequacy of SEN support (Gannon, 2010). More cynical interpretations view ‘over-identification’ as a predictable consequence of a system that prioritises academic achievement; with SEN status generating additional concessions for league table measures as well as opening access to more generous funding provided through local government (Efthymiou and Kington 2017).

Ultimately, it is not clear if inclusion, in its purist construction, is either possible or wholly desirable. In addressing his concerns regarding inclusion, Jim Sinclair, an autism rights activist, expressed firmly his belief that whilst inclusion must be an option for all, “*inclusion is not always the best option for every person with every disability, and that involuntary inclusion is as problematic as involuntary segregation*” (Sinclair, 1998, c. 2). In a compiled list of concerns, Sinclair continues to deconstruct presumptions made of the purist inclusive education approach. It is within this debate that it is also important to again recognise the contribution of Baroness Warnock et al. (2010), who recognised inclusion more as involvement in the “*common*

*educational enterprise of learning*” (p. 14) “*rather than being necessarily under the same roof*” (p. 32).

Ultimately, matters of inclusion reduce to more than simply a “*lack of knowledge, lack of will, lack of vision, lack of resources and lack of morality*” (Clough and Garner, 2003, p. 83), as some suggest. The majority of pupils with identified SEND continue to learn in a mainstream education setting. It is important to recognise that whilst debates around placement will likely continue to dominate discourse, discussion of purist approaches to inclusion should not deter recognition of the strength of ‘quality first teaching’ (or “*high quality teaching*” defined by DfE and DoH, 2015, p. 25), provided by a workforce who are well-trained, well-informed and deliver skilful support to all pupils.

### **2.3.2. Models of disability**

Our underlying constructs of disability matter when we discuss and consider interventions to promote the inclusion of children and young people with SEND. Haug (2017) condensed the practices of inclusive schools into two distinct approaches: impairment-orientated teaching and good all-round teaching.

Impairment-orientated teaching practices implicate the requirement of unique teaching strategies tailored to the individual child or young person, dependent upon their need. It is further suggested through the impairment-orientated approach, that “*teachers must have extensive knowledge about an individual’s difficulties, their specific pathology, their prognoses and expectations*” (Haug, 2017, p. 213). In contrast, good all-round teaching refers to the perspective that well-executed general teaching strategies sufficiently address the needs and requirements of most or all



students (Cook and Schirmer, 2003; Norwich and Lewis, 2007; Florian, 2008). Of the good all-round teaching approach, it is not suggested that reasonable adjustments are unnecessary *per se*, but rather that learner 'difference' based on categorisation (e.g. SEN or non-SEN), is instead variable between individuals (Haug, 2017; Florian 2008).

These divergent practices likely derive from differing perspectives of disability, often characterised as the diametrically opposed medical model (MM) and social model (SM) of disability. Proponents of the MM characterise impairment as an "*individualised problem*" (Armstrong and Barton, 1999, p. 212) relieved through treatment, "*cure and rehabilitation*" (Fredrickson and Cline, 2015, p. 11). In contrast, the SM, characterises impairment in terms of "*institutional forms of exclusions*" exacerbated by "*cultural attitudes embedded in social practice*" (Terzi, 2004, p. 141). Llewellyn and Hogan (2000) extend this consideration to include both a systems model of disability; which, in utilisation of Bronfenbrenner's (1989) Ecological Systems Theory, illuminates the interacting roles of stakeholders in the management of disability and a transactional model, emphasising the construction of disability through the management of interactions and human relationships.

### **2.3.3. Attitudes to SEND and inclusion**

The attitudes of teaching staff to inclusive policies are highly influential in opportunities for successful enactment (Avramidis et al., 2000a, 2000b; Krischler and Pit-ten Cate, 2019). Therefore, capturing staff attitudes to SEND and inclusion is of great importance. Experiences on ITT and the formation of attitudes and beliefs developed in the early formative years of teaching can be influential upon individuals' practice and affect the future crystallisation of these values. Avramidis et al. (2000a)

explored student teachers' perceptions of integration (rather than *inclusion*) in the context of pupils with SEND. The authors found that, in accordance with previous research, the majority of student teachers felt they needed more specific input on conditions relating to SEND in order to meet the needs of pupils and would have valued greater opportunity to work with pupils with SEND throughout their training.

Although student teachers reported generally favourable attitudes in measures of inclusion and integration, confidence and positive attitudes towards inclusion “*considerably*” (Avramidis et al., 2000a, p. 286) degraded relative to pupils stage of the statement process (a now obsolete process of acquiring legal documentation of a pupils' SEND, obtained when pupils' needs cannot be met by the resources available to schools, DfES, 2001). The authors conclude that, whilst early-career teachers demonstrate positive attitudes towards pupils with SEND generally, these attitudes are founded in models of integration, rather than inclusion. The authors propose that training, to both bolster self-efficacy and understanding, is necessary to support early-career teachers (Avramidis et al., 2000a).

These findings were echoed in a large review of literature relating to teachers' beliefs about integration and inclusion conducted by Avramidis and Norwich (2002). The extensive review suggested that early career professionals and those with less than fourteen years of experience tended to report more positive attitudes to integration and inclusion than those with more experience (Avramidis and Norwich, 2002). The authors of this study also found differences in attitudes towards integration/inclusion between those who taught at primary or secondary stages (or equivalent). In this, the authors reported findings from a review by Salvia and Muson (1986) summarising that,

*“...as children’s age increased, teacher attitudes became less positive to integration, and attributed that to the fact that teachers of older children tend to be concerned more about subject-matter and less about individual children differences...”* (Avramidis and Norwich, 2002, p. 137).

Through their work, Avramidis and Norwich also recognise the experiences of staff in working with pupils with SEND as an important variable in the formation of positive attitudes to integration and inclusion. The researchers found that staff with increased social contact and experience of working with pupils with SEND (as well as, crucially, sufficient *“attainment of knowledge and specific skills”*, p. 138) tended to cultivate more positive attitudes towards inclusion and integration.

Finally, the authors found that attitudes toward integration and inclusion varied depending on the level of pre-service and in-service training teachers had.

Specifically, those who received sufficient pre-service training tended to display more favourable attitudes toward integration and inclusion than those who received none or insufficient training. Importantly though, in-service training appeared to benefit favourable attitudes in both those with and without experience alike (Avramidis and Norwich, 2002; Dickens-Smith, 1995; Beh-Pajooh, 1992; Shimman, 1990).

Successful inclusion of pupils with SEND is undoubtedly influenced by the inclusive attitudes fostered by the teachers who facilitate their education (Avramidis et al., 2000a, 2000b; Delaney, 2006; Sahin, 2018). Whilst much of the research conveyed presents a unanimous view of attitudes, particularly in relation to early-career professionals who are depicted as demonstrating more favourable perspectives

towards inclusion and integration (Avramidis et al., 2000a, 2000b; Avramidis and Norwich, 2002), it is important that these findings are placed within context.

Primarily, much of the findings reported rely heavily on self-report data, which is, amongst exposure to other forms of bias, particularly prone to social desirability bias (Grimm, 2010). Furthermore, attitudes are a “*complex, multidimensional construct*” (Ajzen and Fishbein, 2005, p. 177) and models of causality that assume the direct effect of a behaviour to be the result of attitudes alone are likely overly simplistic. Finally, contemporary (albeit limited) research appears to contradict some of the findings highlighted. Sahin (2018) found that, despite both pre-service and in-service teachers holding generally positive attitudes towards inclusion, pre-service teachers in particular tended to hold views which were less positive than their in-service teacher counterparts. Sahin theorises that this was as a result of the experiences of interaction and of teachers shaping relationships with pupils with SEND, which lead to more positive attitudes towards inclusion generally (p. 5).

It may well be that, given the rise in numbers of pupils with SEND within mainstream education within the time following publication of the majority of research above, that attitudes of in-service teachers towards pupils with SEND have improved (in line with findings from Sahin, 2018). This may well be evidence of a generational difference. Models of disability matter, when they influence the construction of frameworks for how individuals interact with pupils with SEND. Pearson (2005) argues that before trainee teachers set foot into the classroom, the rich experiences within education and society that they have already amassed, “*create templates that shape their views of, and interactions with, pupils*” (p. 17).

Mullen (2001) continues to suggest that those reaching adulthood at the turn of the century (and therefore those of qualified age to teach) witnessed seismic societal change in attitudes and practices with respect to inclusion and therefore, *“like other adults, pre-service teachers have typically been segregated from persons with disabilities throughout their lives”* (p. 40). Further to this, Pearson (2005) found that responses from a cohort of secondary PGCE student teachers betrayed attitudes characteristic of the ‘within-child’ (medical) model, with some views expressed considered *“exclusionary and offensive”* (p. 21).

In contrast, Mintz (2007) replicated Pearson’s (2005) study with a cohort of primary ITT student teachers. Mintz found that the espoused views were *“generally positive and in congruence with an inclusionary approach”* (p. 7), suggesting that views and attitudes to inclusion are more fluid than presumed by Pearson (2005) and others. Another interpretation of these seemingly contradicting findings could be that there was an amplified difference in attitude between the cohorts (secondary ITT students vs primary ITT students). This becomes more plausible given differences in attitudes relative to age taught, reported by Avramidis and Norwich (2010) and in the current context of greater inclusivity in mainstream education within primary compared to secondary provisions (DfE, 2019e).

Regardless, there is evidence to suggest that teacher attitudes are associated with educational outcomes for pupils either directly or indirectly (i.e. through interaction with variables such as self-efficacy), irrespective of whether these attitudes are categorised as implicit or explicit (Sammons et al., 2000; Blazar and Kraft, 2017; Peterson et al., 2016; Jordan et al., 1997). Some educationalists progress this as far as to propose a causality-model for this relationship (Gorard et al., 2012). By virtue of

their implication in pupil outcomes (either directly or indirectly) it is clear that teacher attitudes are important in promoting positive outcomes for all pupils, including those with SEND.

Teacher attitudes to SEND and inclusion have been established as crucial determinants of the success of inclusive policies and interventions. It is therefore important to scrutinise the extent to which these attitudes are explored through ITT. In particular, the sharing of knowledge, opportunities to enact learning through practice-based experience and opportunities to reflect on personal beliefs and attitudes in light of this experience. ITT and the early formative years of teaching are a prime opportunity to evaluate the robustness of beliefs and attitudes to SEND and inclusion (Pearson, 2009).

## **2.4. SEND input within ITT**

### **2.4.1. Issues**

Preparing teachers to meet the needs of all pupils within their class means ensuring that they are sufficiently equipped with the knowledge and skills to identify and support these needs. The adequacy of SEND input on teacher training courses and the provision of support available for early career professionals in respect of SEND has been subject to significant scrutiny (Golder et al., 2005; Lawson et al., 2013; Mittler, 1992; Garner, 2001). Meanwhile, early-career and trainee teachers continue to express dissatisfaction with the SEND elements of their ITT (Nash and Norwich, 2008; Winter, 2006; Lawson et al., 2013).

Vickerman and Coates (2009) found that the time spent on the delivery of SEND specific elements on training courses varied significantly. In samples of two

postgraduate ITT providers, the authors reported 76% and 56% respectively of students on these courses who had spent  $\leq 5$  hours of study exclusively related to SEND. Rather than this finding being restricted to 'time-intensive' year-long postgraduate courses, this trend was also observed in 49% of trainees on four-year undergraduate courses who reported spending  $\leq 5$  hours of study time on elements specific to SEND. In a summary of time spent on SEND in ITT, the authors conclude, that "*ITT providers find it difficult to fit SEN issues into the training, as SEN is just one of around 60 standards which must be addressed through ITT*" (Vickerman and Coates, 2009, p. 152).

The overall adequacy of the 'special education element' within ITT has long been questioned. In a particularly critical report from the Select Committee for Education and Skills, the "*considerable costs involved in failing to meet the needs of large numbers of children with SEN*" (HOC, 2006, p. 20) are acknowledged; implicating poorer later life outcomes for this population. This is supported by those accommodated within Youth Offending Institutions, of whom those identified as having SEND are disproportionately represented (MoJ and DfE, 2016). The Committee concluded, drawing upon the expertise of pupils with SEND, their families, carers and teaching staff the recommendation that,

*"...the Government urgently address the feeling of both parents and teachers that there is inadequate training and resourcing for dealing with SEN children [sic.] in mainstream classrooms. We would give the highest priority to the need to radically improve SEN and disability training in initial teacher training, induction, and in the continuing professional development of all staff."* (HOC, 2006, p. 38).

Hodkinson (2009) reiterates the inadequacy of training and support for trainee and early career teachers. In evaluating the inaction of successive governments, Hodkinson likens the insufficient training and support to “*Groundhog Day*” (p. 11); indicating that as governments continue to reaffirm their commitment to providing the necessary support and guidance to teaching staff in their pre-training or formative years, little changes. Hodkinson (2005) some years earlier, described this recognised inadequacy in appropriate training and provision for teachers to support pupils with SEND as a “*common feeling amongst professionals*” (p. 20) and continues to express frustration that whilst the access to mainstream education for pupils with SEND has improved, the appropriate measures to train staff to promote these pupils’ inclusion has not.

Contemporary data from the Department for Education (DfE) supports the assertion that preparedness of NQTs to meet the educational needs of pupils with SEND varies. In an annual survey of NQT views, the extent to which NQTs felt prepared to teach and assess the progress of pupils with SEND ranked among the lowest in terms of how well they felt their training institutions had prepared them (DfE, 2018c).

The importance of feeling unprepared to meet the needs of pupils with SEND in mainstream classes cannot be understated. Some posit that we are in the midst of a teacher retention ‘crisis’ (EPI, 2019). The recruitment of teachers in their NQT year has been declining for almost a decade (HOC, 2019b) with almost 1 in 3 (32.3%) of newly qualified teachers not continuing to work in the state sector some five years later (HOC, 2019b).



In a recent review conducted by the DfE, “*effectiveness of teacher training routes*” is explicitly indicated as a contributing factor to teachers’ decisions to leave the profession (DfE, 2018d, p. 26), with many indicating that they “...*felt poorly equipped to deal with poor behaviour and pupils with special educational needs (SEN)*” (p. 26). Evidently, the consequences of not providing adequate support to early-career teachers are highly influential upon both individual and societal levels.

#### **2.4.2. Permeation and focussed elements**

Linked to the notion of adequate SEND input on ITT, models of providing SEND input to trainee teachers tend to follow a path of either ‘permeation’ or ‘discrete focussed teaching elements’ (Mittler, 2012; HMI, 1990; Hodkinson, 2009; Golder et al., 2005). The permeation approach, “*in which a special needs element is included as an integral element of all theoretical and practical courses and experience*” (Mittler, 2012 p. 132), has been largely criticised historically for producing SEND input of a highly variable quality and being largely dependent on the knowledge of (often non-specialised) individuals (Garner, 1996; Hodkinson, 2009; HMI, 1990; Avramidis et al., 2000a).

Whilst accepting that a combination of permeation, rooted within an academic, knowledge-based framework alongside discrete, focused training elements are likely the preferable delivery model for this content (Ofsted, 2008, p. 7; Hodkinson, 2009; Sharma et al., 2008), the permeation approach seems to dominate the provision of SEND education in ITT and presumably thereafter (Vickerman, 2007; Hodkinson, 2009; Nash and Norwich, 2010). This is despite its recognised weaknesses in implementation and opposes findings from Ofsted (2008) that “*even the best providers did not compensate for weak school input*” (p. 5).

Additional concerns relating to the explicit employment of a permeation approach continue to pervade the literature in both the UK and internationally. Academics continue to highlight the amorphous nature of a permeation model, questioning whether the “*diffusion of SEN content across a range of generic course units can be easily achieved*” (Kearns and Shevlin, 2006, p. 30); some describing this model of delivery as “*invisible and therefore difficult to monitor*” (Mittler, 1992, p. 5).

In contrast, a focussed elements approach is characterised by the delivery of discrete units taught at various points throughout an ITT course. Best practice might suggest that this role is performed by staff with additional training or experience in SEND, sometimes supplemented with the expertise of external professionals (Mittler, 1992), though it is unclear how often this is the case (Vickerman, 2007; Nash and Norwich, 2010). This approach too however, risks undermining the importance of proficiency in addressing SEND in the classroom, particularly if these focussed elements are perceived as optional or tokenistic (Kearns and Shevlin, 2006; Forlin and Hopewell, 2006).

These models of knowledge acquisition are of critical importance when considered in light of shaping future beliefs and attitudes towards SEND. Hodgkinson (2006) argued that insufficient training and provision of SEND input for trainee and early-career teachers inhibits the success of effective inclusion and subsequently influences early-career professionals’ beliefs regarding the practicalities of inclusion (p. 44).

## **2.5. Psychological foundations**

It is likely that teachers’ confidence and self-efficacy, (that is, “*the belief in one’s capabilities to organize [sic.] and execute the courses of action required to manage*

*prospective situations*", Bandura, 1995, p. 2) impacts or is impacted by their ability to promote the inclusion of pupils with SEND within their classrooms (Mintz, 2019).

In a study of physical education (PE) teachers at differing stages of their career (those in ITT and RQTs), 43% of teachers in ITT reported not feeling prepared to teach pupils with SEND, whilst 91% acknowledged their requirement for additional CPD when employed (Vickerman and Coates, 2009). Of RQTs, 84% reported that their ITT had not adequately prepared them for the inclusion of pupils with SEND in PE. Whilst this research is based on the localisation of inclusion within PE, which is arguably more nuanced than typically conceived perceptions of inclusion, patterns of diminished confidence continue to pervade the literature base. MacBlain and Purdy (2011) report similar findings, indicating that within their sample, the majority of student teachers in ITT feel ill-equipped and lacked confidence in supporting a range of pupils with SEN within the classroom.

Feelings of self-efficacy in relation to adequately meeting the needs of pupils with SEND emerges as a recurrent theme within the literature. Teachers who have a greater belief in their own capabilities tend to be more supportive of inclusive ideals (Hofman and Kilimo, 2014); are less likely to feel restricted by pupils' individual needs (Leyser et al., 2011) and are generally more effective at practicing inclusivity (Emmers et al., 2020). For many authors, self-efficacy is undoubtedly a crucial component in the fostering of inclusive practice (Tschannen-Moran and Woolfolk Hoy, 2001; Emmers et al., 2020).

### **2.5.1. Self-efficacy**

Albert Bandura first introduced a theoretical framework for self-efficacy in 1977, identifying four major sources of efficacy expectations, which contribute to “*create expectations of mastery*” (Bandura, 1977, p. 195). Namely, these sources include *performance accomplishments, vicarious experience, verbal persuasion* and *emotional arousal* (Figure 2.2).

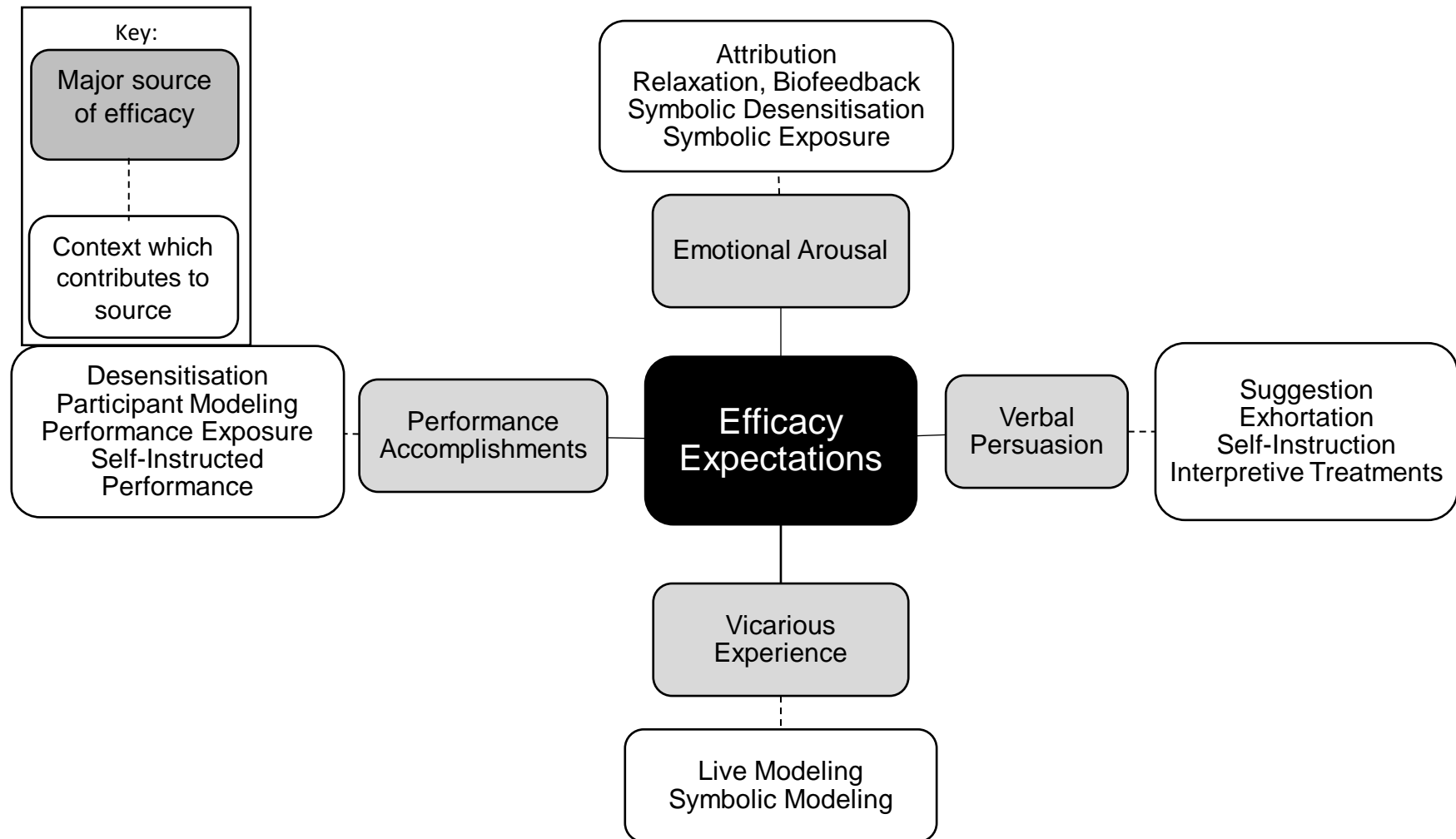


Figure 2.2: Four major sources of efficacy and associated contexts within which they are contributed to (adapted from Bandura, 1977 p. 195).

Table 2.2 below explores these major sources of self-efficacy and interprets the applicability of these to the current research.

Source of self-efficacy (Bandura, 1977)	Definition	Applicability in this research
<b>Performance Accomplishments</b>	<i>Performance accomplishments</i> are described as “ <i>especially influential</i> ” by Bandura (p. 195) and refer to an individual’s history of previous successes and failures; with the former raising expectations of mastery and experience, and the latter having the opposite effect. Simply, as Siegle and McCoach (2007) suggest, this major source of mastery expectation can be distilled to the adage “ <i>nothing breeds success like success</i> ” (p. 281).	In the context of teaching, this major source of efficacy expectation may well be especially important. Research suggests that greater opportunities to work with pupils with SEND (interpreted in this context as ‘desensitisation’) tends to improve student and early-career teachers’ perceptions of and attitudes to inclusion (Avramidis and Norwich, 2002; Ahmmed et al., 2012; Emmers et al., 2020).

		<p>However, such association is not always linear (Stephens and Braun, 1980) and on some occasions, contact can result in more negative attitudes (Forlin, 1995). A number of authors have drawn upon psychological theories such as the contact hypothesis to explain the mechanism through which this contributing source to self-efficacy could operate (Emmers et al., 2020; Macmillan et al., 2014).</p>
<p><b>Vicarious Experience</b></p>	<p><i>Vicarious experience</i> refers to the belief that through observing the actions of others and witnessing their efficacy, this contributes to our own efficacy expectations. Although Bandura considers this source of efficacy “<i>weaker and more vulnerable to change</i>” (Bandura, 1977, p.</p>	<p>In the application of teaching, permeation approaches to gaining knowledge and understanding of SEND become pertinent. Observing the behaviour of others whom we consider to be efficacious (e.g. mentors, those identified as ‘good’ teachers) may lead to the</p>

	<p>197), it is nonetheless influential in the formation of efficacy expectations</p>	<p>adoption of behaviours that are counterproductive to the wider aims of, for example, inclusion.</p> <p>The issues with permeation have been well-illuminated (Garner, 1996; Mittler, 1992) and it may be reasoned that if observed behaviours are deemed to be efficacious and subsequently adopted (e.g. opting to exclude pupils with SEND where possible, through explicit or implicit means), it may become difficult to challenge behaviour on the basis of a change in societal values (i.e. toward a view of inclusion). The importance of specific and discrete teaching on SEND becomes especially poignant in light of this major source of efficacy.</p>
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<p><b>Verbal Persuasion</b></p>	<p><i>Verbal persuasion</i> refers to the manner of inducing efficacy expectations through verbal affirmation. Verbal persuasion induced efficacy expectations also tend to be “<i>weaker than those arising from one's own accomplishments because they do not provide an authentic experiential base</i>” (Bandura, 1977, p. 198). Whilst authors recognise that the credibility of the commentator is important (Siegle and McCoach, 2007), so too are the conditions and resources necessary for success to be actualised. Verbal persuasion alone it seems, is a readily discredited contributing source to efficacy expectations</p>	<p>In relation to teachers’ beliefs and attitudes to the inclusion of pupils with SEND, it is likely that feedback will be a contributing factor to individuals’ efficacy expectations. This is indeed demonstrated in research which attempts to improve inclusive teacher practice through individual and peer coaching (Duchaine et al., 2011; Scheeler et al., 2010).</p>
<p><b>Emotional Arousal</b></p>	<p><i>Emotional arousal</i> resulting from particularly stressful or demanding experiences is an influential source of self-efficacy. Physiological</p>	<p>In the context of teachers, emotional arousal is a theme present in beliefs pertaining to self-efficacy. Exemplifying this, Richards (2010) details the</p>

	<p>markers contribute to a sense of competence in any given situation; if we are more stressed or anxious, it is more likely that we feel unable to complete the task. Often, the anticipatory fear generated surmounts the fear experienced in the actual threatening experience (Bandura, 1977). Bandura continues to discuss the reciprocal and often warranted relationship between fear and behavioural deficits:</p> <p><i>“Avoidance of stressful activities impedes development of coping skills, and the resulting lack of competency provides a realistic basis for fear”</i> (Bandura, 1977, p. 1999).</p> <p>Importantly, authors indicate that the opposite may also be true. If an individual infers from</p>	<p>experience of a participant on an undergraduate teacher training course,</p> <p><i>“At the end of the third year I was confident about teaching, but SEN scared me.”</i></p> <p>(Richards, 2010, p. 112).</p> <p>Maher et al. (2019) found a similar affective response in a trainee teachers’ initial experience of working with a pupil with SEND; the teacher suggesting that she felt <i>“really scared because I literally did not have a clue what to expect or what it was going to be like”</i> (p. 481). It is therefore important, in terms of efficacy expectations, that teachers not only have direct or indirect prior experience of success, but that their affective responses to promoting the inclusion of pupils with</p>
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	physiological cues that they are excited or relaxed, then they are more likely to experience greater self-efficacy (Siegle and McCoach, 2007; Wyatt, 2013).	SEND position them as confident and capable practitioners.
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*Table 2.2: Major sources of self-efficacy and their relation to the current research.*

### 2.5.2. Social Cognitive Theory (SCT)

Self-Efficacy Theory sits within a wider theory of social cognition. Social Cognitive Theory (SCT), positioned by Bandura (1986), is based on a view of individuals as agentic, that is, that people are producers of as well as products of social systems. Rather than simply determined by their reactivity to environmental triggers, people are “*self-organizing [sic.], proactive, self-reflecting, and self-regulating*” (Bandura, 2009, p. 266). SCT “*favours [sic.], a model of causation involving triadic reciprocal determinism*” (Bandura, 1989, p. 2) based on a bidirectional, causal relationship between personal factors, behavioural factors and environmental factors; all of which contribute to psychosocial functioning (see Figure 2.3). Within this context, self-efficacy is interpreted as a derivative construct of SCT which can impact and is impacted by the nodes in Figure 2.3.

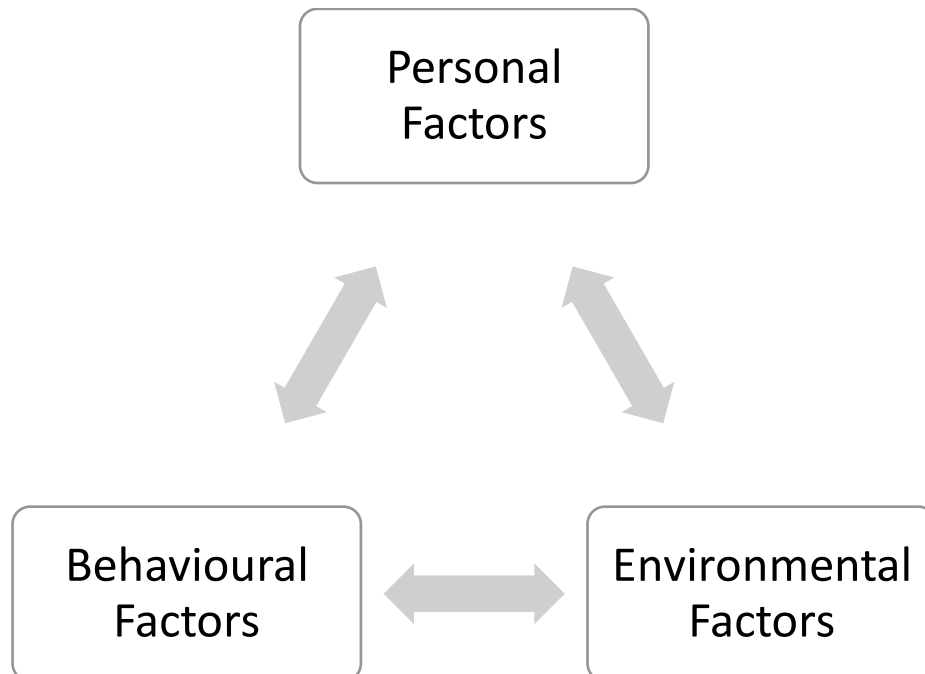


Figure 2.3: Model of triadic reciprocal determinism in Social Cognitive Theory

(Adapted from Bandura, 1986, p. 24).

### 2.5.3. Criticisms of Bandura's Self-Efficacy Theory (SET) and Social Cognitive Theory (SCT)

SET has been much utilised to explore attitudes, suggest measures for improved performance and modelled to explain performance differences on the basis of attitudes in an array of domains (Baretta et al., 2019; Delich and Roberts, 2017), but is specifically punctuated in education and teachers' attitudes towards pupils with SEND (Woodcock, et al., 2019; McNeil et al., 2013; Tschannen-Moran and McMaster, 2009). It is nonetheless important to recognise the limitations of this theory.

Critics comment on the “*unpredictable interactions between variables which are unobservable and vaguely defined*” (Lee, 1989, p. 115), suggesting that opaque operation of the theory renders it unfalsifiable and unscientific. Particularly, Lee (1989) suggests that whether or not SET ‘works’ is irrelevant; concerns of falsifiability are not simply “*esoteric trivia for the academic psychologist to play with*”, but essential for purposes of scientific rigour (p. 115).

Critics of SET further bemoan the inability of SET to make predictions of behaviour. Lamarche and Mangin (2018) allude to this gap of predicative behaviour suggesting one such limitation of SET to be that even when conditions are right (an individual is well-resourced and has high self-efficacy regarding a task), the behaviour may not always be performed. These criticisms can also be extended to include SCT more widely, that a lack of transparency in the determining features contained within the model of triadic reciprocal determinism and a lack of predictive power cast doubt over the suitability of the theory in its totality (Lee, 1989).

With particular relevance to SCT, Beauchamp et al. (2019) suggest in opposition to Bandura, that sociocultural factors are capable of causally preceding self-efficacy beliefs, rather than proficient self-efficacy beliefs needing to be fostered in order to overcome sociocultural impediments. This is especially pertinent in consideration of teachers' self-efficacy beliefs in supporting pupils with SEND, as the fluctuating environment (driven by societal and political shifts) may influence the extent to which teachers feel they are, and should be capable of, acting inclusively (Pearson, 2005).

Despite these limitations, SET has been (and continues to be) employed extensively, especially in education (Schunk and Dibenedetto, 2016). High teacher self-efficacy can positively influence pupil motivation and achievement (Mojavezi and Tamiz, 2012). It is influential in promoting positive attitudes to pupils with SEN (Wilson, 2020) and acts as a protective factor for offsetting the impacts of teacher burnout (Shohi et al., 2016).

## **2.6. Chapter Summary**

This chapter sought to review the literature base for the provision of SEND input during the formative years of teacher training and practice. It seems that whilst the need for some form of SEND provision for early-career teachers has been long since identified (DES, 1978) and the requirements to meet the needs of this heterogeneous group been stipulated (DfE, 2011a), little has changed to support these professionals in meeting this requirement (Hodkinson, 2009). This chapter has detailed the emergence of permeation, the most frequently utilised model of SEND learning on ITT courses (Lambe, 2011), and how, when utilised in isolation, can be evasive to scrutiny, produce inconsistent experiences and be limited by the environment in which one learns (Mittler, 1992; Nash and Norwich, 2010; Hodkinson, 2009).

Importantly, the diminishing role of universities in the initial education and further development of teachers may well compound the frailties of a permeation model (DfE, 2013b, 2019g).

Inclusion is an elusive term that is often described as a philosophy rather than a discrete approach (Coates, 2012). It is clear that any intervention to support teachers' understanding, knowledge and self-efficacy in educating pupils with SEND should be interpreted as part of a wider strategy to promote inclusion. Self-efficacy theory and social cognition theory have been found to intertwine with teachers' attitudes to SEND and inclusion, aligning with international research which draws upon these close associations (Urton et al., 2014; Savolainen et al., 2012).

## **CHAPTER THREE: TRAINING INTERVENTION**

### **3.1. Chapter Overview**

This chapter aims to provide an evidential basis for the development of a training intervention designed to support early-career teachers' knowledge and understanding of SEND. This chapter begins by exploring the literature base for pre-existing interventions and resources in an attempt to distil these to their constituent components. These components will then be woven into the design of a training intervention, to be delivered through a LA EPS over the course of one-half term. This chapter documents the rationale for the selection of these components and moves on to discuss the emerging need for problem-solving elements, adopted within this intervention. The chapter concludes by exploring the suitability of professionals such as EPs to support in this endeavour, in the context of their perceived expertise in SEND (Vivash and Morgan, 2019), being professionally skilled in problem-solving (Lee and Woods, 2017) and in the delivery of training (Scottish Executive, 2002).

### **3.2. Components of effective SEND training**

#### **3.2.1. Exploring SEND training literature and resources**

Whilst a number of authors criticise the permeation approach to SEND input in trainee and early-career teaching (Hodkinson, 2009; Mittler, 2012), it is not always made clear what the components of effective SEND focussed elements are or should be (Kirby et al., 2005). Table 3.1 provides some exposure of evidence based, published and reputably endorsed approaches to providing training for SEND in the formative years of teacher education. Arguably the most comprehensive of freely available resources is embodied in the 'TDA Training Toolkit for SEND', developed by the now obsolete Training and Development Agency for Schools (TDA) body in



2009. The extensive resources provided significant direction for undergraduate and postgraduate ITT providers for training related to SEND, though long term review of implementation was not possible as the National Strategies ceased operation in 2011 in line with a change of government, though the programme itself was “*always intended to be a fixed-term intervention*” (DfE, 2011d, p. 3).

Author/Year	Title	Core components of SEND Training
Baroness Warnock (DES, 1978)	Special Educational Needs: Report of the Committee of Enquiry into the Education of Handicapped Children and Young People	<ul style="list-style-type: none"> <li>• <i>“Develop an awareness that all schoolteachers...are likely to be concerned with helping some children who have special educational needs” (p. 228).</i></li> <li>• To support teachers in the early identification of SEN.</li> <li>• To provide teachers with <i>“knowledge of the part which they can play in the assessment of a child’s educational needs and in the execution of any special measures prescribed” (p. 228).</i></li> <li>• Provide teachers knowledge of what special education is like (including provision).</li> <li>• Give teachers some understanding of how to <i>“communicate effectively with parents and an awareness of the importance of appreciating parents’ anxieties and encouraging their continued involvement in their child’s progress...” (p. 228)</i></li> <li>• To provide teachers with insight of structural support for pupils with SEND.</li> <li>• Practical skills of observation to support awareness of interactionist influences of SEND.</li> <li>• Support provided through ‘specialists’.</li> </ul>

		<ul style="list-style-type: none"> <li>• “...short courses on special educational needs to be taken by the great majority of serving teachers...” (p. 237).</li> </ul>
Training and Development Agency for Schools (TDA) (2009)	TDA Training Toolkit on SEND	<p>This resource included a significant amount of subject specific support for SEND. Though reportedly effective and comprehensive (DfE, 2011d) the TDA Training Toolkit on SEND as part of the ‘National Strategies’ ceased in 2011, with its contents examined for efficacy to promote future good practice (Ofsted, 2010b). This ultimately did not happen, as the entire contents of this and all the National Strategies resources were archived for reference use only in 2011. The documents found within the TDA Training Toolkit are extensive and therefore, a summary (not exhaustive list) of core content include:</p> <ul style="list-style-type: none"> <li>• Statutory requirements, models of disability, broad areas of need, exclusion, SEND population statistics regarding outcomes, graduated response, statutory assessment processes, legislation, making reasonable adjustments (TDA, 2009a)</li> <li>• Developing empathy for pupils, differentiation, aspirations, inclusion (TDA, 2009b)</li> <li>• Familiarisation of terminology, identification of need, building relationships, working with parents, working with professionals (TDA, 2009a, 2009b, 2009c, 2009d)</li> </ul>

Carroll et al. (2019)	Effective practice for special educational needs and/or disabilities content in initial teacher training	<ul style="list-style-type: none"> <li>• Emphasises collaboration by stakeholders, including parents and opportunities to experience aspects of SEND including annual reviews and meetings with professionals (p. 25).</li> <li>• Reported that “<i>trainees and NQTs found the input from specialist speakers on subjects such as dyslexia and autism particularly helpful to understand the challenges involved with these specific needs</i>” (p. 28).</li> <li>• The use of ‘case study pupils’ to develop understanding and practice the tailoring of intervention (p. 29).</li> </ul>
Lawson et al. (2013)	What trainees in England learn about teaching pupils with special educational needs/disabilities in their school-based work: the contribution	<ul style="list-style-type: none"> <li>• Identified the provision of specific learning for SEND as existing on the “<i>continuum of pedagogic approaches</i>” (p. 149), meaning that much of “<i>what trainees learn about teaching pupils with SEND is strongly interlinked with what they learn about teaching in general</i>” (p.149).</li> <li>• However, child focussed activities allowed student teachers to “<i>become aware of individual pupils’ perspectives and learning needs that goes beyond differentiation in terms of sub-group</i>” (p. 149).</li> </ul>

	of planned activities in one-year initial training courses	
Florian and Spratt (2013)	Enacting inclusion: a framework for interrogating inclusive practice	<p>Emphasis on matters relating to inclusion, including:</p> <ul style="list-style-type: none"> <li>• Recognition that teachers are capable educators and that difficulties should not be situated 'within-pupils' ("<i>Teachers must believe (can be convinced) they are qualified/capable of teaching all children</i>", p. 124).</li> <li>• Recognition of the interaction between factors that contribute to understanding of SEND.</li> <li>• Recognise individual difference rather than deterministic views of ability and disability (p. 127).</li> <li>• Focus efforts of 'everybody' rather than 'most' or 'some'. (p. 128).</li> </ul>
Mintz (2015)	SEND in Initial Teacher Training (ITT) project	<ul style="list-style-type: none"> <li>• Emphasis on inclusion (in agreement with Florian and Spratt, 2013).</li> <li>• Advocates the provision of knowledge relating to the areas of specialist need will help promote inclusion (p. 4).</li> </ul>

		<ul style="list-style-type: none"> <li>• Advocates for the promotion of development beyond the classroom, working with parents and professionals (p. 4).</li> <li>• Encourages the employment of professional reflection through a 'Reflective Journal'.</li> <li>• Terminology, meaning of inclusion/integration/exclusion, importance of teacher attitudes, legislation, elements of developmental psychology, dyslexia, professionals around the pupils, observation, case studies (p. 7-24).</li> </ul>
Golder et al. (2009)	Strengthening the special educational needs element of initial teacher training and education	<ul style="list-style-type: none"> <li>• Placement for trainee teachers in a special school or resourced unit.</li> <li>• Child development and 'inclusion' (p. 184).</li> <li>• Disability, models of disability and legislation (p. 184).</li> <li>• Broad areas of need (p. 184).</li> <li>• Working with families and professionals (p. 184).</li> </ul>
Mintz (2019)	A comparative study of the impact of enhanced input on inclusion at pre-	<ul style="list-style-type: none"> <li>• Created an inclusion-enhancement programme and measured early-career teachers' perceptions of self-efficacy in response to this intervention.</li> <li>• Coupled this with a week-long placement at a special school, feedback to placement mentors and independent study tasks.</li> </ul>

	<p>service and induction phases on the self-efficacy of beginning teachers to work effectively with children with special educational needs</p>	<ul style="list-style-type: none"> <li>• Patterns of self-efficacy increased and did not decrease substantially (following second year follow up) though these patterns were observed in both groups, suggestive of a limited impact of the intervention.</li> </ul>
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*Table 3.1: Pre-existing interventions emerging from the literature search.*

### 3.2.2. Terminology, legislation and statutory responsibilities

Many of the interventions in Table 3.1 embody elements dedicated to the discussion of terminology, exposure to relevant legislation and the unpicking of teachers' statutory responsibilities (DES, 1978; TDA, 2009a; Mintz, 2015; Golder et al., 2009). Cheminais (2000) claims that understanding terminology and definitions of and around SEND is "*essential for all trainee and newly qualified teachers and TAs*" (p. 4). Though it seems apparent, the ever-changing landscape of education (and SEND specifically) require particular attention. Lehane (2017) documented what she saw as the most salient alterations across iterations of the 'Codes of Practice', finding changes in terminology to be amongst the most significant of these (e.g. Cheminais, 2000, 2014).

With regard to legislation and statutory responsibilities, teachers retain responsibility to "*have a clear understanding of the needs of all pupils, including those with special educational needs*" (DfE, 2013, p. 12) and have significant responsibilities outlined through statutory guidance, i.e. SEND Code of Practice (DoH and DfE, 2015). It is not always clear however, if these responsibilities are well conceived by those who are charged to enact them. Some authors argue that devolved responsibility to others in the school, such as special educational needs and disabilities co-ordinators (SENDCOs) who have a statutory responsibility for SEN and teaching assistants (TAs), whose responsibilities often include individual intervention work with pupils with SEND (Blatchford et al., 2009; Wren, 2017), leads to a diminished sense of responsibility for the class teacher (Rouse, 2012; Ekins et al., 2016).

Ekins et al. (2016) found that, in their sample of teachers from across the key stages and levels of experience, understanding of relevant legislation and guidance had a



strong positive relationship overall with teachers' sense of self-efficacy. Furthermore, they found that this understanding "*seemed to explain the differences in self-efficacy of teachers in the different Key Stages or the effect of age or teacher position (mainstream or special education teachers)*" (Ekins et al., 2016, p. 245).

Whilst these findings offer support for the inclusion of terminology, legislation and statutory guidance as a core component of SEND training for teachers, the lack of data triangulation emerging from exclusive use of quantitative collection methods (rather than qualitative methods which would have allowed for greater exploration of relationships between self-efficacy and individual factors), as well as the relatively limited sample (n=213) inhibits the extent to which the findings from Ekins et al. (2016) can be generalised. However, self-efficacy has been previously identified as a contributing factor to teachers' positive attitudes and level of support for inclusive practices (Hofman and Kilimo, 2014; Murray et al., 2011; Hosford and O'Sullivan, 2016; Emmers et al., 2020), and therefore perhaps it is of little surprise that understanding the key guiding legislation for practice underpins these feelings of competence.

### **3.2.3. Working with parents, professionals and colleagues**

In 2009, Brian Lamb produced The Lamb Review of SEN and Disability Information (Lamb, 2009). Resulting from low parental confidence in the assessment process of pupils with SEN (Lamb, 2009, p. 14), the 'Lamb Inquiry' made significant recommendations for improving the relationships between parents and those who operate within 'the system' (implicated as the interacting systems of schools and local authority services, p. 3-4). Among these suggestions was the recommendation for embedded training for "*the preparation of everyone who works with parents*" (p. 32)

as well as additional training (post QTS qualification) for staff working with pupils with SEND and their families (p. 29-30). The Inclusion Development Programme (IDP) had been earmarked as the conduit for the dissemination of this knowledge, though the outcomes were again never truly recognised as under the umbrella of The National Strategies, the IDP and its associated resources were swiftly reviewed (DfE, 2011) and promptly archived.

Whilst the recommendations for ITT were never truly realised, a recognition of need for closer working relationships between professionals (including teaching staff) and parents arguably was. The stipulation of parental involvement at nearly all stages of SEND identification and graduated response permeates the SEND Code of Practice (DoH and DfE, 2015) and is identified as crucial by a number of authors (Broomhead, 2015; Taylor, 2017). Given the potential benefits of high-quality parental involvement in relation to outcomes for these children and young people (Sylvia et al., 2004; Goldman, 2005; Gutman and Akerman, 2008; TDA, 2009c; Meehan and Meehan, 2018), it is important that educators have ample opportunity to refine the necessary skills to engage meaningfully with caregivers.

Preparing trainee teachers to engage meaningfully with professionals regarding SEND again emerges throughout the highlighted literature (TDA, 2009e; Golder et al., 2009; Mintz, 2015; Carroll et al., 2019; DES, 1978). Inter-agency and collaborative working between partners (including teaching staff and school institutions) continue to pervade contemporary guidance of SEND (e.g. SEND Code of Practice, 2015) and is equally reflected in teachers' expected standards of competency (DfE, 2011a, p. 13).

Much of the core literature identified in this review recounts the numerous benefits offered to trainee teachers when offered opportunities to meaningfully engage with specialist SEND staff (Engelbrecht, 2013; Coates, 2020; Norwich and Nash, 2011). Partly, this involves understanding the role of these professionals (TDA, 2009e), which further informs early-career teachers' understanding of their role within the system of SEND support (Golder et al., 2009) but also involves opportunities to develop knowledge, understanding and self-efficacy through vicarious experience.

#### **3.2.4. Interactionist considerations of SEND**

A number of training frameworks identified in Table 3.1 refer to the influence of a range of external and internal factors and influences, which contribute to pupils' experience of SEND (DES, 1978; TDA, 2009a, 2009c). The 'interactionist approach', attempts to "*bridge the modern and post-modern*" (Scruton and McNamara, 2015, p. 49) gaps between traditional 'within-child' (medical) models and post-modern social models of disability. The interactionist approach proposed by some authors offers the paradoxical view that individuals are both agentic (meaning they have the ability to act independently) and yet constrained (Faye, 2014; Scruton and McNamara, 2015), with some individuals being more or less constrained than others. Applying these principles to the classroom setting in the endeavour of inclusive practice, advocates of the interactionist approach seek opportunities for "*collaborations among groups regardless of ability*" (Scruton and McNamara, 2015, p. 50).

In many ways associated with terminology around inclusion and definitions/models of disability, the allusion to multisystemic factors, external to the individual, serve to promote an awareness of counter arguments to pervasive 'within-child' models of thinking, promoting awareness that disability is enhanced or exacerbated by factors

external to the pupil (Bronfenbrenner, 1979, 1992). Bronfenbrenner's Bioecological Systems Theory of Human Development (BST) has been employed in a number of research contexts to elucidate the systemic factors influencing perceptions and experiences of disability (Hewett et al., 2017; Walker et al., 2019). Anderson et al. (2014) reconceptualised Bronfenbrenner's BST model to incorporate factors pertinent to inclusive education in part to acknowledge and address the "*complicated, messy and changeable environments*" (p. 31) within which school systems operate. The emphasis on moving away from identification of SEND as situated within-child to a view which incorporates influences external to the pupil are crucial to the development of inclusive pedagogies and practices (Lawson et al., 2013).

### **3.2.5. Teachers as competent**

A final prevalent theme located within the models of ITT SEND provision identified in Table 3.1 is the importance placed on perceiving teachers as competent practitioners, capable of meeting the needs of the pupils they are responsible for (Lawson et al., 2013; Florian and Spratt, 2013; Ekins et al., 2016). Ekins et al. (2016) argue that narrow perceptions of SEND, emerging from a "*deficit model of difference and diversity*" essentially preclude teachers' ability and undermine their competence to support pupils with SEND by rooting expertise in "*specialist SEN pedagogies*" (p. 239). This, the authors argue, perpetuates the low self-efficacy experienced by teachers by emphasising knowledge deficits rather than recognising latent or active skills.

In a similar manner, Lawson et al. (2013) found that what trainee teachers learned about teaching pupils with SEND did not differ significantly from what they learned about teaching generally; that adaptations could be made to teaching strategies to

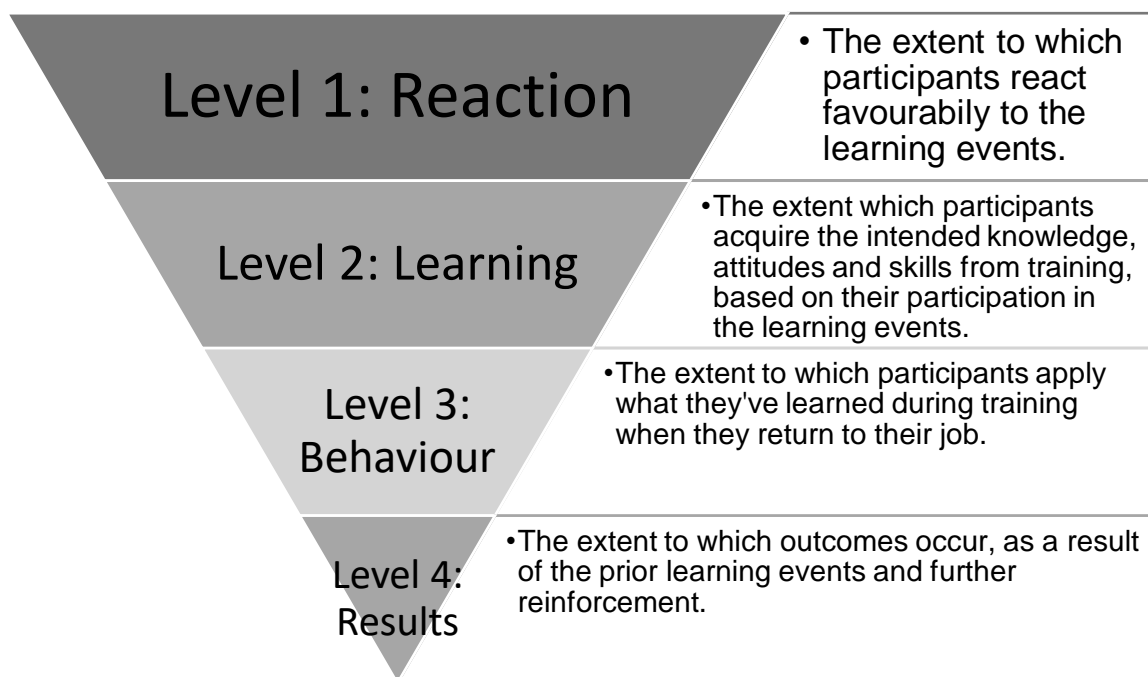
capably support all pupils within a class. Importantly, the authors note that whilst this was the case generally, there were some exceptions based on individual differences and that learning occurred in the “*complex balance between addressing individual needs, yet not singling pupils out in a humiliating way*” (p. 149). In recognising teachers as capable and confident practitioners, teachers feel empowered in their role as ‘agents of change’ (Pantić and Florian, 2015).

### **3.3. What does efficacious training look like?**

Many researchers debate the efficacy of teacher training interventions in their ability to transcend the boundary to classroom practice (Poulou, 2015; Harris et al., 2015). Harris et al. (2015) argue that for training and CPD to be effective, it must include challenging content at its core, be delivered by an individual with sufficient expertise, that institutions must allow sufficient time for consolidation, implementation and sharing of skills and that teachers should have access to follow-up opportunities (p. 370). Similarly, Lonka et al. (1996) recognise that effective change can be realised through discrete training, by encouraging the identification of misconceptions, allowing time for reflection upon these and offering trainer feedback to challenge these beliefs.

Kirkpatrick’s (1976) ‘Four Levels’ approach (FLA) (Figure 3.1) is a particularly popular model for planning and evaluating efficacious training amongst evaluation researchers (Bates, 2004; Praslova, 2010). The models’ strengths rest with its linearity, clarified by Kirkpatrick (1993) that one must “*begin with desired results and then determine what behaviour [sic.] is needed to accomplish them*” (p. 26) and its simplicity (Bates, 2004). Unfortunately, these elements also contribute to its weaknesses, with critics suggesting that the hierarchical depiction, the presumed

casual links between learning and behaviour change and assumed intercorrelation between levels all serve to undermine the integrity of the model (Bates, 2004; Alliger and Janak, 1989; Alliger et al., 1997; Reio et al., 2017). Opposing (and sometimes complimentary) models of training evaluation focus on the process of training (IPO model, Bushnell, 1990), the identification of need predicated training (Brinkerhoff, 1987) and the impact training will have in wider contexts (Warr et al., 1970). It is crucial therefore, that the impact of any training intervention is considered beyond its immediate impact on participants.



*Figure 3.1: Kirkpatrick's Four Levels of evaluation. Adapted from Kirkpatrick and Kirkpatrick (2009).*

### **3.4. Components of effective SEND training: Summary**

Though not exhaustive, the intervention-based approaches (identified in Table 3.1) to support early-career teachers' knowledge, understanding and self-efficacy in teaching pupils with SEND offers much guidance for the way in which a suitable

intervention can be developed. The highlighted components of these interventions make clear the important skills and knowledge that may well be being neglected or underdeveloped, due to the lack of transparency in permeation approaches to learning (Mittler, 1992) and the time constraints of the majority of ITT courses (Maher, 2010; Hodgkinson, 2006). Equally, researchers have a duty to consider the continuation of long-term benefits through careful reflection of evaluation measures beyond the immediate impact.

### **3.5. Problem-solving elements**

#### **3.5.1. Introduction to problem-solving**

The identification of teachers as competent professionals, capable of meeting the needs of their pupils if given the adequate resources (Lawson et al., 2013; Florian and Spratt, 2013; Ekins et al., 2016) is, in this researchers' view, an emergent theme of the research which sits apart from the others identified in the previous section. This perspective aligns with critical realist assertions posited by Archer (1995) which considers individuals as agentic, in so much as the structures within which they act constrain or enable their agency. Many educational researchers, both in the UK and internationally are critical of factors which they deem as constrictive to teachers' professional agency; namely, a dominant emphasis on measurable outcomes, high stakes testing and standardisation (Wills and Sandholtz, 2009; Day et al., 2007; Day and Smethen, 2009). Crucially, though this sentiment resonates internationally, it is in England that *"teachers' work...has been, and is, the subject of more intensive and sustained central government intervention than any other..."* (Day and Smethen, 2009 p. 141). Whilst there are clear benefits and limitations of pursuing those aforementioned policies (Regan-Stansfield. 2017; West, 2010), teachers continue to

cite a diminished sense of autonomy, threats to professionalism and skills and an over-emphasis on measurable outcomes (at the expense of all else) as recurring factors in their decision to leave the workforce (DfE, 2018d).

In light of this, it is this researcher's belief that providing teachers with problem solving skills and frameworks, which they can utilise and implement throughout their practice, will be of greater value than simply providing strategies which may or may not be useful to them. This decision is influenced partly for the reasons previously identified; the emancipation of teachers' existing skills and agency and further influenced by the philosophical notion that teaching is not simply about "*knowledge transmission*" (Hsu, 2004, p. 682) but that problem solving skills, identified as "*the capacity to find, analyze, synthesize, and apply knowledge to novel situations*" (Darling-Hammond et al., 2020, p. 100), is an essential tool for any efficacious teacher (Hsu, 2004). Therefore, underpinned by these ideals, this research will seek to blend the delivery of knowledge-transmission elements with problem-solving elements in order to create a unique intervention which acknowledges teachers' competence and agency.

### **3.5.2. Solution Circles**

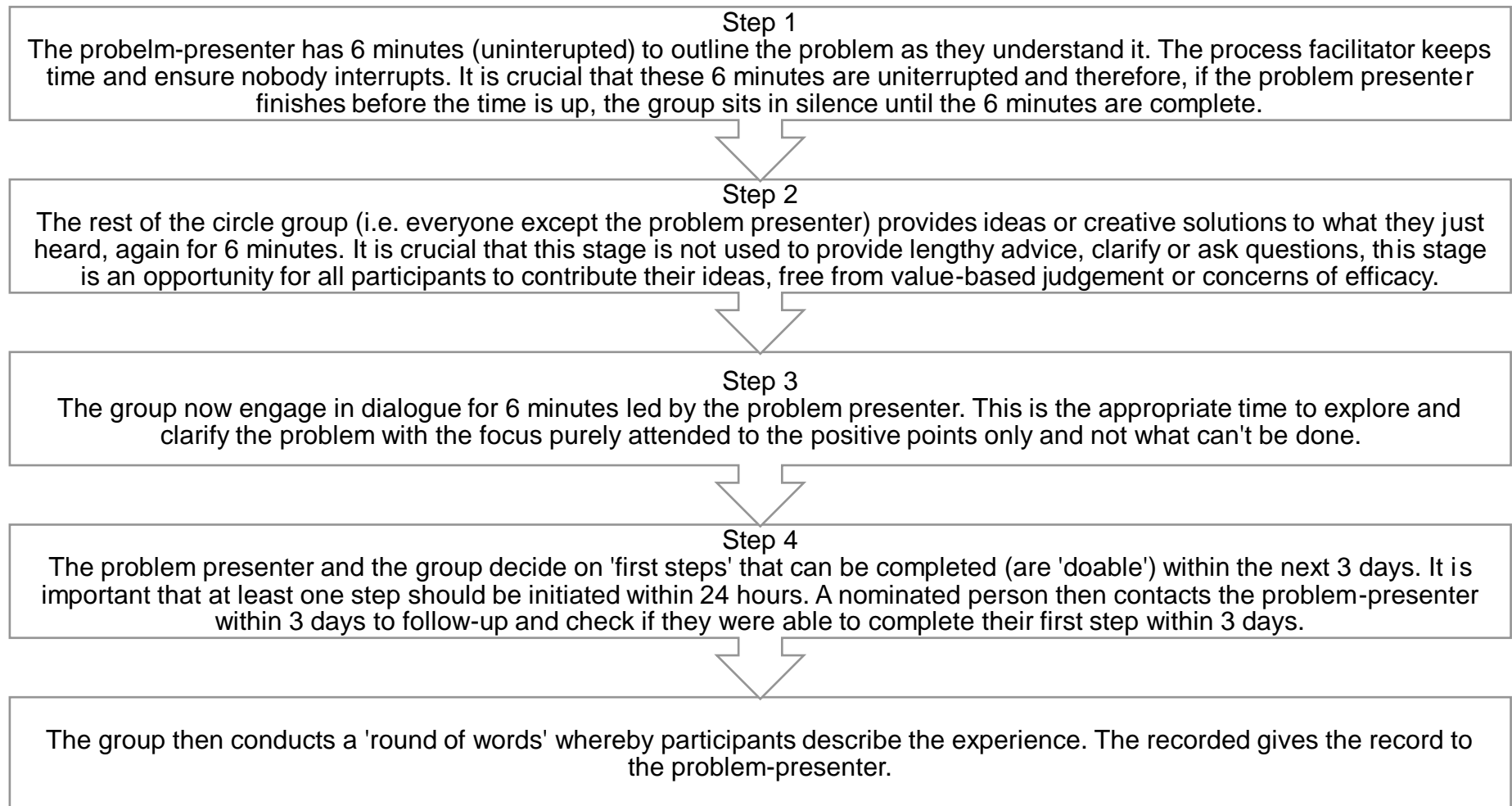
Forest and Pearpoint (1996) are often attributed as the authors of Solution Circles, though the notion and implementation of staff support groups has existed in many forms (Hanko, 1995, 1999; Monsen and Graham, 2002; Brown and Henderson, 2012). Solution Circles are a problem-solving tool, which, with particular relevance in this research, credit participants with the "*capacity to help*" (Brown and Henderson, 2012, p. 180). In a sense, participants are assumed to be competent and capable. Solution Circles are often utilised by EPs (Grahamslaw and Henson, 2015), despite



the limited empirical evidence base (Brown and Henderson, 2012) and with considerable variability in implementation (Grahamslaw and Henson, 2015; Brown and Henderson, 2012). Despite this, following the recommendations made by authors, this research will seek to employ Solution Circles as a ‘problem-solving element’ of the training intervention in supporting the development of early-career teachers to feel prepared to meet the needs of pupils with SEND in their classes. The roles of participants within Solution Circles are defined in Table 3.2, whilst the Solution Circle format is outlined in Figure 3.2.

Role	Function
<i>Problem presenter</i>	Discusses a ‘problem’ they have with an individual pupil, group or class
<i>Process facilitator</i>	Manager and timekeeper
<i>Note taker</i>	Records the discussion on flip chart paper
<i>Brainstorm team</i>	Discuss (at appropriate points) and offer solutions

*Table 3.2: Participant roles in a Solution Circle (adapted from Brown and Henderson, 2012 p. 180).*



*Figure 3.2: The Solution Circle process (adapted from Forest and Pearpoint, 1996).*

### 3.5.3. Introducing a problem-solving framework

Communicating the clear and effective use of psychological interventions is a crucial role for EPs (Davidow, 1994). A number of researchers have suggested the transparent sharing or co-working of problem-solving resources with teachers (e.g. consultation), such that teachers become better able to support the pupils whom they teach and become more effective practitioners (Farrell and Woods, 2015; Gill and Monsen, 1995, 1996). Monsen and Woolfson (2012) suggest that *“an important component implicit within the whole Quality First Teaching rhetoric is the rigor of teacher problem solving and decision making...”* (p. 134). The authors continue to point to a growing body of research which purports a major role for teacher problem-solving and decision making in realising positive outcomes for students (Monsen and Woolfson, 2012).

The concept of sharing problem-solving frameworks from within EP practice with other education professionals is, therefore, not as controversial as it may first appear. Inspired by the identified research, this study will seek to employ a problem-solving framework in the form of the Interactive Factors Framework (IFF) (Frederickson and Cline, 2009). The IFF (Figure 3.3):

*“...highlights the importance of looking at a case from multiple developmental areas, such as biology, cognition and behaviour, and draws attention to the importance of how these aspects interact with the environment...”* (Wicks, 2013 p. 155).

Though a number of problem-solving frameworks exist, the IFF is widely taught across a number of programmes for training EPs and, in some cases, employed

domestically and internationally within teacher training programmes (Kelly, 2006; Kelly et al., 2008; Woolfson et al., 2003; Annan et al., 2013). Therefore, the IFF is employed within this research for its structural simplicity and accessibility.

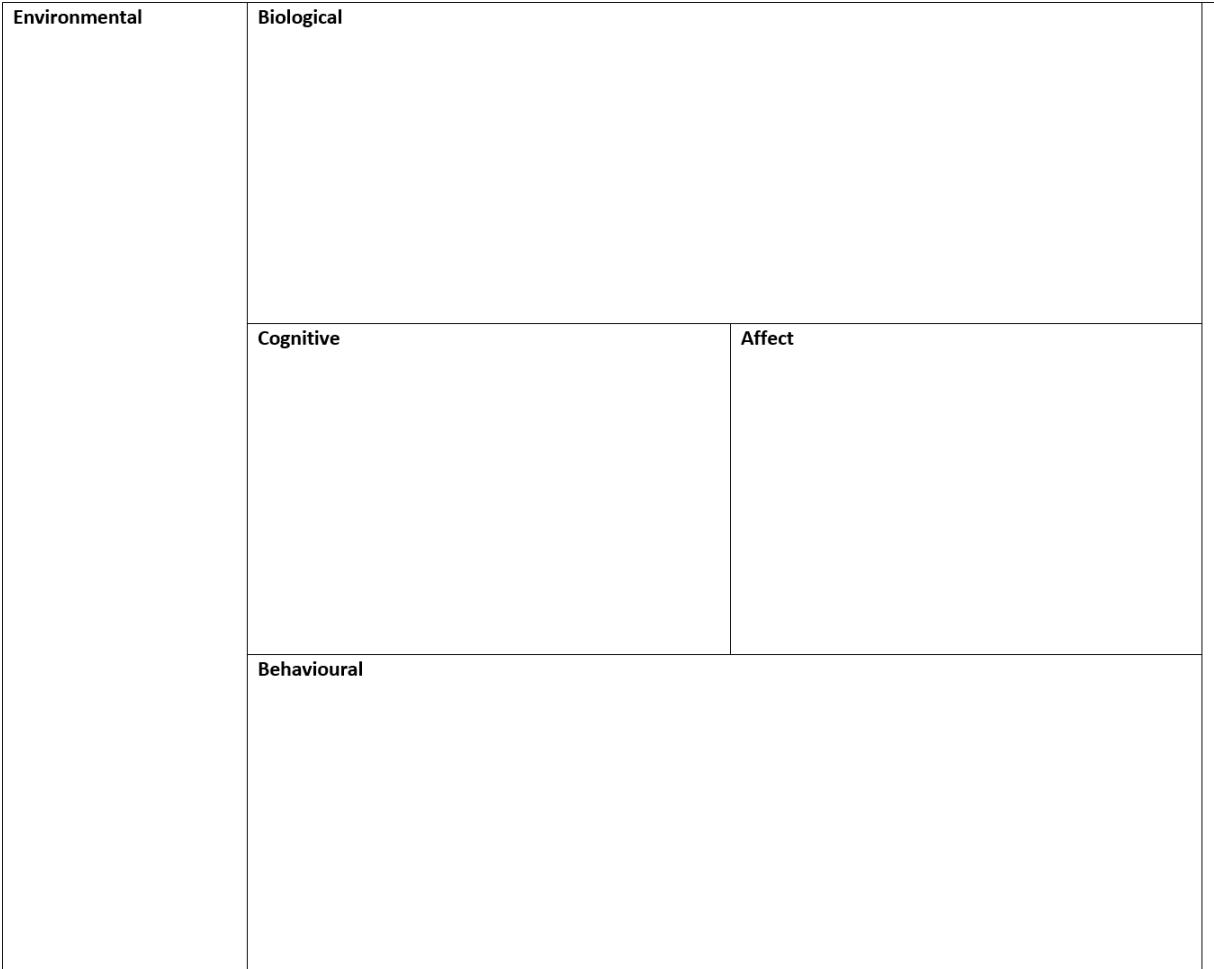


Figure 3.3: Representation of the Interactive Factors Framework (IFF) (Adapted from Frederickson and Cline, 2008 p. 89).

**3.6. A role for Educational Psychologists (EPs)?**

*“The educational psychologist, now as then, plays an important part in the preparation of teachers.”* (Justman, 1966, p. 160).

EPs are regarded as skilled professionals in the delivery of training to staff across a range of areas (Ball and Howe, 2013; Sundhu and Kittles, 2016; Murphy and Claridge, 2000) with training identified as a core function of EP practice (Scottish Executive, 2002). EPs readily utilise problem-solving tools in the execution of their practice (Kennedy et al., 2008; Grahamslaw and Henson, 2015), whilst EPs themselves recognise their ability to change perspective as a unique contribution offered by their profession (Ashton and Roberts, 2006).

EPs are perceived as “*experts with specialised psychological knowledge, experience and skills, including [in] processes such as consultation and collaborative problem solving*” (Lee and Woods, 2017, p. 119). Whilst some practitioners express discomfort with the perceived role as the ‘expert’, stakeholders historically view this as a unique aspect of the EP role,

*“...given their [EPs’] training and expertise in assessing the SEN of children and young people, it is an effective use of their skillset that they should have a prominent role in describing to others, both what special education needs a child or young person may have, and the provision needed to overcome those needs.”* (Vivash and Morgan, 2019, p. 2).

In the early stages of teacher training and in the formative years of teaching, trainee and early-career teachers are exposed to considerable elements of psychological theory and research, underpinning theories of child-development, cognition and learning (Lohse-Bossenz, 2013). Observing from a US context, which in many ways resonates with the English setting through a diminished role of the EP in teacher training, Patrick et al. (2011) suggest that the tokenistic implementation of

psychological research, theory and practice into teacher training programmes, resulting from limited involvement from EPs amounts to little or no change to practice and policy on the ground-level. EPs, authors suggest, must do more in continuing “*to push for greater involvement in teacher education programs*” (Patrick et al., 2011, p. 81).

### **3.7. Chapter Summary**

This chapter has sought to position the role of problem-solving and solution focussed elements within a training intervention to improve teachers’ preparedness to meet the needs of pupils with SEND in their classrooms. Resources within the EPs’ toolkit will be employed and shared with teaching colleagues, such that they are better able and more confident to exercise their professional autonomy in reacting and planning proactively for the needs of the pupils they teach. A detailed overview of the developed training intervention resources, along with information linking the presence of content and resources with the literature is available in Appendix 1. Importantly, these resources were shared with a qualified EP colleague, who offered additional advice on presentation and agreed the suitability of the content.

Ultimately, perspectives of self-efficacy align well with approaches that view teachers as agentic, capable and competent, whilst empowering them as mediators of change (Ekins et al., 2016). Valued for their academic background, application of psychological knowledge and recognised for their training skills, EPs are well positioned to support early-career professionals in developing the skills, understanding and self-efficacy to meet the needs of all the pupils they teach (Ashton and Roberts, 2006; Farrell et al., 2006). Overall, this fits with Rouse’ (2009) view of inclusion, which identifies the importance of interplay between three nodes of

influence; '*knowing*' (legislative, policy, theoretical etc.), '*doing*' (transformation of knowledge to practice) and '*believing*' (suggestive of teachers' belief in their capacity to support all pupils).

## CHAPTER FOUR: METHODOLOGY

### 4.1. Chapter overview

The previous chapters have identified a prevailing need for input on SEND for early-career teachers and proposed a synthesis of the component factors within the literature base as a means of intervention to meet this need. This chapter will seek to outline the philosophical lens through which this research will pursue the implementation of this intervention. Furthermore, this chapter will seek to outline and justify the decision to utilise a mixed methods case-study design within which this intervention will be explored. The focus will then turn to the methods of data collection and analysis and end by addressing the ethical and methodological concerns arising from the proposed research.

### 4.2. Design

#### 4.2.1. Ontological and epistemological positioning

Ontology is a branch of metaphysics associated with “*the study of being*” (Crotty, 1998, p. 10). In research, ontology asks the fundamental question, ‘*what is our reality?*’. The answer to this question underpins our ontological position, which in its extreme can reflect a realist ontology, that reality exists “*independent of the human mind*” (Levers, 2013, p. 2) or a relativist (anti-realist) ontology which presumes all experience and truth is subjective, with multiple realities emerging from individualised experience.

Epistemology, by contrast, is often represented as the relational mechanism between researcher and knowledge, a search for a response to the question “*how do I know the world?*” (Denzin and Lincoln, 2005, p. 183). Again, the spectrum of epistemological stances varies from an objectivist epistemology, which suggests



*“meaning...exists as such apart from the operation of any consciousness”* (Crotty, 1998, p. 8) and epistemological constructionism, which implicates the generation of truth and meaning as emerging from human engagement exclusively. The alignment of ontology and epistemology typically lead to the adoption of a paradigm congruent with the researcher’s beliefs.

The following research adopts an approach founded in critical realism. Critical realism occupies a realist ontology, congruent with the belief that knowledge exists externally of the human experience. Rather than alignment with epistemological stances that would traditionally complement a realist ontology, critical realism diverges from being allocated as either positivist or constructivist in its adoption of an interpretivist epistemological stance, that is, that *“the world is interpreted through the classification schemas of the mind”* (Gray, 2014, p. 20). In essence, critical realism asserts that knowledge and understanding exist outside of our interpretation, that we are able to *partially* comprehend this knowledge through exploration, however, *“some knowledge can be closer to reality than other knowledge”* (Fletcher, 2014, p. 182).

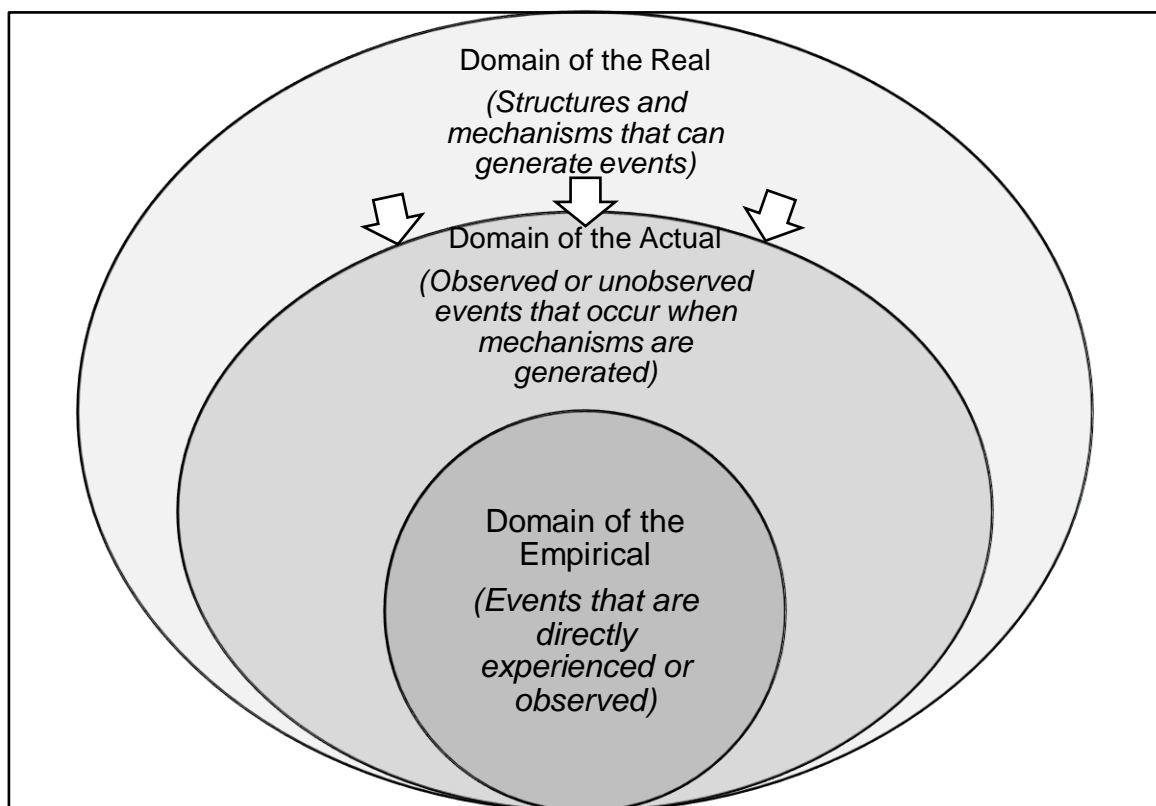
#### **4.2.2. The context and application of critical realism in the current study**

Critical realism emerged as a response to hegemonic positivist-based research in the 1970’s and 1980’s (Bhaskar, 1977; Danermark et al., 2005). The dichotomous trends of epistemological, ontological and methodological approaches are rejected through critical realism, which seeks to establish a *“both-and”* rather than an *“either-or”* (Danermark et al., 2005, p. 2) approach to research. Mario Bunge, Roy Bhaskar and Margaret Archer are often credited as the preeminent founders of modern critical realism, with contemporary perspectives synthesising aspects of their respective visions (Kaidesoja, 2009). Importantly, critical realism is not a homogenous school of

thought, with perhaps the only unifying concept amongst advocates being its realist ontology (Danermark et al., 2005). In respect of this and with the focus on uncovering causality in pursuit of the identification of causal mechanisms, Bhaskar envisioned what is commonly referred to as a stratified ontology (Figure 4.1), which details the existence of empirical, actual and real domains.

The stratified ontology presented by Bhaskar (1975) depicts a nature of causality that exists on a series of planes. According to Bhaskar, researchers are able to transcend the empirical domain to infer causal mechanisms found within the real domain.

Discerning these mechanisms allows researchers to draw causality from a pool of possible events, found within the actual domain (Radulescu and Vessey, 2009; Saunders et al., 2015).



*Figure 4.1: The Stratified Ontology of Critical Realism (adapted from Radulescu and Vessey, 2009).*

In relation to the current study, critical realism lends itself well to the study of teachers' attitudes, perceptions and beliefs about SEND and inclusion. Importantly, teachers' beliefs and attitudes exist apart from the experience of this researcher, whilst interaction and working with these participants may well elucidate causal mechanisms from the domain of the real and transcend to the domain of the empirical. A number of 'mechanisms' have been suggested for the apparent lack of preparedness of teaching staff to support pupils with SEND within the classroom (e.g. a lack SEND input throughout ITT and in the early formative years of teaching, Vickerman and Coates, 2009; Hodgkinson, 2009, a lack of opportunity to work with pupils with SEND, Golder et al., 2005 and a lack of opportunity in training or experience in transferring acquired teaching skills, Lawson et al., 2013). Through a critical realist approach, augmented with a mixed methods design, these mechanisms (and potentially hitherto unrecognised causal mechanisms) will be adequately explored as they are revealed.

It is important to recognise the limitations of an approach founded in critical realism. Critics of critical realism recognise the lack of uniformity or operationalisation of methodologies in research guided by critical realist thinking (Fletcher, 2017). Further, critics target the flexibility with which critical realism is employed and interpret this as a lack of rigour in research (Ackroyd et al., 2014; Taylor, 2018). In somewhat treading the line between (and indeed across) epistemological and ontological perspectives, criticism is often drawn from either end of the ontological/epistemological spectrum (Walsh and Evans, 2014). In respect of these

contestations, an approach based simply on ‘what works’, such as pragmatism, which offers little constraint to epistemological or ontological alignment, may be preferable (Scott and Briggs, 2009). In the case of the current research, it is this researcher’s view that critical realism most accurately reflects the philosophical assumptions implicit in this research and underpin the beliefs of this author.

#### **4.2.3. Design Frame**

Thomas (2017) describes the design frame as “*like a scaffold that holds your research in shape...the design frame you use will be the one that best helps you to answer your research questions.*” (Thomas, 2017, p. 139). The following research adopts a case study design, in order to address the research questions of the study, which are presented below:

1. a) How are teachers’ feelings of self-efficacy impacted through participation in a SEND training intervention?  
b) How are teachers’ attitudes to inclusion impacted through participation in a SEND training intervention?
2. How do teachers conceptualise essential components of training to support them in meeting the needs of pupils with SEND in mainstream classrooms; what do they think they need to know?

#### **4.2.4. Case study design**

Whilst there is ambiguity in the use of the term ‘case study’ as a research design, design frame, method or methodology (Hyett et al., 2014; Mills, 2014; Harrison et al., 2017; VanWynsburghe and Khan, 2007), the current study utilises a case study as a

design frame that offers a “*lens through which the researcher views and makes decisions about the study*” (Harrison et al., 2017). In this research, the case study design frame operates independently of the methods chosen to explore a particular case, reflecting alignment with Thomas’ (2011) advocacy of a case study *typology*.

Case studies afford researchers the opportunity to explore phenomena through a sequence of “*lenses*” (Baxter and Jack, 2008, p. 544) and are well suited to research questions which seek to uncover ‘how’ and ‘why’ phenomena work (Yin, 2018).

According to authors such as Yin and Thomas, research questions themselves are highly influential of the type of design frame a researcher should opt to employ.

Whilst ‘*what*’ questions can be typically explored through a number of research designs, ‘*how*’ questions tend to be favourably explored through the case study design.

Beyond the research questions themselves, the case study design aligns with the ontological and epistemological position adopted by the author in the current study.

Through the thorough exploration of the breadth and depth of a case, case studies, it is argued, promote the search for generative mechanisms which give rise to events (Walsh and Evans, 2013; Easton, 2010) and therefore compliment the critical realist perspective.

Thomas (2017) and others recognise two critical components of a case study, that of the *subject* and the *object*. The *subject* of a case study is the “*case itself*” (Thomas, 2017, p. 158) or “*an instance of some phenomenon*” (Starman, 2013, p. 35) whilst the *object* is considered the analytical frame within which the phenomenon exists. In this study therefore, the *subject* of the study is the cohort of early career teachers,

whilst the *object* within the study or the ‘analytical frame’ is the impact of the SEND training intervention.

Whilst a case study has been selected as the method of choice, it is necessary to further specify components in the design of the case study. The current study will focus on a *single case* (that is, that case is unique and will be studied in isolation, Scholz and Tietj, 2002) and *diachronic* in nature, referring to the exploration of changes to attitudes and feelings of self-efficacy in response to an intervention over time (Thomas, 2017). The case study is a *local knowledge* case study, representing this researcher’s relationship with schools as a LA TEP working within the borough (and in some cases the schools) from which the participants are sourced.

Furthermore, previous experience as a teacher in secondary education with QTS affords this researcher the professional and personal experience of working within the school structure, with experience of delivering CPD training to newly qualified and experienced staff alike. The experiences of early career teaching and teacher training also afford insight to this researcher of the practices relating to teacher training and responding to the needs of all pupils.

Whilst it is important to acknowledge this position as a potential source of bias, within the context of the interpretivist epistemology, this experience need not be identified as contentious. Holloway and Wheeler (2010) argue that interpretivist researchers “*are not divorced from the phenomenon under study*” (Holloway and Wheeler, 2010, p. 26) and that whilst researchers must endeavour to recognise their own positionality within the setting, that this exists as part of the highly contextualised environment within which the phenomenon is studied. The acknowledgement of researcher biases inherent in the study of phenomena and the efforts made to

pursue true understanding by the triangulation of research methods underpin the post-positivist critical realist approach (Harrison et al., 2017; Lincoln et al., 2011; Trochim, 2000).

Whilst a case study design frame affords the researcher significant depth in the exploration of a phenomenon within the context of its operation (Todres and Galvin, 2005), it is important to justify the selection of this specific design frame. Table 4.1 below depicts the potential benefits and limitations of a number of other possible research designs.

Research Design	Features	Potential benefits for use in the current study	Limitations for use in the current study
Action research	<ul style="list-style-type: none"> <li>Action research offers an iterative, context rich design and is highly popular in teaching-based research (Tekin and Kotaman, 2013).</li> </ul>	<ul style="list-style-type: none"> <li>Within action research, researchers (often also participants) are afforded considerable autonomy in solving problems rooted in individual practice (Mitchell et al., 2009).</li> <li>Action research is deeply rooted in the emancipation of practitioners and places significant emphasis on moving forward through iterative cycles of action</li> </ul>	<ul style="list-style-type: none"> <li>Whilst there may not be a correct 'number' of times that researchers are expected to utilise an action research cycle, a pertinent consideration for this research is the lack of opportunity to reflect and build upon the improvements of the intervention. Essentially, the strength of action research as an iterative process also places limitations on its applicability in studies with limited resources.</li> <li>Despite its popularity, critics argue that action research is often poorly conceived,</li> </ul>



		<p>and critical reflection (Thomas, 2017).</p> <ul style="list-style-type: none"> <li>• In the context of this research, action research may have offered flexibility in the development of a novel intervention, designed to address a very specific issue situated in professional practice.</li> </ul>	<p>with authors such as McTaggart berating common conceptions of the 'plan-act-observe-reflect' cycle by stating that <i>"the most crass of these misinterpretations is the view that a masters thesis might involve only 'one cycle' but a PhD several."</i> (McTaggart, 1996 pp. 79).</p> <ul style="list-style-type: none"> <li>• Ethical and methodological concerns shroud the dual role of the researcher (Trondsen and Sandaunet, 2009).</li> </ul>
Single-case research design	<ul style="list-style-type: none"> <li>• Single-case research design is an increasingly popular choice amongst</li> </ul>	<ul style="list-style-type: none"> <li>• Single-case research designs are utilised in research adopting the use of repeated measures, where participants act as their own</li> </ul>	<ul style="list-style-type: none"> <li>• One of the main priorities of single-case research is the pursuit of <i>"causal relations among clinical phenomena"</i> (Nock et al., 2007, p. 337) through the manipulation of</li> </ul>

	<p>researchers looking to establish causal effects of designed interventions (Nock et al., 2007; Maggin et al., 2018).</p> <ul style="list-style-type: none"> <li>• Single-case research relies on three principles; <i>i) that the individual serves as their own control, ii) the use of repeated measures of target outcomes and iii) the identification of</i></li> </ul>	<p>baseline for comparison (Lobo et al., 2017).</p> <ul style="list-style-type: none"> <li>• Single-case research designs can be useful for interpreting direct causal relationships between intervention and outcome and can offer generalisable validity and be designed to have strong inferential validity (Lobo et al., 2017).</li> </ul>	<p>intervention to identify the causal role of a functional relation. It is this researcher's belief that an intervention of the nature proposed in this research, is undermined by attempts to measure its effectiveness in isolation from the environment within which the skills it aims to develop are cultivated. Therefore, adopting a single-case research design undermines the potential value within this research, albeit at the expense of wider causal inference.</p>
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	<i>functional relations</i> (Maggin et al., 2013).		
Experimental design	<ul style="list-style-type: none"> <li>Experimental designs typically involve the manipulation of a variable in the presence of a randomised sample (though this may not be the case for a quasi-experimental design frame) (Thomas, 2017).</li> <li>Experimental designs operate through the</li> </ul>	<ul style="list-style-type: none"> <li>The experimental design frame may have offered an alternative approach to address the research questions and aligns loosely with the realist ontology adopted within this research. Whilst not completely congruent with the 'critical' aspects of critical realism, an experimental design frame would be effective for examining the differences between conditions created by the researcher.</li> </ul>	<ul style="list-style-type: none"> <li>Critical realism assumes that causal mechanisms operate in the presence of other generative mechanisms and a number of cooccurring events (Bhaskar, 1975). An experimental design frame which suggests a causal mechanism generated by the intervention (in this case) counters the philosophical position upon which this research is based.</li> <li>Ethical dimensions arise with the implementation of a control group in withholding access to the intervention.</li> </ul>

	<p>emphasis of demonstrating cause and effect via control of a variable, often with comparisons made between the experimental and control groups (Thomas, 2017).</p>	<ul style="list-style-type: none"> <li>• An experimental design frame may have offered favourable terms in the pursuit of generalisability, were this an aim of the research.</li> <li>• An experimental design frame may have also offered delineation of the role of the intervention (in isolation) in examining any subsequent effects on the measures adopted.</li> </ul>	<ul style="list-style-type: none"> <li>• Conditions of an experimental design are unable to be met, such as the rigorous control of variables and in fact, the efficacy of this intervention may well rely on the interaction of participants with their respective environments.</li> </ul>
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*Table 4.1: Benefits and limitations offered by other optional research designs.*

A common criticism levelled at the case study design is the lack of generalisability of the findings emerging from this research and a lack of external validity more widely (Allan, 2003; Thomas, 2017; Mintzberg, 2005). Advocates vary in their response to this criticism. Ruddin (2006) believes that this suggestion is a misunderstanding of the nature of qualitative research and suggests case study inference derives power as a “*strong form of hypothetico-deductive theorizing*” (p. 800) rather than a weak comparator to statistical inference. Meanwhile, Yin (2018) posits that findings from case studies are used to build the basis of theoretical principles which are contributed to by complementing outcomes found from similar research. In contrast, Holloway and Wheeler (2010) explicitly forego generalisability in favour of “*transferability of ideas*” (p. 251) whilst Thomas (2011) recognises that claims of validity in case study research cannot be confidently derived from the degree to which cases are representative, as this can never truly be achieved (Thomas, 2011, p. 514).

### **4.3. Pilot Study**

A pilot study was conducted in order to refine the content to be included within the SEND training intervention. The pilot study consisted of a condensed and early version of the training intervention, which was subsequently reviewed by participants. Participants (n= 14) were primary and secondary school NQTs, working in mainstream, state funded and academy schools. Participants were recruited opportunistically, through attendance to a voluntary CPD opportunity accessed by NQTs associated with a LA teaching school. Participants gave informed consent to participate in the training (Appendix 2) in congruence with principles outlined in the BPS Code of Human Research Ethics (2014). An overview of the feedback for the

pilot study and how this influenced the research intervention in the main body is provided in Appendix 3.

#### **4.4. Participants and recruitment**

In solidarity with Thomas' (2017) views on the problematic use of the phrase '*sampling*' in non-experimental research, the following discussion will intentionally refer to 'participants' and 'recruitment' in an earnest effort to avoid construing the final participant group as representative of a wider population.

Participants were purposively sought through contacts established through the LA EPS (the limitations of which are explored in Chapter Six). The research aims and methodology were shared with EPS staff, who disseminated the information (Appendix 4) through biannual planning meetings with school SENDCOs.

Furthermore, a research proposal was presented to SENDCOs by the researcher through the 'SENDCO Forum', a half-termly update meeting held by the LA EPS and SENDCOs within the borough. Recruitment through this process offered maximum equitable access to the research project, as each school within the borough received a face-to-face planning meeting with their 'link' EP and therefore, each school received information relating to recruitment for the research project.

Importantly, participants self-selected in order to avoid subversive elements of coercion in contravention of ethical standards (BPS, 2014, p. 18) and equally, were offered no disincentive for not participating. Participants were encouraged to self-select according to the criteria outlined in Table 4.3.

Participant Inclusion Criteria	Justification for criteria
<ul style="list-style-type: none"> <li>Participants must retain Qualified Teacher Status (QTS).</li> </ul>	<ul style="list-style-type: none"> <li>QTS is a requirement for staff working in local authority maintained primary and secondary schools and maintained/non-maintained special schools in England (House of Lords, 2016).</li> <li>QTS is not a requirement in independent schools, academies (state funded independent schools) or free schools (House of Lords, 2016).</li> <li>The purpose of the research is in part to support teachers who have received formalised training through ITT.</li> </ul>
<ul style="list-style-type: none"> <li>Participants must be in the first-year post qualification from any initial ITT route (i.e. an NQT) <b>or</b> be in their second-year post qualification from any ITT route (referred exclusively in this research as a recently qualified teacher, RQT).</li> </ul>	<ul style="list-style-type: none"> <li>RQTs report that their ITT course had not adequately prepared them to work with pupils with SEN within school (Vickerman and Coates, 2009; Hodkinson, 2009).</li> <li>The lack of subsequent support through staff CPD in the formative years may contribute to opposition to inclusive education policy (Hodkinson, 2009).</li> </ul>
<ul style="list-style-type: none"> <li>Participants must currently be employed within a compulsory education mainstream,</li> </ul>	<ul style="list-style-type: none"> <li>Some staff in special schools are in receipt of additional mandatory training (DfE, 2016a).</li> </ul>

secondary, primary school, middle infants' school or academy as either a full or part time member of staff.	<ul style="list-style-type: none"> <li>• Special schools in the LA receive notional 'core hours' of support through the EPS allocation model.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Not</b> be employed as a member of staff currently working within a local authority maintained special school, independent school, independent special school or nursery.</li> </ul>	<ul style="list-style-type: none"> <li>• Some staff in special schools are in receipt of additional mandatory training (DfE, 2016a).</li> <li>• Special schools in the LA receive notional 'core hours' of support through the EPS as standard and are therefore likely to have benefitted from LA training or additional support (or due to receive this).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Not</b> currently hold the post of SENDCO or currently undertaking National Award Special Educational Needs Coordinator (NASENCO) training.</li> </ul>	<ul style="list-style-type: none"> <li>• Current SENDCOs will have received additional training in SEND through the NASENCO (NCTL, 2014c).</li> <li>• New SENDCOs having not yet attended NASENCO training are expected to do so within 3 years of appointment (NCTL, 2014c).</li> </ul>

*Table 4.2: Participant inclusion criteria and justification.*

Initially, 26 participants committed to the research study. Five participants withdrew prior to the beginning the intervention due to subsequently identified scheduling conflicts. The final participant group (n=21) comprised of fourteen teachers from primary settings and seven teachers working in secondary settings. Of the



participants, two self-identified as RQTs, having completed their NQT year in the previous academic year. The remaining nineteen participants self-identified as NQTs. The pool of participants was drawn from ten schools from within the LA borough (Table 4.3).

<b>Participant Number</b>	<b>School Number</b>	<b>Key Stage</b>	<b>NQT/RQT</b>	<b>ITE/ITT Training Route</b>
1	1	Primary	NQT	PGCE
2	1	Primary	NQT	Undergraduate
3	2	Primary	NQT	Teach First
4	3	Primary	NQT	PGCE
5	3	Primary	NQT	PGCE
6	1	Primary	NQT	PGCE
7	1	Primary	NQT	PGCE
8	4	Secondary	NQT	PGCE
9	4	Secondary	NQT	PGCE
10	5	Primary	NQT	PGCE
11	2	Primary	NQT	PGCE
12	6	Primary	NQT	PGCE
13	6	Primary	NQT	Teach First
14	7	Secondary	NQT	PGCE
15	7	Secondary	RQT	PGCE
16	7	Secondary	NQT	Undergraduate
17	8	Primary	NQT	PGCE

18	8	Primary	NQT	PGCE
19	9	Primary	NQT	PGCE
20	10	Secondary	RQT	PGCE
21	10	Secondary	NQT	PGCE

*Table 4.3 Participant data.*

#### **4.5. Ethical Considerations**

The current research project received ethical approval on the 17<sup>th</sup> June 2019 through the University of Birmingham Humanities and Social Sciences Ethical Review Committee (Appendix 5). Table 4.4 below outlines the ethical considerations relevant to this research and the actions taken to manage these concerns in agreement with the BPS Code of Human Research Ethics (2014), the BPS Code of Ethics and Conduct (2018) and the HCPC Standards of proficiency for practitioner psychologists (2015).

<b>Ethical Principle</b>	<b>Management of concern</b>
Informed consent	<ul style="list-style-type: none"> <li>• Participants sign a consent form (Appendix 6) having read the accompanying information sheet (Appendix 4), detailing their expected involvement.</li> <li>• Participants and SENDCOs are instructed that attendance is voluntary (at SENDCO forum event and reinforced through participant information sheet, Appendix 4).</li> </ul>
Confidentiality	<ul style="list-style-type: none"> <li>• Participants are reminded that confidentiality will be maintained throughout the research, as participants will be assigned a unique identification number known only to the</li> </ul>

	<p>researcher to record their data. Whilst every care will be taken to remove identifiable features and characteristics, some features may remain for the purposes of analysis and therefore, anonymity cannot be guaranteed (Appendix 4).</p>
Right to withdraw	<ul style="list-style-type: none"> <li>Schools may choose to utilise 'directed time' for professional development in concurrence with staff attendance to the intervention. However, staff who do not wish to attend must not be penalised and must be offered alternative professional development activities allocated within their directed time models (Appendix 4).</li> </ul>
Participant feedback	<ul style="list-style-type: none"> <li>Participants will be provided with access to research, once available.</li> </ul>
Data Storage	<ul style="list-style-type: none"> <li>Participants are informed of proposed data storage methods, including steps taken to secure the data in accordance with The Data Protection Act (2018) and in accordance with the University of Birmingham Research Data Management Policy (University of Birmingham, 2018).</li> <li>Participants are reminded of their right to request their data be withdrawn up to the point of analysis (Appendix 6).</li> </ul>
"Labelling" (BPS, 2014 p. 14)	<ul style="list-style-type: none"> <li>Indicative of the belief that participants may hold a view of themselves as incompetent (as a result of suggested participation in the study), the researcher will regularly reinforce that attendance is both optional and viewed as an</li> </ul>

	<p>opportunity to develop skills, rather than a response to any perceived deficit.</p> <ul style="list-style-type: none"> <li>• Debriefing opportunities prior to and at the end of each intervention session are offered to discuss particular concerns relating to this (Appendix 5).</li> </ul>
Status relationships	<ul style="list-style-type: none"> <li>• The researcher has a responsibility to maintain relationships between the participants and parent schools, both in the role as the researcher and in the role of the link TEP for the schools from which some participants are sourced.</li> <li>• The researcher will continue to maintain professional status relationships in capacity as researcher and link TEP to staff and parent schools.</li> </ul>

*Table 4.4: Overview of prominent ethical concerns and steps taken to address these.*

## **4.6. Data gathering and materials**

### **4.6.1. Mixed methods approach**

Advocates of the case study design frame often encourage the utilisation of varied methods of data acquisition (Holloway and Wheeler, 2010; Yin, 2018; Stake, 1995; Creswell, 2014) in order to “*collect a richer array of data*” (Yin, 2018, p. 63).

Historically, the acquisition of data by multiple methods has been viewed as an effective measure to reduce the disadvantages presented by any one data collection method in isolation (Creswell, 2014). An emerging nuanced view suggests that adopting a mixed methods approach involves a greater degree of complexity, as researchers must have a greater depth and breadth of understanding of both

qualitative and quantitative data collection methods (Yin, 2018, p. 64). Thomas (2017) recognises (and indeed encourages) the mixing of methods if it compliments both the philosophical assumptions of the study and the research questions.

Creswell and Plano Clark (2007) note the prevalence of four major typologies within mixed methods design; Triangulation Design (TD), Embedded Design, Explanatory Design and Exploratory Design (Creswell and Plano Clark, 2007, p. 59). This research will adopt a TD, as qualitative and quantitative data collection methods will occur concurrently with no presenting dominance or preference weighting applied to either method of collection (drawing distinction from the Embedded Design). Simply, the benefits of this approach facilitate analysis by “*bringing the separate results together in the interpretation or by transforming data to facilitate integrating the two data types during the analysis*” to “*best understand the research problem*” (Creswell and Plano Clark, 2007, p. 64).

The current study seeks to utilise both qualitative and quantitative measures in order to explore participants’ attitudes to inclusion and their self-efficacy regarding SEND, as well as their wider thoughts concerning integral components for training interventions to support pupils with SEND within the classroom. This study utilises the Teachers’ Attitudes to Inclusion Scale (TAIS) (Monsen et al. 2015), an updated and modified version of the Opinions Relative to Mainstreaming Scale (ORMS) measure created by Larrivee and Cook (1979), in order to measure attitudes to inclusion. Furthermore, the well-established, Teachers’ Sense of Efficacy Scale (Tschannen-Moran and Woolfolk Hoy, 2001) will be utilised as a quantitative measure of teachers’ perceptions of self-efficacy. The study will also employ a simple ranking measure in order to provide participants the opportunity to express their

preference for content within the training intervention. These quantitative measures are augmented with the inclusion of qualitative methods, namely the utilisation of a focus group interview (FGI) to elicit “*rich and textured*” data (Leung and Savithiri, 2009, p. 219).

#### **4.6.2. Quantitative Data Gathering Methods**

##### **4.6.2.1. The Teachers’ Attitudes to Inclusion Scale (TAIS)**

The TAIS (Monsen et al. 2015) is a contemporary iteration of the ORMS (Larrivee and Cook, 1979) and Opinions Relative to Integration of Students with Disabilities (ORI) (Antonak and Larrivee, 1995) measures, both of which have been used extensively for decades to explore teachers’ perceptions and attitudes to inclusion (including the exploration of variables which are thought to contribute to these attitudes). Efficacy of these measures in capturing attitudes towards inclusion have been demonstrated through cross-cultural adaptations (Diken, 2006; Avramidis et al. 2000a, 2000b; Hudson and Clunies-Ross, 1984; Curtis, 1986), with authors valuing its theory laden foundations and perceived psychometric adequacy (Monsen and Frederickson, 2004; Antonak and Livneh, 1988).

The TAIS is comprised of four sections (Appendix 7) which explore ‘*demographics*’ (including experience of SEN and academic qualification), ‘*willingness to include*’, which asks teachers to rate the likelihood of including pupils with various needs (stratified into mild, moderate and severe), ‘*adequacy of support*’, which asks participants to rate the support they have received from a variety of sources and finally, ‘*attitudes towards inclusion*’, a 30-item Likert scale questionnaire (ranging from ‘strongly agree’ to ‘strongly disagree’) that explores participants “*general attitudes towards including SEN children and young people within mainstream*

*schools*” (Monsen et al. 2015, p. 66). Item response bias is addressed through balancing positive attitudes to inclusion through 12 agree items (e.g. “*The challenge of being in a regular classroom will promote the academic growth of the child with SEN*”) and 12 disagree items (e.g. “*The extra attention students with SEN require is to the detriment of the other students*”). Monsen et al. (2015) emphasise the important adaptations made to the language of the questionnaire, including updating terminology and altering American spellings and wordings for a British audience. In respect of this concerted effort to update and align measures with contemporary policy, this researcher sought to identify and update the TAIS with the use of ‘person first language’, that is,

“...*the structural form in which a noun referring to a person or persons...precedes a phrase referring to a disability*” (Gernsbacher, 2017, p. 859).

Whilst the use of person-first language continues to be subject to evolving debate regarding identity and empowerment (Gernsbacher, 2017; Dunn and Andrews, 2015; Jensen et al., 2013), in alignment with this researcher’s belief regarding the importance of terminology, it was decided that the TAIS would be further amended to promote the use of person-first language (e.g. ‘*students with SEN*’ as opposed to ‘*SEN students*’). Importantly, an aspect of this intervention seeks to illuminate the importance of terminology in our construction of others (see Appendix 1) and therefore it is important that the learning inherent in the intervention permeates all aspects of the research.

In reviewing and comparing the efficacy of the TAIS to other measures intent on capturing teachers' attitudes towards SEND and inclusion, Ewing et al. (2018) highlight the TAIS as an encompassing measure which improves and builds upon the robust foundations of prior measures (highlighted as best practice in this case by Antonak and Livneh, 2000). A systematic review of the literature pertaining to the collection of teachers' perceptions to inclusion revealed the TAIS to be particularly effective at capturing teachers' views relating to additional training needs required in support of inclusive practice (Ewing et al. 2018, pp. 13), which presents additional relevance in respect of the research questions within this research. Additionally, when compared to analogous measures, the TAIS offers numerous benefits including, "*the completeness of addressing the cognitive component, the appropriate terminology used, and acceptable psychometric properties*" and is suggested as, "*an appropriate choice for researchers or practitioners seeking to explore teachers' cognitions about teaching children with SEN and implementing inclusive classrooms*" (Ewing et al. 2018, pp. 14).

Some aspects of the TAIS are not utilised within this research, on the basis that early-career teachers are unlikely to have had experience of the array of need present in the questionnaire. The purpose of utilising this measure is to explore participants' attitudes towards inclusion and therefore, the entirety of section one and four will be utilised, along with questions two, three and four of section three (Appendix 6).

#### **4.6.2.2. The Teachers' Sense of Efficacy Scale (TSES)**

The TSES (Tschannen-Moran and Woolfolk Hoy, 2001) represents an established and well-documented measure of teachers' perceived competence "*to bring about*



*desired outcomes of student engagement and learning*” (Tschannen-Moran and Woolfolk Hoy, 2001, p. 783). The TSES is a robust, reliable and cross-culturally valid measure of teachers’ feelings of self-efficacy (Koniewski, 2019; Skaalvik and Skaalvik, 2007; Fives and Buehl, 2010; Tsigilis et al., 2010; Nie et al., 2012) in both long (24-item) and short (12-item) form. Researchers herald the TSES as the “*predominant measure of teacher efficacy throughout the world*” (Duffin et al., 2012, p. 827) in a context of uncertainty, in which researchers raise valid questions on the nature of teacher self-efficacy as a single or multifaceted concept (Duffin et al., 2012).

In consideration of the terminology employed within the TSES, again the researcher sought to promote the use of language that detracts from ‘*identity-first*’ and ‘*within-child*’ (‘medical model’, Booth and Ainscow, 2011) constructs, in favour of terminology which promotes person-first language and takes a holistic and interactionist view of child behaviour. In respect of this, the TSES received minor editing to encompass these perspectives (Appendix 8), with notable alterations including ‘*How well can you respond to defiant students?*’ to ‘*How well can you motivate and support pupils presenting with defiant behaviour?*’. Whilst it is important not to undermine the validity of a measure as established as the TSES, it is this researcher’s belief that subtle changes to language which promote a consistent message with regard to inclusion, benefit the study to a greater extent than the threat posed to undermining the validity/reliability of the measure.

#### **4.6.2.3. Quantitative Data Gathering Methods: Summary**

The TAIS represents a contemporary, “*valid and reliable measure of teacher attitudes to inclusion for research*” (Monsen et al. 2015, p. 69) and is utilised in this

instance as a quantitative measure of early career teachers' attitudes to inclusion, as an indication of future practice in the absence of the opportunity to follow up longer term practical impact. In conjunction, the TSES has been found to have "*sound psychometric properties which can be applied to different education settings to assess teachers' self-efficacy*" (Stewart, 2012, p. 243) and utilised previously (often in combination with other measures) as a pre and post measure following an intervention (Stewart, 2012).

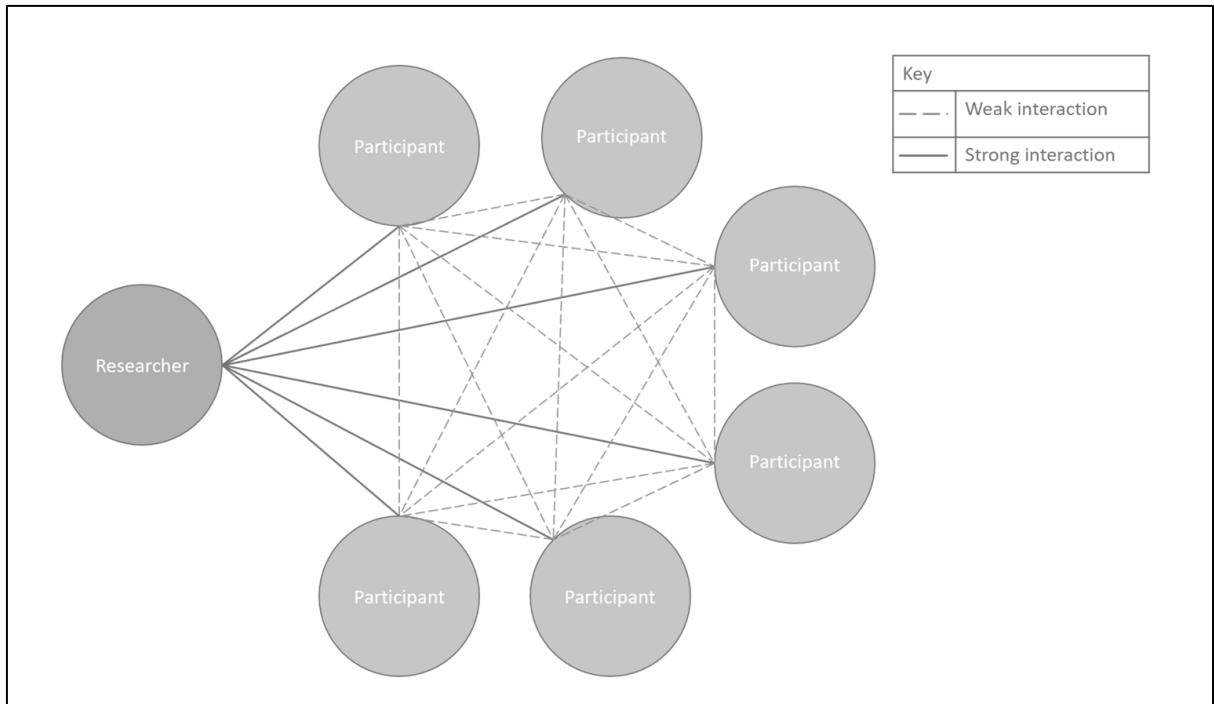
It is important to acknowledge the limitations of adopting self-report measures, such as those utilised in this instance. Primarily, self-report methods tend to be vulnerable to bias owing to social desirability, especially when these self-report methods offer a direct reflection of others' perceived competence to perform our role (Van de Mortel, 2008). It may be that this effect is accentuated further by those early career professionals, who enter the profession lacking confidence (MacBlain and Purdy, 2011; Ruohotie-Lyhty, 2013) and that these self-report measures of self-efficacy pose an existential threat to perceived personal and professional competence (Fransson and Gustafsson, 2008).

These are important ruminations, the impact of which must be considered when analysing data (i.e. is the data skewed favourably to positive perceptions of one's self-efficacy?) and in the ethical considerations of this (highlighted previously). In order to address these concerns, participant confidentiality will be assured and maintained in completion of the questionnaires and analysis of the data. Participants will be reassured of their competence and asked to complete questionnaires as honestly as possible.

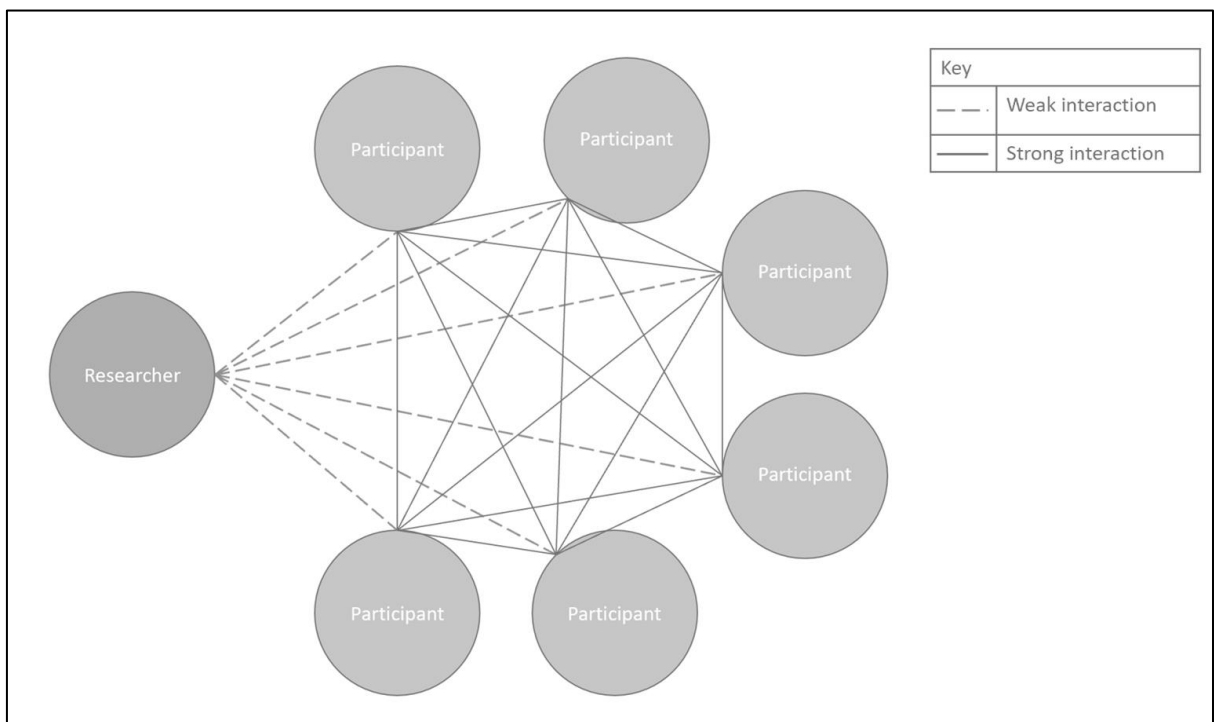
#### 4.6.3. Qualitative Data Gathering Methods

Qualitative data gathering tools will be employed to collect an eclectic and holistic understanding of participants' experiences of the intervention within the context of their experience (Denzin and Lincoln, 2002), in alignment with the interpretivist epistemology adopted in this research (Rahman, 2017). Participant views regarding the utility of the training intervention, including specific components participants perceived to be integral, will be collected through a FGI along with further exposition of any perceived changes in attitudes to inclusion or self-efficacy on behalf of participants.

Interviews are viewed as a “*rich source for exploring people’s inner feelings and attitudes*” (Dilshad and Latif, 2013) whilst group interviews are identified as an “*efficient use of resources*” (Frey and Fontana, 1991, p. 175). More than this, group interviews offer a forum for discussion which allows for the elicitation of ranging opinions and views, so that “*a more complete and revealing understanding of the issues*” is attained (Vaughn et al., 1996, p. 4). Importantly, many authors draw distinction between the FGI and other formats of group activity, including ‘group interviews’ (Figure 4.2) (Brown and Edmunds, 2011; Krueger, 2014). For Krueger, FGIs are much more than “*getting a bunch of people together to talk*” (p. 26), with an emphasis on researchers providing a permissive environment for the flourishing of ideas discussed amongst a group with a shared purpose. For other researchers, this contrast is best explicated figuratively (see Figure 4.2 and 4.3).



*Figure 4.2: The group interaction relationship in a 'group interview'. Adapted from Brown and Edmunds 'Differences between Group Interview and Focus Group' (2011) p. 35.*



*Figure 4.3: The group interaction relationship in a 'focus group interview'. Adapted from Brown and Edmunds 'Differences between Group Interview and Focus Group' (2011) p. 35.*

Other methods of qualitative data collection were possible, including individual interviews. Individual interviews tend to “*offer more insight into a respondent’s personal thoughts, feelings, and world view*” (Guest et al., 2017, p. 693) than group interviews, though often at the cost of additional resources, namely time (Kirsch, 2001). A semi-structured format also offers distinctive benefits. A semi-structured schedule offers researchers the flexibility to “*modify existing questions and probes in any way and even devise completely new, innovative questions to more accurately rate specific symptoms*” (Segal et al., 2006, p. 123). Thomas (2017) describes semi-structured interviews as proving “*the best of both worlds*” (p. 206), though this commendation is not value-free, as he continues to stipulate the utility of the tool relative to the needs ascribed by the research. In the case of this research, the semi-structured format will be adopted in order to provide a partially constructed framework to channel participants’ thoughts and ideas about the intervention and the extent to which they perceived elements of the training intervention as essential.

For the purposes of this research, a semi-structured FGI is preferable on a number of bases. Firstly, the time restrictions for participants to engage with the research is delicately balanced. Staff likely attend the research intervention (optional though it is) through the rigid structure of ‘directed time’, under the auspices of ‘professional development’ (DfE, 2019b). Ultimately, a FGI offers a reliable method of data collection offering an efficient use of resources (Kirsch, 2001). Moreover, the benefits of focus groups are well-documented (Hess, 1968; Vaughn et al., 1996) with authors

noting unique advantages such as ‘snowballing’ (participant discussion emerging organically as a result of questioning) and ‘security’, offered through expressing an opinion as part of an associated group (Hess, 1968, p. 194). The power imbalance that may occur in individual interviews (Karnieli-Miller et al. 2009) are minimised as the emergent properties of group interaction emerge to the fore (Sim, 1998).

#### 4.6.4. Data gathering methods: Summary

Table 4.5 below depicts the research questions and the methods with which relevant data will be extracted in order to address these.

Research Question	Method of eliciting data
1 a) How are teachers’ feelings of self-efficacy impacted through participation in a SEND training intervention?	<ul style="list-style-type: none"> <li>• Participant response to the TSES</li> <li>• Focus Group Interview</li> </ul>
1. b) How are teachers’ attitudes to inclusion impacted through participation in a SEND training intervention?	<ul style="list-style-type: none"> <li>• Participant response to the TAIS</li> <li>• Focus Group Interview</li> </ul>
2. How do teachers conceptualise essential components of training to support them in meeting the needs of pupils with SEND in mainstream classrooms; what do they think they need to know?	<ul style="list-style-type: none"> <li>• Focus Group Interview</li> <li>• ‘Diamond Nine’ ranking.</li> </ul>

*Table 4.5: Data gathering methods linked to research questions.*

## **4.7. Data analysis**

### **4.7.1. Quantitative data analysis**

The quantitative measures employed in this research will be utilised to explore relationships and illuminate the impact of the training intervention on participant self-efficacy and attitudes to inclusion. Quantitative measures will be analysed through descriptive and inferential means, in accordance with the critical realist approach underpinning the research and the emphasis on depth associated with the design frame and methods utilised. The purpose of quantitative data collected in this study is to compliment (Tariq and Woodman, 2003) and aid in the effort of data triangulation as highlighted previously (Cresswell and Plano Clark, 2007). Whilst inferential statistics are commonly employed to provide the basis for inferential validity, in this context, in alignment with the critical realist approach, they are utilised to provide *“information about the relationships of events observed in the empirical domain (not causal assumptions)”* (Zachariadis et al., 2013, p. 860).

### **4.7.2. Qualitative data analysis**

Qualitative data collected throughout the FGI stage of the research will be transcribed and analysed using thematic analysis (TA) (Braun and Clarke, 2006). TA is a flexible analytical approach that, in many ways, transcends epistemological and ontological perspectives (Braun and Clarke, 2006). Importantly, the flexibility of TA extends to its employment as an inductive, ‘bottom up’, or deductive, ‘top down’, approach. The decision to utilise TA is a considered one. TA has been used extensively alongside case-study research inductively, deductively and in hybridised formats to analyse participants’ views (Mutschler et al., 2018; Goicolea et al., 2012; Jackson and Kolla, 2012). Despite some authors finding this problematic and

advocating for more transparent realist analytical techniques (Gilmore et al., 2019), TA has been used “*extensively across a multitude of disciplines*” (Braun and Clarke, 2014, p. 1).

This research will utilise a hybridised TA approach, employing both inductive and deductive methods, built on the principles advocated by Fereday and Muir-Cochrane (2006) and Braun and Clarke (2006). The purpose of adopting a hybrid TA approach is to present a transparent and trustworthy representation of the findings, in order to inform upon the research questions (Roberts et al., 2019) by drawing upon both the existing literature and the current research data. In pursuit of this transparency, it is important that the hybrid TA approach is clearly detailed and fidelity to this method of analysis is maintained (Figure 4.4). Hybrid TA derives value by drawing upon the strengths of both deductive (theory-driven) and inductive (data-driven) TA (Fereday and Muir-Cochrane, 2006; Anderton and Ronald, 2017).

In inheriting the strengths associated with inductive and deductive TA, hybrid TA also, to an extent, inherits many of the associated limitations. Particularly with regard to the inductive elements, the adoption of hybrid TA widens the opportunity for researcher bias. In order to address this, steps will be taken in this research to measure the reliability of codes between two analysts. It is also important that transparency in the generation of codes, themes and sub-themes is maintained and detailed, as this is not always the case within research (Roberts et al., 2019). In order to address this, Figure 4.4 details the process of qualitative analysis, which will be readdressed in detail in Chapter Five.



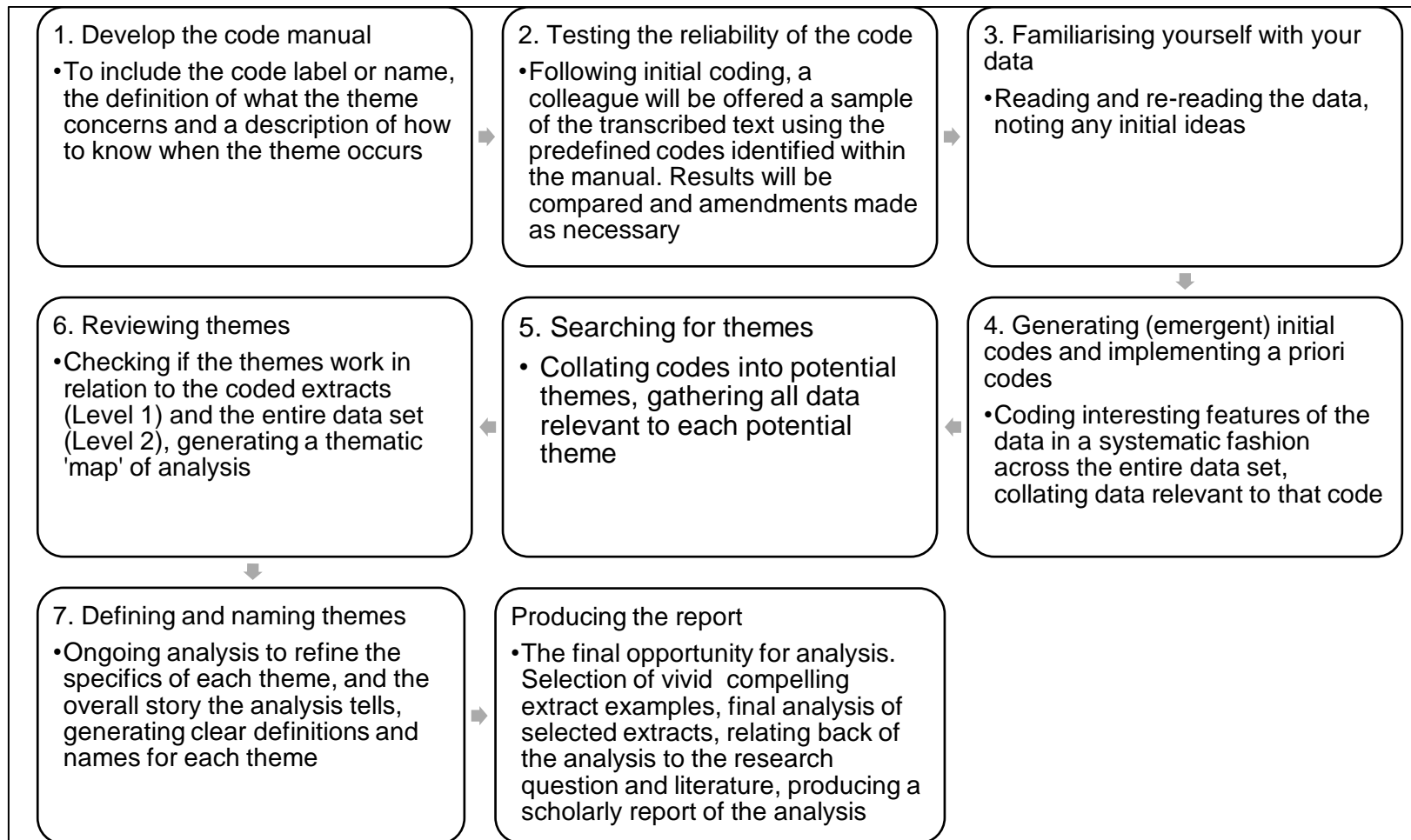


Figure 4.4: Phases of inductive-deductive TA. Adapted from Braun and Clarke, 2006 'Phases of thematic analysis' and Fereday and Muir-Cochrane (2006) 'Diagrammatic representation of the stages undertaken to code the data'.

Crucially, TA is by no means the only method of data analysis that could have suitably been utilised in this research. Table 4.6 depicts examples of contrasting methods of analysis that may have been applicable, along with reasons for why they were not selected.

<b><i>Method of analysis</i></b>	<b><i>Features</i></b>	<b><i>Applicability</i></b>	<b><i>Reason for non-selection</i></b>
Grounded Theory	Exclusively inductive orientated and “ <i>based on comparative methods of organising data</i> ” (Bunt, 2018, p. 179)	Aligns well with CR perspectives relating to Bhaskar’s Stratified Ontology (see Figure 4.1)	Lacks appreciation for deductive elements and therefore neglects the existing knowledge base.
(Qualitative) Content Analysis	Utilised to summarise qualitative data through quantitative means	Theoretically suitable, utilising both inductive-deductive approaches	Limited data for analysis means that applying quantitative property to qualitative data in this instance would cause data set to not be representative (e.g. themes are artificially

	(Vaismoradi et al. 2013)		inflated and deflated due to lack of large data set).
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*Table 4.6: Alternative methods of data analysis.*

Ultimately, TA offers flexibility (though this is often construed as a limitation, Vaismoradi et al., 2013; Nowell et al., 2017) and transparency in supporting researchers to analyse qualitative data. The congruence with an underlying critical realist framework sets it apart from other methods of analysis, when such methods underpinned by a critical realist philosophy remain scarce (Fletcher, 2017).

#### **4.8. Intervention procedure**

Table 4.7 below details the intervention procedure and stages at which measures were employed.

Stage of procedure	Description of events
Invitation <i>(Summer 2019)</i>	<ul style="list-style-type: none"> <li>Participants will be invited to attend the training intervention, which will be delivered over six one-hour long weekly sessions over the entirety of the first Autumn half-term 2019.</li> </ul>
Training intervention <i>(Autumn 2019)</i>	<ul style="list-style-type: none"> <li>The content for the training intervention developed for this research is drawn from a number of sources; these include, Teachers' Standards (DfE, 2011a), the Learning Outcomes for the National Award for SEN Co-ordination (NCTL, 2014c), the SEND Code of Practice (DfE and DoH, 2015), guidance from local authority EPs with experience of running similar programmes as well as advice from other professionals, including the NASENCo programme lead at the University of Birmingham and qualified EPs with similar interests and experience. Furthermore, content was included on the basis of responding to needs identified within the literature and in response to immediate feedback generated in the pilot stage of this research. A detailed overview of the links between training materials and sources can be found in Appendix 1.</li> <li>Throughout the course of the training intervention, participants will be encouraged to periodically utilise the skills they develop throughout and asked to share this within the body of future training</li> </ul>

	<p>intervention sessions (Appendix 1). Half of each session (post-introductory session) will be dedicated to the concurrent facilitation of Solution Circles.</p>
<p>Measures (Autumn 2019)</p>	<ul style="list-style-type: none"> <li>• At the start of the intervention and again through subsequent follow up at the end of the Autumn Term 2019, participants will be requested to complete both the TAIS and the TSES.</li> <li>• In order to address research question 2, participants will be asked to rank the components of the intervention, using a Diamond Nine ranking approach (Figure 5.7.1.).</li> <li>• Between six and eight participants from the intervention will be asked to attend the follow-up FGI, some four-weeks following the intervention. Whilst authors' views vary on the adequate size of FGIs, a number of researchers recognise between 6-8 participants to be the most commonly used within the UK (Prince and Davies, 2001) and the most appropriate for eliciting views and encouraging participation (Masadeh, 2012; Ruyter, 1996; Kruegar and Casey, 2009).</li> <li>• It is also important that the FGI consists of participants who are largely homogenous, though are adequately heterogenous in order to represent the wider sample (Masadeh, 2012). In order to achieve this sensitive balance, participants will be selected for the FGI based on an array of information, including their rate of attendance to the training to date, the school from which they</li> </ul>

	<p>are sourced, at what level they educate (primary or secondary), their level of experience (NQT or RQT) and the route through which they achieved QTS (PGCE, undergraduate or Teach First). The FGI will take place some four-weeks post intervention as means of controlling for the impact of recency and an attempt to gauge some interpretation of the short to medium term impact of the intervention. The FGI will follow a semi-structured schedule (Appendix 9), whilst the researcher will adopt the features of a moderator (e.g. non-judgmental, open-minded etc.) as outlined by Dilshad and Latif (2013).</p>
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*Table 4.7: Intervention procedure.*

#### 4.9. Quality assurance and rigour

A number of steps have been taken to maintain the integrity of this research. Table 4.8 outlines the measures taken in this research to establish and maintain quality assurance and rigour.

<b><i>Quality assurance/ rigour component</i></b>	<b><i>Definition</i></b>	<b><i>How this component is addressed in this research</i></b>
<i>Triangulation</i>	Utilisation of multiple sources to develop a comprehensive understanding of a phenomenon through convergence of data (Carter et al., 2014)	<ul style="list-style-type: none"><li>• Mixed method design (specifically TD, Creswell and Plano Clark, 2007) also known as methodological triangulation (Bekhet and Zauszniewski, 2012).</li></ul>
<i>Positionality</i>	The researchers' " <i>position affects the nature of the observations and the interpretations that they make</i> " (Thomas, 2017, p. 152).	<ul style="list-style-type: none"><li>• Positionality is made clear throughout particularly in the ethical considerations relating to 'status relationships' and in Chapter One.</li></ul>

<p><i>Reliability</i></p>	<p>Noble and Smith (2013) identify the use of the term ‘consistency’ as a more applicable term in qualitative research. This is related to ‘trustworthiness’ and the degree to which researchers’ methods are transparent.</p>	<ul style="list-style-type: none"> <li>• Philosophical underpinnings are made clear and transparent throughout the research. The decisions made for adopting measures, methods and tools are justified in respect of these.</li> <li>• Where possible, procedures and guiding frameworks are made available.</li> <li>• Colleague perspectives are utilised at the deductive coding stage (Stage 2) of the TA method (Appendix 13).</li> </ul>
<p><i>Generalisability</i></p>	<p>Fundamentally, the “<i>act of reasoning that involves drawing broad conclusions from particular instances—that is, making an inference about the unobserved based on the observed.</i>” (Polit and Beck, 2010, p. 1451).</p>	<ul style="list-style-type: none"> <li>• Generalisability is viewed by many with a different meaning in qualitative research (Ruddin, 2006; Yin 2012; Holloway and Wheeler, 2010)</li> <li>• In this case, emphasis is placed on the endeavour to identify the “<i>logical generalizable</i>” [sic.] rather than the “<i>probability so</i>” (Popay and Williams, 1998, p. 33).</li> </ul>



Validity	<p><i>“The precision in which the findings accurately reflect the data” (Noble and Smith, 2013, p. 34).</i></p>	<ul style="list-style-type: none"> <li>• Employment of a focus group (rather than a group interview) allows for less directive approach taken by researcher (Figure 4.2 and 4.3).</li> <li>• Transcription and iteration inherent in the TA approach allow for themes to be revisited and re-appraisal of themes (see Figure 4.4).</li> </ul>
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*Table 4.8: Measures taken to maintain quality assurance and rigour in this research.*

#### **4.10. Chapter summary**

This chapter has introduced the philosophical lens through which the research will be conducted and offered exposition of the methods of data collection and analysis. The training intervention procedure and tools employed for analysis have been examined and justified in the context of competing methods and tools and posited as functional means to addressing the research questions outlined. Ethical concerns arising from the study were explored and addressed, with further concerns relating to transparency, quality assurance and perceived rigor addressed specifically and throughout the chapter. The subsequent chapter details the elicited findings through the adoption of the outlined methodology.

## **CHAPTER FIVE: RESULTS AND FINDINGS**

### **5.1. Chapter Overview**

This chapter explores the findings and results of qualitative and quantitative analyses. Each of the research questions will be explored in light of the data emerging from this research, with reference made to findings in light of previous research (where applicable). The introduction section within this chapter addresses the demographic data of the final participant group and further clarification is given in the proceeding entries regarding the fidelity to methods of analyses outlined in the previous chapter. Transparency is maintained throughout in order to demonstrate reliability and rigour within the research.

### **5.2. Results and Findings: Introduction**

#### **5.2.1. Participant information**

In total, six one-hour training sessions were held. Whilst session one acted as an introduction to the research, the five subsequent sessions each consisted of approximately 30-minutues of input, discussion and activities around SEND and 30-minutes dedicated to the completion of Solution Circles (Appendix 1). Rates of attendance were fairly consistent, though clashes with school commitments (e.g. meetings and parent evenings) and staff illness did impact attendance in a minority of cases (Appendix 10). Of the original participant group (n=21), two participants were unable to attend the final session and were not able, despite subsequent attempts, to complete post-training evaluations and therefore, their data is omitted from the final participant group.

The final group (n=19) therefore consisted of staff from nine different provisions, five of whom were currently teaching in mainstream secondary and fourteen of whom

from mainstream primary schools or academies. The final participant group consisted of one RQT and eighteen NQTs, with fifteen qualifying through the PGCE route, two through the undergraduate route and two through the Teach First route (Figure 1.). The researcher attempted to gain a representative cohort of participants for the FGI, though importantly, participant availability became a determining factor in respect of this. Recruitment details for the FGI can be found in Appendix 10.

### **5.2.2. Qualitative findings: Introduction**

The FGI was conducted approximately four weeks following the cessation of the training intervention. This delay was intentional and was purposed to allow time for the embedding of practical knowledge and skills and allow for exploration of the extent to which these were adopted in the short to medium term. In alignment with the procedure outlined in Chapter Four (Figure 4.4), Table 5.1 below details the adherence to the proposed format of hybrid TA outlined by Fereday and Muir-Cochrane (2006), augmented with research into hybrid TA and methods of assuring transparency in inter-rater reliability outlined by Roberts et al. (2019).

Phase of hybrid Thematic Analysis	Actions taken by the researcher:
<p><i>1. Develop the code manual</i></p> <p><i>To include the code label or name, the definition of what the theme concerns and a description of how to know when the theme occurs</i></p>	<ul style="list-style-type: none"> <li>• Following a review of the literature, a deductive code manual was developed (Appendix 11). This code manual was adapted from pre-existing research (Boyatzis, 1998; Roberts et al., 2019).</li> <li>• The interview question schedule (Appendix 9) lead to the distinct exploration of three aspects (relating to the research questions); namely, ‘<i>Self-efficacy</i>’, ‘<i>Attitudes to Inclusion</i>’ and ‘<i>Views on training intervention</i>’. Therefore, codes were developed around these three main focal points.</li> </ul>
<p><i>2. Testing the reliability of the code</i></p> <p><i>Following initial coding, a fully qualified EP colleague will be offered a sample of the text using the predefined codes identified within the manual. Results will be compared, and amendments made as necessary</i></p>	<ul style="list-style-type: none"> <li>• Over 30% of the transcribed text (Appendix 12) was sent to a qualified EP colleague. The qualified EP and this researcher used the deductive codebook to identify the presence and frequency of identified deductive codes independently (Appendix 13). Comparison of coding revealed a high degree (90%) of corroboration, reaching an acceptable level of reliability according to Saldaña (2009).</li> </ul>

	<ul style="list-style-type: none"> <li>• Deductive codes were well identified. Some preliminary consultation and shared agreement of inductive codes began between this researcher and the qualified EP.</li> <li>• Importantly, and in line with recommendations outlined by Roberts et al. (2019) though suspected and possibly identifiable deductively through research, a number of codes were not identified prior to Phase 4 in order to both reduce the likelihood of significantly reduced reliability ratings between researchers and to not influence the direction of emergent themes too readily.</li> <li>• At this stage the deductive codes, '<i>Time spent on SEND during ITT and in practice</i>' and '<i>Having/gaining knowledge and skills</i>' were both split into two separate codes to draw distinction between the positive and negative attributions within this code.</li> </ul>
<p>3. Familiarising yourself with your data</p> <p><i>Reading and re-reading transcribed data, noting any initial ideas</i></p>	<ul style="list-style-type: none"> <li>• The researcher read and re-read the transcript several times, noting ideas.</li> </ul>

<p><i>4. Generating (emergent) initial codes and implementing a priori codes</i></p> <p><i>Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to that code</i></p>	<ul style="list-style-type: none"> <li>Emergent codes emanating from prior discussion with qualified EP and further codes emerging from the transcript were then added to the codebook. The entirety of the transcript was then coded according to the newly substantiated codebook (Appendix 14).</li> </ul>
<p><i>5. Searching for themes</i></p> <p><i>Collating codes into potential themes, gathering all data relevant to each potential theme</i></p>	<ul style="list-style-type: none"> <li>Codes were then tentatively collated into themes through utilisation of NVivo 12 Plus software; a digital replication of the “<i>visual representation</i>” suggested by Braun and Clarke, (2006, p. 89).</li> </ul>
<p><i>6. Reviewing themes</i></p> <p><i>Checking if the themes ‘work’ in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of analysis</i></p>	<ul style="list-style-type: none"> <li>Extracts were read and re-read to ensure continuity of the code and theme (Braun and Clarke, 2006, p. 91)</li> <li>Themes were then considered in the context of the data in its entirety</li> <li>“<i>Satisfactory thematic map</i>” of the data (p. 92) established (Figures 5.2, 5.4 and 5.6).</li> </ul>

<p><i>7. Defining and naming themes</i></p> <p><i>Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme</i></p>	<ul style="list-style-type: none"> <li>Identifying the essence of each theme and implementing a reflective narrative; identifying “<i>what is of interest about them and why</i>” Braun and Clarke, 2006, p. 92.</li> </ul>
<p><i>8. Producing the report</i></p> <p><i>The final opportunity for analysis.</i></p> <p><i>Selection of vivid compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research questions and literature, producing a scholarly report of the analysis</i></p>	<ul style="list-style-type: none"> <li>Qualitative analysis section</li> </ul>

Table 5.1: Phases of inductive-deductive (hybrid) TA and actions taken to address these.

### 5.2.3. Quantitative findings: Introduction

Exploration of both the TAIS and TSES data revealed that some assumptions of normality outlined by Field (2009) were met, including normal distribution of data (Appendix 15 provides evidence of this with Q-Q plots). However, with a relatively small participant group, it was decided, in line with recommendations outlined by Fagerland (2012) that a non-parametric equivalent would be utilised to explore for a significant difference of mean scores between conditions T1 (prior to the intervention) and T2 (post intervention). It is important to indicate that the alignment of this research under critical realism does not preclude the employment of inferential measures *per se*. The purpose of employing these tools in this instance is to explore the viability of relationships which may allow transcendence of understanding from the empirical domain to infer mechanisms within the real domain (Figure 4.1) (Zachariadis et al., 2013).

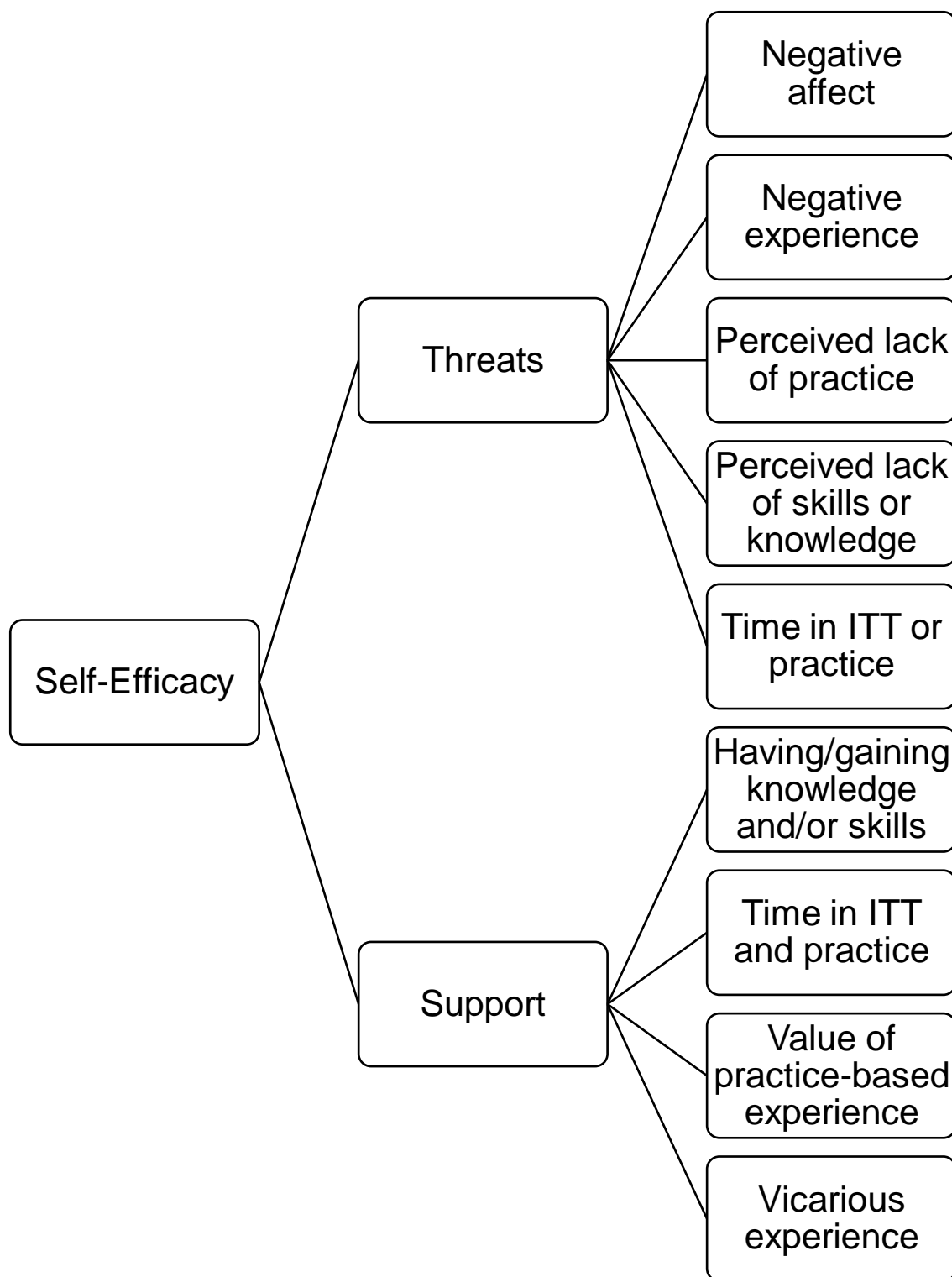
As response bias was accounted for within the original TAIS by Monsen et al. (2015) by counterbalancing questions whereby 'agree' would denote a positive attitude to inclusion for some questions and 'disagree' would denote a positive attitude to inclusion in others, the data was transformed to reflect this; therefore, a more positive attitude is reflected in a higher 'Inclusive Attitude' rating. The TSES (Appendix 8), by comparison requires users to rate capabilities from 1 ('*Nothing*') to 9 ('*A Great Deal*') whereby for all items a highly efficacious response is denoted by a higher score (Tschannen Moran and Woolfhok Hoy, 2001)



### **5.3. Results and Findings: Research question 1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?**

#### **5.3.1. Qualitative Findings**

Qualitative findings related to Research Question 1a) '*How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?*' are depicted visually in Figure 5.2. Participants tended to refer or allude to self-efficacy in dichotomous terms, conceptualised here in the superordinate themes of 'Threats' and 'Support'. This dichotomous thinking permeates the subordinate layers also, as threats to and supporting features of self-efficacy are conceptualised as the presence or absence of experiences or knowledge (e.g. 'Time in ITT and practice' appears as both a feature of support and threat to self-efficacy, depending on its presence or absence).



*Figure 5.2: Thematic Map of themes arising from FGI in relation to Research Question 1a.*

### 5.3.1.1. Threats to Self-Efficacy

#### 5.3.1.1.1. Negative Affect

Over half of the FGI participants referenced feeling overwhelmed or unprepared to teach or support pupils with SEND in their classrooms. One participant referred to expectations and workload as a threat to their capacity and ability to perform their role in relation to SEND and inclusion (Box 1, Quote 1), whilst several participants acknowledged feeling unprepared and overwhelmed during their first encounters with pupils with SEND (Box 1, Quote-2-3). Two participants alluded to feelings of inadequacy brought about by the intervention (Box 1, Quote 4-5), though importantly, temper these initially negative responses with remarks of increased positive affective as the intervention continued.

1. "...but it's still overwhelming to think you know I need to do all these things, in between marking and planning and reflecting to think that I need to be involved in other things..."
2. "You don't even know what you need to do or even where to start!"
3. "Y'know going into the classroom you're like 'wow'..."
4. "I remembered thinking when I started [an aspect of the intervention] 'wow I'm out of my depth here'...but actually, when we were doing it together and getting feedback from you...it was nice to hear that we were in the ballpark"
5. "... but then on the other hand, you think maybe I should know these. I guess it impacted my confidence a bit and made me realise that I didn't know these things. But the more we went into things...the more confident I felt..."

*Box 1: Quotations from 'Negative affect' theme.*

#### 5.3.1.1.2. Negative Experience

Though participants tended to value practice-based experience both during ITT and post-qualification, some participants recounted negative experiences during ITT. One participant described the negativity with which one school approached some pupils (Box 2, Quote 1) whilst another, laments the lack of shared understanding from a special school placement (Box 2, Quote 2), perceiving the experience as something of a missed opportunity. The negative experience highlighted within this theme appears, at first glance, to contradict known literature regarding special school placements for trainee teachers (Golder et al., 2009; Coates et al., 2020) who generally report finding them highly favourable. It may well be that in this case that the purposes, clarity and expectations were not clear or communicated effectively, resulting in a missed opportunity for learning and instead, one which negatively affected a trainee teachers' perceived sense of self-efficacy.

1. "...but one of the schools I was in...I didn't really realise at the time, but it was just really negative about some pupils...probably thinking now, those with SEN"
2. "I'm thinking about a short placement I had...at a special school...and even when you're there they don't go through much with you...how they deal with it...you just see what they do"

*Box 2: Quotations from 'Negative experience' theme.*

#### 5.3.1.1.3. Perceived lack of practice

All but two participants (one of which trained through the longer undergraduate route into teaching) referenced lack of practice as a factor negatively impacting self-efficacy. One participant referred to the disconnection between the discrete episodes

of SEND learning during ITT (referred to previously as ‘focussed elements’) and the implementation of this theory into practice (Box 3, Quote 1). This alludes somewhat to the politically driven narrative for an increase of school-led ITT (DfE, 2016b) and suggestive of the view that teachers learn best inside, rather than outside, the classroom (Gove, 2010), a view that is hotly debated amongst stakeholders (Universities UK, 2014; NASUWT, 2016). Nevertheless, this was the experience for at least one of the participants in this research.

Another participant made a seemingly off-hand comment regarding their lack of practice (Box 3, Quote 2), which appeared to resonate within the group, regarding the lack of opportunity to practically validate the skills and knowledge acquired through training. This may well be supportive of the view of teachers having ‘core skills’ which are inadequately supplemented with knowledge and skills relating to SEND (Hartley, 2010).

1. “I think you need to be exposed to it more...because...like...you can sit down and you can be told about things, but you don’t always learn from it until you’ve done it and tested it out for yourself.”
2. “Yeh I agree. I’ve probably forgotten so much of my PGCE because I just didn’t really get a chance to practice it [laughs]”

*Box 3: Quotations from ‘Perceived lack of practice’ theme.*

#### **5.3.1.1.4. Perceived lack of knowledge or skills**

More than half of participants again indicated that their perceived lack of knowledge or skills was a factor which impacted upon the development of their self-efficacy. Whilst some participants requested generic strategies or tools for identification of

presenting needs in ITT (Box 4 Quote 1 and 4), others appeared to address perceived knowledge or skill deficits in other terms, including by preventing exposure of their knowledge deficits through compliance with the status quo (Box 4, Quote 2 and Quote 5). Interestingly one participant refers to their prior lack of awareness of knowledge/skill deficits (Box 4, Quote 6), also known as ‘unconscious incompetence’ (Chapman, 2001). This leads to wider considerations around the importance of perceptions, suggesting that a lack of knowledge/skill only becomes a threat to self-efficacy (or ‘activated’) when it is perceived to be the case.

1. “I guess that it would have been useful to have some problem solving...I dunno...strategies or some of the things we’ve used here back then would have been helpful.”
2. “then pretty soon I realised I didn’t know a lot of the things we were talking about...I realised didn’t know what CAMHS was even though I’d talked about it with people before...”
3. “I guess it impacted my confidence a bit and made me realise that I didn’t know these things.”
4. “if you said to me...name something that might trigger a child with autism ... I wouldn’t even know what to say”
5. “before...I would try to avoid it...or avoid talking about it because I didn’t really know what...sort of beyond ‘all’ ‘most’ ‘some’, however you decide those, really meant.”
6. “... you don’t know and then know what you don’t know”

*Box 4: Quotations from ‘Perceived lack of skills or knowledge’ theme.*

#### **5.3.1.1.5. Time in ITT or practice**

Many of the features relating to the time trainee teachers spent on SEND throughout their ITT and subsequent early-career practice uncovered in the literature were realised in this study. Teachers identified the lack of time spent on SEND during their training (and in one case, subsequent year) in terms familiar with preidentified literature (Norwich and Nash, 2011; Nash and Norwich, 2010; Vickerman and Coates, 2009), however, several were swift to recognise these deficits in the wider time-pressure context of one-year postgraduate courses (Box 5, Quote 2). It is perhaps unsurprising, in light of findings from authors such as Coates et al. (2020) that the only participant not to discuss the lack of time spent on SEND during their ITT, was the participant who undertook a four-year undergraduate route into teaching, though caution is advised in this interpretation, the limitations of which will be addressed in the subsequent chapter.

Whilst lack of SEND input in ITT is well identified (Nash and Norwich, 2010; Norwich and Nash 2011) the finding that this extended, albeit tentatively, to teachers' lack of further SEND CPD in their first year of teaching adds additional depth to this theme. Finally, one participant recounts having to choose between SEND and another optional unit during ITT (Box 5, Quote 5). Again, SEND input as an optional component within ITT is not a new phenomenon (Vickerman, 2007), though positioning this as a choice parallel with other, equally important, optional choices stresses both the time-pressures associated with a one-year course and offers implications of SEND existing within a hierarchy of perceived importance. In presenting SEND input as an additional component within an ITT curriculum, course

leaders (undoubtedly restricted by their resources) implicate SEND as 'optional' or 'additional', somewhat undermining its importance (Hartley, 2010).

1. "maybe and we've had to learn a lot in a small amount of time?"
2. "To be fair I'm not sure where you might put it in."
3. "So, throughout all of my last year, as an NQT...we didn't spend any time on it in any CPD...I don't know other peoples' experience in my year"
4. "...there's so much stuff you have to learn throughout your training I think it's difficult to squeeze it in..."
5. "I did a maths specialism course which meant I literally couldn't choose the SEN course because they conflicted. I had to do the maths and I'm thankful I did because I'm teaching year 6 maths now. But I also literally had 1 hour on SEN and even if I wanted to do more I couldn't because I never really got an option."

*Box 5: Quotations from 'Time in ITT or practice' theme.*

### **5.3.1.2. Sources of support for self-efficacy**

#### **5.3.1.2.1. Having/gaining knowledge and/or skills**

A number of participants referenced the importance of knowledge and skills, drawing a distinction from practice, in the development and cultivation of self-efficacy. In exploration of whether participants felt that either knowledge, in a formalised education setting or practical experience regarding SEND was of the greatest value, one participant echoed a view endorsed by others that the combination of these approaches was crucial (Box 6, Quote 1). Again, this offers grounded support for the findings illustrated in previously cited research (Norwich and Nash, 2011; McIntyre, 2009; Maher, 2010). One participant alluded to the presence of 'core skills' for SEND



(Box 6, Quote 2) outlined in other research (Hartley, 2010), whilst another recognised these core skills as capably cultivated by teaching professionals (Box 6, Quote 3).

1. "I'd say you need both...I think you need the opportunity to put it into practice."
2. "It's so varied I wonder if...y'know beyond having some skills...if you can ever be properly prepared for it?"
3. "I think teachers have the skills to do these things..."

*Box 6: Quotations from 'Having/gaining knowledge and/or skills' theme.*

#### **5.3.1.2.2. Time in ITT or practice**

One of the participants, who pursued an undergraduate route to teaching qualification, described the positive experiences of prolonged exposure to SEND during ITT (Box 7, Quote 1), lending support to previous research which identified variability of SEND input in relation to route to QTS in favour of those on longer courses (Coates, 2020). In terms of further CPD, one participant recorded receiving CPD in their first term of practice (Box 7, Quote 2) and valued the expertise of the SENDCo. These examples demonstrate the variability in additional SEND input in the early formative years of teaching. Whilst it is perhaps unsurprising that an extended route into teaching would yield greater opportunity to study elements such as SEND, previously identified research has highlighted that even amongst longer routes into teaching, there still exists variability in exposure to components including SEND (Vickerman and Coates, 2009). Despite teachers valuing additional input on SEND, it is evident from the research and this participant group that it occurs all too infrequently (Hodkinson, 2006; Maher, 2010). Finally, following interviewer probes to examine teachers' beliefs regarding the organic emergence of this knowledge, two

participants appeared to agree that the knowledge/skills needed to support pupils with SEND may have emerged organically, however, one participant questions the legitimacy and veracity of knowledge gained in this way (Box 7, Quote 4).

1. "That contrasts with my experience a bit because I did 4 years BA/BEd, so we had...like...Inclusion lectures all year..."
2. "I'm part of [LA secondary school] we did our own SEN training...2 weeks ago?"
3. "...but you probably get more if you've not really had as much as me...you'd probably value it more."
4. D: "...I think maybe something would have developed by just practice generally..."  
C: Yeh I think it is interesting. I think maybe I would feel...like...better about it and more competent or confident but I think it would have only taken like something to come up for me to realise how little I knew [laughs]"

*Box 7: Quotations from 'Time in ITT or practice' theme.*

#### **5.3.1.2.3. Value of practice-based experience**

The majority of participants valued and recounted practice-based experience with great reverence, even in situations which initially may have felt overwhelming (Box 8, Quote 3). One participant allocated a significant role for experience in abdicating their immediate responsibility for knowledge/skills which will be gained through experience (Box 8, Quote 2). The interplay between opportunities to learn and then utilising this learning highlighted in the previous theme and then reinforced here (Box 8, Quote 1), indicates the important dualism of experiential and didactic learning opportunities.

1. "I: So practical experience is...  
M: I think it's absolutely essential  
K: Yeh me too  
H: Yeh  
C: Yeh"
2. "...like people have said though I think as we get more experienced it'll be easier, and I'd rather at least know all this stuff now"
3. "So...it was in my Year 2 placement, I had a girl who had high functioning autism to the point where she'd stand outside the classroom and scream at the start of the day...she was not getting into the classroom. It was more about getting her into the classroom than what she was learning about in the classroom. That was huge...that was the first time I was ever in school and I learned a lot from that..."

*Box 8: Quotations from 'Value of practice-based experience' theme.*

#### **5.3.1.2.4. Vicarious experience**

Vicarious experience emerged as the final theme of factors supportive of self-efficacy development. Though similar to themes relating to practice-based experience in some ways, this theme distinctly captures the value to perceived self-efficacy that participants found through their observation and interaction with others. One participant discussed their experience of SEND in practice as enhanced, based purely on the fortunate occurrence of co-location of her role with the SENDCo (Box 9, Quote 1), whilst others extracted experience and development of professional identity through observation, interaction and comparisons with other professionals (Box 9, Quote 2-3).

1. "...but we got introduced to the SENCo and I work with her a bit because she's in my department...but we've had no CPD."
2. "I remember I had a placement...my placement supervisor was really good...but he managed situations.... like he just managed situations differently to how I would now"
3. "I observed some teachers on placement that were.... that felt a bit different to how my tutor and I taught....and it just made me realise that, I guess not everyone teaches in the same way...."

*Box 9: Quotations from 'Vicarious experience' theme.*

### **5.3.2. Quantitative Findings: TSES Results**

A Wilcoxon signed rank test was conducted to compare ranked mean TSES item scores prior to (T1) and following (T2) the training intervention in the participant group (Appendix 16). Significant differences were found between the ratings at T1 and T2 for a number of items including item 22, '*How well can you assist families in helping their children do well in school?*' ( $Z=-3.082$ ,  $p=.002$ ), item 21, '*How well can you motivate and support pupils presenting with defiant behaviour?*' ( $Z=-3.184$ ,  $p=.001$ ) and item 1, '*How much can you do to get through to students presenting the greatest challenge?*' ( $Z=-1.966$ ,  $p=.049$ ). Mean ratings of self-efficacy increased between T1 and T2 for all items, except item 10. Figure 5.3.1 illustrates the differences in mean responses to the 24-items in the TSES at T1 and T2.

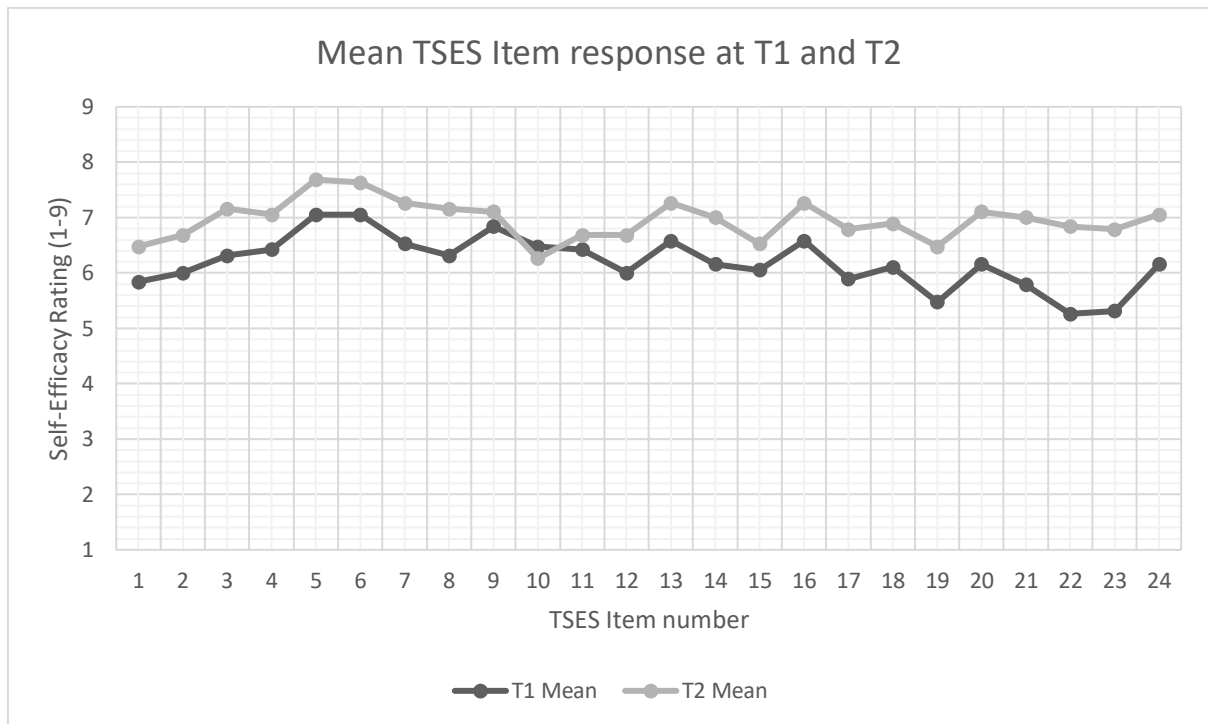
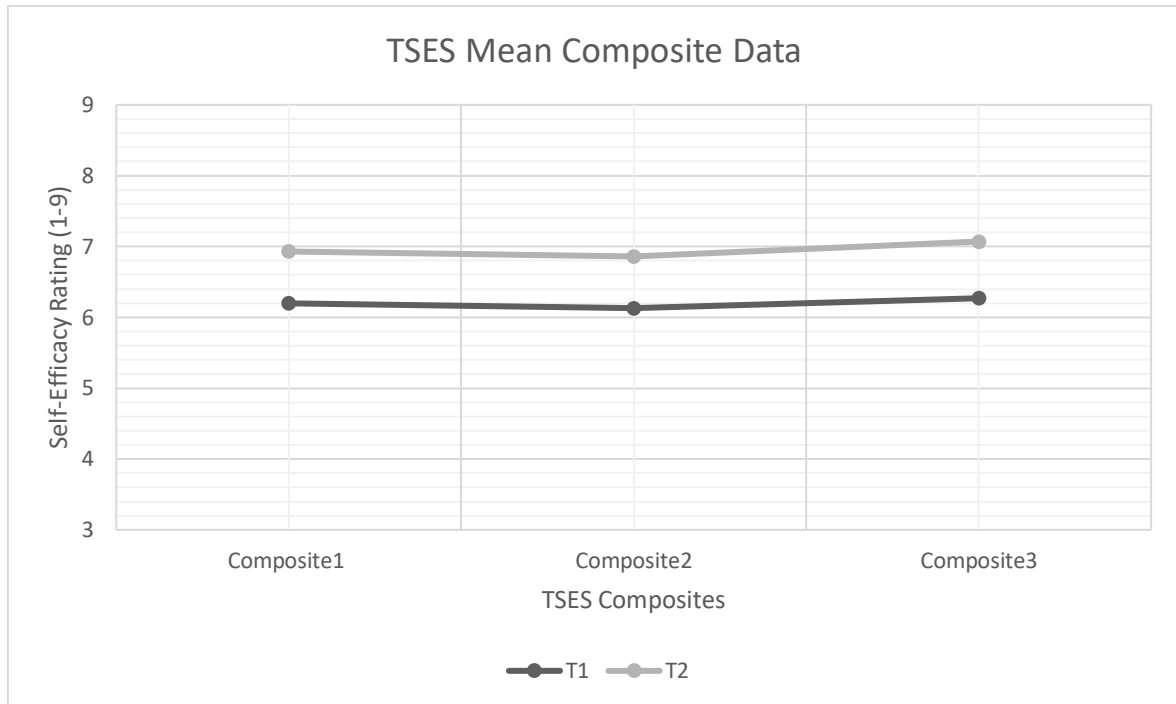


Figure 5.3.1: Differences in mean responses to 24-items within the TSES at T1 and T2.

Tschannen-Moran and Woolfolk Hoy (2001) identify composite factors within their scale; namely, (1) *efficacy in student engagement*, (2) *efficacy in instructional strategies* and (3) *efficacy in classroom management*. Analysis of these composite factors revealed significant differences between composite scores (Appendix 17) for TSES composite 1 ( $Z=-3.340$ ,  $p=.001$ ), TSES composite 2 ( $Z=-3.164$ ,  $p=.002$ ) and TSES composite 3 ( $Z=-3.075$ ,  $p=.002$ ) suggesting that participants felt more efficacious in promoting student engagement, experienced greater efficacy in instructional strategies and felt more efficacious in the management of their classrooms post intervention. Figure 5.3.2 captures this increase in composite scores between T1 and T2.



*Figure 5.3.2: Differences in mean composite ratings on the TSES at T1 and T2.*

Figure 5.3.3 details results from exploration of participant data, revealing that 84% (n=16) of participants had increased ratings of self-efficacy at T2 compared to T1 (Appendix 18). The total mean self-efficacy scores of all participants, depicted in Figure 5.3.4, was found to increase from T1 ( $M=6.20$ ,  $SD= 0.75$ ) to T2 ( $M=6.95$ ,  $SD=0.44$ ) (Appendix 19) and this increase was found to be significant ( $Z=-3.421$ ,  $p=.001$ ) (Appendix 20).

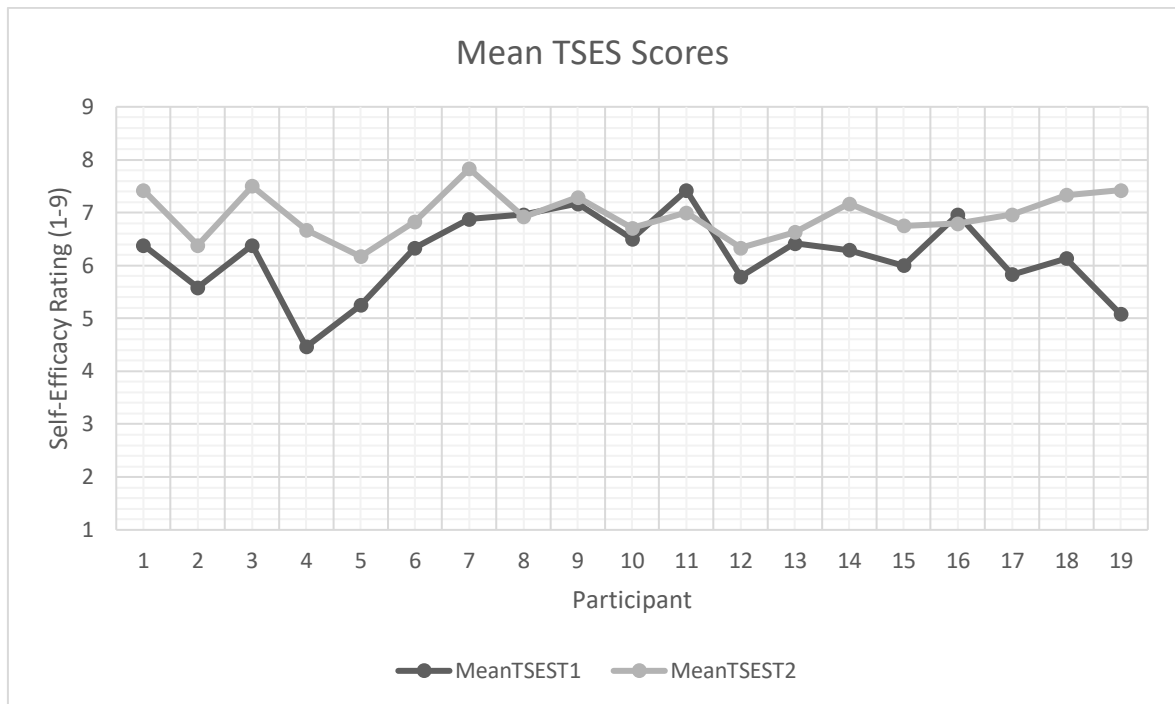


Figure 5.3.3: Comparison between mean TSES scores for T1 and T2 by participant.

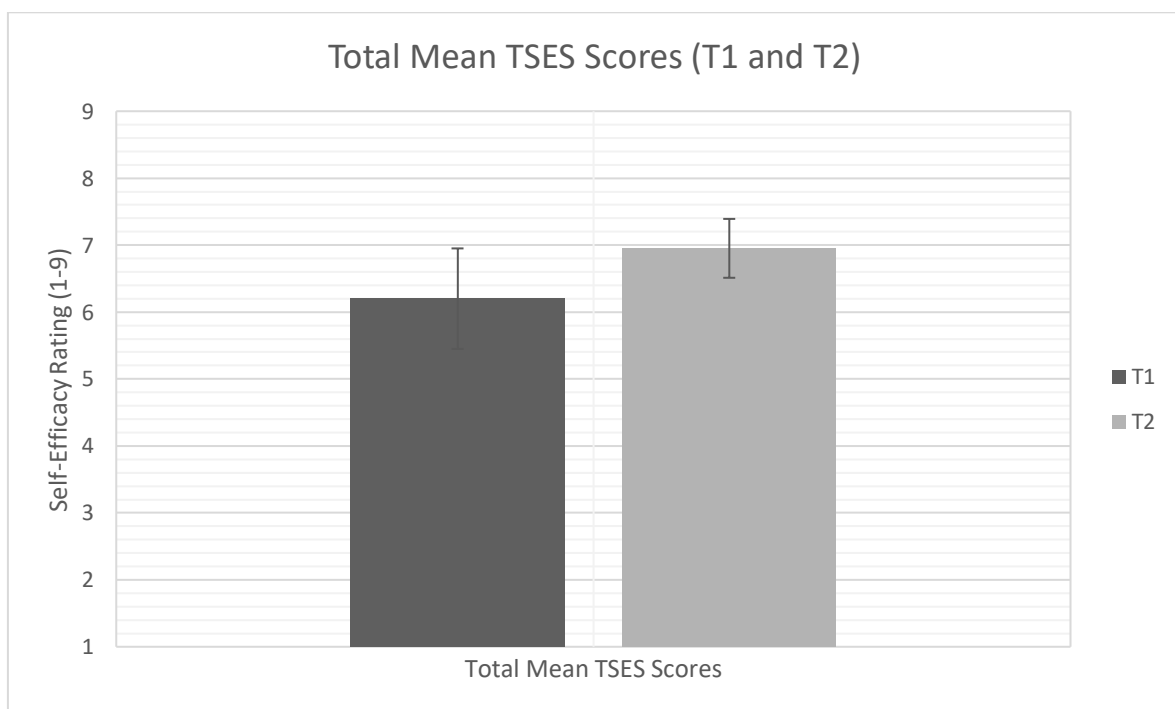
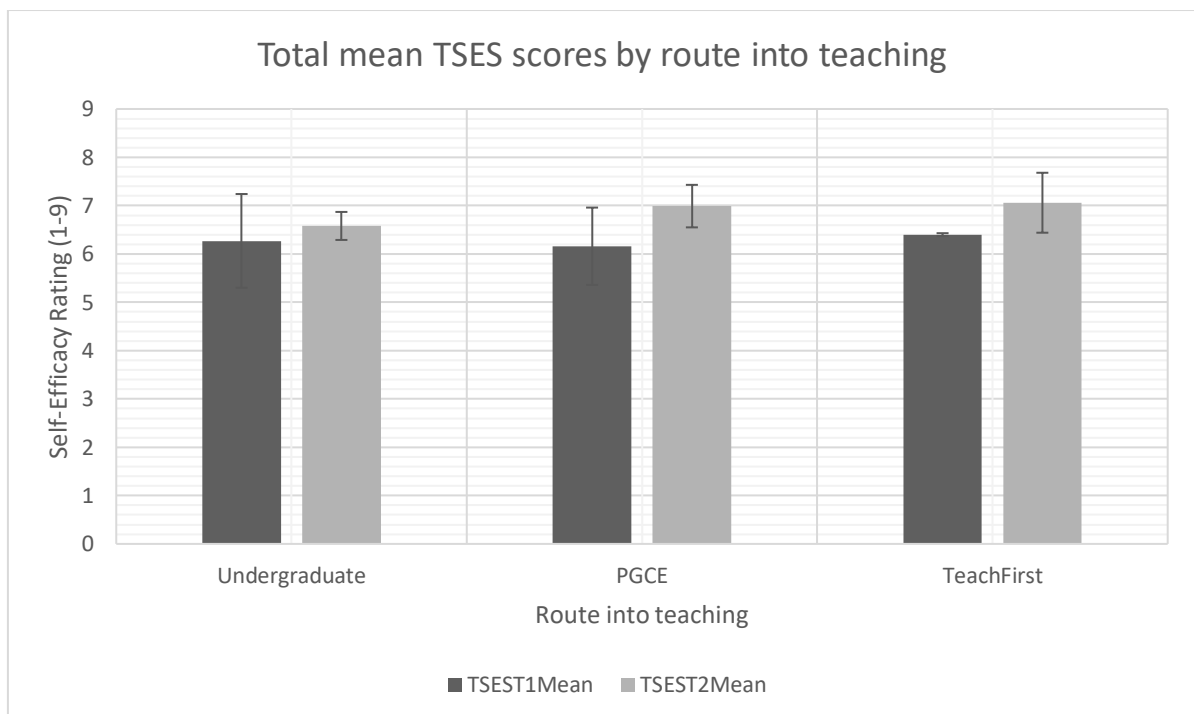


Figure 5.3.4: Comparison between total mean TSES scores at T1 and T2.

Finally, consideration was given to the comparison between routes into teaching on self-efficacy ratings. Crucially, a limited participant group size for both 'Teach First' (n=2) and 'undergraduate' (n=2) groups preclude thorough investigation, though speculation through descriptive statistics may support data collected in the totality of this research.

Ratings of self-efficacy unanimously increased across all three groups from T1 to T2 (Appendix 21). Those who qualified through the PGCE route benefitted from the greatest increase of self-reported self-efficacy (+0.82), with Teach First reporting the second highest increases in levels of self-efficacy (+0.67) and the undergraduate group experiencing the lowest average increase in self-efficacy scores (+0.31) (Figure 5.3.5). However, it is important to reiterate the lack of representation of participants in both the Teach First and undergraduate groups.



*Figure 5.3.5: Total Mean TSES scores at T1 and T2 across training routes.*



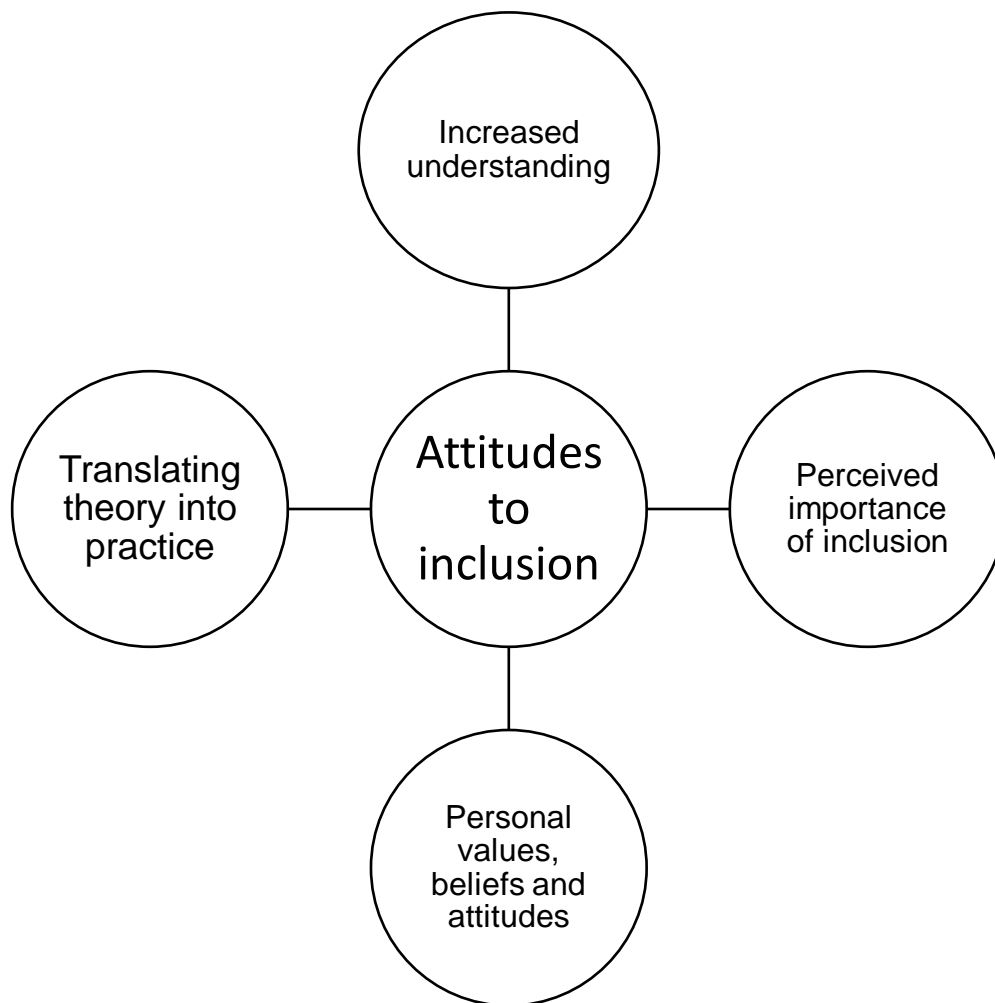
## **5.4. Results and Findings: Research question 1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?**

### **5.4.1. Qualitative Findings**

Qualitative findings related to Research Question 1b) '*How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?*' are depicted visually in Figure 5.4. As the interview called on participants to discuss changes to their attitudes both prior to and following the intervention; prior attitudes, resulting attitudes, changes to and crystallisation of attitudes permeate the thematic map. Where possible, evolution of attitudes will be commentated upon, depending on whether explicit reference was made to this in the data.

#### **5.4.1.1. Increased understanding**

All participants made remarks or agreements with statements that indicated an improvement in their understanding of inclusion and matters relating to inclusion. Whilst it is likely that changes in attitudes to inclusion are unlikely to be determined by this intervention in isolation and more likely to have emerged from the complex interaction of personal reflection, practice-based experience and other sources (of which this intervention may well be categorised), participants were able to reflect upon changes to these initially held thoughts/beliefs around inclusion (Box 10, Quote 1-2).



*Figure 5.4: Thematic Map of themes arising from FGI in relation to Research Question 1b.*

Some participants were able to more directly reference material contained within the intervention to denote changes in their attitudes to pupils with SEND and inclusion more generally; including one participant who discusses the application of intervention content (relating to labels and diagnoses) to everyday practice (Box 10, Quote 3). One participant began to think critically about inclusion as it is enacted in their school, finding a disparity between theoretical conceptions of inclusion and the practicalities associated with its implementation (Box 10, Quote 4) (though this theme

arises in its own right subsequently, it is an important example of the critical thought applied to enacted 'inclusion' in the light of new understanding).

1. "[I] guess we were always taught about them...kind of in the context of low achieving. Which thinking back...isn't necessarily true."
2. "C: ... hmmm... me too. I think I learned that having a class is about everyone feeling involved regardless of their ability.  
U: Yeh.  
K: Yeh.  
D: Yeh."
3. "...yeh. This might sound funny, but I think about little bits we've done quite regularly. Like when we talked about labels...I thought about that the other day when a teacher told me that a boy in her class 'had autism' and I knew she was trying to say ... like he was difficult to manage...or he had some additional needs... but I kind of just saw the impact of that language probably for the first time?"
4. "I think that sometimes we're happy to say about 'oh yes this is inclusion' but really...what does that mean? Is it inclusion if the pupil...is in the school but then...because we have a deaf base attached to our school, they go over there? I remember thinking that that's more about integration...then I thought, well that's better than segregation, right? But it's not inclusion."
5. "Yeh I definitely think it's made me think more that these kids...most of them can be included and part of classes...it's about us understanding and then sharing that understanding with the kids and the class isn't it?"

*Box 10: Quotations from 'Increased understanding' theme.*

#### 5.4.1.2. Perceived importance of inclusion

A small number of statements and references were made that were indicative of the importance with which participants interpreted SEND and inclusion. One participant described the importance of allocating adequate resources in the delivery of appropriate SEND and inclusion during the formative years of teaching as “*justice*” (Box 11, Quote 1), implicating perhaps, the reverence with which they view the importance of the matter. Another participant discussed the certainty with which practitioners are likely to have pupils with SEND within their classes (Box 11, Quote 3), again implicating the requirement for a secure understanding of SEND and the importance of an inclusive philosophy. These findings are again, echoed within the literature which suggests that generally, teachers hold largely positive attitudes towards SEND and inclusion (Mintz, 2007; Hodkinson, 2006).

1. “...you know, to do it justice.”
2. “I guess SEN is more than just sitting in a lecture and being able to discuss, then go away and then come back is important.
3. “You’re almost guaranteed to have a child in your class with SEND...”

*Box 11: Quotations from ‘Perceived importance of inclusion’ theme.*

#### 5.4.1.3. Personal values, beliefs and attitudes

This theme collated the earnest reflections of participants, as they wrestled with the development of their personal values and attitudes toward inclusion. Several participants revealed the impact of critical thought applied to the subject of inclusion in light of the intervention and classroom practice, essentially questioning if they have done enough (Box 12, Quote 1 and 4) and identifying more that can be done (Box 12, Quote 2). Another participant abstracted further, suggesting the importance of

challenging personally held values to ensure they receive adequate scrutiny (Box 12, Quote 3), a strength of adequate ITT which is also recognised within the literature (Pearson, 2009).

1. "I find it difficult because there's lots of opportunities to include these kids in our lessons and I'm just wondering if we do enough?"
2. "I think it's been a sort of reality check not just, in coming to this course and thinking 'right if this is all the things that could be in my classroom, I have to go and look it up myself' "
3. "... it's given us an opportunity to share our own views, our own beliefs...and almost challenge them a bit which I think is always useful to help you form your own or decide which side you sit on."
4. "Like I would like to think of myself as inclusive...like I said about my teaching philosophy, but I would say that it's taken some of the stuff for us to talk about for me to realise that I could be more inclusive...in my approach"

*Box 12: Quotations from 'Personal values, beliefs and attitudes' theme.*

#### **5.4.1.4. Translating theory into practice**

A number of participants recognised both the challenges and value to be gained from translating inclusion 'theory' into practice. One participant communicated the effective translation of theory into practice, citing consideration of intervention content around labels and diagnoses (Box 13, Quote 1). Other participants documented the difficulties they experienced in reconciling espoused views of inclusion with actual implementation (Box 13, Quote 2), whilst others attempted to reconcile theoretical inclusion with recognising the role of other professionals (teaching assistants) and

aligning with established school practices of withdrawal (Box 13, Quote 3) and adhering to behavioural policies (Box 13, Quote 4).

This theme serves to communicate the difficulty with providing a base of understanding regarding inclusion and having sufficient autonomy and resources to enact that change. Drawing upon previously cited SCT, professionals may gain an understanding of inclusion, their attitudes may change, and they may feel more efficacious towards enacting inclusive practice, but ultimately, if the environment is not receptive or nurturing of this attitude, behaviour and functioning will likely remain limited. The consequences, therefore, of working within a truly 'inclusive school environment' are highly influential in the capabilities of teachers to act inclusively.

1. "I think in my practice there's been once or twice when I've thought like... 'hmm' ...like so they've got ADHD they were fine the other day...what was it about that task. I think I'm thinking less about the label and less about it when people say, 'oh so and so has xyz'. It's that like thinking of 'and?' in my head that I think has changed for me"
2. "...if you look at it am I being inclusive? I mean I try to be but it's hard isn't it. I think saying it and doing it are very different"
3. "It is hard though because TAs have expertise and maybe they get more from the 1:1 but still...yeh...being part of the class is important"
4. "It is hard though, like [H] said...I think of a kid [X] and he has ADHD but sometimes he comes out with amazing answers and actually...the more I think the fact is he does benefit the class. It's just draining isn't it to sometimes encourage kids to stay in and make the right choices always..."

*Box 13: Quotations from 'Translating theory into practice' theme.*

#### 5.4.2. Quantitative Findings: TAIS Analysis

A Wilcoxon signed rank test was conducted to compare ranked mean TAIS item scores prior to (T1) and following (T2) the training intervention in the participant group (Appendix 22). Significant differences were found between the ratings at T1 and T2 of item 1; *'Many of the things teachers do with non-SEN students in a regular classroom are appropriate for SEN students'* ( $Z=-2.014$ ,  $p=.044$ ), item 4; *'The challenge of being in a regular classroom will promote the academic growth of the SEN child'* ( $Z=-2.086$ ,  $p=.037$ ), item 24; *'Increased freedom in the classroom creates too much confusion'* ( $Z=-2.923$ ,  $p=.003$ ) and item 30; *'The presence of SEN students promotes acceptance of difference in the part of the non-SEN students'* ( $Z=-2.066$ ,  $p=.039$ ). Figure 5.5.1 visually depicts the differences in mean scores for the 30-items within the TAIS at T1 and T2.

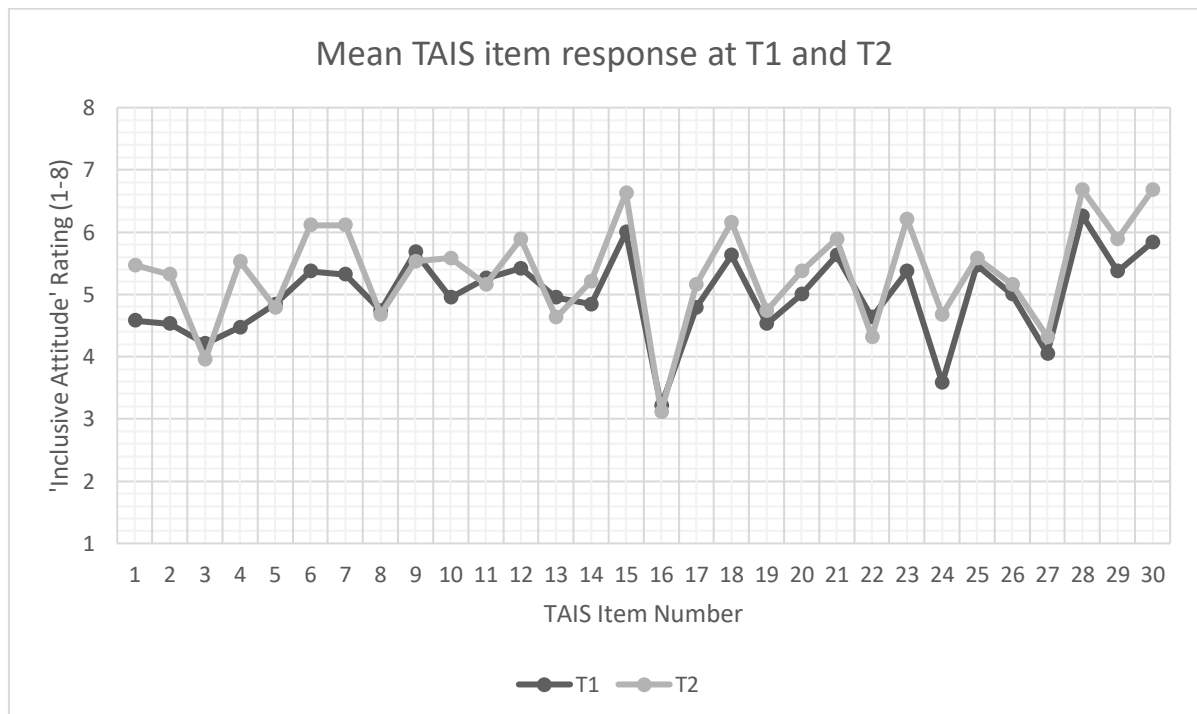


Figure 5.5.1: Differences in mean responses to 30-items within the TAIS at T1 and T2.

In utilising principal component analysis, Monsen et al. (2015) identified four component factors within the TAIS; namely, (1) “*problems of inclusion of SEN children in mainstream classes*”, (2) “*social benefits for all of the inclusion of SEN pupils in mainstream classes*”, (3) “*implications of inclusion for teaching practice*” and (4) “*implications for teachers addressing the needs of children with SEN*” (p. 69). Analysis of the data in light of these composite factors revealed no significant differences between ranked mean composite scores at T1 or T2 (Appendix 23). However, descriptive data reveals modest, but consistently more inclusive attitudes in mean composite scores at T2 compared to T1 (Figure 5.5.2).

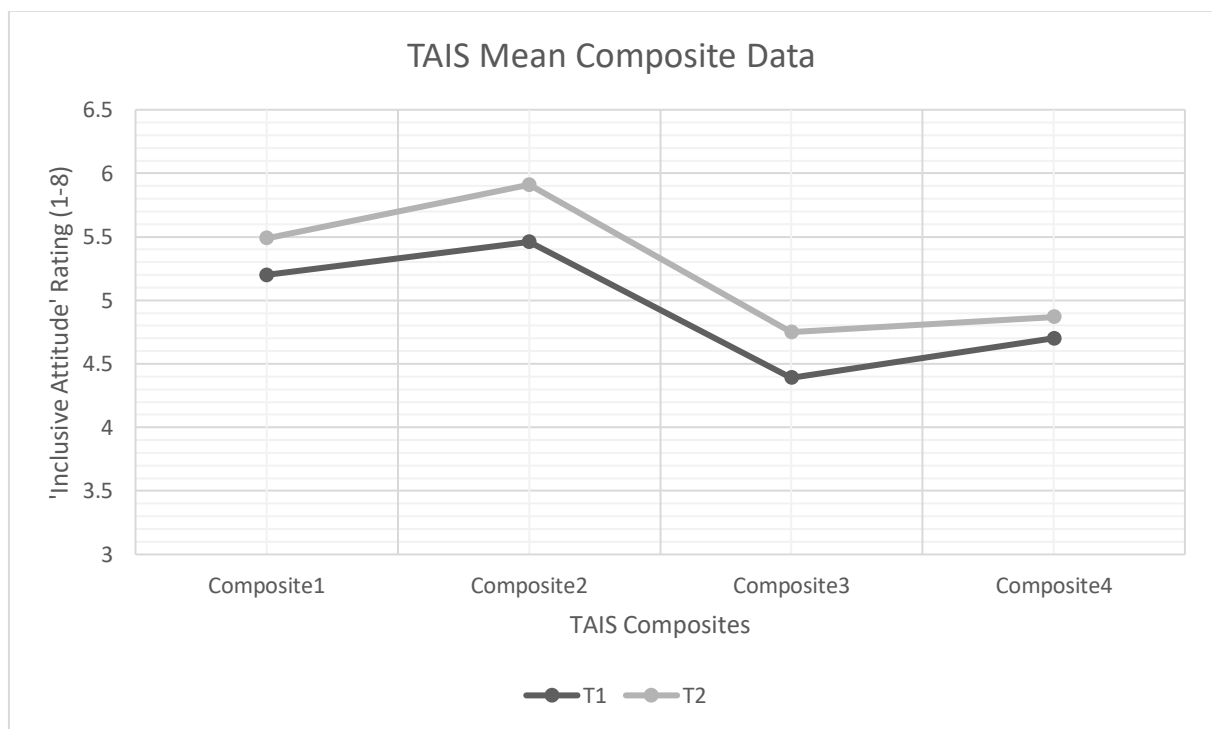


Figure 5.5.2: Differences in mean composite ratings on the TAIS at T1 and T2.

Overall, over 63% of participants (n=12) reported increased positive attitudes (Appendix 24) to inclusion (Figure 5.5.3), whilst the total mean TAIS scores of all participants (Appendix 25) increased from T1 (M= 4.98, SD= 0.59) to T2 (M=5.35,



SD=0.78) (Figure 5.5.4), though neither of these increases was found to be statistically significant (Appendix 26). Correlational analyses were employed (Appendix 27) to explore relationships between items 2 ('What degree of success have you had to date in dealing with pupils with SEN?'), 3 ('What degree of school support have you had to date in dealing with pupils with SEN?') and 4 ('To what extent did your teacher training prepare you for working with children with SEN?') in section 3 of the TAIS (Appendix 7). Findings indicated a significant moderate positive correlation ( $r=.455$ ,  $p=.05$ ) for item 2 and item 3, suggestive of a positive relationship between experienced degree of school support in dealing with pupils with SEN and perceptions of preparation for working with pupils with SEN during ITT.

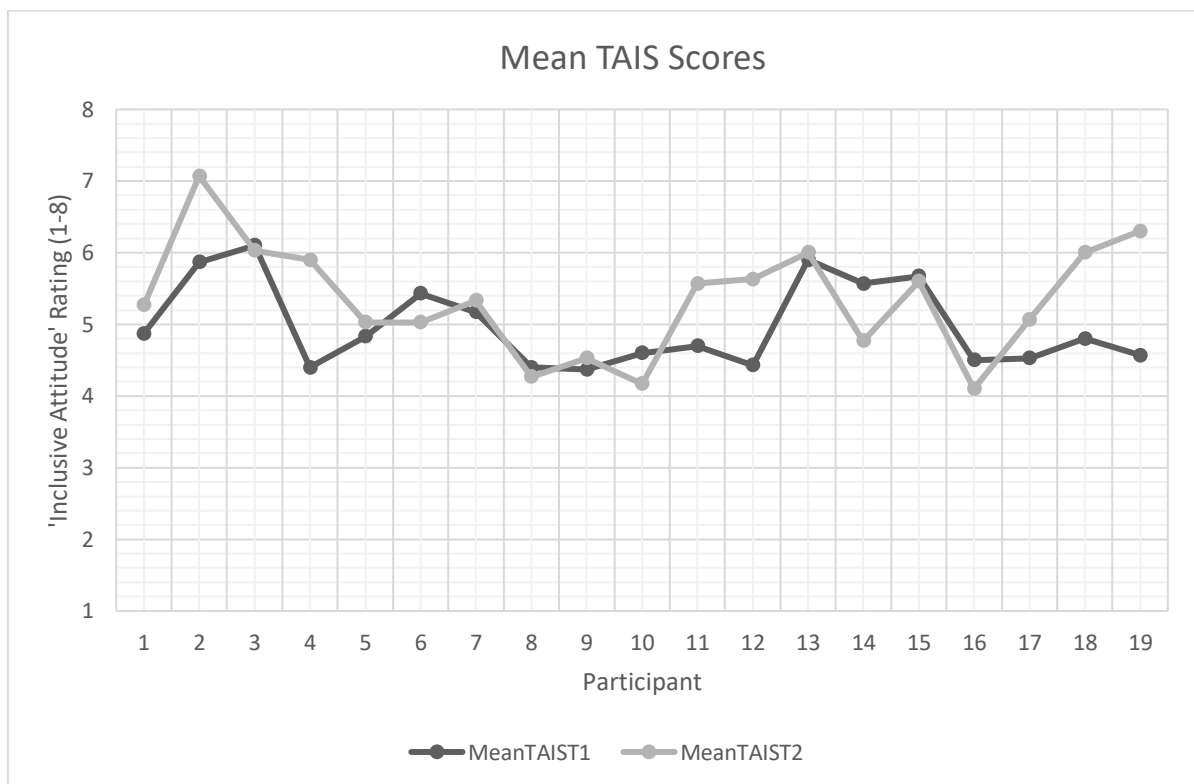
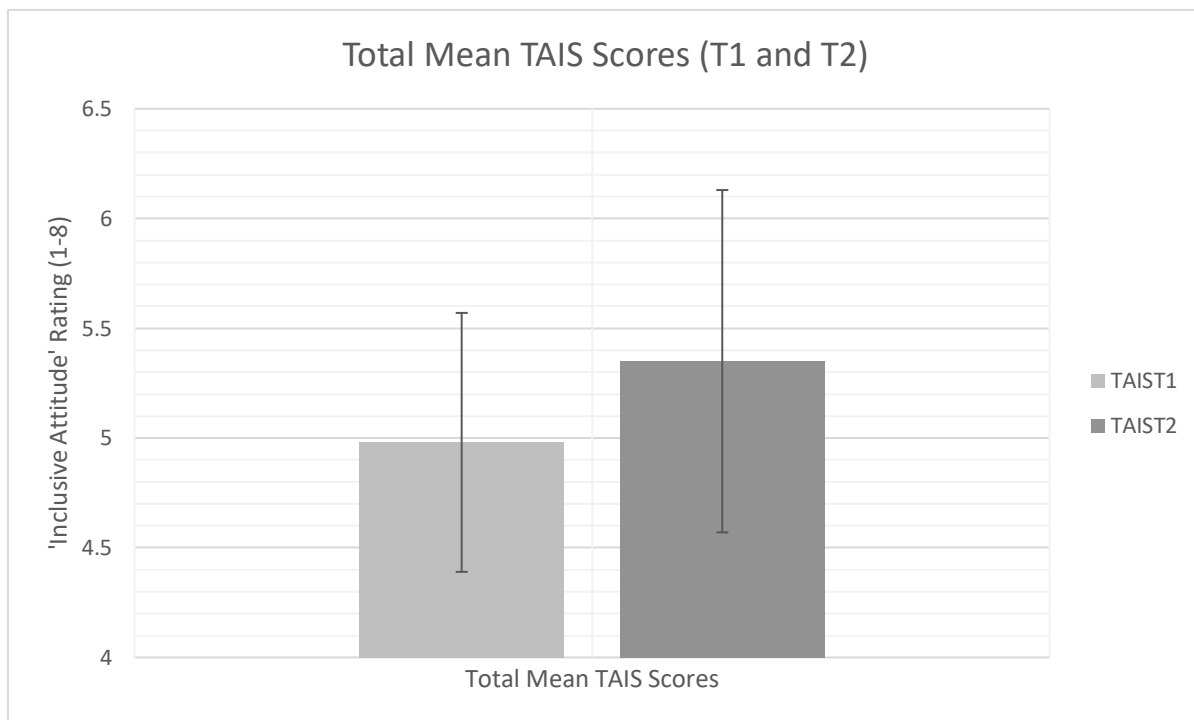


Figure 5.5.3: Comparison between mean TAIS scores for T1 and T2 by participant.



*Figure 5.5.4: Comparison between total mean TAIS scores at T1 and T2.*

Differences between data were again tentatively explored on the basis of 'teaching route' (ITT route through which trainees achieved QTS). Heavily reduced participant group sizes for groups other than the PGCE group ( $n=15$ ) meant that employment of inferential comparisons between this group, the undergraduate group ( $n=2$ ) and the Teach First group ( $n=2$ ), would not have been justified. Instead, descriptive statistics were utilised (Appendix 28) to explore a possible pattern of relationship, which may be used in the totality of data to further explore relationships if appropriate.

Those who trained through the Teach First route tended to report less success in dealing with pupils with SEN prior to the training intervention ( $M=3.00$ ,  $SD= 2.83$ ) compared to those who trained through the PGCE route ( $M=4.13$ ,  $SD=1.60$ ), whilst those who trained through undergraduate routes reported the greatest success ( $M=4.50$ ,  $SD=0.71$ ). Trainees who participated in undergraduate routes into teaching

rated their feelings of preparation for working with pupils with SEN as higher ( $M=2.50$ ,  $SD=0.71$ ) than either those who pursued QTS through the Teach First ( $M=2.00$ ,  $SD= 0.00$ ) or PGCE routes ( $M=1.53$ ,  $SD= 0.52$ ) on a 3-item rating scale ranging ratings of ITT preparedness from '*Not at all*' to '*Adequately*'.

Finally, total mean TAIS score comparisons revealed increases in positive attitudes towards inclusion across all three groups (PGCE, undergraduate and Teach First) from T1 to T2 (Appendix 29), with participants qualifying through PGCE and undergraduate routes enjoying the largest increase in positive attitudes to inclusion (+0.41 and +0.40 respective increases) whilst those who achieved QTS through Teach First saw a very modest positive increase in attitudes to inclusion (+0.02), Figure 5.5.5 details this observation.

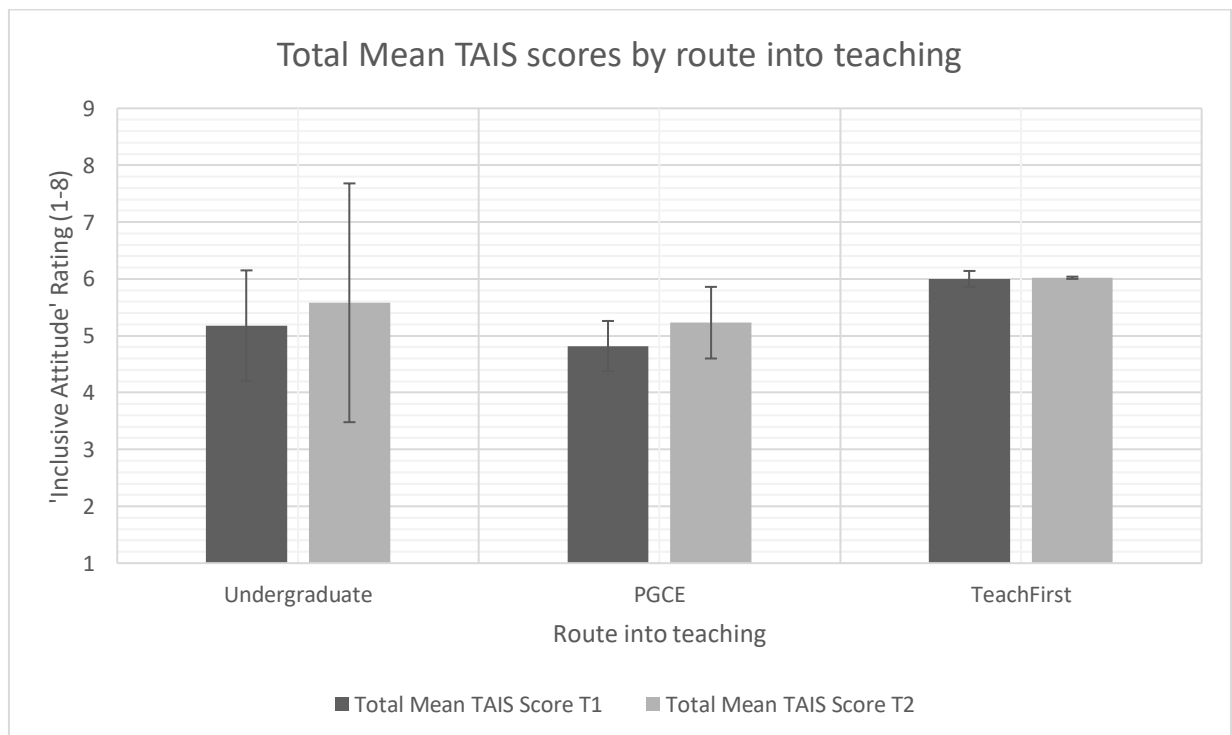


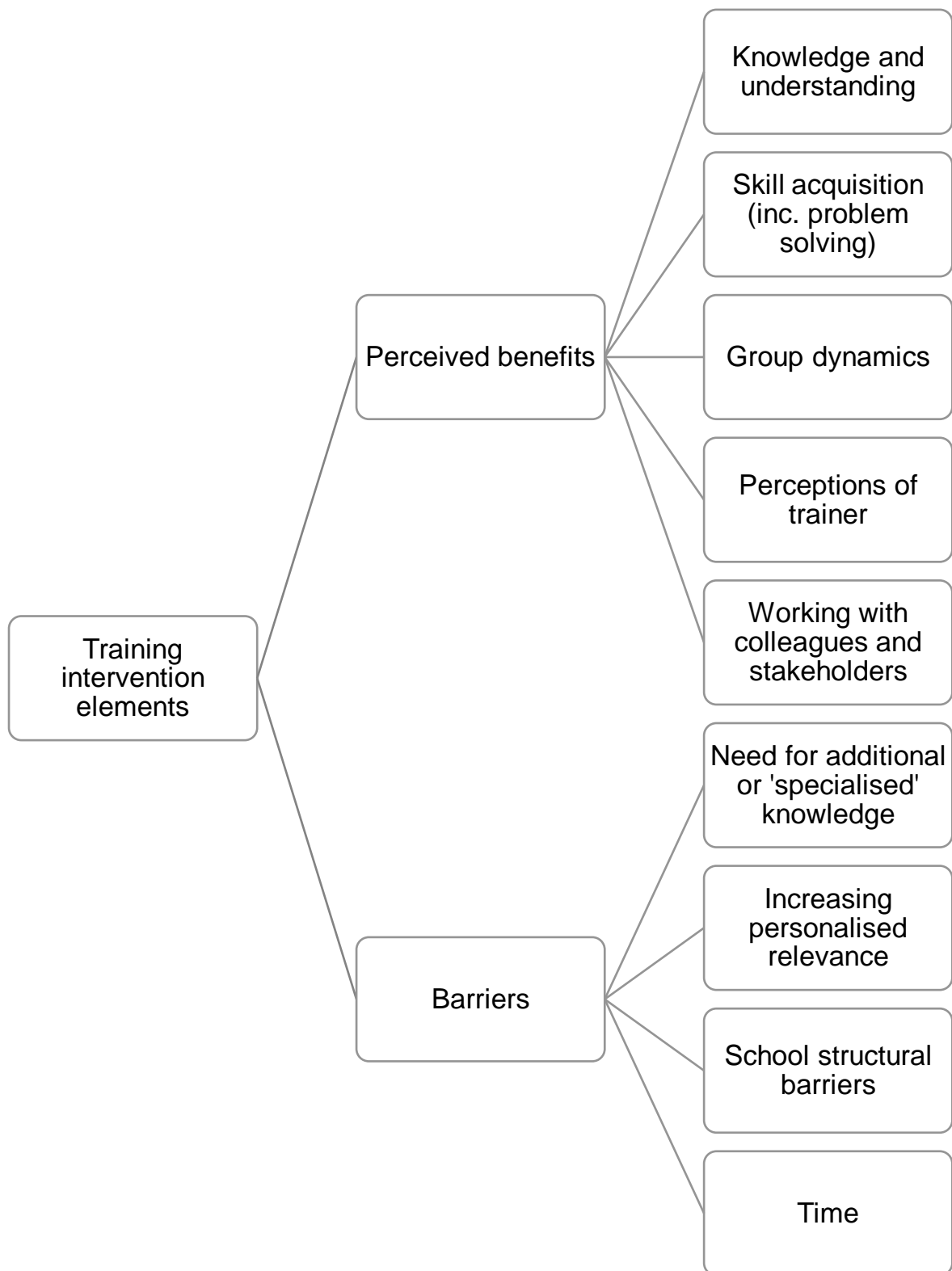
Figure 5.5.5: Total Mean TAIS scores at T1 and T2 across training routes.

**5.5. Results and Findings: Research question 2. How do teachers conceptualise essential components of training to support them in meeting the needs of pupils with SEND in mainstream classrooms; what do they think they need to know?**

**5.5.1. Qualitative Findings**

Findings related to the final research question '*How do teachers conceptualise essential components of training to support them in meeting the needs of pupils with SEND in mainstream classrooms*' are presented visually in Figure 5.6. Similar to the findings presented in response to research question 1a., themes are categorised as either 'beneficial', in the sense that participants valued aspects of the intervention relating to these themes or 'barriers', reflecting areas for improvement or factors which precluded the further success of the training intervention as viewed by participants.

The rationale for presenting the themes in this way is twofold. Firstly, a critical realist approach implicates knowledge as historically, culturally and socially situated and therefore, fallible (Archer et al., 2016) and furthermore, it follows that collating agreement on the strengths and limitations of the intervention in this way will maximise both the breadth (collation of responses into themes) and depth (employment of qualitative data collection and analysis) of insight. Secondly, from a research perspective, identification of strengths and limitations of the intervention in this way transparently outlines opportunities for improvements for future research, which will be dealt with thoroughly in Chapter Six.



*Figure 5.6: Thematic Map of themes arising from FGI in relation to Research Question 2.*

### 5.5.1.1. Perceived benefits

#### 5.5.1.1.1. Knowledge and understanding

All participants in the FGI recognised at least some aspect of the knowledge or understanding they gained from the training intervention as useful. The majority of participants made specific reference to intervention content regarding terminology, legislation and statutory responsibilities as being helpful (Box 14, Quote 1-3), validating Cheminais' (2000) claims that a strong foundational understanding of terminology and policy (especially for SEND) is "*essential for all trainee and newly qualified teachers*" (p. 4). One participant did acknowledge that they had covered most of this content in their ITT (Teach First) preparation (Box 14, Quote 4) though they still acknowledged its utility.

The majority of participants again valued intervention content relating to diagnoses and labels (Box 14, Quote 5-7), with one participant identifying this content as one of the most transformative experiences of the intervention (Box 14, Quote 6). A number of participants described other features of the training they found salient; including, discussions regarding inclusion (Box 14, Quote 8), working with and gathering the views of carers and pupils (Box 14, Quote 9-10), content relating to differentiation (Box 14, Quote 11) and content relating to specific, 'commonly identified' needs such as autism spectrum disorder (ASD) and dyslexia (Box 14, Quote 12). Finally, some participants valued the provision of resources provided within the training (Box 14, Quote 13), whilst others praised the practical based elements (Box 14, Quote 14).

1. "I think what's helped me is that...one of the first activities we did with terminology and stuff"

2. "I think that the terminology and policy and stuff, that's probably 'essential' "
3. "I think there were lots of good aspects. Like I've said the terminology and policy was good"
4. "I thought the content...generally...was good. I thought the terminology and policy stuff was ok, but we'd covered most of that in our course...not that it wasn't useful..."
5. "I think the diagnosis and label stuff was the most interesting...so I wouldn't have changed that"
6. "That one was probably the one where I came in and thought 'yeh that's really interesting, I've never thought of that before' "
7. "I mean I found that really interesting as well because I didn't think or even really know much about...erm the label thing"
8. "I enjoyed the inclusion..."
9. "I think even the things we did with talking to kids..."
10. "I think talking about parents has been useful because the kids are one thing, but I also think dealing with parents..."
11. "...like thinking about proper differentiation"
12. "I found the stuff we talked about autism though was specific and helpful so maybe that..."
13. "I think some of the tools and resources we've been given throughout this training have been really good..."
14. "I think the format was good having a few practical elements...like coming here after school it can be a long day so sitting there listening isn't always the best for attention. I think having those practical bits really kept me

engaged and in the moment. If you'd spoken at us for an hour, I think I would have gone insane..."

*Box 14: Quotations from 'Knowledge and understanding' theme.*

#### **5.5.1.1.2. Skill acquisition (including problem solving)**

Problem-solving elements within this intervention include the Solution Circle and problem-solving framework components (IFF). These components were highly regarded by many and in the specific case of Solution Circles valued by all participants. The benefits of Solution Circles appeared far reaching, as participants indicated this process as the catalyst for instigating shifts in perspectives (Box 15, Quote 1), whilst others described them as useful (Box 15, Quote 2-3). Participants praised the simplicity of the Solution Circle format (Box 15, Quote 5), whilst recognising their presence as an essential aspect of a training intervention designed to support the inclusion of pupils with SEND (Box 15, Quote 6-8).

Several participants indicated that they valued the problem-solving framework shared within the intervention (Box 15, Quote 9-11) with one participant describing subsequent utilisation of the framework within their practice (Box 15, Quote 9). Other participants spoke of the value of these problem-solving elements more generally (Box 15, Quote 11-13). In terms of influencing practice, several participants indicated their intent to utilise Solution Circles again at some point (Box 15, Quote 14), whilst one participant acknowledged that they had already shared and begun utilising Solution Circles within their practice (Box 15, Quote 15). Overall, the problem-solving elements and the skills emerging from this appeared to be highly valued by most, if not all, participants.



1. "I think with everything y'know... the solution circles have really helped me change my attitudes and my perspectives..."
2. "...like when we did the solution circles, I find them the most helpful"
3. "I thought the solution circles were really helpful"
4. "...guess that's the benefit of the solution circles we can just do it ourselves...within our team."
5. "...yeh and I think they're really simple too."
6. "I really liked solution circles I think those are essential."
7. "So, you think solution circles were 'essential' as well?  
D: Yeh definitely. I found it helpful at... I think all the stages really. But especially when you're the problem holder..."
8. "Yeh I think the solution circles part was probably the single most useful bit...erm...like I think it's all been useful but that especially so..."
9. "...and use some of the formulation stuff that we talked about maybe...in my head or actually writing it down...rather than just thinking 'oh they're a badly-behaved kid' and that's it. For me it opens it up to, 'well, why did they react in that way'..."
10. "I think the interactive factors thing was really useful and like [D] said I'm probably going to use that again. "
11. "I thought the framework and the integrative factors [sic.] was really useful."
12. "I think for me I'd recommend it and say the problem-solving aspects are probably the USP."
13. "I just think having all the framework and problem-solving stuff was really the most useful thing for me."

14. "I: Do you think you'll use solution circles in your practice and if so, what context?
- D: I definitely will.
- K: Yeh I will
- M: I think so.
- H: Yeh."
15. "...so, I'm paired with 3 other teachers and I introduced them to solution circles..."

*Box 15: Quotations from 'Skill acquisition (including problem solving)' theme.*

#### **5.5.1.1.3. Group dynamics**

All participants referenced group dynamics as a beneficial aspect of the training intervention. This theme emerged somewhat unexpectedly and most often took the form of participants perceiving themselves as equals and therefore feeling that discussions, suggestions and interactions were judgement free (Box 16, Quote 1-3). Other participants felt that the collective group identity, as practitioners in the formative stages of their careers, reinforced a sense of not needing to be fully developed practitioners and instead, allowed them to embrace their lack of experience and knowledge (Box 16, Quote 4-5), whilst one participant speculated that whilst they felt this way, they may not have had this experience had the group been less homogenous (Box 16, Quote 6). Finally, in relation to group dynamics, one participant highlighted the value in working with colleagues from across the LA, suggesting that higher-quality solutions were attained through working with professionals from a range of school environments (Box 16, Quote 6).

1. "...y'know...hearing from your colleagues... 'you could try this' or 'you could try this' is really helpful because it's coming from them?...like they're in the same situation as you and I think that helps. I think that there's no judgement there."
2. "I think bringing us together has been helpful cuz I feel like we're at the same level and that...it's not really about judgement? It'd be good to share that I think."
3. "But because we're all on the same level we're able to respect each other's opinion and level of expertise and we know where others are in that respect."
4. "No, I think...like a few people have said because...we're all NQTs we all appreciate that we're still learning, like I don't...I don't believe myself that I should know what to do completely already."
5. "But I think that because we're all very aware that we're still learning...it doesn't really affect us."
6. "I think maybe if it was a mixture of NQTs and people than with more than that one year's worth of experience, I think they might not feel comfortable to receive that advice...or...or even give that advice to someone who's been doing it a lot longer..."
7. "I actually liked the fact that we didn't know the children, so I think we came up with more...like a variety of ideas. I think if you knew the child, you'd be restricted in what you would have said...  
  
H: Yeh I think you might have a narrower view or put them in .... a box of what they might be capable of if you knew them."

*Box 16: Quotations from 'Group dynamics' theme.*

#### **5.5.1.1.4. Perceptions of the trainer**

At least half of participants attributed elements of success within the intervention to characteristics of the trainer (the researcher in this case, but in order to acknowledge the dual role as trainer within this research, third person perspective will be assumed). One participant made direct reference to the perceived expert role of the trainer, accompanied by their perceived impartiality (Box 17, Quote 1), whilst others valued the positive feedback they received during the completion of problem-solving activities (Box 17, Quote 2-4). Upon reflection, it is perhaps unsurprising that participants may have valued input from a perceived source of experience and expertise in the trainer, as research suggests that this level of SEND expertise rarely exists at the ITT level (Vickerman, 2007; Nash and Norwich, 2010), despite this expertise being highly sought after (Hartley, 2010). Finally, the validation participants received through positive reinforcement likely bolstered efficacy expectations through 'verbal persuasion' (see Figure 2.2), with the added credibility of the trainer as a perceived specialist (Bandura, 1977).

1. "I think it is good to have someone who's an expert like yourself, to provide impartial... thought I guess...because it means that you can see it from both sides."
2. "I like that...when you said about us having skills already, I think that made me feel quite...skilled?"
3. "...but also having a specialist to be able to say actually 'that's really good' and 'that's what I'd do' is really helpful."

4. "...it's important that...if you go around and say, 'that's actually a really good idea' it helps you."

*Box 17: Quotations from 'Perceptions of the trainer' theme.*

#### **5.5.1.1.5. Working with colleagues and stakeholders**

A final pillar of support emerging from the analysis of the data in this research referenced the apparent and perceived gains in participants' abilities to work with colleagues and stakeholders. Participants characterised these gains differently, with some acknowledging the benefits of additional understanding of the roles and expertise of others within the education system, including their own (Box 18, Quote 1-3), while others evidenced greater self-confidence in approaching their colleagues as well as greater appreciation for and further utilisation of their colleagues' input (Box 18, Quote 4-6).

1. "I think that...while I understand the role of people a little bit better..."
2. "And our responsibility, working with the SENCo and parents and stuff on things like that specifically. "
3. "...to know about how my...how I fit in to the process of everything..."
4. "But it made me think of what things are affecting a little girl in my class and ... I sat with the home school liaison and we talked about her..."
5. "I think it's made me realise that I can depend on my colleagues more?"
6. "I think I feel more confident...like I can approach other members of staff for information more."

*Box 18: Quotations from 'Working with colleagues and stakeholders' theme.*

### **5.5.1.2. Barriers to implementation**

#### **5.5.1.2.1. Need for additional or ‘specialised’ knowledge**

In consideration of elements or components which could improve the realised outcomes of the intervention, a number of participants indicated their belief that further additional or specialised knowledge was required to further supplement their understanding. One participant suggested that closer alignment with specialist staff (i.e. speech and language therapists or EPs) on a more regular basis may allow them to support their classes more widely (Box 19, Quote 1), whilst others made more ambiguous requests for further strategies and greater depth (Box 19, Quote 2-3).

1. “So, speech and language therapists...what do they do and is there any way in which they work that I could learn that would be helpful...or would be useful for me to teach the rest of my class. Or even ed psychs...”
2. “I think strategies would be useful...”
3. “...and you could go into more detail and more depth”

*Box 19: Quotations from ‘Need for additional or ‘specialised’ knowledge’ theme.*

#### **5.5.1.2.2. Increasing personalised relevance**

The majority of participants referenced opportunities for improvements within the training intervention through the addition of further, personalised case studies. Three of the participants suggested that integrating the weekly ‘themes’ of the training with cases derived from their personal experience (for use in the Solution Circle section of the intervention) would have offered additional depth and personal relevance (Box 20, Quote 2-4).

Though all opportunities to conduct Solution Circles within the intervention were seized by participants and utilised for cases within their own classes (i.e. no participants made use of the offered vignettes and all used cases from personal experience), it may well be that this critique is in part a reflection of the time limitations inherent in the study, suggesting that not every participant was able to participate in the ‘problem-holder’ role of a Solution Circle.

1. “I just think more of the individualised aspects...breaking stuff down and making it relevant on the individual level...”
2. “I think in a perfect world we’d be able to come back with new kids in our classes who we struggle with and then we can talk it through...”
3. “...possibly thinking about the theme of that session like for example thinking about labels or diagnosis...you could have said...look go away and think of a case and come back with a case for someone who does or doesn’t have a diagnosis and we could compare them...?”
4. “I think if we talked about individual cases and found a way of intertwining the information between cases and the solution circle that would be a way to improve it...because it would feel like...a bit more like It was relevant and you could see the train of thought. I think instead of standing there and talking about those...maybe giving us more prompted opportunities to talk those through...it’d make that more...that more specific to real life”

*Box 20: Quotations from ‘Increasing personalised relevance’ theme.*

#### **5.5.1.2.3. School structural barriers**

The majority of participants identified structural barriers within their school environment as factors limiting the implementation of their knowledge and skills

developed throughout the intervention. Participants conceived these barriers in different ways, with some identifying ability setting as contradictory to the principles of inclusion (Box 21, Quote 1), while others felt that their professional identity as NQTs limited their social capital within school (Box 21, Quote 2). Others suggested resource limitations, such as time and willingness on behalf of colleagues to participate in conducting Solutions Circles (Box 21, Quote 3-4), whilst one participant alluded to workload and felt that other aspects of their role dominated their attention (Box 21, Quote 5).

Whilst school structural barriers are a real and presenting limitation to change, some of the views expressed through this theme are indicative of pervading beliefs of inclusion as extra or superfluous, as opposed to a vital component within the core skill set of every practicing teacher (Hartley, 2010). It is likely that a system which prioritises results and academic performance linking directly to staff remuneration, leading to what some critics call the “*neglect of unrewarded tasks*” (Chamberlin et al., 2002, p. 31), undermines the requirement to promote the good progress and holistic development of all pupils (DfE, 2011a).

1. “I have that in my mind and sometimes it’s easy but sometimes it’s hard...especially when...like in our school you have ability groups and stuff...I think it can be hard to do it within the school...”
2. “Or even just having the authority...or space...to set up our own solution circles might be what we need.”
3. “But actually, finding the time and getting everybody together...that’s probably going to be the hard bit.”



4. "Yeh time...and...and the willingness of other people might be a bit of a barrier"
5. "Sometimes I feel like I've got a job to do and it can be hard to step back from that...like...I've got something to do and this kid's behaviour is stopping me so sometimes I think it's about them."

*Box 21: Quotations from 'School structural barriers' theme.*

#### **5.5.1.2.4. Time**

Finally, several participants viewed the length and time available in the training intervention as a limiting factor. The majority of participants tended to perceive time limitation in the same way, with participants recognising that content depth (and to an extent breadth) are compromised (Box 22, Quote 1-3) with one participant adding that further utility would be gained from a longer course (Box 22, Quote 3-4). One participant suggested an improvement in time management through the allocation of slots for problem-solving opportunities (Box 22, Quote 5) to ensure more equitable access to elements of the intervention; namely, Solution Circles. Overall, participants appeared understanding of the nature of time implications in the delivery of this intervention.

1. "I think in a 6-week course, there's only so much you can cover."
2. "I guess though...it's the time thing."
3. "I think it would be more valuable if it was longer."
4. "I think maybe like longer sessions, I know we might have said this before but just longer definitely."

5. "...maybe building that time in for everyone to share something or that they have a slot to do theirs?"

*Box 22: Quotations from 'Time' theme.*

### 5.5.2. Quantitative Findings

Participants (n=19) were asked to complete a 'Diamond Nine' ranking activity in order to identify components of the research which they identified as 'essential'. Diamond Nine ranking activities have been utilised in education research as a useful way in which participants' priorities can be examined and explored (Rosen-Webb, 2011). Figure 5.7.1 depicts the Diamond Nine template, upon which staff were asked to record the core elements of the training intervention (Table 5.2) in order of priority. Mean scores were calculated for each of the core elements (Appendix 30) resulting in the Diamond Nine ranking for intervention training components found in Figure 5.7.2.

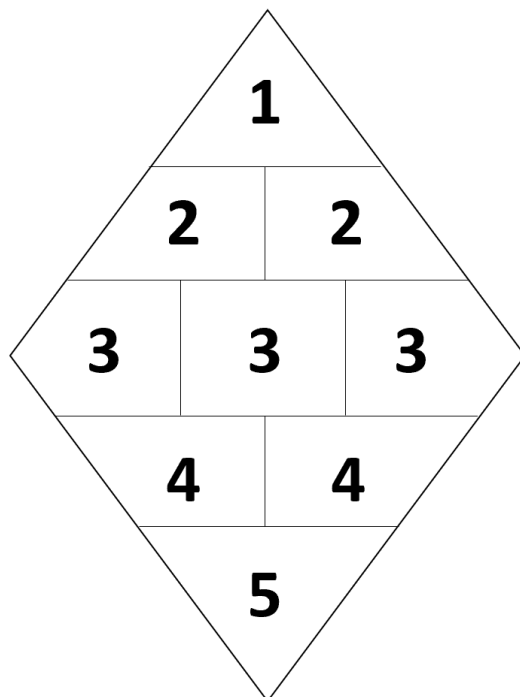


Figure 5.7.1: Diamond Nine ranking template with allocated ranking scores.

Training component
1. Policy, terminology and statutory responsibilities
2. Problem-solving framework (Interactive Factors Framework)
3. Solution Circles
4. Diagnoses and labels
5. Gathering the views of stakeholders
6. Inclusion, integration and exclusion and differentiation
7. Target setting
8. ASD and dyslexia
9. Multi-professional working

Table 5.2: Core elements/components of the training intervention.

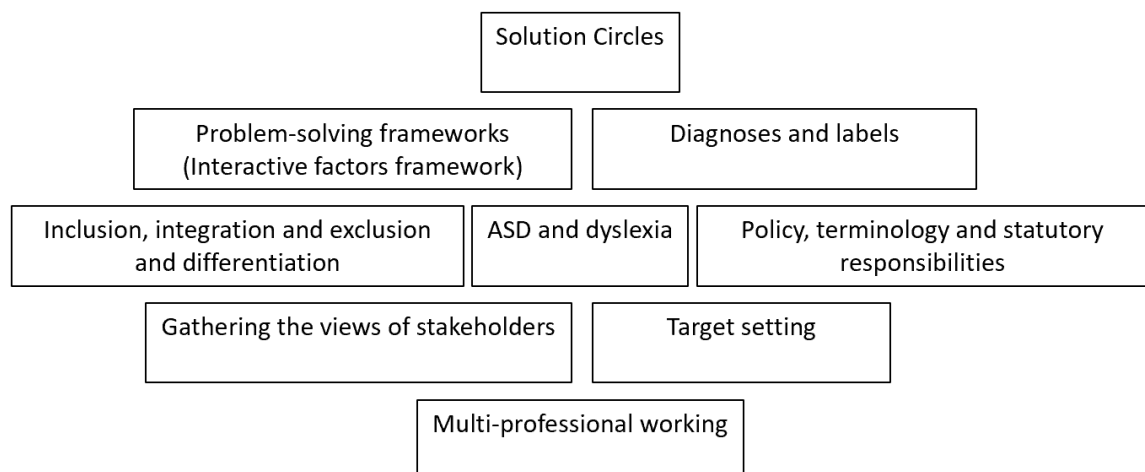


Figure 5.7.2: Diamond Nine ranking for mean ratings of components in this intervention from most essential (top) to least essential (bottom).

In corroboration with findings from qualitative data, participants consistently ranked ‘Solution Circles’ as the highest priority component in the training intervention (M=

1.58, SD= 0.77), suggesting that participants considered this most consistently among the most essential components of this intervention. The problem-solving framework component closely followed, with the lowest spread of ranking values (M=1.74, SD= 0.45). Participants also prioritised content on diagnoses and labels (M=2.53, SD= 0.77), again conforming with findings from analysed qualitative data (Box 14). Whilst participants raised the purported gains of input relating to gathering the views of stakeholders and working with professionals within the FGI (Box 14), these components were consistently amongst the lowest ranked in the intervention. Further elucidation of these patterns can be found in Appendix 30.

## **5.6. Chapter Summary**

This chapter has drawn together the findings and results of a mixed methods approach to uncover the impact of an intervention on participants' self-efficacy and attitudes to inclusion. Further, it has sought to illuminate the aspects of this intervention which participants perceive as essential, thus addressing the questions identified at the outset of this research. The presented findings provide insight into the multi-faceted themes which comprise participants attitudes to inclusion, their self-efficacy in supporting pupils with SEND in their classrooms and the strengths and limitations of the training intervention as perceived by them. Presenting findings by addressing research questions sequentially has allowed this researcher to both present an encompassing and convincing response to these complex questions and provided scope to suggest improvements through subsequent research.

The findings from this research suggest that an intervention, such as is proposed in this research, may yield beneficial improvements for early-career teaching staff self-efficacy in supporting pupils with SEND in the classroom and may bolster positive

attitudes to inclusion in an array of domains. These findings are, though tentatively interpreted in the context of the limitations of the research, likely more beneficial for those who pursue postgraduate (single year) routes into teaching, as this group are less likely to have experienced meaningful input on SEND throughout their training.

## CHAPTER SIX: DISCUSSION

### 6.1. Chapter Overview

This chapter concludes with a response to each of the research questions in light of the research findings and preceding literature. Additional consideration is given to the limitations experienced within this study, as well as opportunities uncovered throughout this research for further iteration and opportunities for future study. The unique contribution of this research is considered alongside implications for EP practice and EPS delivery generally, with final concluding comments offered for consideration.

### 6.2. Summary

#### 6.2.1. Research Question 1a.

Quantitative findings for the impact of the intervention on participant self-efficacy appear amongst the most consistently positive findings within this research. The vast majority of participants reported an increase in self-efficacy scores (84%) following the intervention. Participants consistently referenced opportunities to gain, access and utilise knowledge and experience as the most beneficial aspects governing self-efficacy within the context of this intervention.

The qualitative findings from this research align well with Bandura's (1977) model of efficacy expectations (Figure 2.2), with participants alluding to a number of the preidentified major sources of self-efficacy including: *performance accomplishments* (Box 15), with participants valuing the opportunity to apply their learning and skills through performative practice in their classrooms on a weekly basis; *vicarious experience* (Box 16; Box 18), as participants began to value the experience of others and utilise this dynamic to bolster their own self-efficacy and *verbal persuasion* (Box

17), as participants valued the positive feedback and reinforcement they received from a trainer they perceived to be both impartial and experienced.

Through the lens of SET and SCT more widely, this research also sought to illuminate the contemporary experience of early-career teachers' experiences, including whether or not their experiences of SEND input throughout ITT differs from that identified in previous research (Maher, 2010; Norwich and Nash, 2011; Vickerman and Coates, 2009). Given the highly politicised nature of education and its subjection to significant change in relatively short periods (Table 1.2), this point retains particular significance. Evidence from the (albeit relatively small) participant group in this research suggests that great variability continues to exist both within and between training routes for SEND input throughout ITT. Findings from this research do appear to mirror findings from previous research (Vickerman and Coates, 2009; MacBlain and Purdy, 2011; Coates, 2012). This suggests that there continues to be variability in teachers' experiences of SEND input throughout ITT. Indeed, it is evident that those on longer undergraduate routes into teaching tended to receive more input than those who pursue shorter routes, as evident within the participant group of this investigation.

Self-efficacy remains an important aspect of psychosocial functioning (Bandura, 1986, 1989), which, mediates interaction between the self, one's behaviour and the environment (Figure 2.3). In collating the multiple findings related to this area, it may well be reasoned that through this intervention and the likely complex interaction of factors relating to teachers' working environments, self-efficacy may well have been positively impacted.

### 6.2.2. Research Question 1b.

Whilst all participants acknowledged an improvement in their understanding of factors relating to inclusion, as defined in this research, the overall picture of an improvement in general attitudes to inclusion is somewhat more nuanced. Whilst some participants evidenced the employment of critical thought regarding espoused 'inclusive practices' in their school environments, a number of other participants found the implementation of the theory of inclusion challenging (Box 13).

Quantitative findings present marginal gains in positive attitudes towards inclusion post intervention. That said, it is important to note that, as with the entirety of this research, this intervention had no control group in which to root a comparison of impact. Although it is possible that marginal increases in positive attitudes to inclusion may have occurred irrespective of the intervention, this is not supported in research. This suggests that in the formative years of their careers, despite being initially wholly positive to the tenants of inclusion (Mintz, 2007), teachers' beliefs regarding inclusion begin to narrow and attitudes to inclusion become less favourable in the early years of teaching (Hodkinson, 2006).

Interestingly, the lowest rated item for quantitative measures of attitudes to inclusion at T1 and T2, was item 16 ('*Regular classroom teachers have sufficient training to teach children with SEN*') (Figure 4.1). One interpretation of this result is that participants perceive their experience as the norm and are aware of the limited provision of SEND content throughout ITT. It must also be said however, that social desirability bias emerging from the shared objectives and transparent purpose of the research intervention may have supplemented this finding.



Whilst Maher (2010) found that teachers within his study tended to focus on within-child factors as barriers to pupil inclusion, within the qualitative data collected in this study, there appeared to be a shift in participant attitudes to account more consciously for the role of factors external to the child. This, it may be interpreted, demonstrates a shift in attitudes more favourable to inclusion on the basis of acknowledging the contributing role of interacting factors to pupils' exclusion:

*“So, I think...I feel like I’m better at looking at a kid...and less thinking about their behaviour and kind of...letting that shape my perception of them and more about thinking about them as a whole” (Participant H, Appendix 12).*

In summary, whilst the majority of participants reported increased positivity in their attitudes to inclusion, it is not overtly clear how pronounced the role of this intervention was in instigating this change. Findings from some participants report the difficulty with which they attempted to translate inclusion theory into practice, whilst others began to think critically of their role in endorsing inclusion and the dissonance between espoused and actual practice. If nothing else, this intervention has provided participants with a broader definition and widened understanding of matters related to inclusion.

### **6.2.3. Research Question 2**

Findings from this research appear to offer support for the inclusion of a number of components from the intervention. Solution Circles, in particular, proved a popular method of problem-solving and were commonly referenced as an essential component of this training intervention. Both qualitative data (Box 15) and findings from the Diamond Nine activity appear to support this. In providing insight into why

this component appeared so unanimously popular, participants referenced simplicity, the lack of required resources to implement, the professional validation of seeking support amongst professionals of perceived equal standing (interacting with the 'Group dynamics' theme) and the solution-orientated focus of the Solution Circles framework (Box 15). These findings support the literature which describes Solution Circles as a "*flexible tool*" promoting the maintenance of a "*positive, creative approach to problem solving*" (Brown and Henderson, 2012, p. 177). Nonetheless, the impact of social desirability bias through this finding must not be minimised.

Participants also appeared to value introduction to the IFF problem-solving framework. Whilst structured problem-solving between EPs and teachers is not a new phenomenon (Bennet and Monsen, 2011), the utilisation of a specific problem-solving framework, such as the IFF, by teachers has yet to emerge within the peer-reviewed research base. These frameworks are often employed throughout EP training, yet the prevalence of their employment post-qualification is not always clear (Wicks, 2013). This research has sought to employ the IFF as an "*effective way to approach problems and as a means for subsequent effective interventions*" (Wicks, 2013, p. 156) in line with its purpose. Tentative conclusions drawn from feedback on the issue suggest that for some, this framework has been useful.

The host of components, identified from the literature base and implemented within this training intervention were varyingly appreciated and, despite attempts to do so, difficult to assess in terms of utility. Multi-modal methods of data collection appear to identify common components as 'essential', identified within the previous chapter of this research. Whilst future iterations of this intervention may opt to substitute

components, it is of importance to note that participants were unable to identify components or elements of the training they would remove.

### **6.3. Limitations**

Table 6 below outlines a number of limitations encountered within this research, along with suggestions for future amendments in order to address these challenges.

Limitation	Impact in this study	Suggestion(s) for future improvement
Participant group	<ul style="list-style-type: none"> <li>• The overall lack of heterogeneity within the participant group (10.5% undergraduate route; 10% Teach First route; 79% PGCE route) precluded representation of those entering the teaching profession more widely. According to figures from the DfE (2018a) nearly 30% of NQTs are trained through the HEI routes (not including undergraduate routes), nearly 18% through the undergraduate route and 9% through the Teach First route. Therefore, teachers who pursued the PGCE route in this study are vastly overrepresented, whilst teachers who pursue School-Direct (or other school-led routes) are vastly underrepresented.</li> <li>• Furthermore, teachers who trained through other HEI courses are vastly underrepresented in this research and the</li> </ul>	<ul style="list-style-type: none"> <li>• Future research may look to obtain participant groups that are more widely representative, in order to establish more reliable findings with greater inferential validity. Whilst generalisability was not the aim of the current research; the purpose being to build the basis of theoretical principles contributed to by complimenting outcomes from similar research (Yin, 2012), future investigations may wish to enact the principles from the current research and in doing so, would be well-advised to draw upon participant</li> </ul>

	<p>literature base more widely (e.g. PGDipEd students and those identified in Figure 1).</p> <ul style="list-style-type: none"> <li>• Much research into the lack of teacher preparation to support pupils with SEND focusses on comparisons made between cohorts of students who pursue either undergraduate or postgraduate (specifically, PGCE) study (Vickerman and Coates 2009; MacBlain and Purdy, 2011; Coates, 2012). There is little current evidence for how this requirement is met through school-led routes into teaching or indeed differences between those pursuing different HEI routes into teaching.</li> <li>• The participant group was derived from a single LA with a regionally popular HEI campus renowned for postgraduate ITT courses. It is likely that within the final participant group (n=19), though drawn from a variety of schools (n=9), many</li> </ul>	<p>groups that are representative, both within and across the teaching population.</p> <ul style="list-style-type: none"> <li>• Future research may also look to draw comparison between NQT and RQT populations. Although there was some attempt to address participants' thoughts regarding the organic development of skills and knowledge through questions posed in the FGI (Appendix 9), thorough exploration of this is vital, in order to further support the premise on which this training intervention was based. Whilst research exists that suggests early-</li> </ul>
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	<p>would have studied at the same HEI and therefore, the views accounted for by these individuals are overrepresented.</p> <ul style="list-style-type: none"> <li>• Of the final participant group, 26% (n=5) were secondary school teachers, suggesting once again that this group are underrepresented (DfE, 2018a). Further, whilst it was established at the outset that NQTs would be prioritised as the participant group for this study, RQTs appeared also to benefit from this input.</li> </ul>	<p>career teachers feel unprepared to support pupils with SEND in their classrooms and experience a decline in inclusive beliefs (Vickerman and Coates, 2009; Hodgkinson, 2006), there is a dearth of contemporary sources on this matter.</p>
Further rigor and robustness in	<ul style="list-style-type: none"> <li>• Whilst significant effort was invested in establishing a basis for the intervention designed and implemented as part of this research (detailed in Chapter 3), scope and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Future research may look to utilise the experience of both in-school staff (i.e. SENDCos, experienced teachers,</li> </ul>

development of training intervention required	occluded further opportunities to gather views of additional stakeholders regarding the content of such an intervention.	TAs, HLTAs) and a wider range of professionals (e.g. Speech and Language Therapists, Behaviour Support personnel etc.) to gather a richer, more encompassing view of the content required by early-career teachers in order to support their self-efficacy in supporting pupils with SEND.
Lack of verifiable data saturation	<ul style="list-style-type: none"> <li>Time limitations and participant availability hampered efforts in this research to gain a more comprehensive and detailed view of participants views prior to and following the intervention. Thus, data saturation was not likely achieved, due to the limitations, particularly within the collection of qualitative data. Whilst much of the espoused 'best practice'</li> </ul>	<ul style="list-style-type: none"> <li>Further research may attempt to secure greater assurances of data saturation through more widespread utilisation of summary interviews. Comparing the emerging themes from these interviews will allow for</li> </ul>

	<p>relating to FGI practice was implemented within this study; appropriate size, length, following of conventions relating to transcription and analysis (Nyumba et al., 2018), it is doubtful that data saturation was reached with a single FGI, although, crucially there are no concrete rules on the 'number' of FGIs required (Nyumba et al., 2018).</p> <ul style="list-style-type: none"> <li>• Content validity is undermined within this research through the failure to reach data saturation, thus impacting the quality of the research more widely (Fusch and Ness, 2015). Despite being unlikely, it may well be that all the themes elicited in this research represented the themes which may have emerged, however, as this cannot be confirmed through comparison with (at least) one other set of qualitative data, hence data saturation cannot be said to have been attained.</li> </ul>	<p>conclusions to be drawn on the extent to which data saturation has been achieved (Fusch and Ness, 2015).</p>
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Long term impact	<ul style="list-style-type: none"> <li>Some measures were taken to assess the longer-term implications of the intervention in line with Kirkpatrick's FLA (1976), nonetheless this could not be assessed rigorously as a result of scope and resource limitations. Attempts to address the long-term impact within this research included delaying the FGI in order to measure for embedding in the short to medium term, following delay. Tailoring questions within the interview schedule (Appendix 9), to explore participant implementation of skills and knowledge obtained throughout the training intervention, within their classroom settings was also employed. Unfortunately, any longer-term follow-up was precluded by the limitations of this research.</li> <li>Furthermore, measures relating to self-efficacy and attitudes to inclusion were collected following the immediate cessation of the training intervention. It is again unclear if the observed</li> </ul>	<ul style="list-style-type: none"> <li>Future research should seek opportunities to follow-up on the findings relating to both the longevity of skills/knowledge implementation and the monitoring of self-efficacy in relation to supporting pupils with SEND and attitudes to inclusion.</li> </ul>
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	increases in self-efficacy and increased positive attitudes to inclusion persisted over the longer term.	
Fidelity to problem-solving frameworks	<ul style="list-style-type: none"> <li>Throughout the training intervention, participants were instructed on the appropriate utilisation of a problem-solving framework (e.g. the IFF, Frederickson and Cline, 2009) and the utilisation of Solution Circles as documented by its authors Forest and Pearpoint (1996). Whilst teaching was provided at the time and fidelity to these components explicated, it is not clear from subsequent follow-up whether participants continued to retain fidelity in their implementation and utilisation of these tools. Uncertainty regarding this somewhat undermines the instruction provided to participants within the intervention; it is unclear if the variation with which participants may be implementing these components support or limit their efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>Further research may seek to explore the fidelity with which participants implement their acquired skills and knowledge. Observation, self-report measures or further follow-up may be useful in identifying the longer-term implementation and fidelity to subsequently employed learning and skills.</li> </ul>

Competing commitments and teacher availability	<ul style="list-style-type: none"> <li>The negative impact of competing teacher commitments permeated many aspects of this research. Despite attempts by this researcher to encourage school commitment to attendance, teaching staff invariably faced other commitments, which impacted attendance (full attendance of the original participant group, n=21, was achieved in only 3 of the 6 training intervention sessions). Furthermore, staff availability for subsequent representation in the FGI meant that some staff populations were underrepresented (Appendix 10). Equally, participants demonstrated awareness of this limitation, through the emergence of the '<i>School structural barriers</i>' theme (Box 21) within this research.</li> </ul>	<ul style="list-style-type: none"> <li>Future researchers should seek to gain formal assurances from school management that their study remains a priority for staff. Importantly however, staff must still retain autonomy in their decision to attend the intervention and researchers must continue to uphold the highest standards of conduct in line with practitioner standards (BPS, 2014).</li> </ul>
Teacher perceptions of training	<ul style="list-style-type: none"> <li>In line with researcher standards of conduct (BPS, 2014) relating to transparency and informed consent, participants were duly informed of the training intervention and the</li> </ul>	<ul style="list-style-type: none"> <li>Further research could seek to greater utilise data triangulation and corroboration from multiple sources,</li> </ul>

	<p>content they would be exposed to. It is possible therefore, that participants responded to measures in a manner that was influenced by social desirability. Confidentiality was assured, including in measures of self-report, yet social desirability bias (Grimm, 2010) may continue to influence the data.</p>	<p>including schools and further observation to gain a more objective and value-free perspective of participants.</p>
Limited generalisability	<ul style="list-style-type: none"> <li>It is important to reiterate that, due to the limitations of the adopted methodology, securing wider inferential validity is not the overarching goal of this research. However, in an attempt to construct and implement a training intervention, with the aim of measuring subsequent impacts on teacher self-efficacy and attitudes to inclusion, this research sought to synthesise the literature base to provide a foundation for future research (Yin, 2012). It is important however, that outside of this case, there are no meaningful statements</li> </ul>	<ul style="list-style-type: none"> <li>Future research, underpinned by a different epistemological and ontological stance, may wish to utilise aspects of this training intervention in search of wider generalisability. In doing so, researchers may seek the use of greater control and research designs which align well with this perspective (e.g. quasi-experimental,</li> </ul>

	relating to cause or effect which can be substantiated and indeed, from a critical realist perspective, nor should they be.	experimental or single-case research designs).
Questions surrounding internal validity	<ul style="list-style-type: none"> <li>Whilst findings from this research align with an impact of the intervention on increasingly positive attitudes to inclusion and improved self-efficacy, it is important that the lack of control over covarying factors is acknowledged. Part of the perceived value of this intervention rested with participants' abilities to take knowledge/understanding and skills and implement them almost instantly within their school environments. It must be acknowledged, that a lack of control or understanding of the environmental conditions of participants precludes any notion of control and therefore threatens suggestions of cause and effect resulting from this training intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Future research may wish to delineate the impact of the training intervention in isolation. Whilst it is this researcher's belief that underlying benefits of the intervention include subjective interaction with one's environment, researchers may choose to utilise within-study replication (akin to practice documented by Maggin et al., 2018) in order to truly explore the functional relations between the training intervention and the effects on self-efficacy and attitudes to inclusion.</li> </ul>

	<ul style="list-style-type: none"> <li>Attempts were made to acknowledge this deficit through repeated measures (where participants acted as their own baseline measurements) and questioning whether participants believed the knowledge and skills they may have gained throughout the intervention would have emerged organically over time (Appendix 9). Ultimately it is unclear how the effects of the intervention can be delineated (if indeed they should be).</li> </ul>	
Dual role as trainer researcher	<ul style="list-style-type: none"> <li>The role of this author as both a trainer and researcher within this research may have presented opportunities for ethical dilemmas, as it may be interpreted that at various points the author had competing and conflicted interests (Loftin et al., 2011). Steps were taken to mitigate this impact, such as adherence to external codes of ethics and practice (BPS, 2014; BPS, 2018; HCPC, 2016).</li> </ul>	<ul style="list-style-type: none"> <li>Future research may wish to utilise multiple actors for various phases of research, including the delivery of training intervention, subsequent data collection and further evaluation (MacLean and Poole, 2010). Furthermore, greater elucidation of</li> </ul>

		<p>this role may be adopted through different research designs, such as Action Research (Lewin, 1946) in which the dual role of researcher and implementer is commonplace and embraced (Trondsen and Sandaunet, 2009).</p>
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*Table 6: Limitations within this research and potential future directives to ameliorate these.*

## **6.4. Unique contribution**

Training and research are identified as two of the five key functions within an EP's role (Scottish Executive, 2012; Rumble and Thomas, 2017). EPs regularly provide training to schools, partners in LAs, parents/carers and pupils (Fallon et al., 2010) in a range of areas. Whilst recipients of training likely value the input they receive, EPs who often pride themselves in their adherence to evidence-based practice (Frederickson, 2002), are not always transparent in the research evidence base for developed training interventions. If EPs are to assume both training and research as pillars of their professional identity and integrity, it must surely follow that training, along with all practice, is developed in alignment with an empirical research base, transparent and in responsive to the needs of stakeholders.

The training framework outlined in this research offers a transparent and evidence-based approach to supporting early-career teaching staff in feeling able and confident to support pupils with SEND within their classes. The combined provision of knowledge and problem-solving strategies within this training provide the basis of an intervention which is desperately needed (Hartley, 2010) and offered by a profession with expertise. This research draws on numerous strengths of EP practice, including training, research, the application of problem-solving models and working closely with school staff to document the design and implementation of an original, evidence-based training intervention.

## **6.5. Implications for EP practice**

### **6.5.1. EP practice**

EPs once played a crucial role in supporting the development of trainee teachers through ITT (Justman, 1966) and, in some quarters still do (Poulou, 2005).



Psychological content pervades ITT courses, including developmental and cognitive psychology components (Perry et al., 2019) and therefore it seems appropriate to now question the role of EPs in supporting the development of early-career teachers. As highly trained professionals with perceived expertise in SEND (Lee and Woods, 2017; Vivash and Morgan, 2019) it follows that EPs involvement in the delivery of at least some aspects of teacher training would be beneficial. Whilst speculation regarding the evolution of the EP role is beyond the scope of this discussion, it is argued by this researcher and through this research, that EPs are well placed to address and support the prevalent knowledge and skills gap of early-career teaching professionals (Vickerman and Coates, 2009; Vickerman, 2007; Nash and Norwich, 2010; Hodkinson, 2009; MacBlain and Purdy, 2011 etc.) whilst simultaneously promoting their autonomy and agency.

#### **6.5.2. LA EPS implications**

The education sector has faced mounting pressures in recent times. Declining teacher retention rates, such that nearly one third of teachers who qualified in 2013 were no longer in service some 5 years later (DfE, 2018a); increases in pupil to teacher ratios (DfE, 2018b); increases in teaching staff vacancies (DfE, 2018b); a decline in education spending by the government in real terms (accounting for inflation) (IFS, 2018) and reports that nearly one third of teaching staff have experienced a mental health issue in the last academic year (Education Support, 2019) depict a profession that is under-resourced and under-supported. It must be emphasised that:

*“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and*

*support cannot compensate for a lack of good quality teaching” (DfE and DoH, 2015, p. 99).*

Therefore, it follows that in light of the responsibilities outlined within the SEND Code of Practice and those outlined in the Teachers’ Standards (DfE, 2011a), providing teachers with the knowledge and understanding to fulfil their roles and supporting them in cultivating the necessary skills is the responsibility of all those who have a vested interest in promoting the positive outcomes of all pupils. Clearly, the time restrictions of a one-year ITT course are such that the need for this content cannot adequately be met in this time and therefore, as suggested by Hartley (2010)

*“Voluntary bodies or trusts could certify the qualifications and the training [of additional SEND input] which could be delivered by HEI’s, private providers or special schools or a combination of these bodies.” (Hartley, 2010, p. 41)*

It is thus posited by this researcher that in the context of an EPS delivering services through a traded model (Rumble and Thomas, 2017), with EPs’ established relationships with schools (Winter and Bunn, 2019; Ashton and Roberts, 2006), EPs expertise and knowledge regarding SEND (Lee and Woods, 2017; Vivash and Morgan, 2019) and EPs as skilled in the utilisation of problem-solving tools (Grahamslaw and Henson, 2015), that the profession is ideally situated to support early-career teachers in developing the necessary understanding and skills to meet the needs of all children and young people in their classes.

## **6.6. Directions for future research**

Future research may wish to further utilise the training intervention framework outlined within this study, extending its use in teacher populations more widely. The

variability in experiences of SEND input throughout ITT routes may yield a wider variety of effect, which may be accentuated in representative participant groups across various ITT routes. Of particular interest will be the effects of implementing an intervention such as this with the growing population of teachers who qualify through school-led routes (i.e. School Direct and SCITT routes), in order to explore whether primarily learning 'in-situ' offers any additional opportunities to develop knowledge and skills in supporting pupils with SEND.

Whilst this study sought to explore the impact of a SEND training intervention on teacher self-efficacy and attitudes to inclusion, these measures were adopted partly in response to the resource restrictions within the framework of study. Future directions may seek to gain objective and empirical measures of intervention impact, such as follow up measures of direct observation and recording.

Finally, utilising research design frames which offer greater flexibility and more opportunity for iteration, such as an Action Research design frame (Dickens and Watkins, 1999; Thomas, 2017), may be beneficial. Whilst the opportunity to demonstrate appropriate iteration and rigour through the employment of an Action Research design frame occluded its adoption within this research, in the context of an intervention delivered regularly and in response to the evolving needs of its stakeholders, the intervention proposed in this research shows promise.

## **6.7. Final Comment**

This research has sought to examine the development and implementation of a training intervention designed to support early-career teachers' knowledge of SEND and promote their problem-solving skills. The impact of this intervention has been

explored through examination of participants perceptions of self-efficacy and attitudes towards SEND. There can be little doubt, through the presented evidence, that a need exists within this vacuum. Participant responses reveal tentative indications that both attitudes to inclusion and perceptions of self-efficacy improve, likely in conjunction with other events, in the presence of this intervention. Teaching staff appear to value opportunities and tools which allow them to develop their problem-solving skills especially. Recommendations for future research have been outlined to suggest a path forward for further developing and refining the findings presented within this investigation.

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## APPENDICES

### APPENDIX 1: TRAINING SLIDES

#### *Session 1*

Slide 1:

**Welcome!**

**Help yourself to tea, coffee and biscuits ☺**

Slide 2:

#### **Introduction: About Me**

- Year 3 Trainee Educational Psychologist on placement at [REDACTED]
- Studying for a Doctorate in Applied Educational & Child Psychology at the University of Birmingham
- Previously- Secondary Chemistry Teacher (KS3-KS5) and Head of Year 11

Interested in:

- Initial Teacher Training/Initial Teacher Education
- Teacher Wellbeing
- Relationships and Sex Education

### Slide 3:

#### Supporting teachers' understanding of SEN

##### Why?

- An area that has received a lot of attention (Carter, 2015; HMSO, 1978 'Warnock Report') though action has been limited?

##### Procedure

- 6 x 1 hour sessions (content derived from National Award for Special Educational Needs Co-ordinator (NASENCo), Teachers' Standards (DfE, 2011), pilot study of newly qualified teachers (NQTs) and literature base,)
- 1 x 1 hour Focus Group Interview (selected participation...more about that later!)

##### Measures:

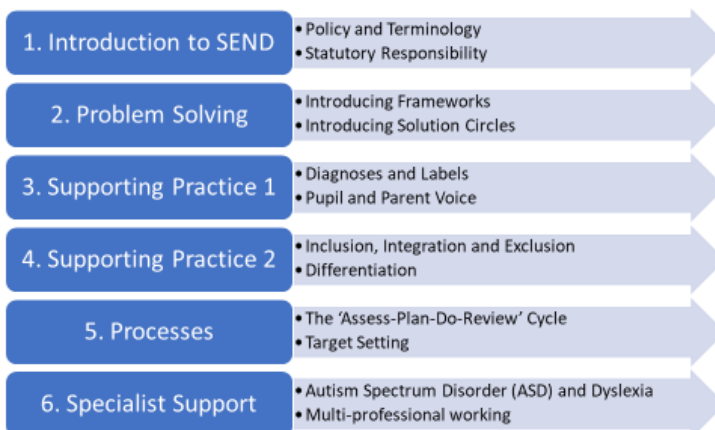
- Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran and Woolfolk Hoy, 2001)
- Teachers' Attitude toward Inclusion Scale (TAIS) (Monsen et al. 2015)
- Focus Group Interview

##### Ethical Approval (July 2019)

Data collection to be completed October 2019

Thesis to be written, submitted and shared July 2020

### Slide 4:



### Slide 5:

## Checklist

- Consent Form
- Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran and Woolfolk Hoy, 2001)
- Teachers' Attitude toward Inclusion Scale (TAIS) (Monsen et al. 2015)

Slide 6:

### Entry Task: The Big SEND Quiz 2019 True or False

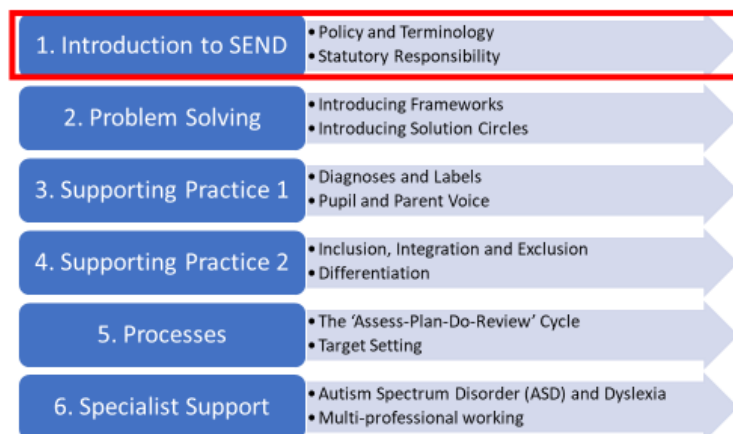
- |  |  |
|--|--|
| 1. There are more pupils with SEND in 'special' than in 'mainstream' provisions  | <b>False</b><br>For pupils with EHC <b>46:44</b><br>For pupils with no EHC <b>91:0.3</b><br>(Source: DfE, 2018a) |
| 2. Pupils with SEND are twice as likely to receive a fixed term or permanent exclusion than those pupils identified as not having SEND | <b>False</b><br>It's more than 5 times more likely<br>(Source: DfE, 2019a)                                       |
| 3. Attainment outcomes for pupils with SEND are generally worse than for pupils with no SEND   | <b>True</b><br>KS2: 21% vs. 74% in RWN<br>KS4: -0.61 vs. 0.08 P8<br>(Source: DfE, 2019b)                         |
| 4. Looked after children (LAC) are over 4 times more likely to have a special educational need than those not identified as LAC        | <b>True</b><br>LAC: 56.3% vs non-LAC: 14.4%<br>(Source: DfE, 2018b)  |

Slide 7:

## *Session 1- Introduction to SEND*

Lewis Field (Year 3 Trainee EP)

### Slide 8:



### Slide 9:

## Aims



Reflect on our understandings of SEND



Understand our roles and statutory responsibilities to pupils covered in relevant legislation



Familiarise ourselves with SEND terminology

### Links to the literature:

- Each session within the training intervention is prefaced and ended with the aims of the session
- The aims of the first session are outlined. The purpose is to explore participants' prior experiences and current understandings of SEND, including how they view their role in light of their responsibilities as outlined by the Teachers' Standards (DfE, 2011) and the SEND Code of Practice (DfE and DoH, 2015). The session will then introduce participants to common terminology and acronyms related to SEND that they may or may not be familiar with.

### Slide 10:

### Ground rules...



Confidentiality



Respect



Pupil anonymity/confidentiality



Ask Questions



Teacher Power

#### Links to the literature:

- The 'ground rules' are explained to participants

Simply, these are that

- What we discuss in the intervention largely stays within the room, though normal safeguarding caveats apply. Whilst we are encouraged to use and talk about what we have heard and learned with our colleagues outside of the intervention, we must do so in a way that does not identify another individual. Use learning not names.
- We respect the opinions of others, inside and out of the group.
- We retain the confidentiality of the pupils we discuss by not discussing names. If we need to use a name, then a pseudonym will be used.
- Participants are encouraged to ask questions.
- It is important throughout that the participants recognise that they have knowledge and expertise and so this should be championed and celebrated.

This is not simply an exercise in knowledge transmission (Lawson et al., 2013; Florian and Spratt, 2013; Ekins et al., 2016).

Slide 11:

### **Starter: Reflecting on our understanding of SEND**

In groups of 3 or 4, think about the following:

1. What was your understanding of SEND when you were at school?
2. Did you know pupils with SEND- how did you know these pupils had SEND?



Reflect on our  
understanding of SEND

Links to the literature:

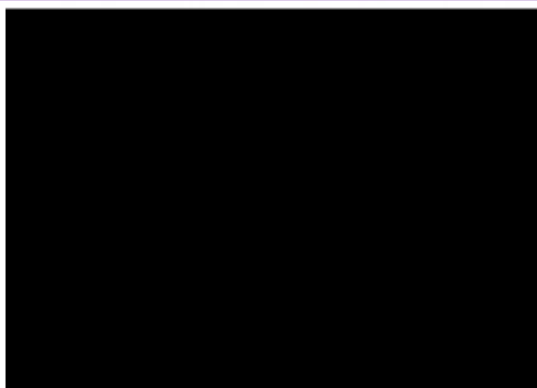
- In recognising that participants' experiences and prior understanding of SEND likely influence the consequential attitudes to SEND and inclusion (Avramidis and Norwich, 2002; Avramidis et al., 2000), it seemed appropriate to explore participants experiences.
- SEND policy has changed, even in the last decade (see Table 1.2, Chapter 1), the experiences participants are likely to have had regarding SEND during their years in school are likely different than they are currently.

Slide 12:



## What is SEND?

Special educational needs and disabilities (SEND) covers the population of pupils who have a *“learning difficulty or disability which calls for special educational provision to be made for him or her”* (Children and Families Act 2014 p.19)



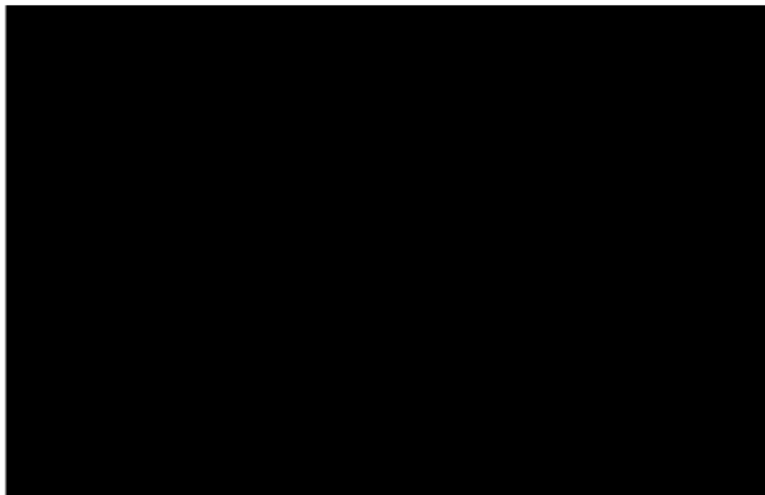
Reflect on our  
understanding of SEND

### Links to the literature:

- Participants are introduced to some key legislation (Children and Families Act, 2014) which underpins some of the legal protection afforded to pupils with SEND
- NB: Image shows pupils in classroom

### Slide 13:

## What does SEND look like?



Reflect on our  
understanding of SEND

Links to the literature:

- Participants are encouraged to consider SEND beyond physical disabilities.
- NB: Image shows a selection of pupils, some who have a physical disability and others who do not.

Slide 14:

## SEND: Code of Practice (DfE & DoH, 2015)

- Important piece of statutory guidance for all organisations who work with and support children and young people with SEND
- Relevant for all professionals who work in education
- Conceptualises need into four broad areas; *cognition and learning, communication and interaction, social, emotional and mental health and physical/sensory*
- Teachers retain responsibility for understanding the needs of all pupils and monitoring their progress (p. 94-99)
- Teachers bear significant responsibility for “*high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people*” (p.25). This is emphasised throughout the guidance which also recognises that “*special educational provision ... is compromised by anything less*” (p. 25)

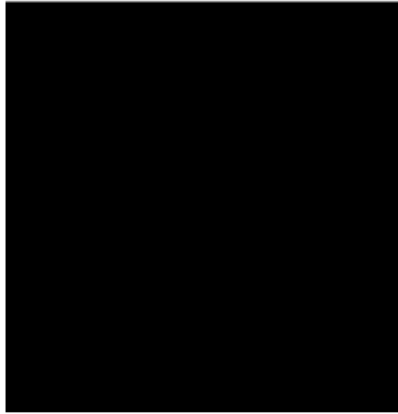
Reflect on our  
understanding of SEND

### Links to the literature:

- Participants are introduced to influential statutory guidance that outlines their responsibilities (DfE and DoH, 2015).
- NQTs regularly feel unprepared to teach and meet the needs of pupils with SEND (DfE, 2018d), it is possible that they are unaware of their statutory responsibilities to this cohort especially (outlined in the SEND Code of Practice) and to this cohort as part of wider responsibilities (Teachers' Standards, DfE, 2011).
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).

### Slide 15:

## Broad areas of need: Cognition and Learning



### Cognition and Learning

- Some CYP may learn at a slower rate than peers (even with differentiation)
- Learning difficulties' is often a phrase used to indicate difficulties/needs relating to cognition and learning
- These can include MLD, SLD, PMLD or SpLD

*SEN COP, DfE & DoH (2015) pp. 97*

Reflect on our  
understanding of SEND

### Links to the literature:

- Participants are introduced to the broad areas of need (from the SEND Code of Practice) early on, such that they are equipped with the terminology to describe need at subsequent points in the training intervention.
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- NB: Image of child struggling with work.

### Slide 16:

## Broad areas of need: Communication and Interaction

### Communication and Interaction

- CYP with speech, language and communication needs (SLCN) have difficulty communicating with others
- CYP experience difficulties expressing themselves, understanding what is said to them or interpreting rules of social communication
- Each child with SLCN is likely to present with their own unique profile
- Pupils with ASD experience particular difficulties with social interaction, language, communication and imagination

*SEN COP, DfE & DoH (2015) pp. 97*



Reflect on our  
understanding of SEND

### Links to the literature:

- Participants are introduced to the broad areas of need (from the SEND Code of Practice) early on, such that they are equipped with the terminology to describe need at subsequent points in the training intervention.
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- NB: Image depicting forms of communication.

### Slide 17:

## Broad areas of need: Social, emotional and mental health difficulties

### Social, emotional and mental health (SEMH)

- CYP may experience a range of SEMH difficulties that manifest themselves through different behaviour; becoming withdrawn/isolated, displaying challenging/disruptive/disturbing behaviour
- May be underlying MH difficulties including anxiety, depression, self-harming, substance misuse, eating disorders or psychosomatic symptoms
- Other difficulties may include ADD, ADHD or attachment disorder (RAD)



*SEN COP, DfE & DoH (2015) pp. 98*

Reflect on our  
understanding of SEND

### Links to the literature:

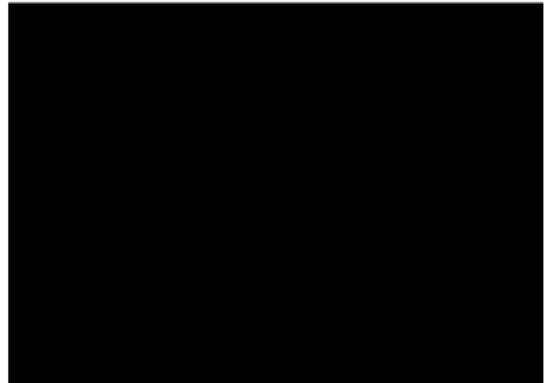
- Participants are introduced to the broad areas of need (from the SEND Code of Practice) early on, such that they are equipped with the terminology to describe need at subsequent points in the training intervention.
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- NB: Image depicting iceberg metaphor of behaviour-communication.

### Slide 18:

## Broad areas of need: Social, emotional and mental health difficulties

### Physical and Sensory

- Some CYP experience physical/sensory difficulties that prevent or hinder their use of available resources
- These may include HI/VI or MSI (multi-sensory impairment).



*SEN COP, DfE & DoH (2015) pp. 98*

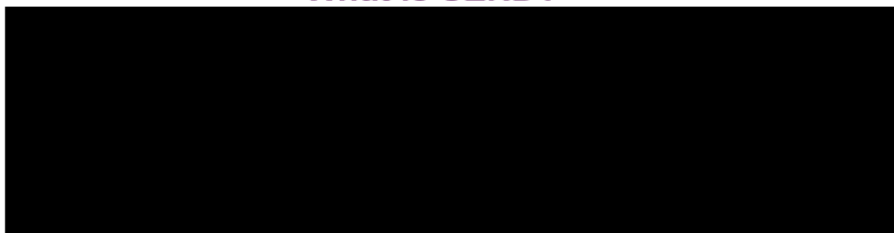
Reflect on our  
understanding of SEND

### Links to the literature:

- Participants are introduced to the broad areas of need (from the SEND Code of Practice) early on, such that they are equipped with the terminology to describe need at subsequent points in the training intervention.
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- NB: Image depicting various senses.

### Slide 19:

## What is SEND?



The child or young person (CYP) have a learning difficulty or disability if they:

- Have *"a significantly greater difficulty in learning than the majority of others the same age"* (Children and Families Act 2014 p.19)

or

- Have *"a disability which prevents or hinders [them] from making use of facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions"* (Children and Families Act 2014 p.19)

Reflect on our  
understanding of SEND

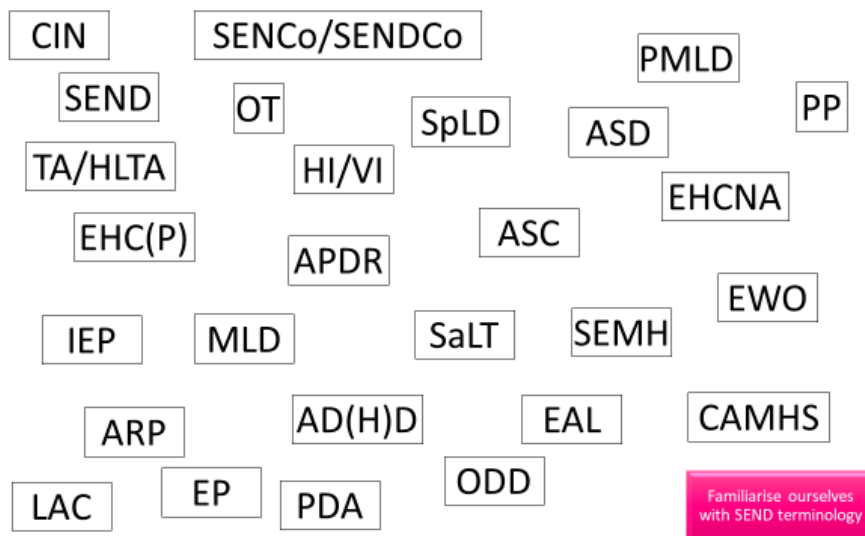
### Links to the literature:

- Participants are introduced to legal definitions of SEND (Children and Families Act, 2014) emphasising how and on what basis we differentiate this cohort from others.
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- NB: Image depicts various pupils learning.

### Slide 20:



### Terminology: Lingo Bingo



#### Links to the literature:

- Cheminais (2000) claims that understanding terminology and definitions of and around SEND is “*essential for all trainee and newly qualified teachers and TAs*” (p. 4).
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- There are vast amounts of acronyms used in education (and in SEND) and it is not always clear if teaching staff understand what they represent or mean (The Secret Teacher, 2015). Using these acronyms without being able to explain them creates opportunity for misconception, which is accentuated as their use proliferates.
- This is completed as a practical activity whereby participants get into teams to see how many of these acronyms they can work out collectively.

Slide 21:

## Terminology: Lingo Bingo

- **CIN-** Child In Need
- **SEND-** Special Educational Needs and Disability
- **OT-** Occupational Therapist
- **EHC(P)-** Education, Health and Care Plan
- **EHCNA-** Education, Health and Care Needs Assessment
- **IEP-** Individual Education Plan
- **EP-** Educational Psychologist
- **LAC-** Looked After Child
- **SEN(D)Co-** Special Educational Needs (and Disability) Coordinator
- **HI/VI-** Hearing Impaired/Visual Impaired
- **SpLD-** Specific Learning Difficulty
- **APDR-** Assess, Plan, Do, Review
- **MLD-** Moderate Learning Difficulties

Familiarise ourselves  
with SEND terminology

### Links to the literature:

- Cheminais (2000) claims that understanding terminology and definitions of and around SEND is “*essential for all trainee and newly qualified teachers and TAs*” (p. 4).
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- There are vast numbers of acronyms used in education (and in SEND) and it is not always clear if teaching staff understand what they represent or mean (The Secret Teacher, 2015). Using these acronyms without being able to explain them creates opportunity for misconception, which is accentuated as their use proliferates.

### Slide 22:

## Terminology: Lingo Bingo

- **ADHD-** Attention Deficit (Hyperactivity) Disorder
- **PDA-** Pathological Demand Avoidance
- **SalT-** Speech and Language Therapy/Therapist
- **ASC-** Autism Spectrum Condition
- **ASD-** Autism Spectrum Disorder
- **PMLD-** Profound and Multiple Learning Disabilities
- **PP-** Pupil Premium
- **SEMH-** Social, Emotional and Mental Health
- **EWO-** Education Welfare Officer
- **EAL-** English as an Additional Language
- **ODD-** Oppositional Defiance Disorder
- **TA/HLTA-** Teaching Assistant/Higher Level Teaching Assistant
- **CAMHS-** Child and Adolescent Mental Health Services

Familiarise ourselves  
with SEND terminology

### Links to the literature:

- Cheminais (2000) claims that understanding terminology and definitions of and around SEND is “*essential for all trainee and newly qualified teachers and TAs*” (p. 4).
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- There are vast numbers of acronyms used in education (and in SEND) and it is not always clear if teaching staff understand what they represent or mean (The Secret Teacher, 2015). Using these acronyms without being able to explain them creates opportunity for misconception, which is accentuated as their use proliferates.

### Slide 23:

## Misconception?

*“Pupils with SEND are the SENCO (or someone else's) responsibility”*

Understand our roles and statutory responsibilities to pupils covered in relevant legislation

### Links to the literature:

- Authors suggest that with the roles of Teaching Assistants and SENDCOs, teachers feel a diminished sense of responsibility for pupils with SEND, whom they may feel are the responsibility of other professionals (Rouse, 2012; Ekins et al., 2016).
- This is, of course, not the case and it is important that if this misconception arises that it is corrected.
- Misconception activities are designed to promote discourse between participants, do they agree or disagree? Is the statement a misconception? If so, why? If not, why not?

### Slide 24:

## Statutory Guidance: Teachers' Standards (DfE, 2011)

*"A teacher must set goals that stretch and challenge pupils of all abilities" (pp. 10)*

### A teacher must:

*"Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively"*

*"Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these"*

*"Have a clear understanding of the needs of all pupils, including those with SEN...and be able to use and evaluate distinctive teaching approaches to engage and support them" (pp. 11-12)*

### Links to the literature:

- Cheminais (2000) claims that understanding terminology and definitions of and around SEND is *"essential for all trainee and newly qualified teachers and TAs"* (p. 4).
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- There are vast numbers of acronyms used in education (and in SEND) and it is not always clear if teaching staff understand what they represent or mean (The Secret Teacher, 2015). Using these acronyms without being able to explain them creates opportunity for misconception, which is accentuated as their use proliferates.

### Slide 25:

## Statutory Guidance: SEND Code of Practice (DfE and DoH, 2015)

*"Teachers should set high expectations for every pupil...use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and remove barriers to pupil achievement." (pp. 94)*

### In reference to the graduated response:

*"the first response [to inadequate progress] should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class/subject teacher, working with the SENCO should assess whether the child has SEN." (pp. 95)*

*"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TA's or specialist staff" (pp. 99)*

*"The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching." (pp. 101)*

### Links to the literature:

- Cheminais (2000) claims that understanding terminology and definitions of and around SEND is *"essential for all trainee and newly qualified teachers and TAs"* (p. 4).
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- There are vast numbers of acronyms used in education (and in SEND) and it is not always clear if teaching staff understand what they represent or mean (The Secret Teacher, 2015). Using these acronyms without being able to explain them creates opportunity for misconception, which is accentuated as their use proliferates.

Slide 26:

## Misconception?

*“Identifying SEND in pupils is part of my role”*

Understand our roles and statutory responsibilities to pupils covered in relevant legislation

### Links to the literature:

- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- Much research emphasises that teachers feel unprepared to teach pupils with SEND in their classrooms (Vickerman and Coates, 2009 ; Norwich and Nash, 2011; MacBlain and Purdy, 2011), it may well be reasoned that teachers do not adequately grasp the extent of their responsibilities to *“have a clear understanding of the needs of all pupils, including those with special educational needs”* (DfE, 2011 p. 12), or those responsibilities outlined in the SEND Code of Practice (DfE and DoH, 2015).

### Slide 27:

## Statutory Guidance: Teachers' Standards (DfE, 2011)

*"A teacher must set goals that stretch and challenge pupils of all abilities" (pp. 10)*

### A teacher must:

*"have a clear understanding of the needs of all pupils, including those with special educational needs..." (pp.12)*

*"Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these"*

### Links to the literature:

- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- Much research emphasises that teachers feel unprepared to teach pupils with SEND in their classrooms (Vickerman and Coates, 2009 ; Norwich and Nash, 2011; MacBlain and Purdy, 2011), it may well be reasoned that teachers do not adequately grasp the extent of their responsibilities to *"have a clear understanding of the needs of all pupils, including those with special educational needs"* (DfE, 2011 p. 12), or those responsibilities outlined in the SEND Code of Practice (DfE and DoH, 2015).

### Slide 28:



## Statutory Guidance: SEND Code of Practice (DfE and DoH, 2015)

*"In deciding whether to make special educational provision, the **teacher** and SENCO should consider all of the information gathered..." (pp. 99)*

*"Where progress continues to be less than expected, the class or subject teacher, working with the SENCO, should assess whether the child has SEN" (pp. 95).*

*"All those who work with children and young people should be alert to emerging difficulties and respond early" (pp. 95)*

### Links to the literature:

- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- Much research emphasises that teachers feel unprepared to teach pupils with SEND in their classrooms (Vickerman and Coates, 2009 ; Norwich and Nash, 2011; MacBlain and Purdy, 2011), it may well be reasoned that teachers do not adequately grasp the extent of their responsibilities to *"have a clear understanding of the needs of all pupils, including those with special educational needs"* (DfE, 2011 p. 12), or those responsibilities outlined in the SEND Code of Practice (DfE and DoH, 2015).

### Slide 29:

### Misconception?

*“As a newly qualified teacher (NQT) there is little expectation of me to support and direct parent involvement in identifying/supporting pupils with SEND”*

Understand our roles and statutory responsibilities to pupils covered in relevant legislation

#### Links to the literature:

- Early-career teachers can feel overwhelmed in schools (DfE, 2018d) and may feel that because they are new, responsibilities such as those outlined above are not assumed immediately.
- It is important that participants are aware of their responsibilities to all pupils and stakeholders (i.e. parents)
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- Working with parents (generally and in relation to SEND) is identified as crucial by a number of authors (Taylor, 2017; Broomhead, 2015).

Slide: 30

## Statutory Guidance: Teachers' Standards (DfE, 2011)

*"Fulfil wider professional responsibilities" (pp. 13)*

**A teacher must:**

*"...work with parents in the best interests of their pupils" (pp.10)*

*"...communicate effectively with parents with regard to pupils' achievements and well-being" (pp.13).*

Links to the literature:

- It is important participants continue to be aware of their responsibilities to work with parents (Teachers' Standards, DfE, 2011; SEND Code of Practice, DfE and DoH, 2015)
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).

Slide: 31

## Statutory Guidance: SEND Code of Practice (DfE and DoH, 2015)

*"...ensure decisions are informed by the insights of parents and those of children and young people themselves" (pp. 25)*

*"Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified" (pp. 101).*

*"Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them..." (pp. 104)*

### Links to the literature:

- It is important participants continue to be aware of their responsibilities to work with parents (Teachers' Standards, DfE, 2011; SEND Code of Practice, DfE and DoH, 2015)
- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).

### Slide 32:

## Misconceptions



### Links to the literature:

- Understanding of relevant legislation and guidance has a strong positive relationship with teacher self-efficacy (Ekins et al., 2016).
- Cheminais (2000) claims that understanding terminology and definitions of and around SEND is “*essential for all trainee and newly qualified teachers and TAs*” (p. 4).

### Slide 33:

## Aims



Reflect on our understandings of SEND



Understand our roles and statutory responsibilities to pupils covered in relevant legislation



Familiarise ourselves with SEND terminology

Slide 34:

### Self-Study Task

The SEN Code of Practice (2015) places a legal requirement for schools to, *"...set out its SEN policy and information on its approach to supporting children and young people with SEN"* (pp. 55)

#### TASK

Find and access your schools SEN(D) policy. Read it (briefly) and bring it with you next week. If you can, consider 1-2 interesting points or salient features of the document you think warrant further discussion.

Links to the literature:

- Participants are tasked with taking on self-directed learning tasks which offer the opportunity to utilise or further explore aspects contained within the training

session. The purpose was to offer an opportunity to situate participants' learning in the organic environment, offer an opportunity to practically implement the skills and knowledge obtained through the intervention and reinforce learning (Werth and Werth, 2011).

Slide 35:

### Additional Resources

- Twitter is a great resource!
- Education Endowment Foundation <https://educationendowmentfoundation.org.uk/>
- **Mindfulness**- free mindfulness activities available at <http://www.freemindfulness.org/download> and <https://positivepsychologyprogram.com/mindfulness-exercises-techniques-activities/>
- **Understanding emotions**- free activities to support CYP development of emotions and assess level of understanding <https://childhood101.com/helping-children-manage-big-emotions-printable-emotions-cards/>

Slide 36:

## Discussion

### Any questions?

- SEND and teaching
- EPs and the role of the EP
- The current research project
- Myself or the service
- Additional Materials



#### Links to the literature:

- Participants are offered the opportunity to ask any questions relating to the content discussed in the first session or anything relating to the research.
- Participants are informed that the researcher will remain behind after every session for 30 minutes to discuss any questions, queries or concerns they may have.

#### Slide 37:



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Slide 38:

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Department for Education. (2019b). Special educational needs: an analysis and summary of data sources [pdf] Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/804374/Special\\_educational\\_needs\\_May\\_19.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/804374/Special_educational_needs_May_19.pdf) [Accessed: 9 Jul. 2019].

Monsen, J.J., Ewing, D.L. and Boyle, J. (2015). Psychometric properties of the revised teachers' attitude toward inclusion scale. *International Journal of School & Educational Psychology*, 3(1), pp.64-71.

Tschannen-Moran, M. and Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7), pp.783-805.

## Session 2:

### Slide 1:

#### Entry Task: Assignment

The SEN Code of Practice (2015) places a legal requirement for schools to,  
*“...set out its SEN policy and information on its approach to supporting  
children and young people with SEN”* (pp. 55)

#### TASK

Find and access your schools SEN(D) policy. Read it (briefly) and bring it with you next week. If you can, consider 1-2 interesting points or salient features of the document you think warrant further discussion.

### Links to the literature:

- Follow-up on self-study task. Participants were asked to find and read (skim!) their schools' SEND policy. For those that weren't able to complete the task, I found each of their schools' SEND policy online and highlighted some key information which may have been new to them, information we hadn't yet considered or information that we had talked about in the previous session.

### Slide 2:

## SEN Policies

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - a. it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - b. the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision map and aim to support improved interaction skills, emotional resilience and well-being.

These target the broad areas of need:

1. Cognition and learning
2. Behavioural, emotional and social
3. Communication and interaction
4. Sensory and/or physical

Some interesting points I found whilst exploring SEN policies...

Links to the literature:

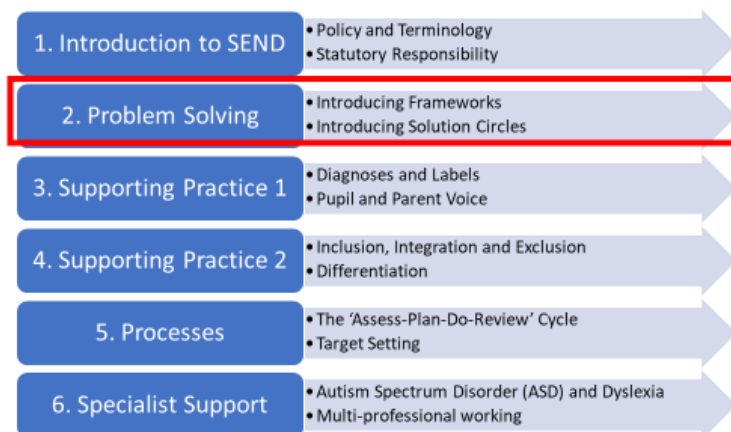
Follow-up on self-study task. Participants were asked to find and read (skim!) their schools' SEND policy. For those that weren't able to complete the task, I found each of their schools' SEND policy online and highlighted some key information which may have been new to them, information we hadn't yet considered or information that we had talked about in the previous session.

Slide 3:

## Session 2- Problem Solving

Lewis Field (Year 3 Trainee EP)

### Slide 4:



### Slide 5:

## Aims



Discuss Models of Disability



Explore the use of a problem solving framework





Introduce and utilise solution circles

### Links to the literature:

- Each session within the training intervention is prefaced and ended with the aims of the session
- The aims of the second session are outlined. The purpose is to discuss what is meant by the term disability, forming the basis of discussions around inclusion, which some research suggests that teachers may struggle with (Maher, 2010; Hodgkinson, 2006). The second aim is to introduce participants to a problem-solving framework in the form of the Interactive Factors Framework (IFF) (Frederickson and Cline, 2009) and utilise this for given and donated case studies. The final aim is to introduce and complete a Solution Circle (Forest and Pearpoint, 1996).

### Slide 6:

### Ground rules...

-  Confidentiality
-  Respect
-  Pupil anonymity/confidentiality
-  Ask Questions
-  Teacher Power

#### Links to the literature:

- The 'ground rules' are explained to participants

Simply, these are that

- What we discuss in the intervention largely stays within the room, though normal safeguarding caveats apply. Whilst we are encouraged to use and talk about what we have heard and learned with our colleagues outside of the intervention, we must do so in a way that does not identify another individual. Use learning not names.
- We respect the opinions of others, inside and out of the group.
- We retain the confidentiality of the pupils we discuss by not discussing names. If we need to use a name, then a pseudonym will be used.
- Participants are encouraged to ask questions.

It is important throughout that the participants recognise that they have knowledge and expertise and so this should be championed and celebrated. This is not simply

an exercise in knowledge transmission (Lawson et al., 2013; Florian and Spratt, 2013; Ekins et al., 2016).

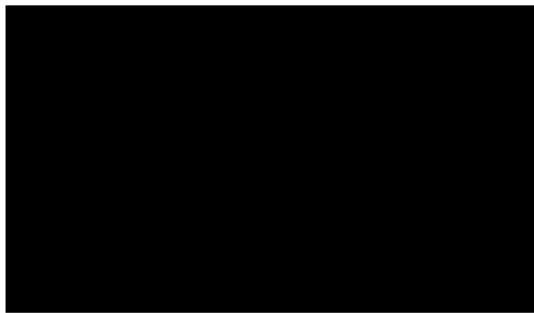
Slide 7:

### **Starter: Drawbridge Exercise**

Read the 'Drawbridge Exercise' task.

Whose fault do you apportion (most of) the blame to?

Why?



Discuss  
Models of  
Disability

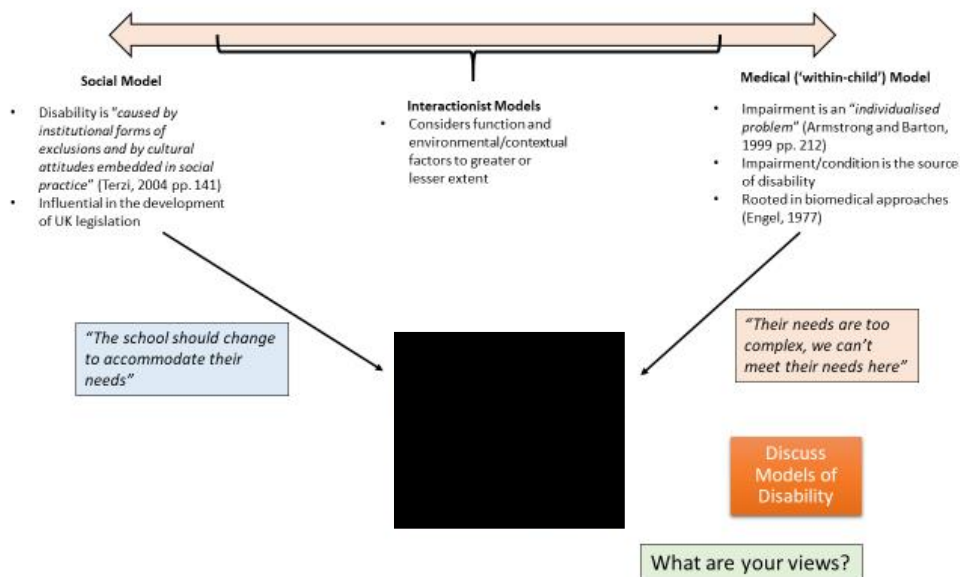
Links to the literature:

- As a starter activity, in order to encourage participants to begin discussions, the trainer introduces the Drawbridge Exercise (Katz, 1978) to encourage discussions around behaviour and factors contributing to others behaviour.
- The Drawbridge Exercise was originally purposed to promote discourse around how power, authority and societal values influence our apportion of blame. It was somewhat repurposed and utilised in a similar manner to Foster-Fisherman (1996) who looked to explore the wider apportion of blame to those in society who are perceived to have agency.
- The aim is to think ask participants to rank individually and then as a group, who they apportion most of the blame to in this scenario. Similar to the format

considered by Perera-Diltz and Greenidge (2018), participants will be encouraged to think about reactions, thoughts and feelings and apply this, to how we think about children behaving in our classrooms. Question prompts may include- 'To what extent can we 'blame' the child for their behaviour?' and 'What role do your actions and reactions play in contributing to current or future behaviour?'.

Slide 8:

## Models of Disability



Links to the literature:

- The purpose of this content is to provide a frame of reference and understanding for societal approaches and changes in attitudes to disability over time (Armstrong and Barton, 1999)
- In line with society, education has made strides towards inclusivity which has reciprocally influenced the way in which schools, pupils, teachers and other



stakeholders perceive pupils with SEND. Providing teachers with this frame of reference is important for their ability to discuss and describe its presence.

- This content is included to encourage participants to think critically about how they define their beliefs about disability and inclusion.

Slide 9:

### Formulation

*"If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions."*

- Formulation is about conceptualising the problem
- A way of capturing the multi-dimensional factors influencing a presenting issue
- Developing testable hypotheses

Explore the use  
of problem  
solving  
frameworks

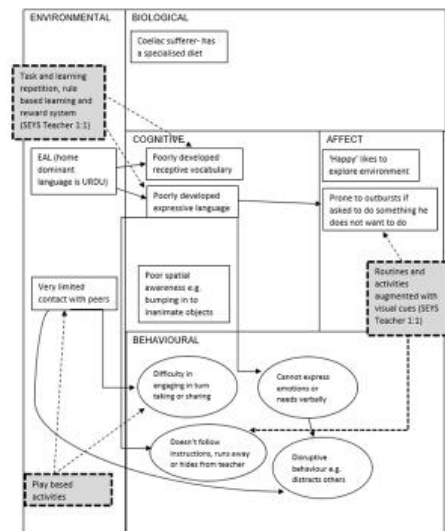
Links to the literature:

- As part of providing participants with a useful tool to facilitate their problem solving-skills, participants are introduced to the concept of formulation; constructing a 'best-fit hypothesis' by understanding the varying factors which influence and contribute to a particular state (Cameron, 2006).
- We are then able to think suggest and develop interventions which may support individuals' in areas in which they are experiencing difficulty, hopefully, making a difference to the overall state of the individual.

- This approach concurs with Davidow's (1994) view that psychological interventions should be communicated clearly, effectively and transparently.

Slide 10:

### Formulation: Interactive Factors Framework



Explore the use of problem solving frameworks

Links to the literature:

- As part of providing participants with a useful tool to facilitate their problem solving-skills, participants are introduced to the concept of formulation; constructing a 'best-fit hypothesis' by understanding the varying factors which influence and contribute to a particular state (Cameron, 2006).
- We are then able to think, suggest and develop interventions which may support individuals' in areas in which they are experiencing difficulty, hopefully, making a difference to the overall state of the individual.
- This approach concurs with Davidow's (1994) view that psychological interventions should be communicated clearly, effectively and transparently.

- Teachers can be seen as capable problem-solvers, the results of which can be positive for students (Monsen and Woolfson, 2012). Therefore, teachers should be provided the tools in which they may be better able to complete this task.

Slide 11:

### Activity: Formulation

- Read the case study
- Map the presenting difficulties onto the formulation framework
- Can you identify any links between the presenting difficulties?

#### 2 minute solutions...

What could you do to bring about positive change for this child?

Think about how these changes could address the presenting difficulties

Explore the use of problem solving frameworks

Links to the literature:

- As part of providing participants with a useful tool to facilitate their problem solving-skills, participants are introduced to the concept of formulation; constructing a 'best-fit hypothesis' by understanding the varying factors which influence and contribute to a particular state (Cameron, 2006).
- We are then able to think suggest and develop interventions which may support individuals' in areas in which they are experiencing difficulty, hopefully, making a difference to the overall state of the individual.
- This approach concurs with Davidow's (1994) view that psychological interventions should be communicated clearly, effectively and transparently.

- Teachers can be seen as capable problem-solvers, the results of which can be positive for students (Monsen and Woolfson, 2012). Therefore, teachers should be provided the tools in which they may be better able to complete this task.
- An example of how participants completed this task is available in Appendix 32.

Slide 12:

### Solution Circles: An Overview

Solution Circles were developed by Forrest and Pearpoint (1996) as a “*creative problem-solving tool*” which assumes capacity of the users (Brown and Henderson, 2012 pp. 180).

Roles:

- Problem presenter (who discusses a problem they have with an individual pupil, group of pupils, class, wider school issue)
- Process facilitator (manager, time keeper)
- Note taker/recorder (who records the discussion on flip chart paper as the discussion takes place)
- Brainstorm team

Introduce and  
utilise solution  
circles

Links to the literature:

- Participants are introduced to Solution Circles (Forest and Pearpoint, 1996) as a problem-solving framework. Participants are encouraged and ‘empowered’ through their collective knowledge, which the Solution Circle framework will provide for them an opportunity to share and demonstrate.
- Some research suggests that many of the skills teachers utilise to support pupils exist on the “continuum of pedagogic approaches” (Lawson et al., 2013 p. 149). Therefore, it is proposed that participants are able, if given suitable

opportunity, to provide strategies within their own practice for pupils with whom they are currently experiencing difficulty with.

- Utilisation of this component is heavily rooted in the belief that teachers are competent and capable practitioners and, rather than reinforcing a 'knowledge-deficit' approach, this training intervention also seeks to celebrate and amplify their skills (Florian and Spratt, 2013).
- Participants will complete a Solution Circle (30 minutes) every week for the remaining sessions (4 more sessions) by which time, they will be independently able to conduct, manage and run a Solution Circle.
- Examples of output offered in Appendix 31,

Slide 13:

### Solution Circles: Step 1 Presentation

#### **Step One** (6 minutes):

The **problem presenter** will have 6 uninterrupted minutes to **outline the problem**. The job of the process facilitator is to keep time and make sure no one interrupts. The recorder takes notes. Everyone else (the brainstormers) listens. If the problem presenter stops talking before the six minutes elapse, everyone else stays silent until the 6 minutes pass. This is key! The problem presenter gets 6 **uninterrupted** minutes.

Introduce and  
utilise solution  
circles

Slide 14:

## Solution Circles: Step 2

### **Step two** (6 minutes):

This is a brainstorm. Everyone chimes in with ideas about creative solutions to what they just heard. It is not a time to clarify the problem or to ask questions. It is not a time to give speeches, lectures or advice. The process facilitator must make sure this is a brainstorm. Everyone gets a chance to give their brilliant ideas. No one must be allowed to dominate. The problem presenter listens - without interrupting. He/she must not talk or respond. We often give the person masking tape to facilitate their listening. It's hard to just listen!

Introduce and  
utilise solution  
circles

Slide 15:

## Solution Circles: Step 3

### **Step 3** (6 minutes) :

Now the group can have a dialogue led by the problem presenter. This is time to explore and clarify the problem. Focus on the positive points only and not what can't be done.

Introduce and  
utilise solution  
circles

Slide 16:

## Solution Circles: Step 4

### **Step 4** (6 minutes):

The First Step. The focus person and the group decide on first steps that are doable within the next 3 days. At least ONE step should be initiated within 24 hours. This is critical. Research shows that unless a first step is taken almost immediately, people do not get out of their ruts. A coach from the group volunteers to phone or see the person within 3 days and check if they took their first step.

Introduce and  
utilise solution  
circles

Slide 17:

## Solution Circles: Review

Finally the group just does a round of words to describe the experience and the recorder gives the record to the focus person. If in a large group, the teams returns to the main group, debrief and continue.

Introduce and  
utilise solution  
circles

Slide 18:

## Activity: Implementing Practice

*Think of a 'case' or presenting 'problem' in your practice currently*

OR

*Read the case study*

With the people around you, decide on your roles. You will be running your own solution circle. Think about the process as you complete it- does it feel useful?

Introduce and  
utilise solution  
circles

Slide 19:

## Assignment

### TASK

Identify a pupil in your class with an SEN. Use the knowledge you have available to you to try to utilise the framework for practice to conceptualise the CYP needs.

Spend no more than 10-15 minutes on this task!

The purpose is to gain a greater understanding of the factors influencing the CYP needs- are there any strategies that you think might be useful?

**Bring this to the next session!**

Links to the literature:

- Participants are tasked with taking on self-directed learning tasks which offer the opportunity to utilise or further explore aspects contained within the training



session. The purpose was to offer an opportunity to situate participants' learning in the organic environment, offer an opportunity to practically implement the skills and knowledge obtained through the intervention and reinforce learning (Werth and Werth, 2011).

Slide 20:

## Aims



Review SEND policy



Explore the use of a problem solving framework



Introduce and utilise solution circles

Slide 21:

## Discussion

Any questions?

- Problem Solving Frameworks
- Solution Circles

Links to the literature:

- Participants are offered the opportunity to ask any questions relating to the content discussed in the second session or anything relating to the research.
- Participants are informed that the trainer will remain behind after every session for 30 minutes to discuss any questions, queries or concerns they may have.

Slide 22:

## References

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## Slide 23:

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### Session 3:

Slide

#### Entry Task: Assignment

##### TASK

Identify a pupil in your class with an SEN. Use the knowledge you have available to you to try to utilise the framework for practice to conceptualise the CYP needs.

Spend no more than 10-15 minutes on this task!

The purpose is to gain a greater understanding of the factors influencing the CYP needs- are there any strategies that you think might be useful?

**Bring this to the next session!**

Links to the literature:

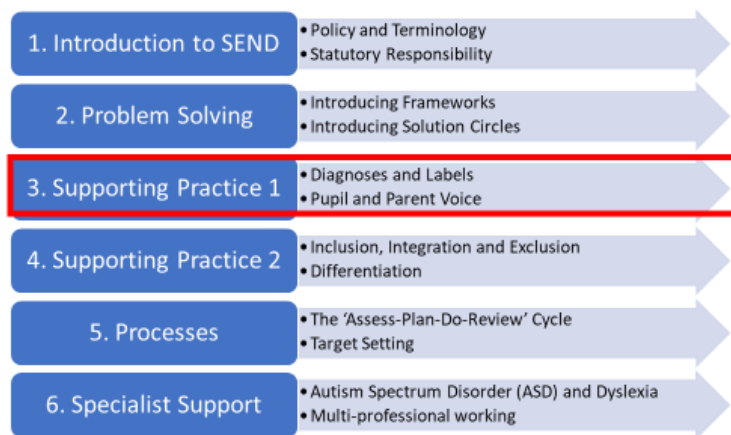
- Participants are tasked with taking on self-directed learning tasks which offer the opportunity to utilise or further explore aspects contained within the training session. The purpose was to offer an opportunity to situate participants' learning in the organic environment, offer an opportunity to practically implement the skills and knowledge obtained through the intervention and reinforce learning (Werth and Werth, 2011).

Slide

## *Session 3- Supporting Practice 1*

Lewis Field (Year 3 Trainee EP)

### Slide



### Slide

## Aims



Discuss the benefits and limitations of diagnoses



Explore the importance and techniques for gathering pupil/parent voice



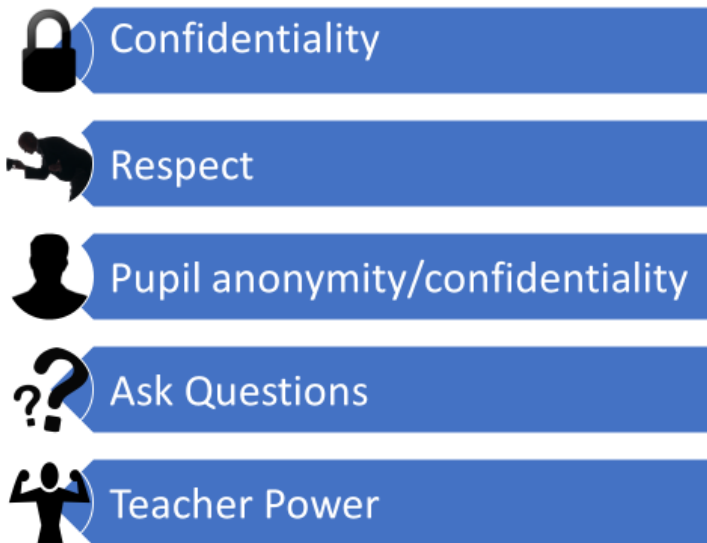
Conduct a Solution Circle independently

### Links to the literature:

- Each session within the training intervention is prefaced and ended with the aims of the session
- The aims of the third session are outlined. Participants are exposed to a contemporary controversy within SEND and education regarding the use of labels and diagnoses. The aim is for participants to engage in discussion, outline and critique their beliefs in light of the arguments for and against the use of labels/diagnosis outlined by Callard et al. (2013). Participants will then explore the utility in gathering the views of pupils and parents (SEND Code of Practice, DfE and DoH, 2015), including through the provision of tools to support them in this. Participants will then conduct their second Solution Circle (Forest and Pearpoint, 1996).

### Slide

### Ground rules...



#### Links to the literature:

- The 'ground rules' are explained to participants

Simply, these are that

- What we discuss in the intervention largely stays within the room, though normal safeguarding caveats apply. Whilst we are encouraged to use and talk about what we have heard and learned with our colleagues outside of the intervention, we must do so in a way that does not identify another individual. Use learning not names.
- We respect the opinions of others, inside and out of the group.
- We retain the confidentiality of the pupils we discuss by not discussing names. If we need to use a name, then a pseudonym will be used.
- Participants are encouraged to ask questions.
- It is important throughout that the participants recognise that they have knowledge and expertise and so this should be championed and celebrated.

This is not simply an exercise in knowledge transmission (Lawson et al., 2013; Florian and Spratt, 2013; Ekins et al., 2016).

Slide

### Starter: SEND in the news...

**Give schools incentives to admit more special needs children, councils urge**  
And Ofsted should focus on how inclusive classrooms are, says Local Government Association  
Eleanor Busby Education Correspondent  
Wednesday 29 August 2019 07:57

**The special needs industry is a gigantic con. What pupils really need is to be taught properly**

**More than 75 per cent of Steiner schools across the UK are failing to provide a decent education, Ofsted inspectors announce**

- In total, 77 per cent of Steiner schools have been judged to be less than good
- The schools are favoured by parents who prefer less rigid education for children
- To compare just 15 per cent of state-funded schools found to be less than good

**These loving mums both have sons with special needs. So why do they argue it's time to end the well-meant policy of sending them to mainstream schools?**

- Mothers shared the difficulties of getting their sons into special need schools
- Caroline, 51, has a six year old son who is autistic and has harmed other children
- She says people petition for her son to be removed from the mainstream school
- Zoe, 42, has an eleven year old son suffers ADHD and no longer goes to school
- She revealed her family have spent £3,000 trying to get support for him
- Around 1 million kids with special educational needs are in mainstream schools

What themes emerge from these headlines?

How do you think SEND is discussed in the media?

Links to the literature:

- One of the aims of this session is to think about how terminology and language around SEND is constructed and utilised. This is partly explored through the Callard et al. (2013) article, but also through how language is used every day by people and the media. The slide depicts a number of articles relating to SEND which participants discuss and explore their understanding of, including at face value and the meaning behind the headlines.

Slide



## Diagnosis- Is labelling enabling or disabling?

### Activity

Read the article by Callard et al. (2013)

1. Characterise the arguments for and against diagnosis
2. Can you add any further arguments for and against?



Discuss the benefits and limitations of diagnoses

### Links to the literature:

- Participants are given a few minutes to read a very short article from Callard et al. (2013), which outlines, unambiguously, a number of benefits and drawbacks of using or not using labels and diagnoses. Participants are asked, in groups, to either categorise arguments for or against (plus any more they can think of).

### Slide

## Diagnosis- Labelling is disabling

*"The route to empowerment lies through socially just welfare systems, appropriate forms of support for people with disabilities, and legal frameworks that protect people's rights and combat discrimination"* (Callard et al. 2013 pp. 1)

Poor diagnosis can lead to inappropriate institutionalisation (Callard et al. 2013)

Poor diagnosis leads to misattribution of physical symptoms to diagnosis (Callard et al. 2013).

Diagnosis can *"threaten and devalue young people's self concept and social identity"* (O'Connor et al. 2013 pp. 1)

Those with diagnoses are more likely to be bullied, especially those with psychotic disorders (Angermeyer and Dietrich, 2006).



Discuss the benefits and limitations of diagnoses

### Links to the literature:

- In line with the aim, the purpose of this activity is to consider the implications of language and how this can shape how we think and behave towards pupils (Lauchlan and Boyle, 2007).
- Participants are also encouraged to think about and critique their own conceptions around language use/diagnosis and consider the wider implications of their decision to do so (Pearson, 2009).

### Slide

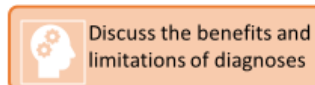
## Diagnosis- Labelling is enabling

Mental health professionals should use their knowledge and skills to help others (Callard et al. 2013)

Diagnoses provide boundaries between illness and other behaviour, including criminality (Callard et al. 2013).

Diagnosis can *"promote social identification and acceptance"* (O'Connor et al. 2013 pp. 1).

Self-awareness of diagnosis can promote self-management (Mogensen and Mason, 2015)

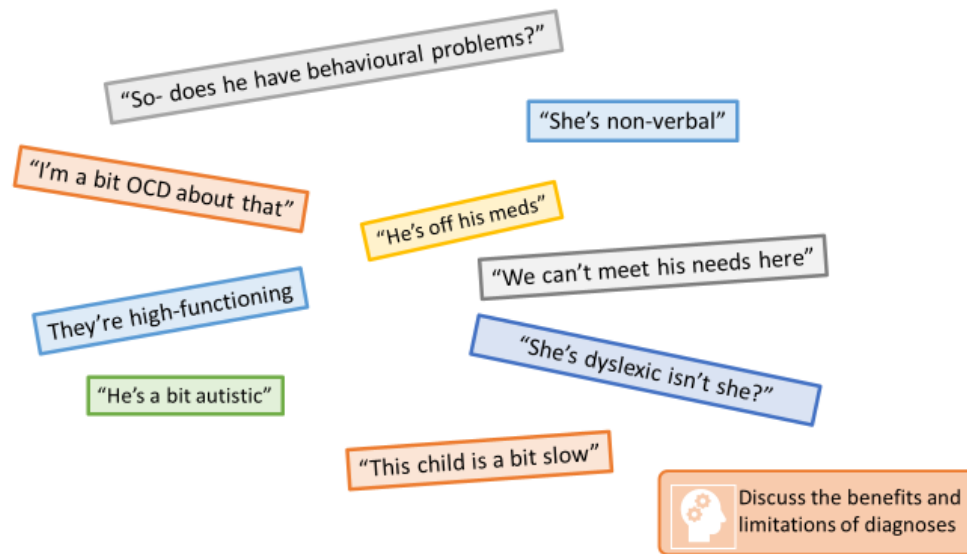


### Links to the literature:

- In line with the aim, the purpose of this activity is to consider the implications of language and how this can shape how we think and behave towards pupils (Lauchlan and Boyle, 2007).
- Participants are also encouraged to think about and critique their own conceptions around language use/diagnosis and consider the wider implications of their decision to do so (Pearson, 2009).

### Slide

Is there anything wrong with these comments?...



Links to the literature:

- Participants are asked whether they have concerns or misgivings regarding these common phrases, in light of their own beliefs and in light of the knowledge they have gained from the previous activity.

Slide

## Diagnosis- Be careful!

"It may not be possible to predict cases where receiving a diagnosis leads to unambiguously positive or negative outcomes, since divergent responses exist within as well as between individuals. A diagnosis may prompt negative self-evaluations that would not otherwise have arisen, yet may simultaneously afford a valuable sense of self-understanding and means of repairing damage to the self-concept.

Similarly, a diagnosis may expose a young person to stigma they would not otherwise experience, yet may also be a gateway to new social identities and rewarding relationships. These multifaceted implications for self-concept and social identity function alongside diagnosis' equally complex implications on other emotional, practical, social and clinical levels 1011 (Callard et al., 2013; Jutel, 2009; Perkins et al., 2018).

Deciding whether to give, seek or accept a diagnosis requires complex calculations that weigh up the costs and benefits it is likely to afford for a certain individual in a certain context. It is particularly important to raise awareness of this complexity among clinicians: while clinical rationale may remain paramount in diagnostic decisions, clinical outcomes will undoubtedly be compromised if a diagnosis impairs a young person's self-worth or social relationships" (O'Connor et al. 2018 pp. 43)



Discuss the benefits and limitations of diagnoses

## Slide

### Some suggestions...

1. **Be mindful of the purpose of diagnosis:** *If a child or young person has a diagnosis, what does this mean for them? If a family are pursuing a diagnosis, what need will this fulfil?*
2. **Think critically:** *are there other ways to formulate the behaviour?*
3. **Be mindful of the use of casual language:** *"I'm a bit OCD"*
4. **Consider 'so what?' questions:** *"X has ADHD". "So what does that mean for them? How does that influence their presenting needs?"*



Discuss the benefits and limitations of diagnoses

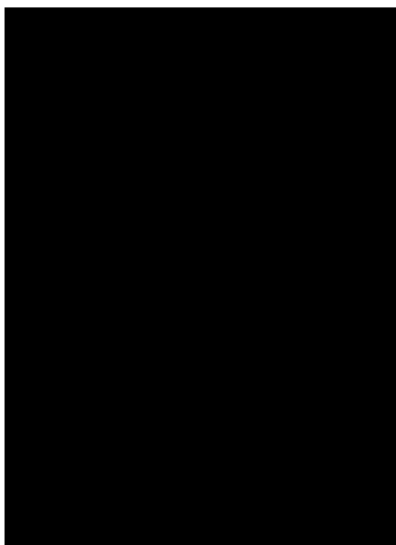
## Links to the literature:

- Participants are advised to think beyond the label (irrespective of the extent to which they agree/disagree with labels) and attempt to uncover the meaning

behind regularly employed language/phrases in schools. Participants are not asked to be critical of others, but to think critically of what is being communicated through the various behaviours.

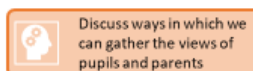
#### Slide

### Gathering Views: Blob Trees



Wilson and Long (2009) created a resource known as 'The Big Book of Blob Trees'

This is a useful symbolic tool for exploring how CYP feel as well as exploring aspirations and establishing targets/goals for achieving these



#### Links to the literature:

- As part of their responsibility to work with parents and ensure that “*positive dialogue between parents, teachers and others to be maintained*” (DfE and DoH, 2015 p. 20), participants are offered an array of tools that they might find useful for engaging with both parents and pupils.
- Article 12 of the UNCRC states that “*Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously*”. (United Nations General Assembly, 1989)
- Person-centred Planning Tools are utilised as a framework to support the uncovering of parent and pupil views. Person-centred planning tools have been

posited as efficacious tools in supporting the inclusion of pupils with SEND (Corrigan, 2014; Murray and Sanderson, 2007).

- Other tools, such as salmon lines originate from personal construct psychology (PCP). PCP has shown to be effective in gathering views of pupils with SEND (Maxwell, 2006).

Slide

### Gathering Views: Person Centered Planning Tools



#### 'Good Day/Bad Day'

What does a '*good day*' look like for you?  
What does a '*bad day*' look like for you?

What things can happen to have more  
good days and less bad days?

What can we do to turn bad days into  
good days?



Discuss ways in which we  
can gather the views of  
pupils and parents

Slide

## Gathering Views: Person Centered Planning Tools



### 'Relationship Circle'

Useful for identifying the people who are important to the CYP

Useful for identifying important relationships requiring maintenance



Discuss ways in which we can gather the views of pupils and parents

Slide

## Gathering Views: Communication Chart



### 'Communication Chart'

Helpful for conceptualising behaviour as a form of communication

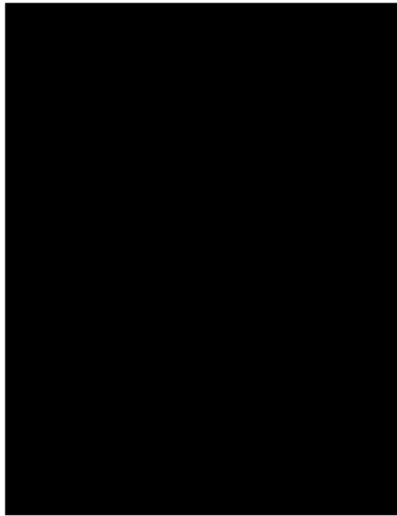


Discuss ways in which we can gather the views of pupils and parents

Slide



## Gathering Views: Decision Making Profile



### 'Decision Making Profile'

- Provides a clear explanation of how a CYP makes a decision and how they can be supported
- Supports staff in fostering an inclusive classroom
- Supports the CYP in enabling and empowering them



Discuss ways in which we can gather the views of pupils and parents

Slide

## Gathering Views: 4+1 Questions



### '4+1 Questions'

- Simple set of questions- useful for use with staff and parents
- 'Shy brilliance'- think about working with colleagues/parents and comparing



Discuss ways in which we can gather the views of pupils and parents

Slide

## Gathering Views: Diamond 9



### 'Diamond 9'

- A way of supporting students to highlight things that are important to them from '*most important> very important> important> less important>least important*'
- Highly flexible, can be used about features of work, aspects of school life, behaviour etc.



Discuss ways in which we can gather the views of pupils and parents

Slide

## Gathering Views: Salmon Lines



1. What do you think a 'good friend' is?
2. What do you think a 'bad friend' is?
3. Where are you now?
4. Where were you a year ago?
5. Where would you like to be next term?
6. Where is your ideal position?

*Adapted from Leadbetter et al. (1999)*



Discuss ways in which we can gather the views of pupils and parents

Slide

## Resources

### Helen Sanderson Associates

<http://helensandersonassociates.co.uk/person-centred-practice/>

### Oldham LA (Person Centred Planning Toolkit)

[https://www.oldham.gov.uk/download/downloads/id/3779/send\\_guidance\\_person\\_centred\\_planning\\_toolkit.pdf](https://www.oldham.gov.uk/download/downloads/id/3779/send_guidance_person_centred_planning_toolkit.pdf)

### Croydon LA (Person Centred Planning Tools)

<https://www.croydon.gov.uk/sites/default/files/articles/downloads/Resource%20%20-%20Talking%20with%20pupils.pdf>

### Essex County Council (Enabling Student Participation)

[https://schools.essex.gov.uk/pupils/sen/Paperwork/Documents/Enabling\\_Pupil\\_Participation\\_USE.pdf](https://schools.essex.gov.uk/pupils/sen/Paperwork/Documents/Enabling_Pupil_Participation_USE.pdf)



Discuss ways in which we can gather the views of pupils and parents

## Slide

### Importance of the views of pupils and parents: Why?

#### Ethically

“Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account” (*Article 12, UNCRC 1989*)

Article 8 of the European Convention on Human Rights protects the right to respect for private and family life, home and correspondence (ECHR, 1950)

Teachers’ standards require that teachers “communicate effectively with parents with regard to pupils’ achievement and wellbeing” (DfE, 2011 pp.13)



Discuss ways in which we can gather the views of pupils and parents

## Links to the literature:

- Participants are offered a range of justifications for the sincere gathering of parents and pupils views in their work (applicable for both pupils with SEND and their families and those pupils without SEND and their families).

Slide

### Importance of the views of pupils and parents: Why?

#### Legally

Schools must:

- *Involve parents in annually reviewing progress*
- *Set outcomes in collaboration with parents (identifying responsibilities)*
- *Meet parents at least 3 times per year*
- *Lead by a teacher with good knowledge of the pupil*
- *Sufficient time to explore parents' views*
- *Views of pupil should be included in these discussions*

DfE (2015) COP pp. 104

Education Act (2002) indicates schools are required to have regard about consultation with pupils in connection in the taking of decisions which affect them (DfE, 2002).



Discuss ways in which we can gather the views of pupils and parents

Slide

## Importance of the views of pupils and parents: Why?

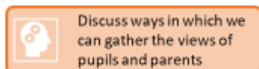
### Educationally

Engaging CYP and parents as stakeholders is crucial in supporting mental health and wellbeing of pupils in schools and colleges (DfE, 2017)

Parental engagement is a powerful lever for raising achievement in schools (Harris and Goodall, 2007)

Established link between home learning environment and pupils' progress at school (EEF, 2018)

The NC encourages the expression of views at all key stages (DfE, 2013; 2014)



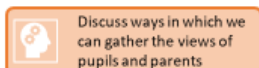
### Slide

## Importance of the views of pupils and parents

Pupil participation, in its purest sense, is difficult to achieve. We must be mindful of:

- 1. Authenticity**- are we intending on gathering views to actually act upon them, or to meet a managerial end? (Roberts and Nash, 2009)
- 2. Inclusion**- is the forum/method of voice collection accessible? Do these voices represent others? Consider the *"unconsulted majority"* (Pedder, 2009 pp. 4)
- 3. Power**- is there a genuine attempt to include the CYP as a collaborator? Consider where their involvement would fit on Hart's Ladder of Participation (Hart, 1992)

*Adapted from Bahou 2011*



### Links to the literature:

- NB: Visual representation of Hart's (1992) 'Ladder of participation'.

### Slide

## Solution Circles: Step 1 Presentation



### **Step One** (6 minutes):

The **problem presenter** will have 6 uninterrupted minutes to **outline the problem**. The job of the process facilitator is to keep time and make sure no one interrupts. The recorder takes notes. Everyone else (the brainstormers) listens. If the problem presenter stops talking before the six minutes elapse, everyone else stays silent until the 6 minutes pass. This is key! The problem presenter gets 6 **uninterrupted** minutes.



Conduct a Solution Circle independently

### Links to the literature:

- Participants are introduced to Solution Circles (Forest and Pearpoint, 1996) as a problem-solving framework. Participants are encouraged and ‘empowered’ through their collective knowledge, which the Solution Circle framework will provide for them an opportunity to share and demonstrate.
- Some research suggests that many of the skills teachers utilise to support pupils exist on the “continuum of pedagogic approaches” (Lawson et al., 2013 p. 149). Therefore, it is proposed that participants are able, if given suitable opportunity, to provide strategies within their own practice for pupils with whom they are currently experiencing difficulty with.
- Utilisation of this component is heavily rooted in the belief that teachers are competent and capable practitioners and, rather than reinforcing a ‘knowledge-deficit’ approach, this training intervention also seeks to celebrate and amplify their skills (Florian and Spratt, 2013).

- Participants will complete a Solution Circle (30 minutes) every week for the remaining sessions (4 more sessions) by which time, they will be independently able to conduct, manage and run a Solution Circle.

Slide

## Solution Circles: Step 2



### **Step two** (6 minutes):

This is a brainstorm. Everyone chimes in with ideas about creative solutions to what they just heard. It is not a time to clarify the problem or to ask questions. It is not a time to give speeches, lectures or advice. The process facilitator must make sure this is a brainstorm. Everyone gets a chance to give their brilliant ideas. No one must be allowed to dominate. The problem presenter listens - without interrupting. He/she must not talk or respond. We often give the person masking tape to facilitate their listening. It's hard to just listen!



Conduct a Solution Circle independently

Slide

### Solution Circles: Step 3



**Step 3** (6 minutes) :

Now the group can have a dialogue led by the problem presenter. This is time to explore and clarify the problem. Focus on the positive points only and not what can't be done.



Conduct a Solution Circle independently

Slide

### Solution Circles: Step 4



**Step 4** (6 minutes):

The First Step. The focus person and the group decide on first steps that are doable within the next 3 days. At least ONE step should be initiated within 24 hours. This is critical. Research shows that unless a first step is taken almost immediately, people do not get out of their ruts. A coach from the group volunteers to phone or see the person within 3 days and check if they took their first step.



Conduct a Solution Circle independently

Slide



## Activity: Solution Circle!

### **Roles:**

- Problem Presenter
- Process facilitator
- Graphic facilitator
- Group

### **Process:**

1. Problem presenter defines the problem- no interruptions (6 minutes)
2. Group brainstorm- problem presenter remains silent. Excellent ideas shared- no clarification! (6 minutes)
3. Dialogue- things can be clarified, questions can be asked. Focus on positives only- **not** what can't be done!
4. Next Steps- identify at least two next steps- one of which to be completed in the next 24 hours.



Conduct a Solution Circle independently

Slide

## Solution Circles: Review



Finally the group just does a round of words to describe the experience and the recorder gives the record to the focus person. If in a large group, the teams returns to the main group, debrief and continue.



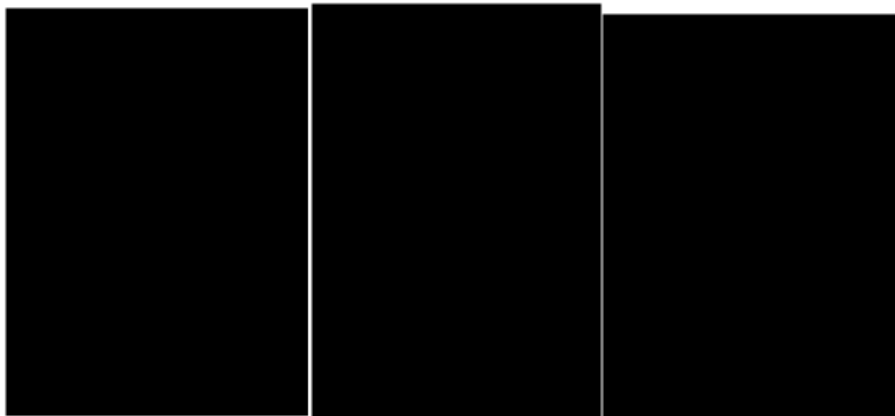
Conduct a Solution Circle independently

Slide

## Assignment

### TASK

Attempt to utilise one of the tools to collect the views of a CYP or a parent.



### Links to the literature:

- Participants are tasked with taking on self-directed learning tasks which offer the opportunity to utilise or further explore aspects contained within the training session. The purpose was to offer an opportunity to situate participants' learning in the organic environment, offer an opportunity to practically implement the skills and knowledge obtained through the intervention and reinforce learning (Werth and Werth, 2011).
- In this task specifically, participants are tasked with utilising the aforementioned resources to gather the views of pupils/parents. Again, participants are asked to do this in the context of fulfilling their role requirements and to use these tools if the opportunity presents. Reflections will be welcomed.

### Slide

## Discussion

### Any questions?

- Resources?
- Solution Circles
- Pupil/Parent views
- Anything else!

#### Links to the literature:

- Participants are offered the opportunity to ask any questions relating to the content discussed in the second session or anything relating to the research.
- Participants are informed that the trainer will remain behind after every session for 30 minutes to discuss any questions, queries or concerns they may have.

#### Slide

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- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)
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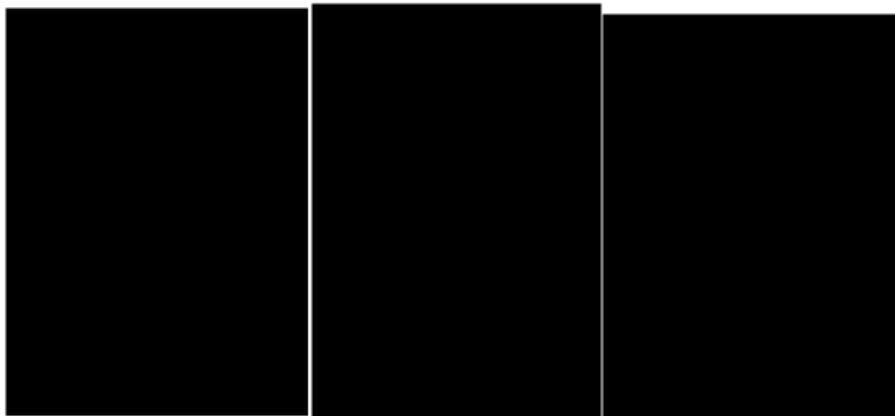
## Session 4:

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### Entry Task: Assignment

#### TASK

Attempt to utilise one of the tools to collect the views of a CYP or a parent.



Links to the literature:

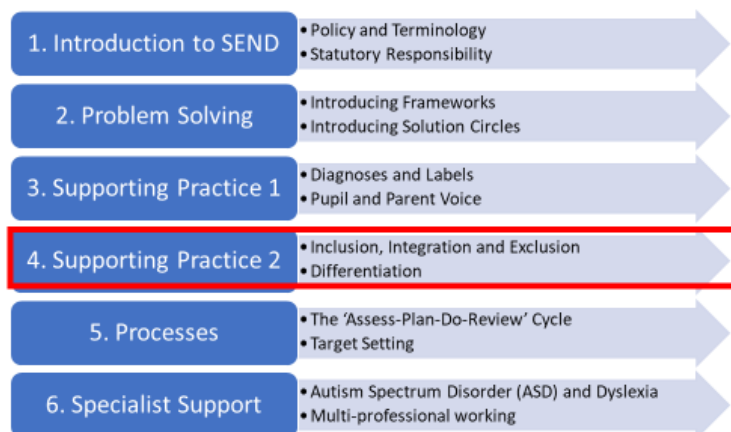
- Participants are tasked with taking on self-directed learning tasks which offer the opportunity to utilise or further explore aspects contained within the training session. The purpose was to offer an opportunity to situate participants' learning in the organic environment, offer an opportunity to practically implement the skills and knowledge obtained through the intervention and reinforce learning (Werth and Werth, 2011).
- In this task specifically, participants were tasked with utilising the aforementioned resources to gather the views of pupils/parents. Participants were asked to do this in the context of fulfilling their role requirements and to use these tools if the opportunity presents. Reflections were welcomed. .

Slide

## Session 4- Supporting Practice 2

Lewis Field (Year 3 Trainee EP)

### Slide



### Slide

## Aims



Discuss the differences between integration, inclusion and exclusion



Explore the features of effective differentiation



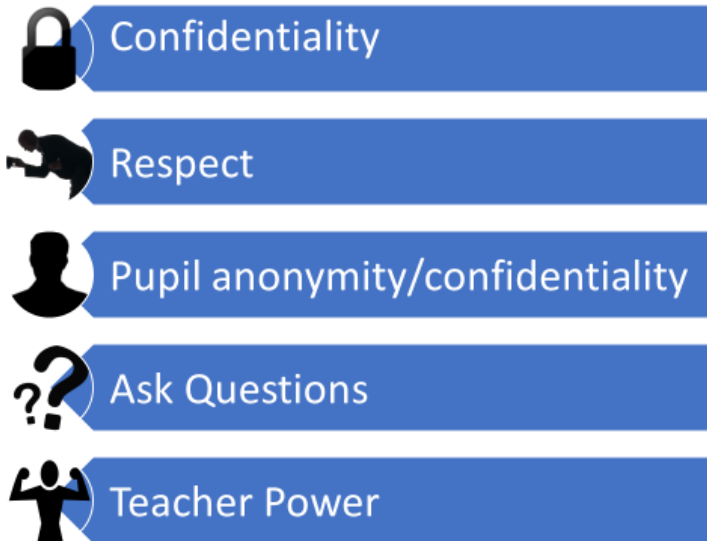
Conduct a Solution Circle independently

### Links to the literature:

- Each session within the training intervention is prefaced and ended with the aims of the session
- The aims of the fourth session are outlined. Participants are tasked with identifying the differences between inclusion, integration and exclusion and exploring what each of these looks like in practice and discuss ways in which we can move more towards inclusion for all pupils.
- Participants are then exposed to different forms of differentiation and how these can be accommodated within practice. Participants then conduct their third Solution Circle (Forest and Pearpoint, 1996), independently.

### Slide

### Ground rules...



#### Links to the literature:

- The 'ground rules' are explained to participants

Simply, these are that

- What we discuss in the intervention largely stays within the room, though normal safeguarding caveats apply. Whilst we are encouraged to use and talk about what we have heard and learned with our colleagues outside of the intervention, we must do so in a way that does not identify another individual. Use learning not names.
- We respect the opinions of others, inside and out of the group.
- We retain the confidentiality of the pupils we discuss by not discussing names. If we need to use a name, then a pseudonym will be used.
- Participants are encouraged to ask questions.

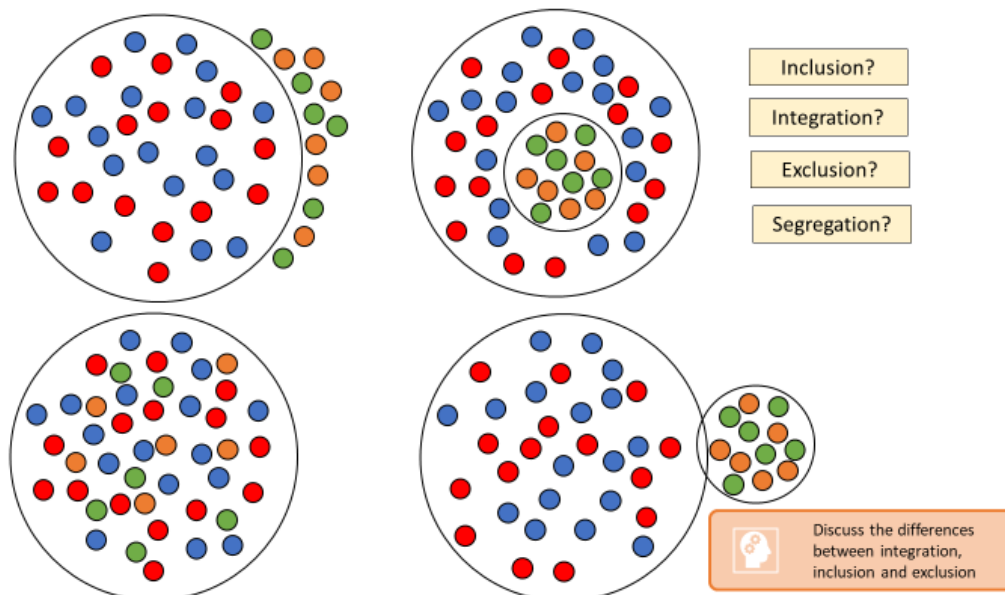
It is important throughout that the participants recognise that they have knowledge and expertise and so this should be championed and celebrated. This is not simply



an exercise in knowledge transmission (Lawson et al., 2013; Florian and Spratt, 2013; Ekins et al., 2016).

Slide

**Starter: What is the difference between these?**



Links to the literature:

- Positive attitudes towards 'inclusion' fall in NQTs whilst their definitions of inclusion narrow (Hodkinson, 2006). This aspect of the training was about discussing how inclusion is about all pupils, though often talked about simply benefiting some cross-sections of pupil populations.
- Discussing, identifying and being open about the tensions that exist between the philosophy and implementation of inclusive practice are crucial (McIntyre, 2009)
- Teachers often struggle to differentiate between inclusion and integrations (Maher, 2010). Therefore, demonstrating the difference through illustration elucidates this difference and emphasises what can be done by the community

to promote inclusion, rather than recognising this as the responsibility of the individual to 'fit in' (integration).

## Slide

### Exclusion, Segregation, Integration and Inclusion

**Exclusion is...** to do with occluding pupils with SEND access to education, or aspects of education. There is additional connotation with this in the UK context, as exclusion refers to the policy of removing a pupil from an education provisions (incidentally, pupils with SEND are much more likely to be 'excluded' than their non-SEND counterparts, DfE, 2019a).

**Segregation is...** the process of isolating groups of pupils to be taught in separate learning environments. Some view the teaching of pupils with SEND in separate classes within mainstream as a form of segregation (Wang, 2009).

**Integration is...** "the participation of pupils with disabilities in school activities with other pupils, to the maximum extent which is consistent with the broader overall interests of both the pupils with disabilities and the other pupils in the class/group" (MacGiolla Phádraig, 2007 p. 290). Essentially, integration is about '**fitting in**'. The terms integration and inclusion are sometimes intended to mean the same thing, though this is not always the case!

**Inclusion is...** not centred on the individual 'fitting in' but more concerned in allowing for "the curriculum, the ways of learning, the activities and the atmosphere of the mainstream school all expand to embrace and incorporate all students" (MacGiolla Phádraig, 2007 p. 290). No distinction is made between pupils on the basis of ability/disability, all pupils are viewed as part of the school



Discuss the differences between integration, inclusion and exclusion

## Slide

### Case Study & Discussion

#### Case Study

Guneet experiences difficulty with expressive communication skills, she utilises Makaton to make basic requests and engage with her peers and teaching staff.

- What would be an example of an activity/intervention you could do to improve her **inclusion**?
- What would be an example of an activity/intervention you could do to improve her **integration**?
- What would be an example of an activity/action that resulted in her **segregation**?
- What would be an example of an activity/action that resulted in her **exclusion**?



Discuss the differences between integration, inclusion and exclusion

Links to the literature:

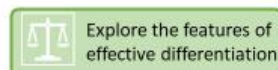
- Offering participants the opportunity to explore what these states look like and how these can be transformed (e.g. integration to inclusion or vice-versa) serves to promote their autonomy and agency in promoting inclusion. Equally, recognising the challenges associated with maintaining an inclusive environment at all times, for the benefit of all pupils in the context of a school environment with policy and rules is important.

Slide

## Differentiation

What does 'good' differentiation look like?

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.



Links to the literature:

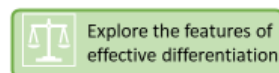
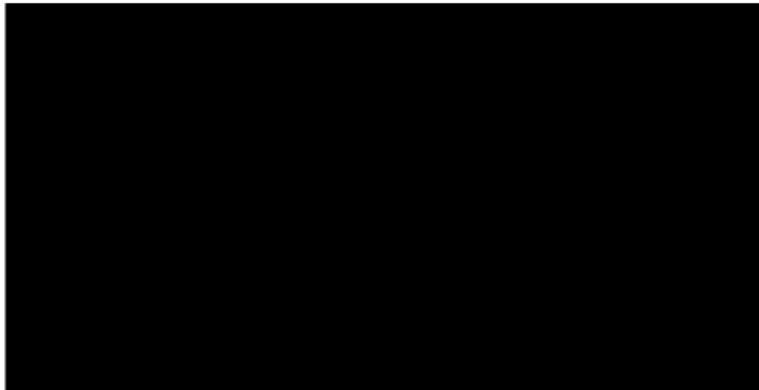
- The SEND Code of Practice (DfE and DoH, 2015) emphasises the importance of appropriate differentiation as crucial in meeting the individual needs of pupils. Teaching staff therefore, should be equipped with knowledge of differentiation, including its psychological roots, in order that they are best placed and equipped to meet the needs of the majority of pupils and to minimise the

incorrect identification of pupils with SEND (Squires et al., 2012), who may simply require appropriately differentiated work.

Slide

## Differentiation: Psychological underpinnings

Vygotsky (1978) Socio-cultural theory



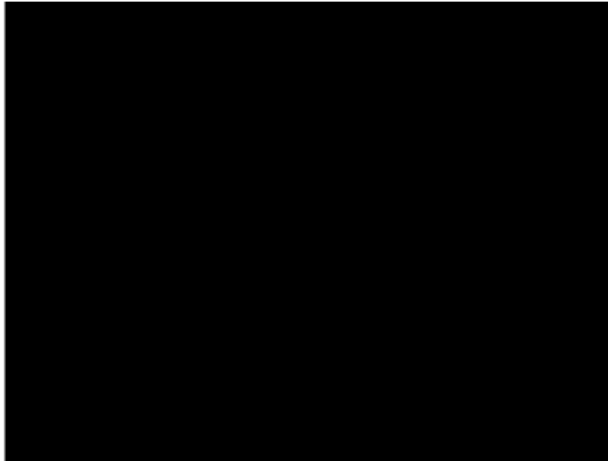
Links to the literature:

- Teachers are exposed to elements of developmental psychology and psychological paradigms throughout their teacher training (Lohse-Bossenz, 2013). By providing representation of popular theories, such as Vygotsky's (1978) Socio-cultural theory, it is hoped that participants gain a greater appreciation for the ways in which the work they do can, through differentiation, appropriately scaffold (all) pupils to achieve more independently. Equally, Bruner's (1966) Constructivist Theory, including three stages of knowledge representation, spiral curriculum and categorisation offers a similar way in which we may explain the importance of differentiation for pupils.
- NB: Image depiction of Vygotsky's Socio-cultural theory

Slide

## Differentiation: Psychological underpinnings

Bruner (1966) Constructivist theory



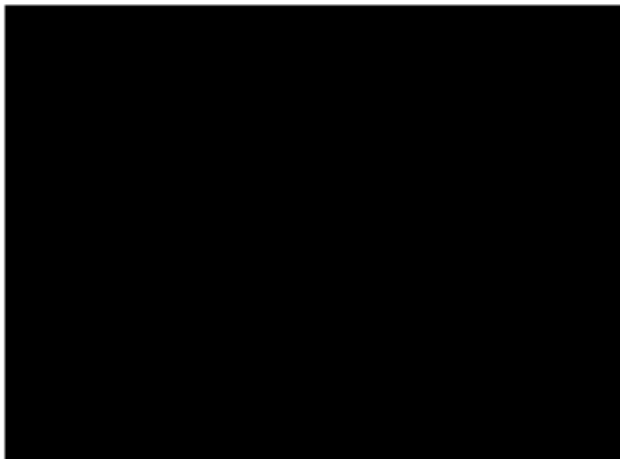
Explore the features of effective differentiation

Links to the literature:

- NB: Image depiction of Bruner's (1966) Constructivist Theory

Slide

## Differentiation



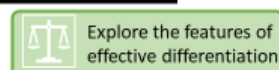
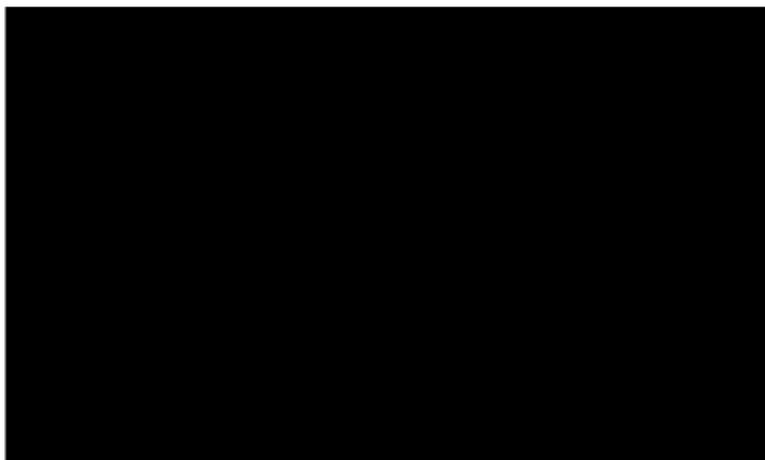
Explore the features of effective differentiation

#### Links to the literature:

- A series of cartoons were used to communicate the need for and difficulties with differentiation.
- NB: This image depicts a number of animals in a line being instructed, "To ensure a fair selection you all get the same test, you must all climb that tree". This cartoon was employed to facilitate participants in considering the pitfalls of using individual measures of standard to a heterogenous population who, are uniquely adapted but required to complete one task which is particularly favourable to one subset.

#### Slide

### Differentiation



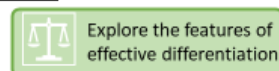
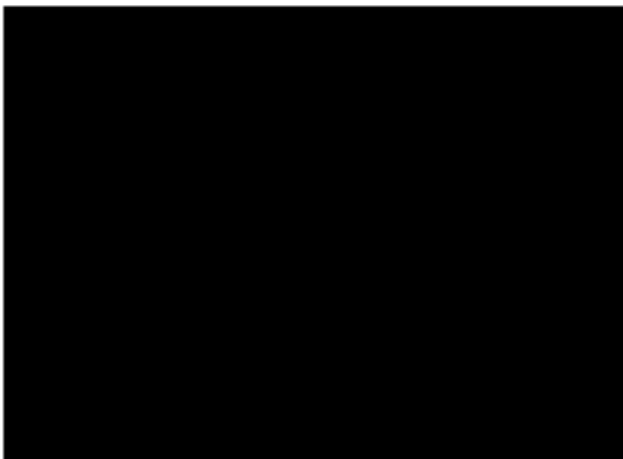
#### Links to the literature:

- A series of cartoons were used to communicate the need for and difficulties with differentiation.

- NB: This image depicts a RE teacher exclaiming to her students, “To simplify matters for you, I’ve managed to condense the Ten Commandments down...” whilst holding a sign simply saying ‘Don’t’. The purpose of this cartoon is to facilitate discussion around the issues with differentiation, in particular, differentiating by outcome, which may be the form of differentiation with which participants are most familiar. This cartoon serves to illustrate the difficulty in differentiating by outcome, ensuring that the purpose of learning is not lost in efforts to differentiate for its outcome.

Slide

## Differentiation



Links to the literature:

- A series of cartoons were used to communicate the need for and difficulties with differentiation.
- NB: This image depicts a class playing a life-sized rocket as part of (presumably) a science lesson. As this task is completed, another pupil is

creating a small, simplistic model of a rocket, on their own and proclaiming, “I don’t want to be differentiated- I want one like theirs!”. This cartoon comments on methods of differentiation through outcome and task and alludes to the issues inherent with these types of differentiation that adequate challenge is not provided, or that the presence of a differentiated task is in itself a form of segregation. The purpose of all of these images is to generate discussion about the practice of differentiation.

## Slide

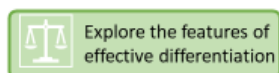
### Types of differentiation

1. Differentiation by attainment grouping

2. Differentiation by task

2. Differentiation by outcome

2. Differentiation by resources

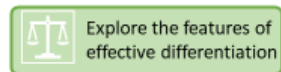
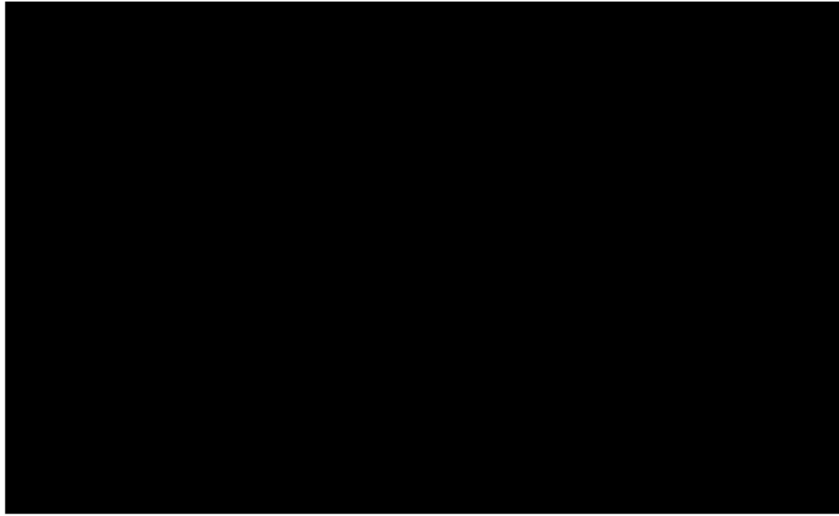


## Links to the literature:

- Participants are introduced to the language of differentiation- with no particular hierarchy provided. Teachers have been shown to demonstrate a poor understanding of differentiation, especially for pupils with SEND (Webster and Blatchford, 2019) and therefore, arming them with the knowledge, understanding and language to address this is important.



## Slide



## Links to the literature:

- A series of cartoons were used to communicate the need for and difficulties with differentiation.

NB: This image depicts an example of differentiation by task and is an example of good practice. The image depicts a 'dinner menu style' lesson (on photosynthesis) in which every pupil completes the starter (shared), pupils select from main course and side dish list of tasks and then come to select an optional dessert.

## Slide

## Quick Fire Differentiation...

Pupil A has identified difficulties with concentration. Their focus is limited and struggle with retaining large amounts of information. Their written work, despite effort, is poor and inhibits opportunity to learn. They engage in safety seeking behaviour, which often preoccupies their focus- likely owing to a background of neglect and trauma.

Pupil B has few friends in the classroom and finds it difficult to 'fit in'. The class is 'cliquey' and they do not have a consistent or reliable group of friends. They get in trouble with the TA/class teacher as they are out of their seat, often to show the teacher the work they have done. Progress stalls often, because they do not have the confidence to pursue work independently.

What could  
you do?



Explore the features of  
effective differentiation

### Links to the literature:

- Participants are then tasked with thinking about the different forms of differentiation we have discussed and to work together to come up with strategies to appropriately differentiate work for pupils in two case studies.
- Participants are equally welcomed to bring pupils in their classes who may not be making sufficient progress and may benefit for input and consideration on differentiation.

### Slide

## Solution Circles: Step 1 Presentation

### **Step One** (6 minutes):

The **problem presenter** will have 6 uninterrupted minutes to **outline the problem**. The job of the process facilitator is to keep time and make sure no one interrupts. The recorder takes notes. Everyone else (the brainstormers) listens. If the problem presenter stops talking before the six minutes elapse, everyone else stays silent until the 6 minutes pass. This is key! The problem presenter gets 6 **uninterrupted** minutes.



Conduct a Solution Circle independently

### Links to the literature:

- Participants are introduced to Solution Circles (Forest and Pearpoint, 1996) as a problem-solving framework. Participants are encouraged and ‘empowered’ through their collective knowledge, which the Solution Circle framework will provide for them an opportunity to share and demonstrate.
- Some research suggests that many of the skills teachers utilise to support pupils exist on the “continuum of pedagogic approaches” (Lawson et al., 2013 p. 149). Therefore, it is proposed that participants are able, if given suitable opportunity, to provide strategies within their own practice for pupils with whom they are currently experiencing difficulty with.
- Utilisation of this component is heavily rooted in the belief that teachers are competent and capable practitioners and, rather than reinforcing a ‘knowledge-deficit’ approach, this training intervention also seeks to celebrate and amplify their skills (Florian and Spratt, 2013).

- Participants will complete a Solution Circle (30 minutes) every week for the remaining sessions (4 more sessions) by which time, they will be independently able to conduct, manage and run a Solution Circle.

Slide

## Solution Circles: Step 2

### **Step two** (6 minutes):

This is a brainstorm. Everyone chimes in with ideas about creative solutions to what they just heard. It is not a time to clarify the problem or to ask questions. It is not a time to give speeches, lectures or advice. The process facilitator must make sure this is a brainstorm. Everyone gets a chance to give their brilliant ideas. No one must be allowed to dominate. The problem presenter listens - without interrupting. He/she must not talk or respond. We often give the person masking tape to facilitate their listening. It's hard to just listen!



Conduct a Solution Circle independently

Slide

## Solution Circles: Step 3

### **Step 3** (6 minutes) :

Now the group can have a dialogue led by the problem presenter. This is time to explore and clarify the problem. Focus on the positive points only and not what can't be done.



Conduct a Solution Circle independently

Slide

## Solution Circles: Step 4

### **Step 4** (6 minutes):

The First Step. The focus person and the group decide on first steps that are doable within the next 3 days. At least ONE step should be initiated within 24 hours. This is critical. Research shows that unless a first step is taken almost immediately, people do not get out of their ruts. A coach from the group volunteers to phone or see the person within 3 days and check if they took their first step.



Conduct a Solution Circle independently

Slide

## Solution Circles: Review

Finally the group just does a round of words to describe the experience and the recorder gives the record to the focus person. If in a large group, the teams returns to the main group, debrief and continue.



Conduct a Solution Circle independently

Slide

## Activity: Solution Circle!

### Roles:

- Problem Presenter
- Process facilitator
- Graphic facilitator
- Group

### Process:

1. Problem presenter defines the problem- no interruptions (6 minutes)
2. Group brainstorm- problem presenter remains silent. Excellent ideas shared- no clarification! (6 minutes)
3. Dialogue- things can be clarified, questions can be asked. Focus on positives only- **not** what can't be done!
4. Next Steps- identify at least two next steps- one of which to be completed in the next 24 hours.



Conduct a Solution Circle independently

Slide

## Assignment

### TASK

When you go back to school, see if you can identify an example of either:

- Integration
- Segregation
- Exclusion

It doesn't matter where you see it or necessarily intervening (it should remain confidential and anonymous). Think about how you could/would change that practice to promote the child/young person's **inclusion**

### Links to the literature:

- Participants are tasked with taking on self-directed learning tasks which offer the opportunity to utilise or further explore aspects contained within the training session. The purpose was to offer an opportunity to situate participants' learning in the organic environment, offer an opportunity to practically implement the skills and knowledge obtained through the intervention and reinforce learning (Werth and Werth, 2011).
- In this task specifically, participants are tasked with thinking about the learning regarding inclusion and differentiation. They are tasked with simply observing events within their learning environment and considering the extent to which these activities, classrooms etc. are examples of integration, exclusion, segregation or inclusion? They are then asked to consider what hypothetical amendments they could make in order to make these activities or environments more 'inclusive'.

Slide

## Discussion

Any questions?

- Problem Solving Frameworks
- Solution Circles
- Diagnoses
- Challenge
- Anything else!

Links to the literature:

- Participants are offered the opportunity to ask any questions relating to the content discussed in the second session or anything relating to the research.
- Participants are informed that the trainer will remain behind after every session for 30 minutes to discuss any questions, queries or concerns they may have.

Slide



## References

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Available at:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/804374/Special\\_educational\\_needs\\_May\\_19.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/804374/Special_educational_needs_May_19.pdf) [Accessed: 9 Jul. 2019].
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## Slide

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## Session 5:

### Slide

#### Entry Task: Assignment

##### TASK

When you go back to school, see if you can identify an example of either:

- Integration
- Segregation
- Exclusion

It doesn't matter where you see it or necessarily intervening (it should remain confidential and anonymous). Think about how you could/would change that practice to promote the child/young person's **inclusion**

### Links to the literature:

- Participants are tasked with taking on self-directed learning tasks which offer the opportunity to utilise or further explore aspects contained within the training session. The purpose was to offer an opportunity to situate participants' learning in the organic environment, offer an opportunity to practically implement the skills and knowledge obtained through the intervention and reinforce learning (Werth and Werth, 2011).
- In this task participants were tasked with thinking about their learning regarding inclusion and differentiation from the previous session. They were tasked with observing events within their school and considering the extent to which these activities, classrooms etc. are examples of integration, exclusion, segregation or inclusion? They were then asked to consider what

hypothetical amendments they could make in order to make these activities or environments more 'inclusive'.

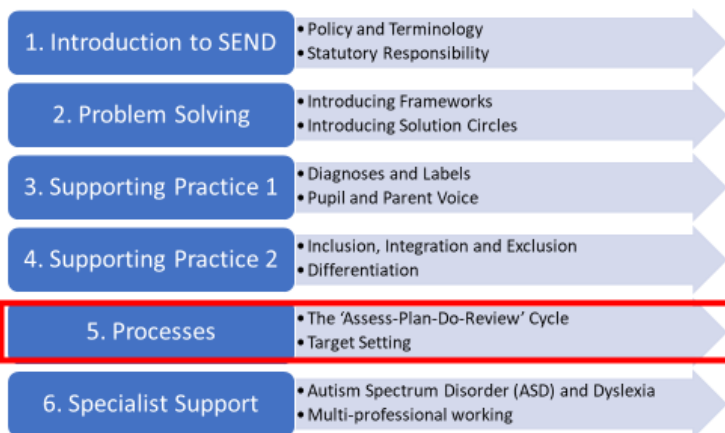
- Participant reflections and discussions were welcomed!

Slide

*Session 5- Processes*




Lewis Field (Year 3 Trainee EP)

Slide



## Slide

### Aims

-  Identify the role of the teacher in the APDR cycle
-  Explore the features of effective target setting
-  Utilise a solution circle

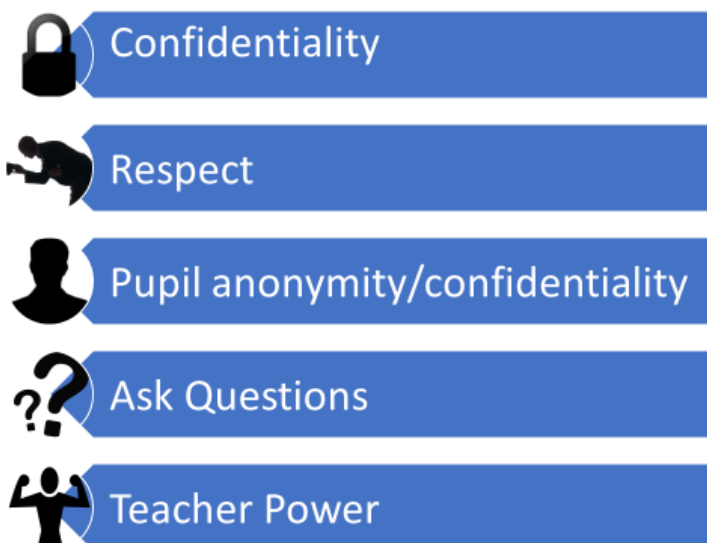
## Links to the literature:

- Each session within the training intervention is prefaced and ended with the aims of the session

- The aims of the fifth session are outlined. Participants are exposed to the assess, plan, do, review (APDR) cycle explicated in the SEND Code of Practice (DfE and DoH, 2015) and their role is explored within this.
- Participants are then introduced to the importance of appropriate target setting, including the use of SMART targets and Target Monitoring and Evaluation (TME) (Dunsmuir et al. 2009).
- Participants then conduct their third Solution Circle (Forest and Pearpoint, 1996), independently.

Slide

### Ground rules...



Links to the literature:

- The 'ground rules' are explained to participants

Simply, these are that

- What we discuss in the intervention largely stays within the room, though normal safeguarding caveats apply. Whilst we are encouraged to use and talk

about what we have heard and learned with our colleagues outside of the intervention, we must do so in a way that does not identify another individual.

Use learning not names.

- We respect the opinions of others, inside and out of the group.
- We retain the confidentiality of the pupils we discuss by not discussing names.

If we need to use a name, then a pseudonym will be used.

- Participants are encouraged to ask questions.
- It is important throughout that the participants recognise that they have knowledge and expertise and so this should be championed and celebrated.

This is not simply an exercise in knowledge transmission (Lawson et al., 2013; Florian and Spratt, 2013; Ekins et al., 2016).

## Slide

### Scenario

#### Callum

You have a student in your class called Callum. Callum has gone 'under the radar' and is not really known by other members of staff other than you, his teacher who know him well.

Recently, you've started noticing that Callum is struggling to access lesson content, he appears disinterested and, despite appropriate differentiation and some attempts at intervention on your part, Callum is not making progress in line with age related and individual expectations.

What do you do?



Identify the role of the teacher in the APDR cycle

Links to the literature:

- This starter tasks participants to put into practice much of what they have learned up to this point. It is also an opportunity to talk about and explore what they think their next steps would be, in the event that they believe a pupil may have a SEND.
- This is a brief opportunity to discuss approaching the SENDCo and a transition to discussion surrounding responsibilities of teachers within the assess-plan-do-review (APDR) cycle outlined in the SEND Code of Practice (DfE and DoH, 2015).

#### Slide

### Assess, Plan, Do, Review (APDR)



Identify the role of the teacher in the APDR cycle

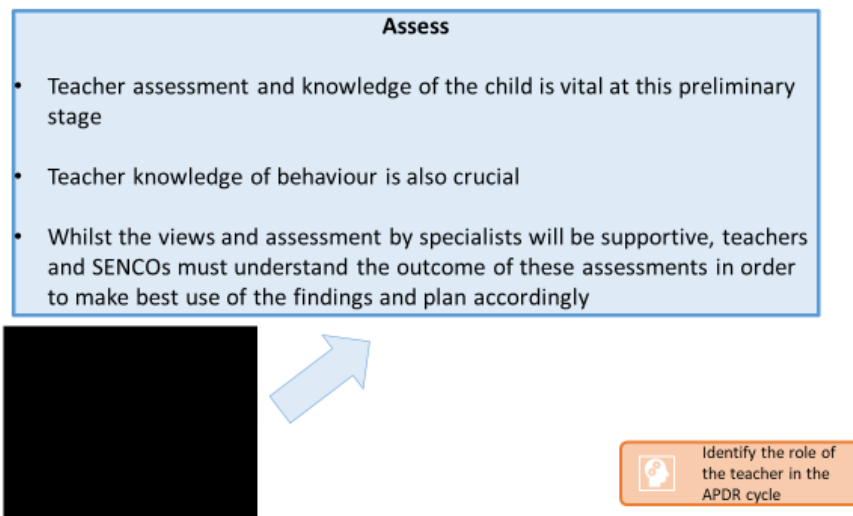
#### Links to the literature:

- Participants are made aware and shown the stages of the APDR cycle, including the expectation and statutory responsibilities of teachers (in conjunction with other professionals) within this process.

- NB: This image shows the graduated response, with a short outline of each phase of the APDR process. It also depicts the role of high-quality teaching ('Quality First Teaching') and how the cycle can begin and end.

Slide

### Assess, Plan, Do, Review (APDR)



Links to the literature:

- Participants are made aware and shown the stages of the APDR cycle, including the expectation and statutory responsibilities of teachers (in conjunction with other professionals) within this process.
- NB: This image shows the 'assess' part of the APDR cycle.

Slide



## Assess, Plan, Do, Review (APDR)

### Plan

- Categorised as either high quality class/subject teaching or specialist support

High Quality Teaching- teachers should consider:

- Strengths and needs of pupils in light of assessment
- Views of CYP and their parents
- Changes/adaptations needed informed by this new information

Specialist support:

- Though this often occurs outside of the classroom- the teacher is still responsible for the progress of the student



Identify the role of  
the teacher in the  
APDR cycle

### Links to the literature:

- Participants are made aware and shown the stages of the APDR cycle, including the expectation and statutory responsibilities of teachers (in conjunction with other professionals) within this process.
- NB: This image shows the 'plan' part of the APDR cycle.


### Slide

## Assess, Plan, Do, Review (APDR)

### Do

- Teachers have day-to-day responsibility for the progress of all pupils regardless of whether or not support is provided inside/outside the classroom
- Outstanding teachers demonstrate reflective skills in understanding where pupils are, where they need to be and how best to get there
- Having a forum in which professionals working with a child can reflect together on what is going well is vital, and can be both supportive and developmental.



 Identify the role of the teacher in the APDR cycle

### Links to the literature:

- Participants are made aware and shown the stages of the APDR cycle, including the expectation and statutory responsibilities of teachers (in conjunction with other professionals) within this process.
- NB: This image shows the 'do' part of the APDR cycle.

### Slide

## Assess, Plan, Do, Review (APDR)

### Review

- Teachers gain a growing understanding of what approaches secure better outcomes
- Teachers should feel empowered to review progress and intervention when they deem necessary
- Teachers should continuously review progress both formally and informally
- Outcomes should be reviewed at least once a term and feedback should be integrated into future planning

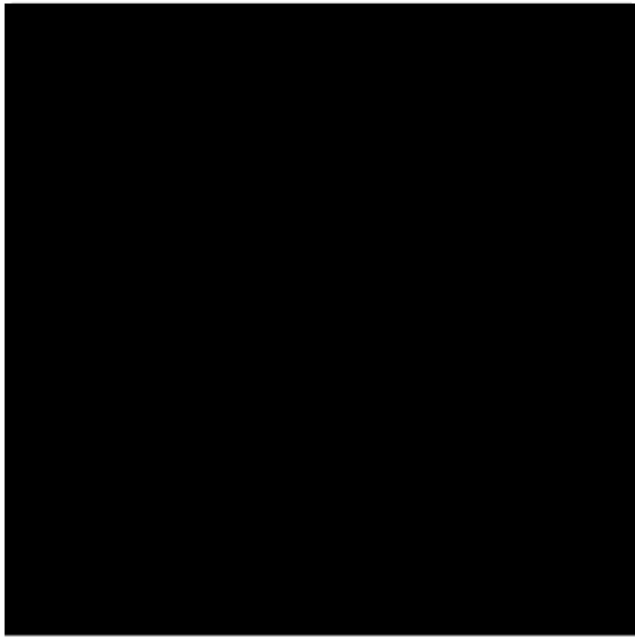


Identify the role of  
the teacher in the  
APDR cycle

### Links to the literature:

- Participants are made aware and shown the stages of the APDR cycle, including the expectation and statutory responsibilities of teachers (in conjunction with other professionals) within this process.
- NB: This image shows the 'review' part of the APDR cycle.

### Slide



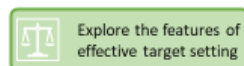
Links to the literature:

- NB: This image shows the APDR cycle again in its totality.

Slide

### Target Setting: Individual Education Plan (IEP)

- IEPs are tools to help teach, plan, monitor and evaluate pupils' progress
- IEPs are not a statutory requirement, though they are useful for implementing, monitoring and evaluating intervention in line with APDR
- Certain demographics of pupils may benefit from an IEP



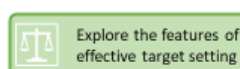
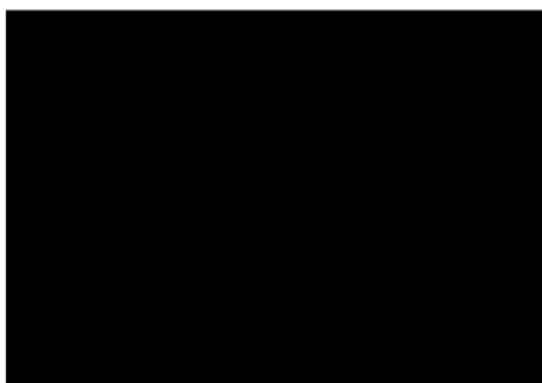
Links to the literature:

- IEPs are discussed with participants as per the requests made through the pilot study.
- Participants are given some information about IEPs and Provision Maps. Staff may find these useful for the provision available on a school-wide or individual level- though it is emphasised that their implementation varies amongst schools.
- Template examples of either are provided to participants.

## Slide

### Target Setting: Provision Maps

- Individual provision maps (IPMs) combine a one-page student profile and a provision map
- IEPs have commonly been replaced by IPMs or just provision mapping tools generally



## Links to the literature:

- IEPs are discussed with participants as per the requests made through the pilot study.
- Participants are given some information about IEPs and Provision Maps. Staff may find these useful for the provision available on a school-wide or individual

level- though it is emphasised that their implementation varies amongst schools.

- Template examples of either are provided to participants.

Slide

## Target Setting: SMART Targets

Best practice dictates that targets should be **SMART**:

**Specific**- to the CYPs needs, interests, skill level and the provision in place.

**Measurable**- targets should be able to be observed. Can you objectively identify if the target has been met? Is there clear evidence of this achievement and can it be measured/quantified?

**Achievable**- targets should be set at an appropriate level, given the child's skill and aptitude in terms of what they are able to achieve before the next review date.

**Relevant**- targets should be related to the CYPs ability. Easy to remember, realistic and seen as part of everyday routine.

**Time Bound**- clear timescale for the target to be achieved.



Explore the features of effective target setting

Links to the literature:

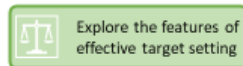
- Participants are introduced to SMART targets as a method for designing targets. SMART targets are introduced as one method for target creation, outlined as beneficial by some researchers Delamain and Spring (2017).

Slide

## Activity: Target Setting

Convert the following targets to SMART targets or interpret SMART targets from the presenting needs/difficulties:

1. Sidney should put his hand up if he wants to ask a question in class
2. Jivan should learn the first 50 high frequency words
3. Sarah to learn her number bonds to 10
4. Priya struggles with her times tables



### Links to the literature:

- Participants are then tasked with converting broadly conceived targets into SMART targets, given the explanations provided above.

### Slide

#### Target Monitoring and Evaluation (Dunsmuir et al., 2009)

It is important that we are able to evaluate the effectiveness of interventions against targets. It might sometimes be useful (where targets aren't simply "Do X" to look at what achievement looks like for the pupil or their family and work towards this from a baseline. TME can help with this!

E.g.

Target: To put my hand up when I need help and not get out of my seat to speak to the teacher every time.

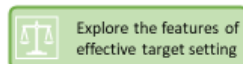
Rating: 1   2   3   4   5   6   7   8   9   10

Description of **Baseline**: Getting out of my seat multiple times every lesson to speak to the teacher and tell them I am done

Description of **Expected**: Getting out of my seat once per day max.

Description of **Achieved**: Rarely leaving my seat to tell the teacher I am done, possibly twice per day.

Progress: Some progress made



#### Links to the Literature:

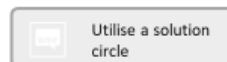
- Finally, in relation to target setting, participants are shown the use of Target Monitoring and Evaluation (TME). This method is often utilised by EPs for gauging the efficacy of an intervention, though can also be used to support staff and pupils in gauging the extent to which a target is achieved, to the degree that is of value to them (Dunsmuir et al., 2009).

#### Slide

### Solution Circles: Step 1 Presentation

#### **Step One** (6 minutes):

The **problem presenter** will have 6 uninterrupted minutes to **outline the problem**. The job of the process facilitator is to keep time and make sure no one interrupts. The recorder takes notes. Everyone else (the brainstormers) listens. If the problem presenter stops talking before the six minutes elapse, everyone else stays silent until the 6 minutes pass. This is key! The problem presenter gets 6 **uninterrupted** minutes.



#### Links to the literature:

- Participants are introduced to Solution Circles (Forest and Pearpoint, 1996) as a problem-solving framework. Participants are encouraged and 'empowered' through their collective knowledge, which the Solution Circle framework will provide for them an opportunity to share and demonstrate.
- Some research suggests that many of the skills teachers utilise to support pupils exist on the "continuum of pedagogic approaches" (Lawson et al., 2013



p. 149). Therefore, it is proposed that participants are able, if given suitable opportunity, to provide strategies within their own practice for pupils with whom they are currently experiencing difficulty with.

- Utilisation of this component is heavily rooted in the belief that teachers are competent and capable practitioners and, rather than reinforcing a 'knowledge-deficit' approach, this training intervention also seeks to celebrate and amplify their skills (Florian and Spratt, 2013).
- Participants will complete a Solution Circle (30 minutes) every week for the remaining sessions (4 more sessions) by which time, they will be independently able to conduct, manage and run a Solution Circle.

Slide

## Solution Circles: Step 2

### **Step two** (6 minutes):

This is a brainstorm. Everyone chimes in with ideas about creative solutions to what they just heard. It is not a time to clarify the problem or to ask questions. It is not a time to give speeches, lectures or advice. The process facilitator must make sure this is a brainstorm. Everyone gets a chance to give their brilliant ideas. No one must be allowed to dominate. The problem presenter listens - without interrupting. He/she must not talk or respond. We often give the person masking tape to facilitate their listening. It's hard to just listen!



Utilise a solution circle

Slide

## Solution Circles: Step 3

### **Step 3** (6 minutes) :

Now the group can have a dialogue led by the problem presenter. This is time to explore and clarify the problem. Focus on the positive points only and not what can't be done.



Utilise a solution circle

Slide

## Solution Circles: Step 4

### **Step 4** (6 minutes):

The First Step. The focus person and the group decide on first steps that are doable within the next 3 days. At least ONE step should be initiated within 24 hours. This is critical. Research shows that unless a first step is taken almost immediately, people do not get out of their ruts. A coach from the group volunteers to phone or see the person within 3 days and check if they took their first step.



Utilise a solution circle

Slide

## Activity: Solution Circle!

### **Roles:**

- Problem Presenter
- Process facilitator
- Graphic facilitator
- Group

### **Process:**

1. Problem presenter defines the problem- no interruptions (6 minutes)
2. Group brainstorm- problem presenter remains silent. Excellent ideas shared- no clarification! (6 minutes)
3. Dialogue- things can be clarified, questions can be asked. Focus on positives only- **not** what can't be done!
4. Next Steps- identify at least two next steps- one of which to be completed in the next 24 hours.



Utilise a solution circle

Slide

## Solution Circles: Review

Finally the group just does a round of words to describe the experience and the recorder gives the record to the focus person. If in a large group, the teams returns to the main group, debrief and continue.



Utilise a solution circle

Slide

## Assignment

### TASK

Next week we will be looking at the roles of other 'specialist' professionals you are likely to encounter in your career. These include, educational psychologists (EPs), speech and language therapists (SaLTs), school nurses, CAMHS specialists, behaviour support workers, counsellors etc.

In your experience, try and reflect on times that you've interacted with these professionals.

Bring your thoughts and reflections to our final session!

### Links to the literature:

- Participants are tasked with taking on self-directed learning tasks which offer the opportunity to utilise or further explore aspects contained within the training session. The purpose was to offer an opportunity to situate participants' learning in the organic environment, offer an opportunity to practically implement the skills and knowledge obtained through the intervention and reinforce learning (Werth and Werth, 2011).
- In this task specifically, participants are tasked with reflecting on their experiences of engaging, working with and interacting with those perceived as having 'specialist' roles within education. The title is intentionally ambiguous, in order to draw a variety of responses from participants in the following session.

### Slide

## Discussion

Any questions?

- APDR
- Target Setting
- Solution Circles
- Anything else!

Links to the literature:

- Participants are offered the opportunity to ask any questions relating to the content discussed in the second session or anything relating to the research.
- Participants are informed that the trainer will remain behind after every session for 30 minutes to discuss any questions, queries or concerns they may have.

Slide

## References

Webster and Blatchford (2019) Making sense of 'teaching', 'support' and 'differentiation': the educational experiences of pupils with Education, Health and Care Plans and Statements in mainstream secondary schools, *European Journal of Special Needs Education*, 34:1, 98-113.

Vygotsky, L.S., 1978. Socio-cultural theory. *Mind in society*.

Taylor, S., 2017. Contested Knowledge: A Critical Review of the Concept of Differentiation in Teaching and Learning. *Warwick Journal of Education—Transforming Teaching*, p.55.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/634733/Practice\\_example-Engaging\\_parents\\_and\\_families.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634733/Practice_example-Engaging_parents_and_families.pdf)

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMAR national curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMAR national curriculum.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/381754/SECONDARY national curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY national curriculum.pdf)

## Slide

## References

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Pedder, D. (2009) Student Voice: Cultivating Conversations, Reaching the Unconsulted Majority. *Learning & Teaching Update* 25.

Hart, R. A. (1992) Children's Participation: From Tokenism to Citizenship (Innocenti Essays; No 4; No inness 92/6). Florence: UNICEF International Child Development Centre.

Bahou, L., 2011. Rethinking the challenges and possibilities of student voice and agency. *Educate*, 1(1), pp.2-14.

## Session 6:

### Slide

#### Assignment

##### TASK

Next week we will be looking at the roles of other 'specialist' professionals you are likely to encounter in your career. These include, educational psychologists (EPs), speech and language therapists (SaLTs), school nurses, CAMHS specialists, behaviour support workers, counsellors etc.

In your experience, try and reflect on times that you've interacted with these professionals.

Bring your thoughts and reflections to our final session!

### Links to the literature:

- Participants were tasked with taking on self-directed learning tasks which offer the opportunity to utilise or further explore aspects contained within the training session. The purpose was to offer an opportunity to situate participants' learning in the organic environment, offer an opportunity to practically implement the skills and knowledge obtained through the intervention and reinforce learning (Werth and Werth, 2011).
- In this task specifically, participants were tasked with reflecting on their experiences of engaging, working with and interacting with those perceived as having 'specialist' roles within education. The title is intentionally ambiguous, in order to draw a variety of responses from participants.
- Participant reflections and discussions welcomed!

## Slide

### *Session 6- Specialist Support*

Lewis Field (Year 3 Trainee EP)

## Slide



## Slide



## Aims



Identify the features of common SEND needs (ASD and dyslexia)



Explore the role of professionals working within SEND







Conduct a solution circle

### Links to the literature:

- Each session within the training intervention is prefaced and ended with the aims of the session
- The aims of the sixth and final session are outlined. Participants are given some advice and strategies relating to a common presentation of SEND in dyslexia and ASD (as outlined in the Carter Review of ITT, Carter 2015).
- Participants are then introduced to the roles and functions of other professionals with whom they may well interact throughout their careers.
- Participants conduct a final Solution Circle (Forest and Pearpoint, 1996) before being debriefed.

### Slide

### Ground rules...

-  Confidentiality
-  Respect
-  Pupil anonymity/confidentiality
-  Ask Questions
-  Teacher Power

#### Links to the literature:

- The 'ground rules' are explained to participants

Simply, these are that

- What we discuss in the intervention largely stays within the room, though normal safeguarding caveats apply. Whilst we are encouraged to use and talk about what we have heard and learned with our colleagues outside of the intervention, we must do so in a way that does not identify another individual. Use learning not names.
- We respect the opinions of others, inside and out of the group.
- We retain the confidentiality of the pupils we discuss by not discussing names. If we need to use a name, then a pseudonym will be used.
- Participants are encouraged to ask questions.

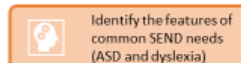
It is important throughout that the participants recognise that they have knowledge and expertise and so this should be championed and celebrated. This is not simply

an exercise in knowledge transmission (Lawson et al., 2013; Florian and Spratt, 2013; Ekins et al., 2016).

## Slide

### Autism Spectrum Disorder (ASD)

- A *neurodevelopmental disorder* (a disorder of brain function that affects emotion, learning ability, self-control, memory and other domains throughout an individuals' lifetime)
- ASD covers a broad range and severity of affective, behavioural, cognitive and social patterns (though some aspects are common in all cases), hence the use of the word 'spectrum'
- Diagnostic criteria of ASD has changed somewhat. Professionals in the UK use the ICD-11 (WHO, 2019) to diagnose ASD on the basis of:  
*"Autism spectrum disorder is characterized by **persistent deficits in the ability to initiate and to sustain reciprocal social interaction and social communication**, and by a range of restricted, repetitive, and inflexible patterns of behaviour and interests."* (WHO, 2019)
- Prevalence rates are about 1.5% in developed countries and approximately four times more likely to be identified in males (Lyall et al., 2018)
- It is unclear what causes or if there is even a 'cause' of ASD. Limited research suggests a role of genetics, epigenetics (gene expression) and environmental factors



## Links to the literature:

- It is likely that participants will be familiar with ASD and have some knowledge to some extent. Knowledge is shared on the basis of diagnosis (according to ICD-11) including presentation, some introduction to language use, prevalence and addressing 'causes'.
- Participants are then asked how, in their experience, pupils with ASD present in the classroom. There is likely to be emphasis on the heterogeneity of presentation, emphasising the 'spectrum' element of ASD.
- Participants are then tasked with thinking about ways in which the various presentations can be supported, based on their experience and problem-solving skills utilised to date. Part of the emphasis in this aspect of the

intervention is that, generic strategies for pupils with ASD are likely not as helpful as considering strategies to support these pupils on the individual level, according to how they present.

Slide

### How might a pupil with ASD present in the classroom?



Slide

## Supporting a pupil with ASD in the classroom

May become dysregulated during 'unstructured' times

May struggle with organisation or planning skills

Thinking about the presentation of these difficulties- in groups of 3/4 pick 3 difficulties and suggest ways in which you might support a child or young person presenting with these

May require inf

May attempt to with o

May be 'awkward' or behave inappropriately with peers

May display as 'challenging'

May rapidly become overwhelmed by sensory information (or not respond appropriately to these stimuli)

Identify the features of common SEND needs (ASD and dyslexia)

Slide

## Language of ASD

Are there any problems with using this language to talk about ASD?

'Curing' ASD?

"On the spectrum..."

ASD, ASC, Asperger's, Autism, Autistic??

"They're high functioning..."

"Girls don't get autism..."

"He's got autism..."

Identify the features of common SEND needs (ASD and dyslexia)

Links to the literature:

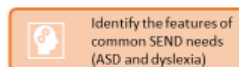
- Having previously discussed the use of language in SEND, it was worth considering some of the common language used, specifically regarding SEND.

There are not always right/wrong answers, more points for consideration, for example the ASD/ASC debate (Young et al., 2016) and the use of the term 'high-functioning' (Alvares et al., 2020).

## Slide

### Dyslexia

- A specific learning difficulty (SpLD) that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed (Rose, 2009). There is no unifying definition of dyslexia...which makes discourse tricky!
- Dyslexia occurs across the range of intellectual abilities
- For some, dyslexia is the associated difficulty of word-level decoding whilst other reading difficulties are represented in problems with reading comprehension (Hulme and Snowling, 2016).
- For others, the evidence of the presence of a discrete diagnosis of dyslexia is unsubstantiated and instead, should be incorporated into the wider subordinate label of 'reading difficulties' (Gibbs and Elliott, 2015)
- Dyslexia is recognised as a SpLD in the SEND Code of Practice (DfE & DoH, 2015)



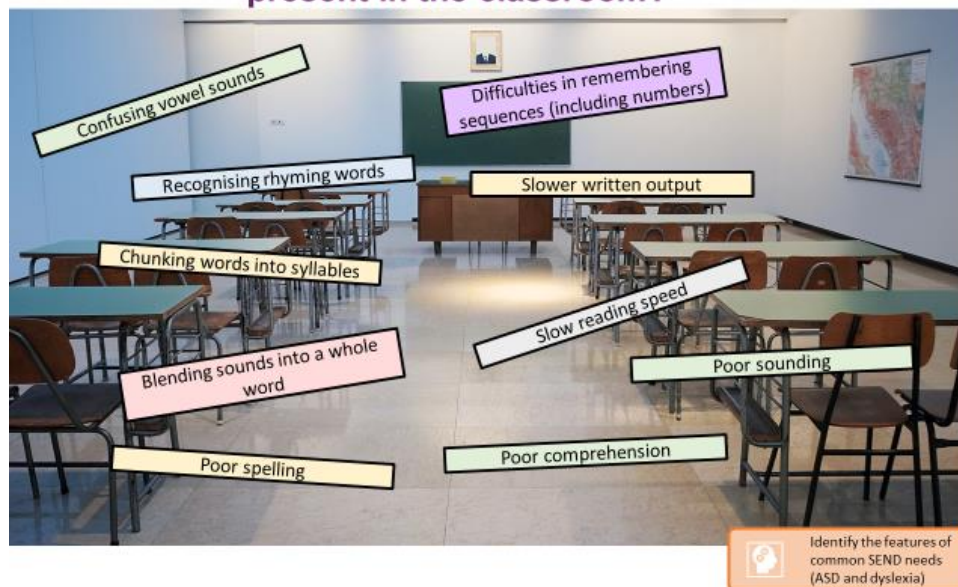
## Links to the literature:

- Again, it is likely that participants will be familiar with dyslexia and have some knowledge of its presentation. Knowledge is shared, including on the controversy regarding definition, though there is no positioning and the trainer attempts to retain a neutral position. Dyslexia is discussed in its recognition within the SEND Code of Practice (DfE and DoH, 2015).
- Participants are then asked how, in their experience, pupils with dyslexia present in the classroom.
- As before, participants are then tasked with thinking about ways in which the various presentations can be supported, based on their experience and

problem-solving skills utilised to date. Part of the emphasis in this aspect of the intervention is that, generic strategies for pupils with dyslexia are likely not as helpful as considering strategies to support these pupils on the individual level, according to how they present rather than because of their diagnosis of dyslexia.

Slide

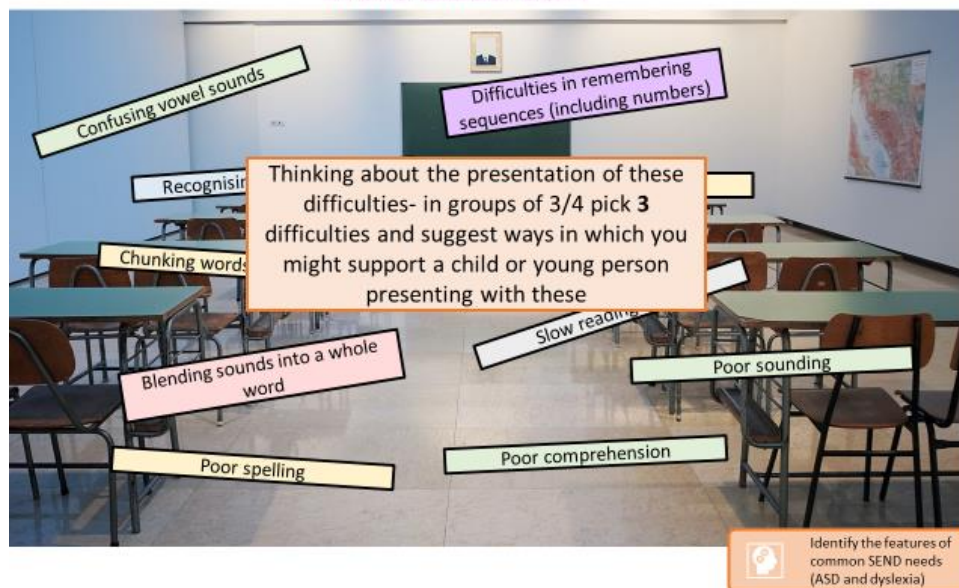
### How might a pupil with dyslexia or reading difficulties present in the classroom?



Slide



## Supporting pupils with dyslexia or reading difficulties in the classroom

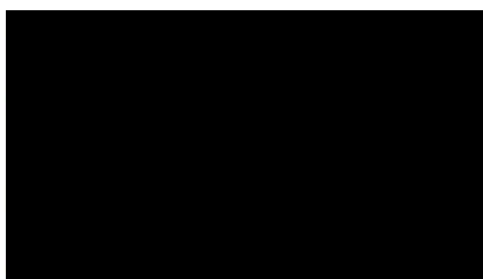


Slide

## Roles in SEND: Teachers!

Teachers have one of the most important roles!

- Responsible for the delivery of High Quality Teaching ('Quality First Teaching') (DfE & DoH, 2015)
- Responsible for having a clear understanding of the needs of all pupils (DfE, 2011)
- Retain responsibility for interventions for pupils with SEND (DfE & DoH, 2015)
- Responsible for the holistic progress of all pupils (DfE, 2011)



Explore the role of professionals working within SEND

Links to the literature:

- Penultimately, participants are informed about the roles of key individuals in SEND.

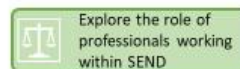
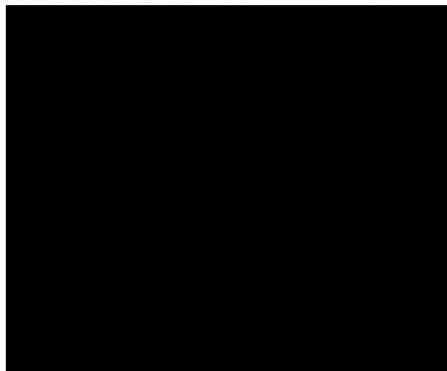


- The roles of these professionals are outlined, along with some of their responsibilities.
- The intention is that by providing staff with knowledge of the roles of these professionals, they feel more confident and are more efficacious in accessing the support of these 'specialists' in order to promote positive outcomes for pupils with SEND (as recommended by Warnock, HMSO, 1978).
- Opportunities to discuss participants' interactions with these professionals will be catered for, along with questions relating to these roles.

#### Slide

##### **Roles in SEND: Teaching Assistants, Higher Level Teaching Assistants and SEN Teaching Assistants (TAs, HLTAs & SENTAs)**

- Support in the preparation of learning materials
- May work with groups/individuals inside or outside of the classroom
- Be required to adapt support to the specific needs of the pupil(s)
- Support teachers by providing information on progress
- Keeping records and attending review meetings
- Support with leading classes

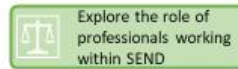
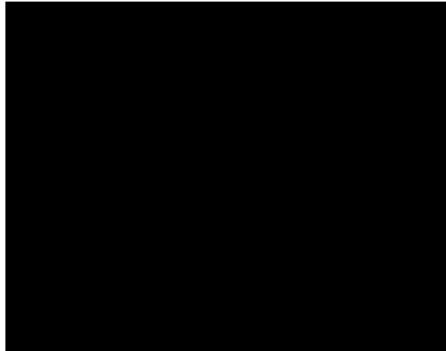


#### Slide

## Roles in SEND: Special Educational Needs and Disability Coordinators (SENDCos)

- Supporting the identification of pupils with SEND
- Coordinating the provision for pupils with SEND
- Liaising with stakeholders (parents, headteacher, governors etc.) with regard to SEND
- Liaising with outside agencies and other providers with regard to SEND
- Ensuring that the school fulfils its legal obligations and requirements regarding SEND (i.e. SEND policies and files)

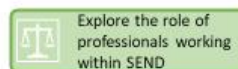
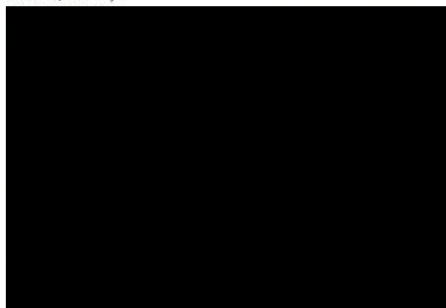
(NCTL, 2014)



Slide

## Roles in SEND: Educational Psychologists (EPs)

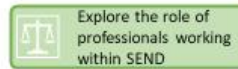
- Provide consultation, assessment, psychological interventions, training and promote research knowledge (Scottish Executive, 2002)
- Have a statutory responsibility as part of an EHCP needs assessment to provide statutory psychological advice as part of a holistic assessment (DfE and DoH, 2015)
- Are purchased by schools through 'traded' options to provide support via the five key areas above
- May speak/meet with staff, parents, pupils to assess, consult and problem solve and provide psychological advice at the individual, group and whole school level (Lee and Woods, 2017)



Slide

## Roles in SEND: Speech and Language Therapists (SaLTs)

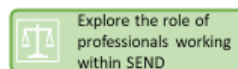
- SaLTs or SLTs are allied health professionals who work with parents, carers and other stakeholders
- SLTs provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing (RCSLT)
- SLTs provide assessment, treatment and develop personalised plans to support those with communication difficulties. They also deliver training and implement interventions to support individuals with speech, language and communication needs



Slide

## Roles in SEND: Child and Adult Mental Health Services (CAMHS)

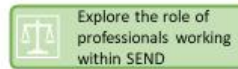
- CAMHS is actually the name of a group of services who support children facing challenges with their emotional or behavioural wellbeing (NHS)
- You may meet or have contact with a number of representatives working within CAMHS including doctors (paediatricians), nurses, therapists
- If you have concerns about a pupil, you should raise these through the appropriate safeguarding channel. It may well be that you are asked for additional information, if the school intends to refer on
- Schools tend not to be able to refer into CAMHS directly, usually, it is only GPs, School Nursing services and other CAMHS Teams who can refer
- The various teams within CAMHS tend to offer assessment and intervention for a range of emotional, behavioural or mental health difficulties. Interventions can include various forms of therapy, coaching and talking interventions but can also include medication



Slide

## Roles in SEND: Behaviour Support

- Behaviour support practitioners tend to have skills in promoting positive behaviour and emotional wellbeing
- Behaviour support specialists tend to focus on the inclusion of pupils with SEMH difficulties and work with and offer advice to schools in order to promote the inclusion of these pupils
- Behaviour support tend to offer training, advice and support to school staff, parents and stakeholders
- Behaviour support services used to be prevalent in LA's, though this (anecdotally) appears to be declining

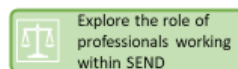
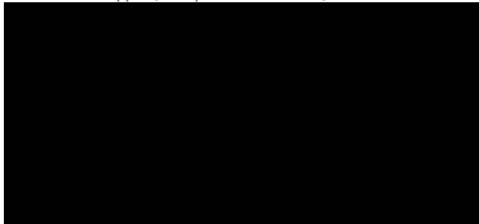


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## Roles in SEND: Other LA services

Whilst many of the roles below aren't directly involved in SEND *per se*, pupils with SEND transcend LA services and therefore, you may come into contact with these professionals:

- Representatives from the **Youth Justice Service**. These professionals become involved if a CYP is arrested or gets involved with the police, is charged with a crime or is convicted of a crime (DfE, 2019). They work with CYP, completing assessments and sometimes providing interventions. They also support families and CYP in court and custody
- Representatives from the **Virtual School**. The Virtual School promotes and supports the educational attainment and progress of children and young people in care. Children in care (CIC or looked after children 'LAC') are very often assigned a Social Worker who acts as the Corporate Parent on behalf of the LA.
- **Family Support Workers** and **Social Workers**. Family Support Workers work with families to empower them, providing emotional and practical support at home and in the community, they tend to carry out Early Help assessments and liaise with the family and other outside agencies. Social Workers work with families and children in need of support, complete assessments, observations and individual work with CYP (BASW).

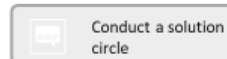


Slide

## Solution Circles: Step 1 Presentation

### **Step One** (6 minutes):

The **problem presenter** will have 6 uninterrupted minutes to **outline the problem**. The job of the process facilitator is to keep time and make sure no one interrupts. The recorder takes notes. Everyone else (the brainstormers) listens. If the problem presenter stops talking before the six minutes elapse, everyone else stays silent until the 6 minutes pass. This is key! The problem presenter gets 6 **uninterrupted** minutes.



### Links to the literature:

- Participants are introduced to Solution Circles (Forest and Pearpoint, 1996) as a problem-solving framework. Participants are encouraged and ‘empowered’ through their collective knowledge, which the Solution Circle framework will provide for them an opportunity to share and demonstrate.
- Some research suggests that many of the skills teachers utilise to support pupils exist on the “continuum of pedagogic approaches” (Lawson et al., 2013 p. 149). Therefore, it is proposed that participants are able, if given suitable opportunity, to provide strategies within their own practice for pupils with whom they are currently experiencing difficulty with.
- Utilisation of this component is heavily rooted in the belief that teachers are competent and capable practitioners and, rather than reinforcing a ‘knowledge-deficit’ approach, this training intervention also seeks to celebrate and amplify their skills (Florian and Spratt, 2013).

- Participants will complete a Solution Circle (30 minutes) every week for the remaining sessions (4 more sessions) by which time, they will be independently able to conduct, manage and run a Solution Circle.

Slide

## Solution Circles: Step 2

### **Step two** (6 minutes):

This is a brainstorm. Everyone chimes in with ideas about creative solutions to what they just heard. It is not a time to clarify the problem or to ask questions. It is not a time to give speeches, lectures or advice. The process facilitator must make sure this is a brainstorm. Everyone gets a chance to give their brilliant ideas. No one must be allowed to dominate. The problem presenter listens - without interrupting. He/she must not talk or respond. We often give the person masking tape to facilitate their listening. It's hard to just listen!



Conduct a solution circle

Slide

## Solution Circles: Step 3

### **Step 3** (6 minutes) :

Now the group can have a dialogue led by the problem presenter. This is time to explore and clarify the problem. Focus on the positive points only and not what can't be done.



Conduct a solution circle

Slide

## Solution Circles: Step 4

### **Step 4** (6 minutes):

The First Step. The focus person and the group decide on first steps that are doable within the next 3 days. At least ONE step should be initiated within 24 hours. This is critical. Research shows that unless a first step is taken almost immediately, people do not get out of their ruts. A coach from the group volunteers to phone or see the person within 3 days and check if they took their first step.



Conduct a solution circle

Slide

## Activity: Solution Circle!

### **Roles:**

- Problem Presenter
- Process facilitator
- Graphic facilitator
- Group

### **Process:**

1. Problem presenter defines the problem- no interruptions (6 minutes)
2. Group brainstorm- problem presenter remains silent. Excellent ideas shared- no clarification! (6 minutes)
3. Dialogue- things can be clarified, questions can be asked. Focus on positives only- **not** what can't be done!
4. Next Steps- identify at least two next steps- one of which to be completed in the next 24 hours.



Conduct a solution circle

Slide

## Solution Circles: Review

Finally the group just does a round of words to describe the experience and the recorder gives the record to the focus person. If in a large group, the teams returns to the main group, debrief and continue.



Conduct a solution circle

Slide



## Discussion

### Any questions?

- Specific needs?
- Role of professionals working within SEND?

#### Links to the literature:

- Participants are offered the opportunity to ask any questions relating to the content discussed in the second session or anything relating to the research.
- Participants are informed that the trainer will remain behind after every session for 30 minutes to discuss any questions, queries or concerns they may have.
- Participants are finally offered the opportunity to ask any questions at all relating to the intervention.

#### Slide

## References

Lyall, K., Croen, L., Daniels, J., Fallin, M.D., Ladd-Acosta, C., Lee, B.K., Park, B.Y., Snyder, N.W., Schendel, D., Volk, H. and Windham, G.C., 2017. The changing epidemiology of autism spectrum disorders. *Annual review of public health*, 38, pp.81-102.

Hulme, C. and Snowling, M.J., 2016. Reading disorders and dyslexia. *Current opinion in pediatrics*, 28(6), p.731.

Rose (2009) Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties Available at: <http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-report.1294933674.pdf>

Gibbs, S. and Elliott, J., 2015. The differential effects of labelling: how do 'dyslexia' and 'reading difficulties' affect teachers' beliefs. *European Journal of Special Needs Education*, 30(3), pp.323-337.

Lee, K. and Woods, K., 2017. Exploration of the developing role of the educational psychologist within the context of "traded" psychological services. *Educational Psychology in Practice*, 33(2), pp.111-125.

<https://www.rcslt.org/speech-and-language-therapy#section-1>

## Slide

### Finish and Debrief!

***Thank you for participating in this training intervention!***

***I hope you have enjoyed it and found it useful 😊***

***Please complete the measures (TAIS, TSES and Diamond 9)***

***Let me know your availability for the Focus Group Interview in 4 weeks 😊***

***You've been wonderful and it's been a pleasure working with you!***

## Links to the literature:

- Participants are thanked for their attendance and investment in the research.
- Participants asked to complete post-measures.

- Participants asked to provide availability for follow up focus group interview.
- Participants informed about their right to withdraw their data (up to January 2020) and pointed to supervisors if they have any follow-up concerns.
- Participants wished well.

## APPENDIX 2: PILOT STUDY PARTICIPANT INFORMATION SHEET AND CONSENT FORM

### Pilot Study Participant Information Sheet and Consent Form

Dear staff member,

In conjunction with the University of Birmingham, [REDACTED] Service (EPS) have commissioned training aimed at supporting newly qualified teachers (NQTs) and recently qualified teachers (RQTs) (those who have completed their 'NQT' year the year previously) understanding in relation to pupils with special educational needs and disability (SEND) in the classroom.

As the member of staff and researcher delivering this training, I am currently enrolled at the University of Birmingham as a Year 3 trainee educational psychologist and supervised by [REDACTED] I am currently on placement at [REDACTED] EPS, where I work under the supervision of [REDACTED]

#### ***Why provide support specifically for NQTs and RQTs?***

A review of the literature indicates that the input received by trainee teachers on their training courses for supporting pupils with SEND is inconsistent (Lawson and Nash, 2013; Avramidis et al. 2000). Some authors have gone further to suggest that the current arrangements provided by initial teacher training (ITT) providers are not structurally appropriate to allow for the development of good practice in order to provide pupils with SEND the best opportunities in the classroom (Mintz, Mullholland and Peacey, 2015).

Importantly, Hodkinson (2006) identifies that teachers' first year in the professions has the potential to negatively impact their perceptions of inclusion and that this can be influenced by a lack of specific training in the needs of these pupils. Therefore, this training offer is specifically aimed at NQTs and RQTs in order to provide knowledge, skills and understanding that may not have been thoroughly explored during ITT with the aim of improving staff confidence and self-efficacy in relation to supporting pupils with SEND and in fostering positive attitudes towards wider inclusion.



## ***Overview of the Project***

The research project will involve the delivery of a (free of charge) local authority commissioned training package for NQTs and RQTs. The training package seeks to improve teacher self-efficacy, attitudes to inclusion and improve understanding and awareness of skills in supporting the inclusion of pupils with SEND within the classroom. Amongst other components, the training will include exposure to and consideration of strategies relating to the four key areas of need as outlined by the SEN Code of Practice (DfE, 2015); namely cognition and learning, communication and interaction, social, emotional and mental health and physical and sensory needs. The training will also look to develop professional practice and problem-solving skills through meaningful participation, discourse and the sharing of ideas relating to best practice in supporting children and young people (CYP) with SEND within the classroom.

## **Pilot**

In ensuring that the content for a training intervention such as this meets the needs of staff and therefore pupils, it has been rationalised that a 'Pilot Study' should be conducted, in order to gain input from stakeholders within the profession with recent experiences of training. As a participant in the Pilot Study, you will receive a condensed and early version of this training, which has been approved by a qualified Senior Educational Psychologist (EP) at the EPS and is informed through a review of the literature and statutory guidance.

Should you have any concerns regarding any of the content, purpose or use of your data at any point, please note that you are able to contact

 or  as supervisors of this project, equally, the researcher will be available for 30 minutes following the intervention for discussion and to answer any questions you may have.

Staff are under no obligation to participate in this research and may take part in the training provided without participating in this research. It is important that staff opt to participate of their own free will and are not offered tangible benefits for participation.

All data will be stored on a password protected encrypted data stick and will be stored for up to ten years in accordance with the University of Birmingham Research Data Management (RDM) policy. Data may also be saved remotely using BEAR DataShare, a secure file synchronisation and sharing service. Your data will remain anonymous and confidential, with a random number assigned to your data and no identifiable characteristics of data retained.

Please note, you have the right to withdraw your data, partially or completely at any time up to the 31<sup>st</sup> January 2020.

A consent form is attached for you to sign and return if you wish to participate in this study. Should you have any further concerns or queries regarding the study please do not hesitate to contact me. My email address is [REDACTED]

Yours faithfully,

Lewis Field

Trainee Educational Psychologist

Title: (Pilot Study) Supporting pupils with SEND in the classroom

Participant name:

---

I have read and understood the information sheet

☐ Yes      ☐ No

I have been given the opportunity to ask questions about the project

☐ Yes      ☐ No

I understand that I am free to withdraw from the study (at any time and without giving a reason)?

☐ Yes      ☐ No

I give permission for the data from this study to be collected and stored securely, in congruence with the data management plan outlined in the attached information sheet.

☐ Yes      ☐ No

I understand that I am able to access support for any concerns I may have following the Pilot Study through the researcher directly or via professionals identified in the information sheet and am aware of the provision made available for this.

☐ Yes      ☐ No

I understand that I may withdraw my data, without giving a reason, up to 31<sup>st</sup> January 2020.

☐ Yes      ☐ No

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

-----

If you would like to be informed of the findings and outcomes of this research (either verbally or offered a copy), please add your details below and hand this to the researcher separately.

Name:

\_\_\_\_\_

Contact (email or telephone)

\_\_\_\_\_

## APPENDIX 3: PILOT STUDY SUMMARY

### Purpose

Conducting a pilot study has an array of benefits. Primarily:

*“A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study...”*

(Hassan et al., 2006, p. 70)

The purpose of the current pilot study, therefore, was to identify any problem areas with the research, including within the content of the training intervention.

### Participants

Participants were recruited opportunistically, through attendance to a voluntary CPD opportunity hosted by a LA Training School within the borough. Participants were made aware in advance of their role as participants in a pilot study and provided informed consent to participate (Appendix 2). All participants were NQTs, having begun their first year as professional teachers in the September prior to the pilot study. The pilot study took place in July 2019. Participant demographics are identified below (Table 7.1).

<i>Participant</i>	<i>Training Route</i>	<i>Declared hours of SEND input in ITT</i>	<i>Current Teaching Stage</i>
1	PGCE	0	Key Stage 1-2
2	PGCE	4	Key Stage 1
3	BEd	8+	Key Stage 3



4	PGCE	3	Key Stage 1
5	Teach First	4	Key Stage 2
6	PGCE	6	Key Stage 2
7	BEd	3	Key Stage 2
8	BEd	30+	Key Stage 1
9	School Direct	3	Key Stage 2
10	BEd	30+	Key Stage 1
11	BEd	80+	Key Stage 2
12	School Direct	2	Key Stage 2
13	School Direct	2	Key Stage 2
14	PGCE	0	Key Stage 2

*Table 7.1: Participant Demographics in Pilot Study.*

## **Procedure**

Participants received a condensed version of the training intervention, which included input on:

- Statutory guidance and legislation relating to the role and responsibilities of the teachers to all pupils i.e. Teachers' Standards (DfE, 2011) and SEND Code of Practice (DfE and DoH, 2015).
- Activities (similar to those utilised in the main body research) relating to formulation and the use of the Interactive Factors Framework (Frederickson and Cline, 2009) and the application of this through a case study.
- Implementation of solution-focussed group process (similar to Solution Circles).

## Evaluation

### *Individual*

Participants were then asked to respond to the following questions:

1. How effective was the course in meeting its stated aims?

1	2	3	4	5
Very Poor	Poor	Acceptable	Effective	Highly Effective

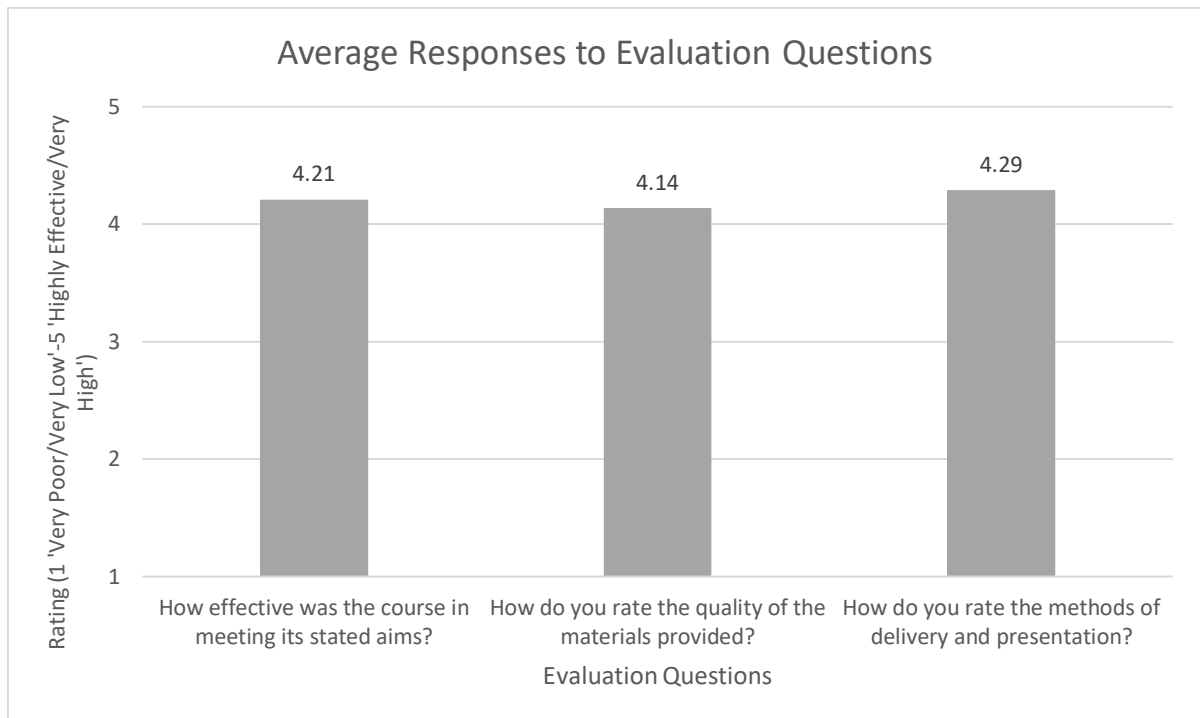
2. How do you rate the quality of the materials provided?

1	2	3	4	5
Very Low	Low	Acceptable	High	Very High

3. How do you rate the methods of delivery and presentation?

1	2	3	4	5
Very Low	Low	Acceptable	High	Very High

Summary responses to these questions are explored through descriptive statistics outlined in Figure 6.1 below.



*Figure 6.1: Average responses to individual evaluation questions in pilot study.*

## Group

Participants were then asked to identify:

1. Things they would have found useful when beginning their NQT year in September.
2. Things they found valuable from the condensed version of the training intervention
3. Things they thought would be unlikely to influence their practice from the training intervention.

Example responses to the group evaluation are depicted in Figure 6.2a, Figure 6.2b and synthesised in Table 7.2.

Things would  
have liked to know:

IEPs

terminology

readiness of needs

samples of target

writing

strategies

how to identify  
and diagnose.

What was valuable?

- using formulation  
to form a broader  
picture of needs

- Mindfulness.

- Theory and it's  
relevance.

- Interactive factors  
framework to find  
solution helped  
to be reflective.

Unlikely to  
influence my  
practice?

Figure 6.2a: Pilot study group evaluation example responses.

THINGS LIKED TO KNOW IN SEPT	VALUABLE	UNLIKELY TO INFLUENCE
<ul style="list-style-type: none"> <li>- PAPERWORK REQUIREMENTS (2 WHEN TO UPDATE)</li> <li>- WHO NEEDS TO KNOW WHAT?</li> <li>- HOW TO BREAKDOWN WIDER INFLUENCES/IMPACT</li> <li>- MORE IDEA ABOUT WIDER SEN</li> </ul>	<ul style="list-style-type: none"> <li>- FRAMEWORKS</li> <li>- GROUP CHAT/FEEDBACK</li> <li>- QUIZ RESOURCE</li> <li>- REASSURANCE</li> </ul>	<ul style="list-style-type: none"> <li>- NOT TOO MUCH TIME SPENT KNOWING WE ARE RESPONSIBLE.</li> </ul>

Figure 6.2b: Pilot study group evaluation example responses.

Things they would have found useful when beginning their NQT year in September.	Things they found valuable from the condensed version of the training intervention.	Things they thought would be unlikely to influence their practice from the training intervention.
IEPs	Framework	Not too much time spent knowing we are responsible
Terminology	Group chat/feedback	If level of understanding of SEN is low, ability to participate would be difficult
Broadness of needs	Quiz resource	
Examples of target writing	Reassurance	
Strategies	Formulation framework	
How to identify and diagnose	Affirmation	
SEN vs EHCP	SFRG	
Types of SEN	Intersectionalities of SEN with contributing factors (age, gender, culture etc.)	
Expectations of child	How to build esteem of SEN children	
Expectations of ourselves as practitioners	Sharing strategies/good examples from different institutions	

Practical implications of planning and teaching		
IEPs		
Transition from training to class responsibility including SEN		
Paperwork requirements (and when to update)		
Who needs to know what?		
How to breakdown, wider influences/impact		
More idea about wider SEN		

*Table 7.2: Synthesised responses to pilot study group evaluation.*

## **Summary of Findings from Pilot Study**

Participant responses indicated their belief that the methods of presentation and the quality of materials provided was high. Equally, participants believed that the training was effective in meeting its stated aims (Figure 6.1). Amongst other aspects, participants valued the utilisation of the IFF (Frederickson and Cline, 2009), the solution-focussed group consultation approach (Table 7.2). Further indications of content which may be of value to future participants include, exploration of SEND terminology, information around IEPS and target writing, exploring types of SEN and further concerns to functions, roles (teachers and others) and broader needs (Table 7.2). Finally, some participants voiced their concerns regarding the amount of content relating to legislation and statutory responsibility, though this is also identified as useful. These findings will impact the formation of content within the main body of this research.



## APPENDIX 4: PARTICIPANT INFORMATION SHEET

Dear staff member,

In conjunction with the University of Birmingham, [REDACTED] [REDACTED] (EPS) have commissioned training aimed at supporting newly qualified teachers (NQTs) and recently qualified teachers (RQTs) (those who have completed their 'NQT' year the year previously) understanding in relation to pupils with special educational needs and disability (SEND) in the classroom.

As the member of staff and researcher delivering this training, I am currently enrolled at the University of Birmingham as a Year 3 trainee educational psychologist and supervised by [REDACTED] I am currently on placement at [REDACTED] EPS, where I work under the supervision of [REDACTED]

### ***Why provide support specifically for NQTs and RQTs?***

A review of the literature indicates that the input received by trainee teachers on their training courses for supporting pupils with SEND is inconsistent (Lawson and Nash, 2013; Avramidis et al. 2000). Some authors have gone further to suggest that the current arrangements provided by initial teacher training (ITT) providers are not structurally appropriate to allow for the development of good practice in order to provide pupils with SEND the best opportunities in the classroom (Mintz, Mullholland and Peacey, 2015).

Importantly, Hodkinson (2006) identifies that teachers' first year in the professions has the potential to negatively impact their perceptions of inclusion and that this can be influenced by a lack of specific training in the needs of these pupils. Therefore, this training offer is specifically aimed at NQTs and RQTs in order to provide

knowledge, skills and understanding that may not have been thoroughly explored during ITT with the aim of improving staff confidence and self-efficacy in relation to supporting pupils with SEND and in fostering positive attitudes towards wider inclusion.

### ***Overview of the Project***

The research project will involve the delivery of a (free of charge) local authority commissioned training intervention for NQTs and RQTs. The training intervention seeks to improve teacher self-efficacy, attitudes to inclusion and improve understanding and awareness of skills in supporting the inclusion of pupils with SEND within the classroom. Amongst other components, the training will include exposure to and consideration of strategies relating to the four key areas of need as outlined by the SEN Code of Practice (DfE, 2015); namely cognition and learning, communication and interaction, social, emotional and mental health and physical and sensory needs. The training will also look to develop professional practice and problem-solving skills through meaningful participation, discourse and the sharing of ideas relating to best practice in supporting children and young people (CYP) with SEND within the classroom.

Participants will be asked to complete pre and post evaluation measures at the beginning and end of the intervention. Participants will also be asked to complete formative evaluations throughout the intervention. Finally, participants will be asked to participate in a follow up focus group interview to explore the perceived utility of the training, the problem-solving aspects and the intervention more widely (with consideration of longer-term impact).

## **Places**

There are 25 places available. If the project is oversubscribed (i.e. more than 25 participants wish to commit), participants will be selected based on a desired criterion which will take into account the amount of experience the member of staff has (the less experience and therefore closer to being newly qualified will be favoured).

It is important that staff members are supported in their attendance for the duration of the course, which will run for the first half-term of the Autumn Term 2019. If staff are unable to attend for reasons other than exceptional circumstances (which are communicated in advance where possible), places may be offered to other interested parties.

Should the project prove to be successful or highly valued by members of staff, there is scope for subsequent support, though this is yet to be finalised.


## ***Consent***

Staff are under no obligation to participate in this research and may take part in the training provided without participating in this research. It is important that staff opt to participate of their own free will and are not offered tangible benefits for participation. Under agreement with the researcher, schools may choose to utilise attendance to this training as part of 'directed time', however, this should be seen as an additional option rather than a substitution to any career and professional development (CPD) opportunities staff may have had access to. It is crucial that staff participate willingly.

Should you wish to participate in this research, your data will remain anonymous and confidential. You have the right to withdraw from the research project at any time up to the completion of data collection (January 2020). In accordance with my data

management plan (DMP), interviews will be recorded using an encrypted digital audio recorder and then transcribed into text. All data will be stored on a password protected encrypted data stick and will be stored for up to ten years in accordance with the University of Birmingham Research Data Management (RDM) policy. Data may also be saved remotely using BEAR DataShare, a secure file synchronisation and sharing service.

All data will remain confidential by assigning a unique random ID code at the point of transcription. The data will be anonymised by the retraction of any further features which make the identification of the participant discernible.

A consent form is attached for you to sign and return if you wish to participate in this study. Should you have any further concerns or queries regarding the study please do not hesitate to contact me. My email address is 

Yours faithfully,

Lewis Field

Trainee Educational Psychologist

## APPENDIX 5: ETHICAL REVIEW

<b>UNIVERSITY OF BIRMINGHAM APPLICATION FOR ETHICAL REVIEW</b>
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### Who should use this form:

This form is to be completed by PIs or supervisors (for PGR student research) who have completed the University of Birmingham's Ethical Review of Research Self Assessment Form (SAF) and have decided that further ethical review and approval is required before the commencement of a given Research Project.

**Please be aware that all new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. PGR students first registered before 1<sup>st</sup> September 2008 should refer to their Department/School/College for further advice.**

### Researchers in the following categories are to use this form:

1. The project is to be conducted by:
  - o staff of the University of Birmingham; or
  - o postgraduate research (PGR) students enrolled at the University of Birmingham (to be completed by the student's supervisor);
2. The project is to be conducted at the University of Birmingham by visiting researchers.

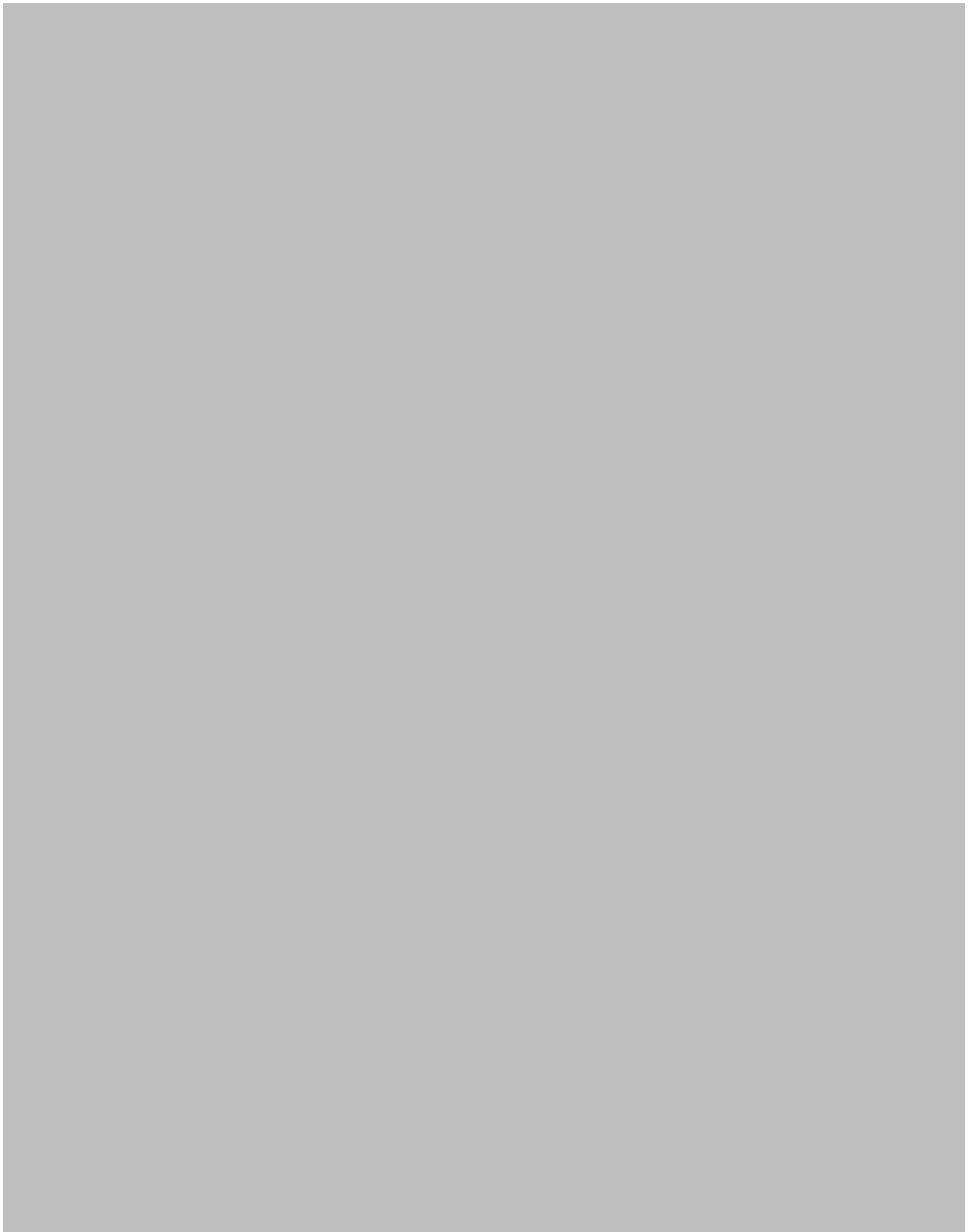
**Students undertaking undergraduate projects and taught postgraduate (PGT) students should refer to their Department/School for advice.**

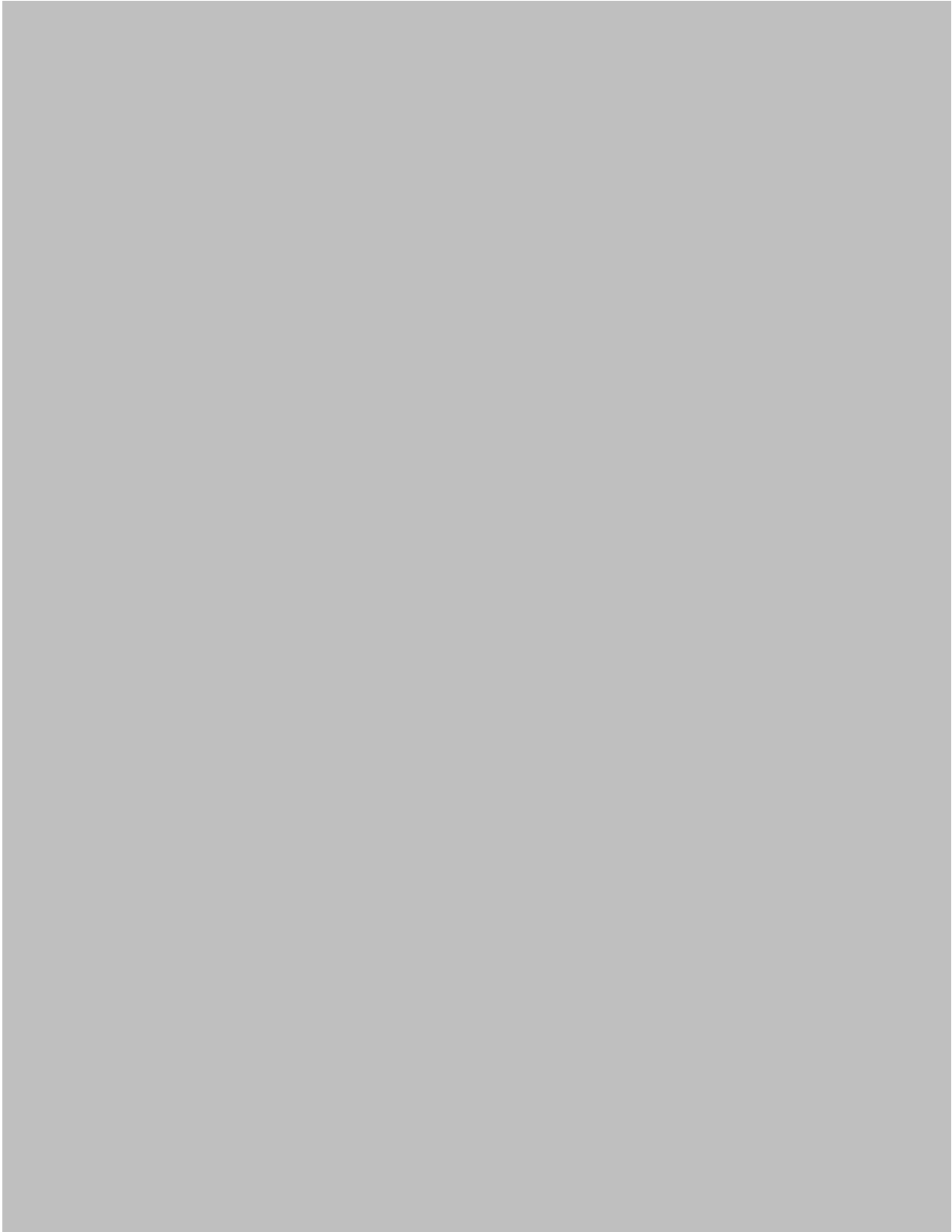
### NOTES:

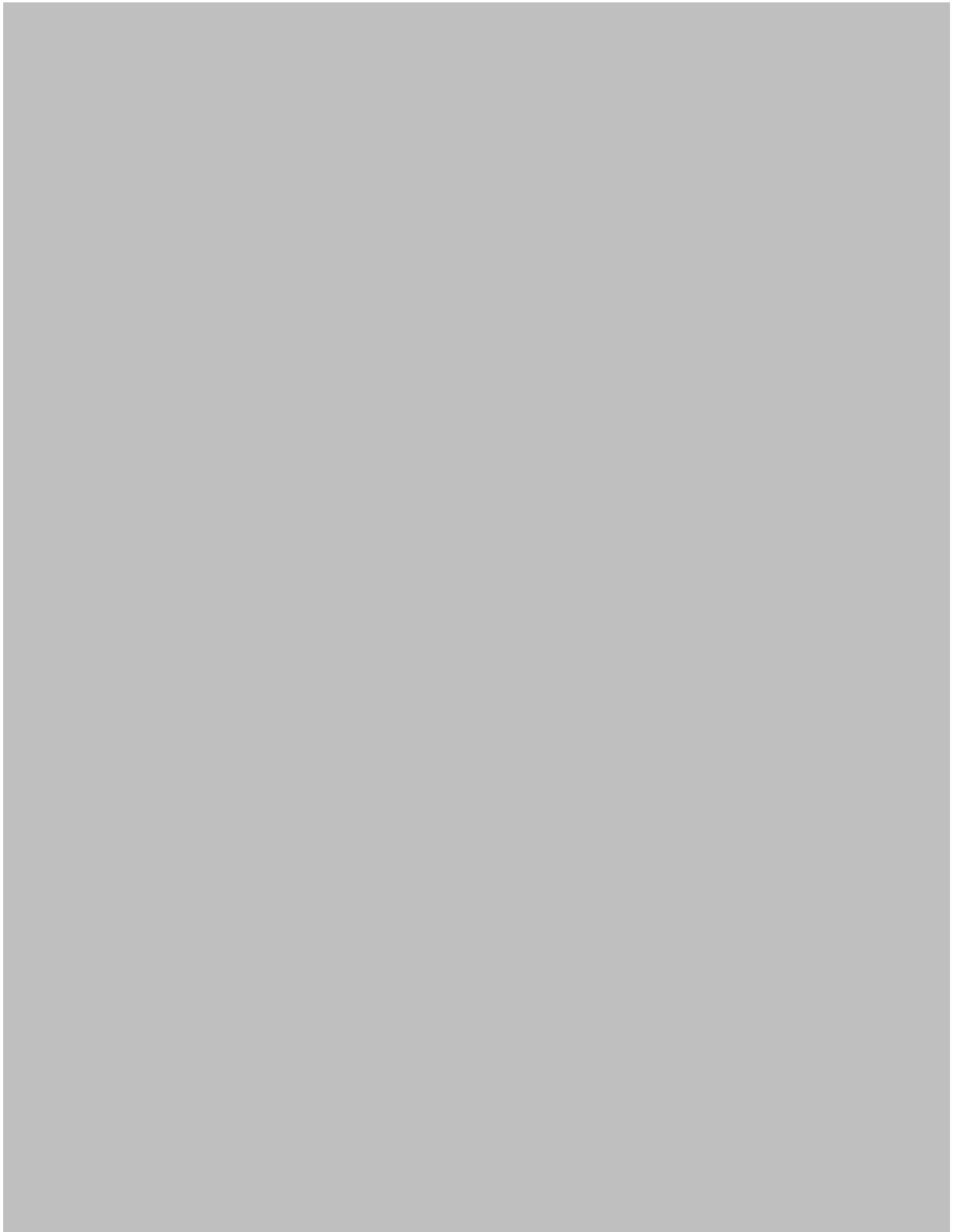
- An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: [aer-ethics@contacts.bham.ac.uk](mailto:aer-ethics@contacts.bham.ac.uk). Please **do not** submit paper copies.
- If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please it in a separate file, clearly marked and attached to the submission email.
- If you have any queries about the form, please address them to the [Research Ethics Team](#).

☒ **Before submitting, please tick this box to confirm that you have consulted and understood the following information and guidance and that you have taken it into account when completing your application:**

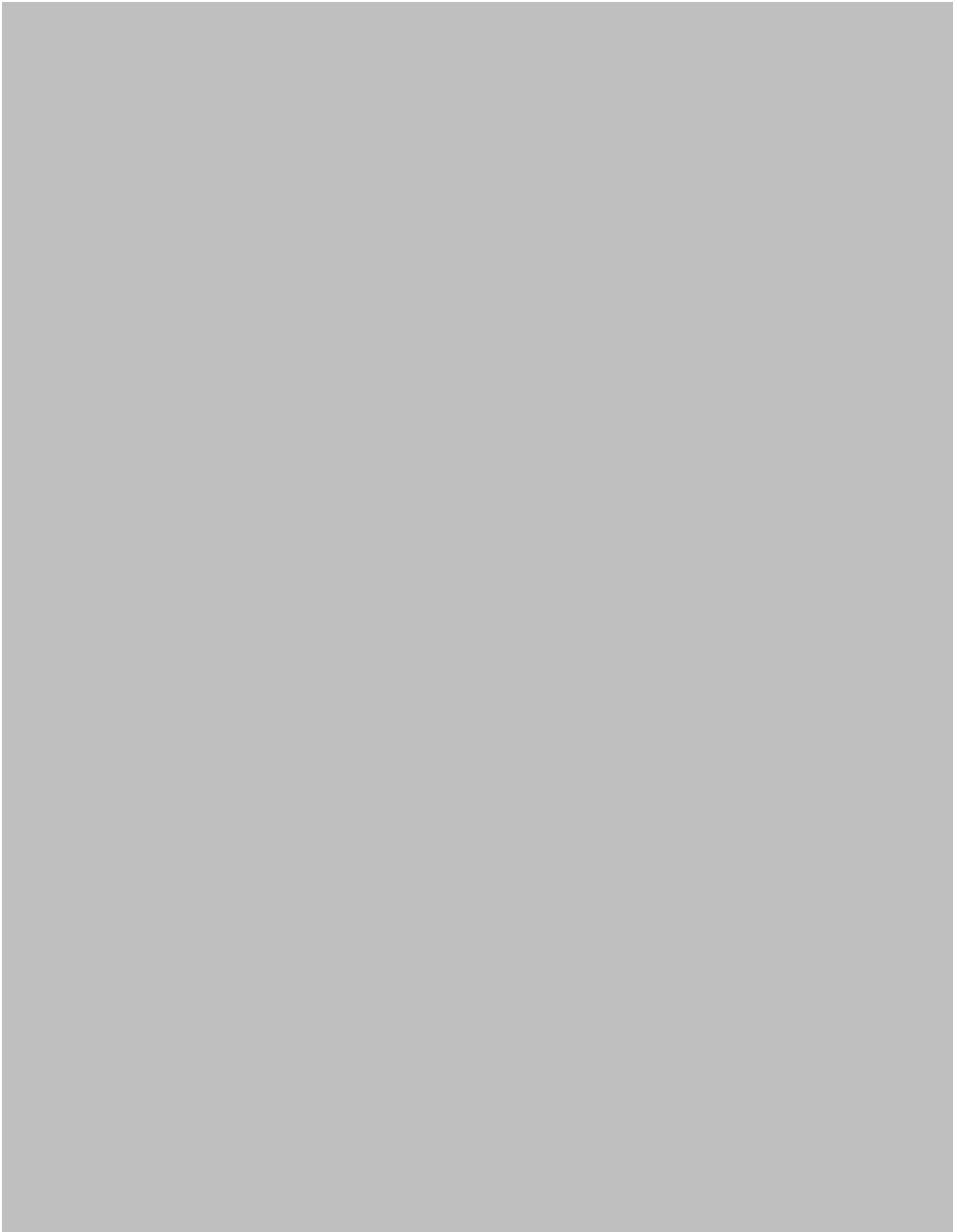
- The information and guidance provided on the University's ethics webpages (<https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-of-Research.aspx>)
- The University's Code of Practice for Research ([http://www.as.bham.ac.uk/legislation/docs/COP\\_Research.pdf](http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf))

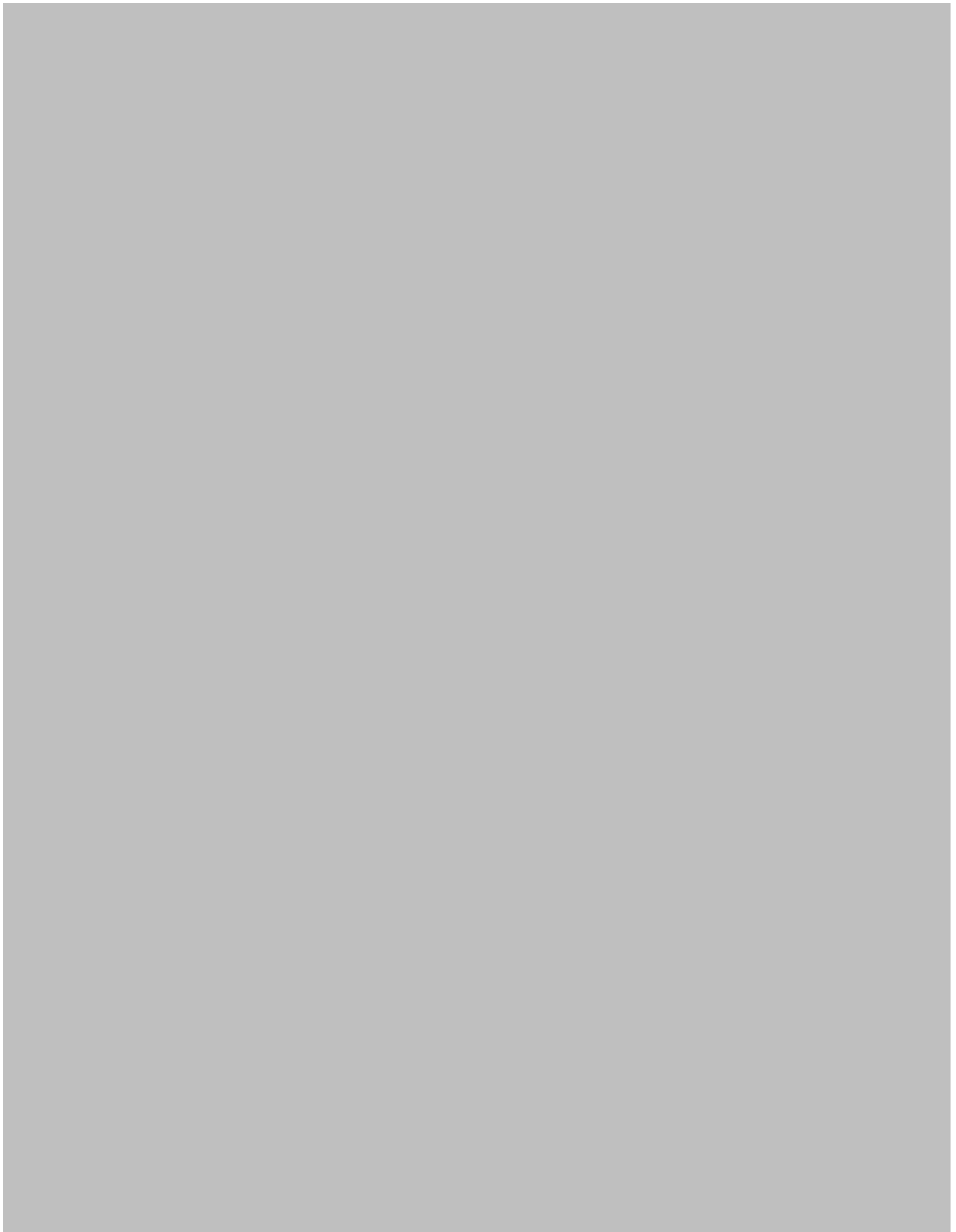


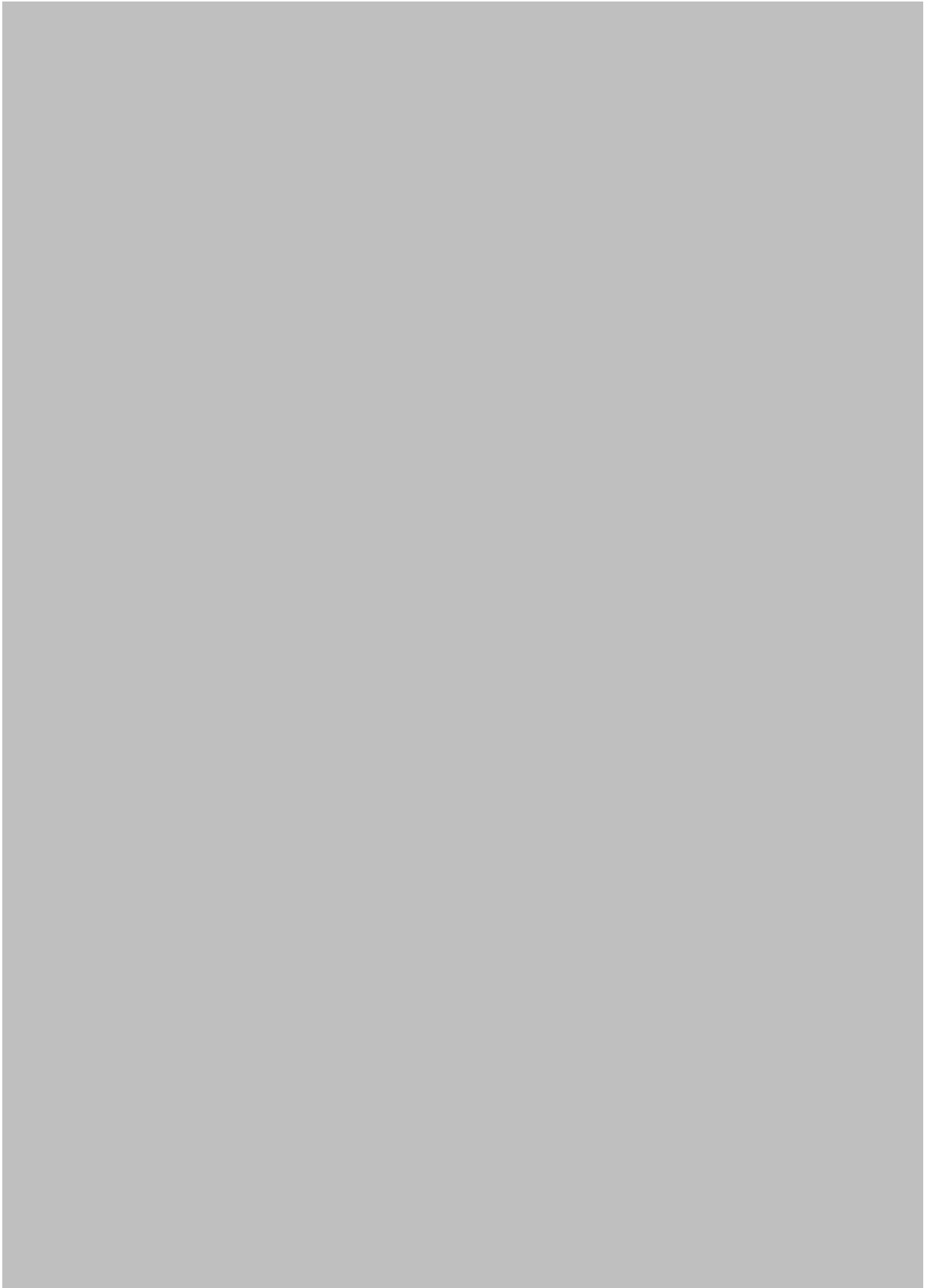


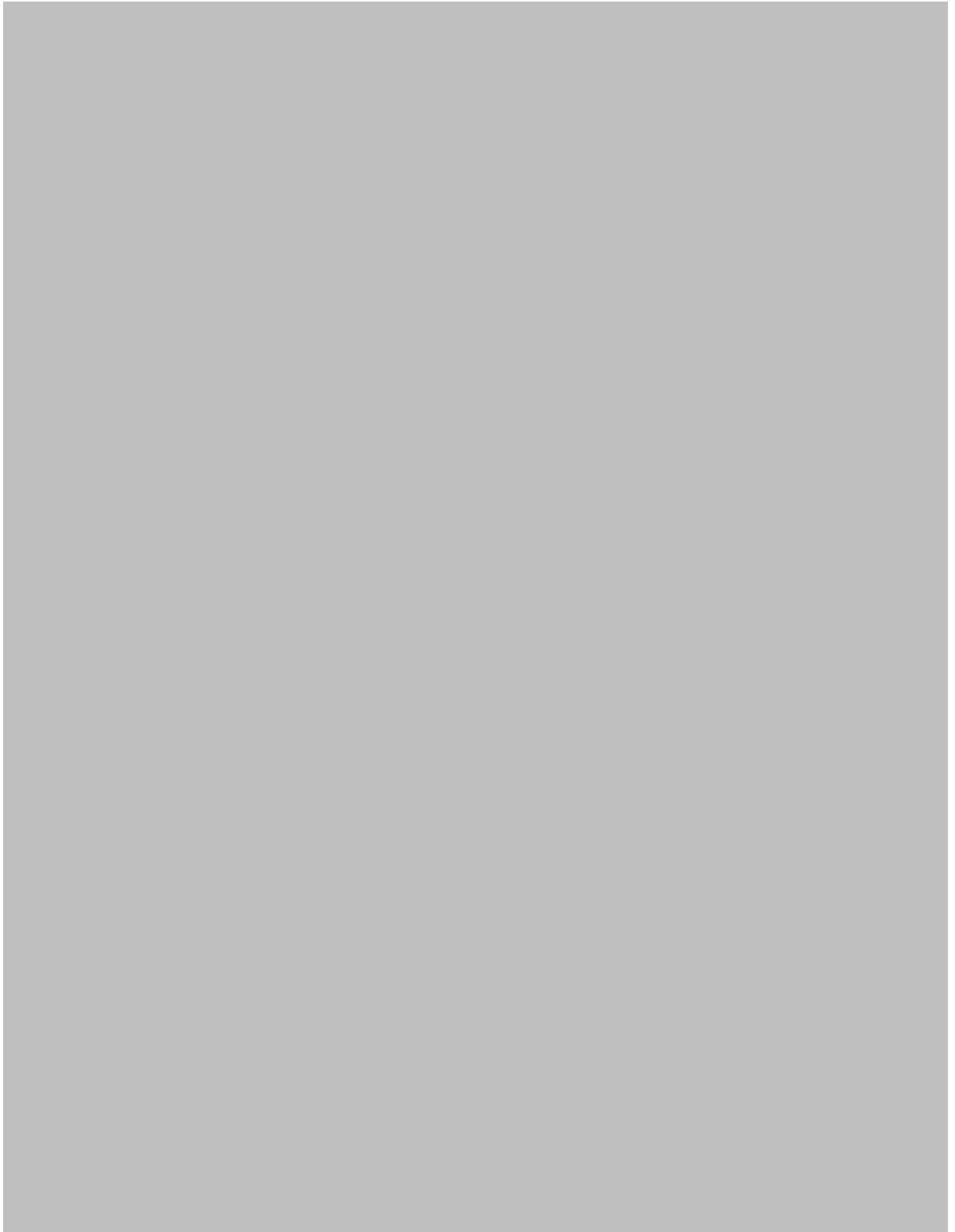


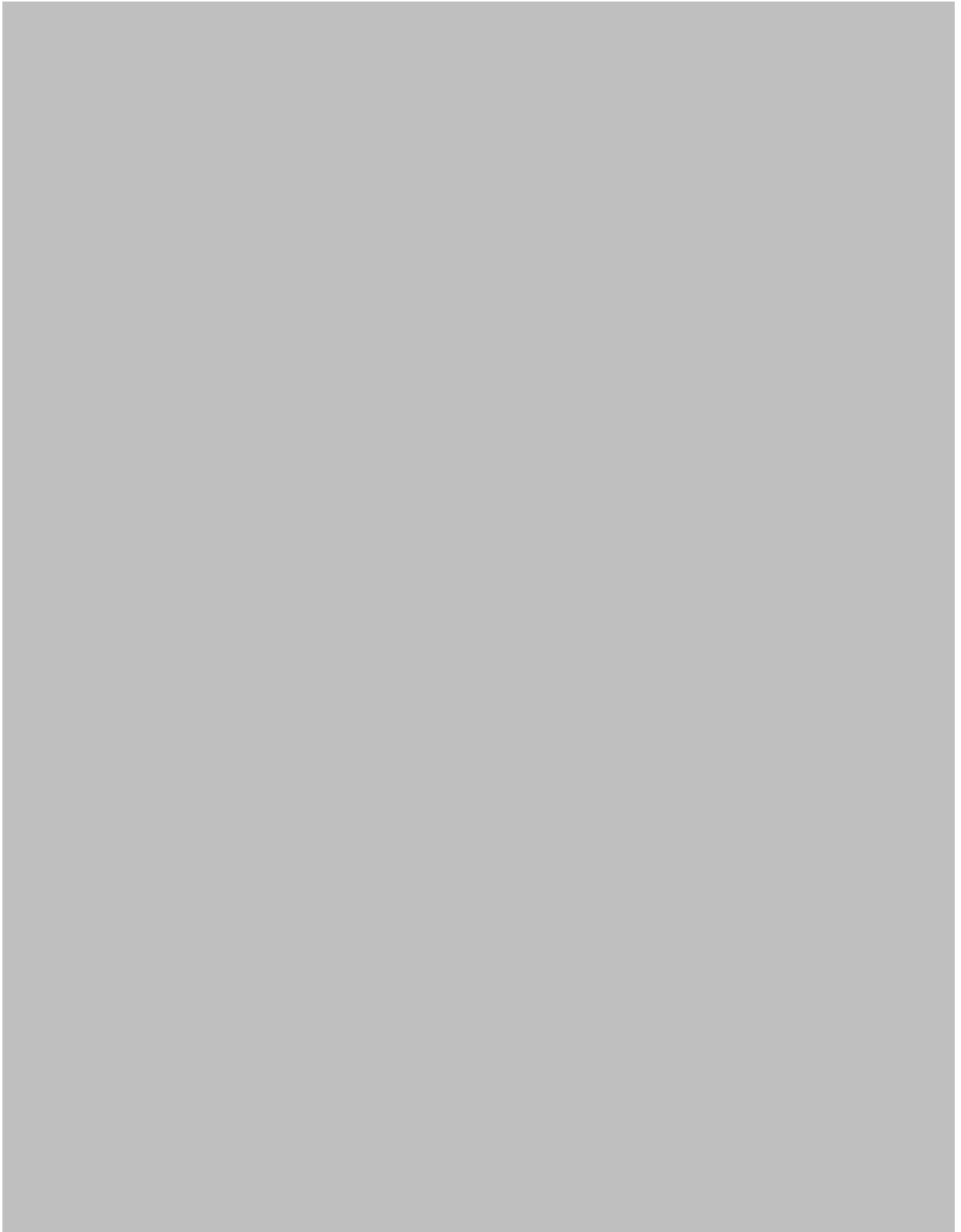


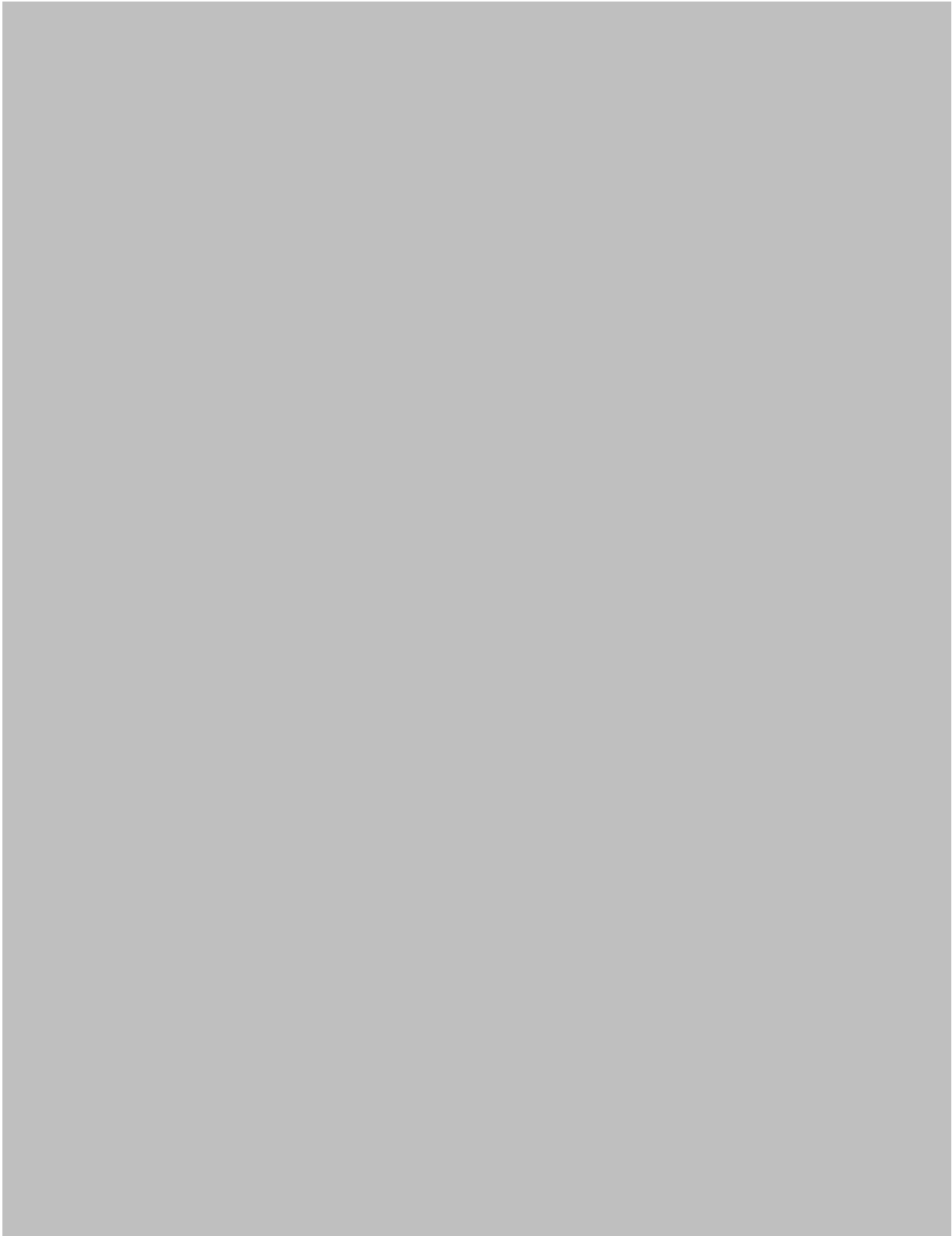


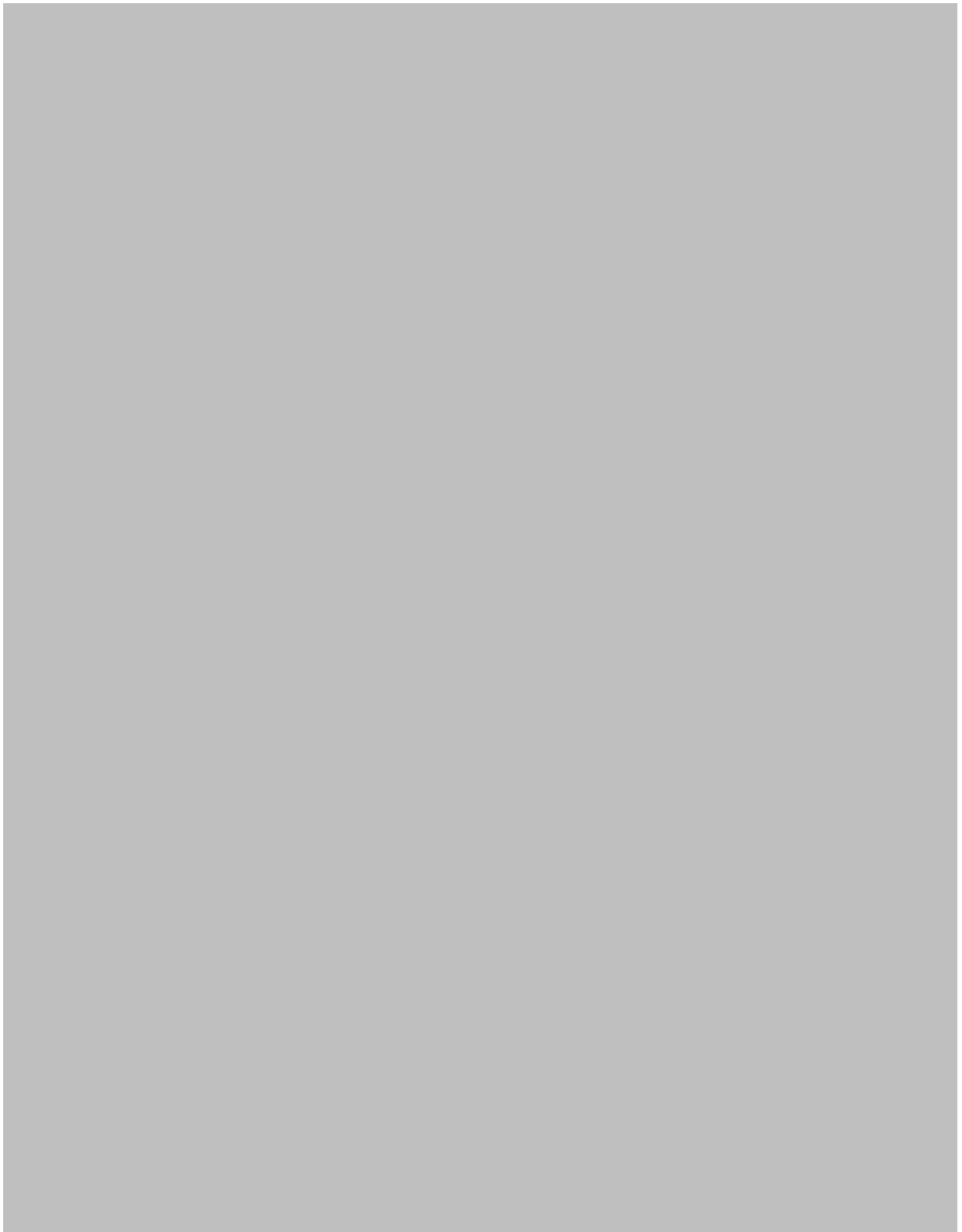


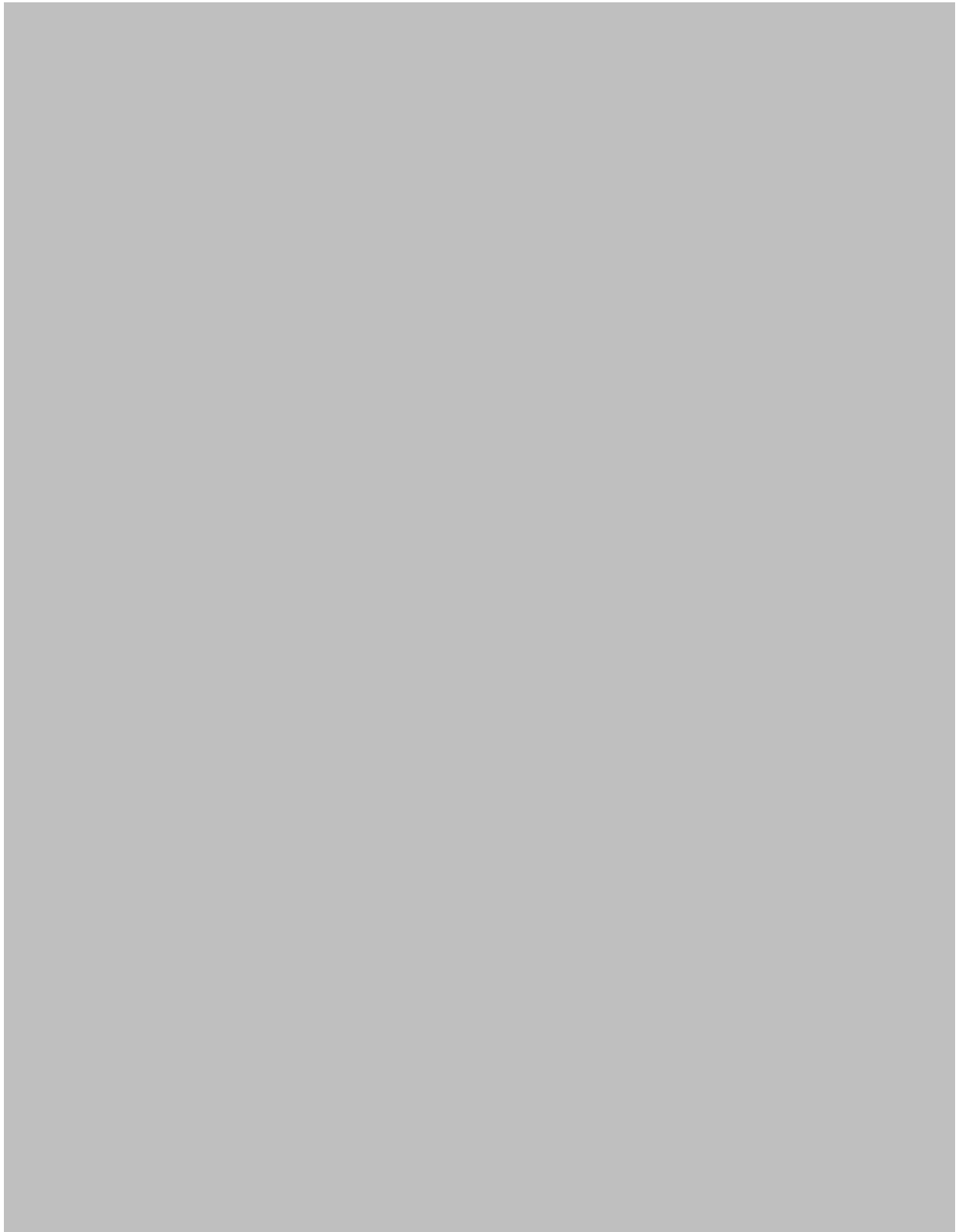




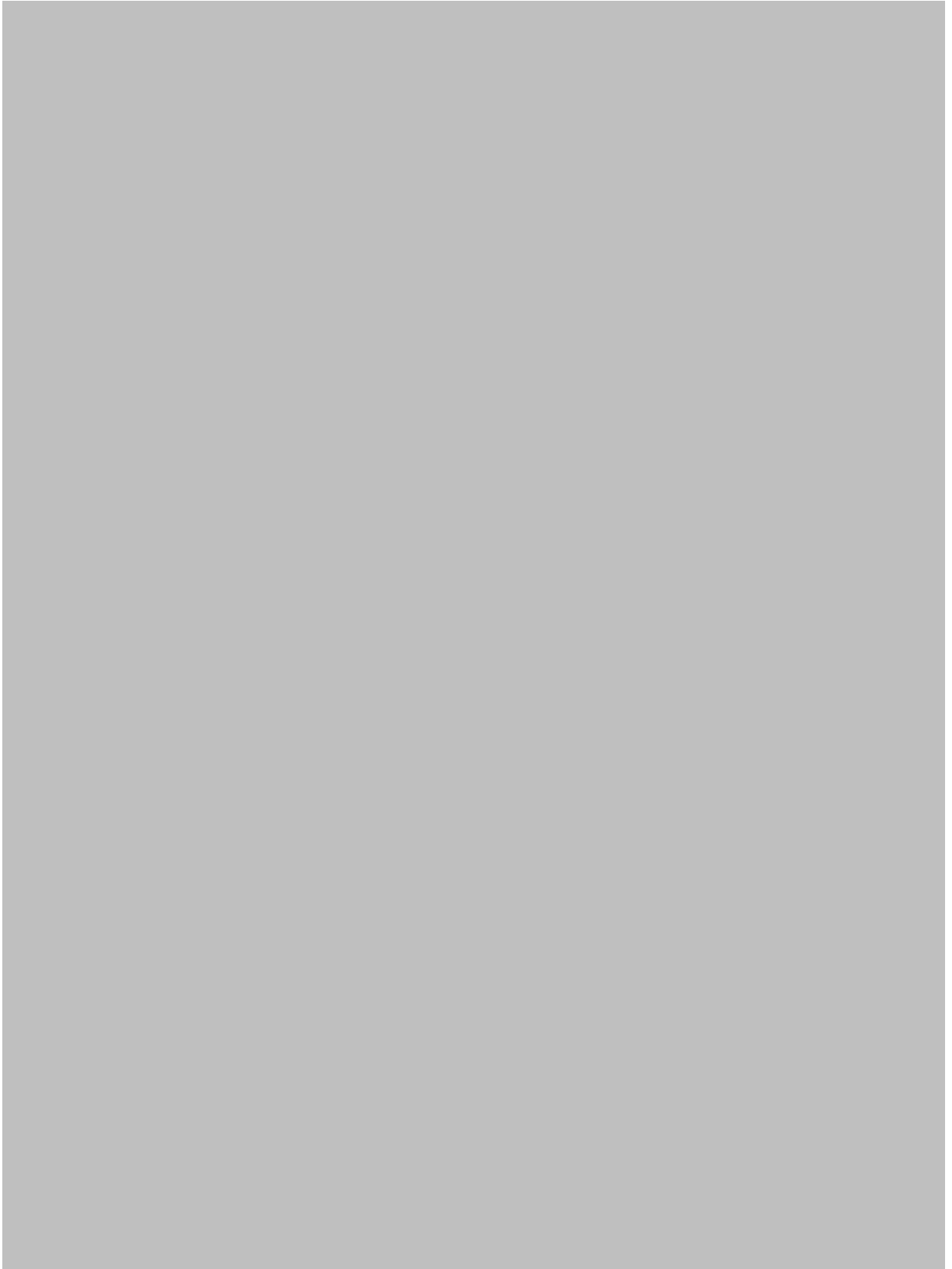


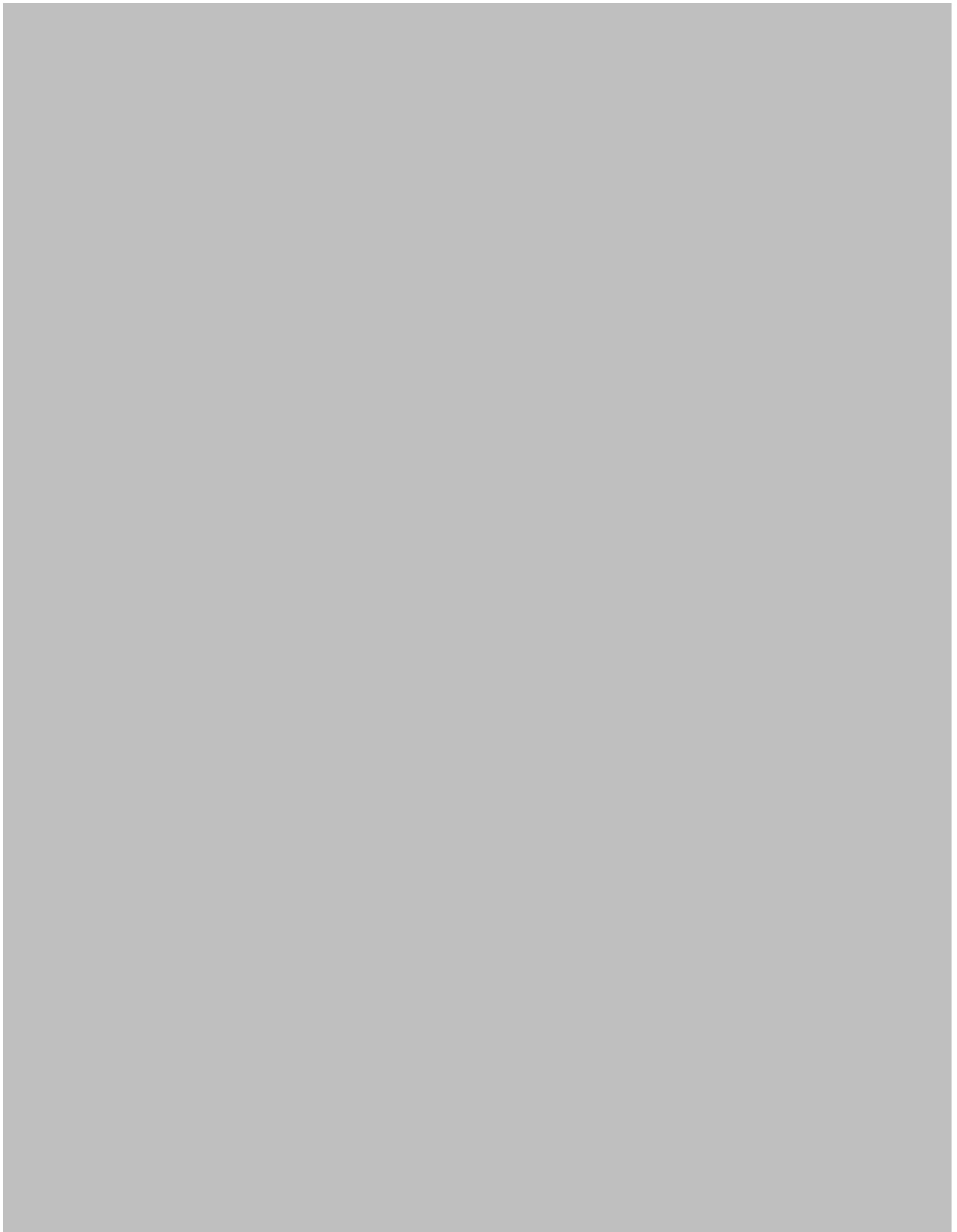


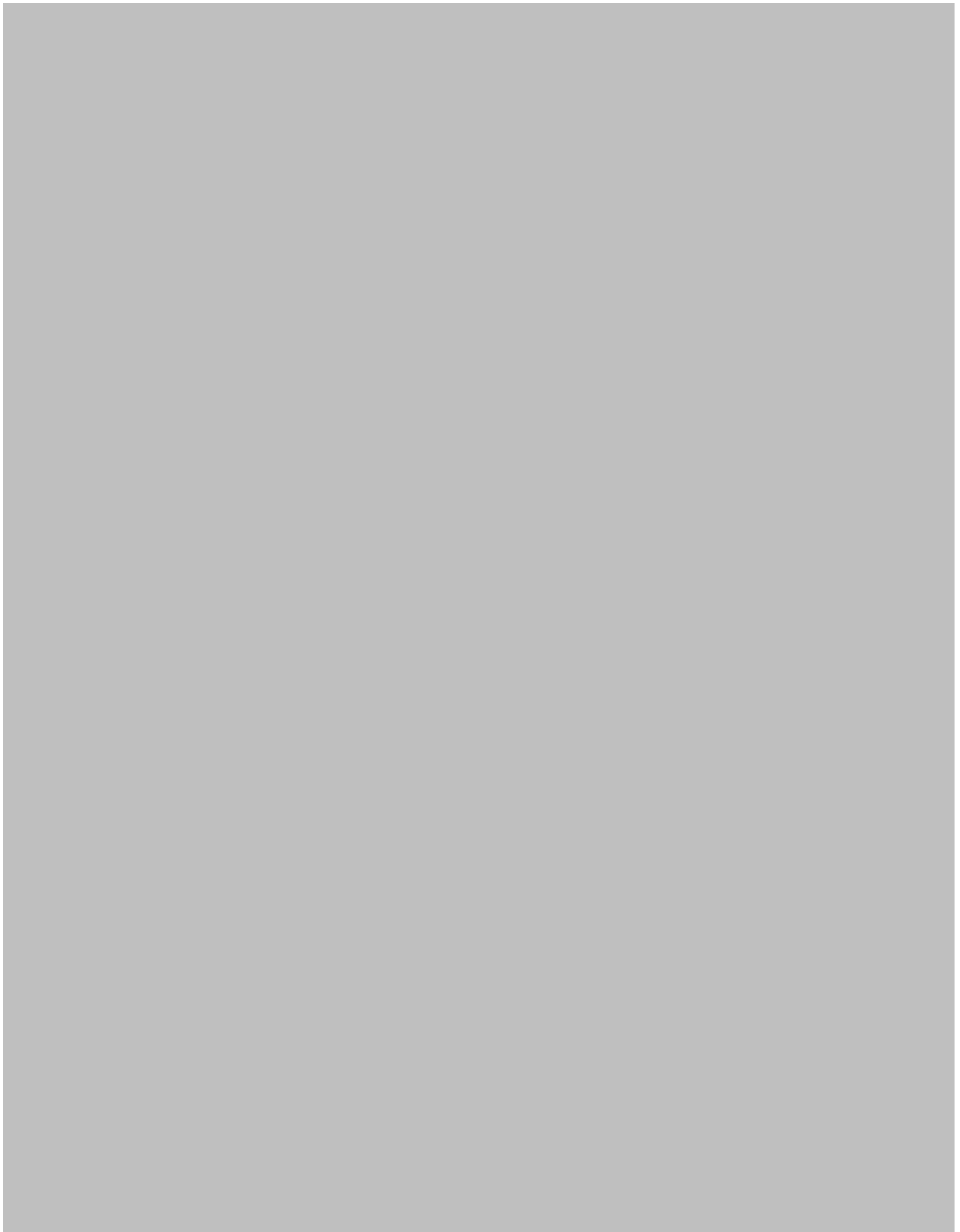


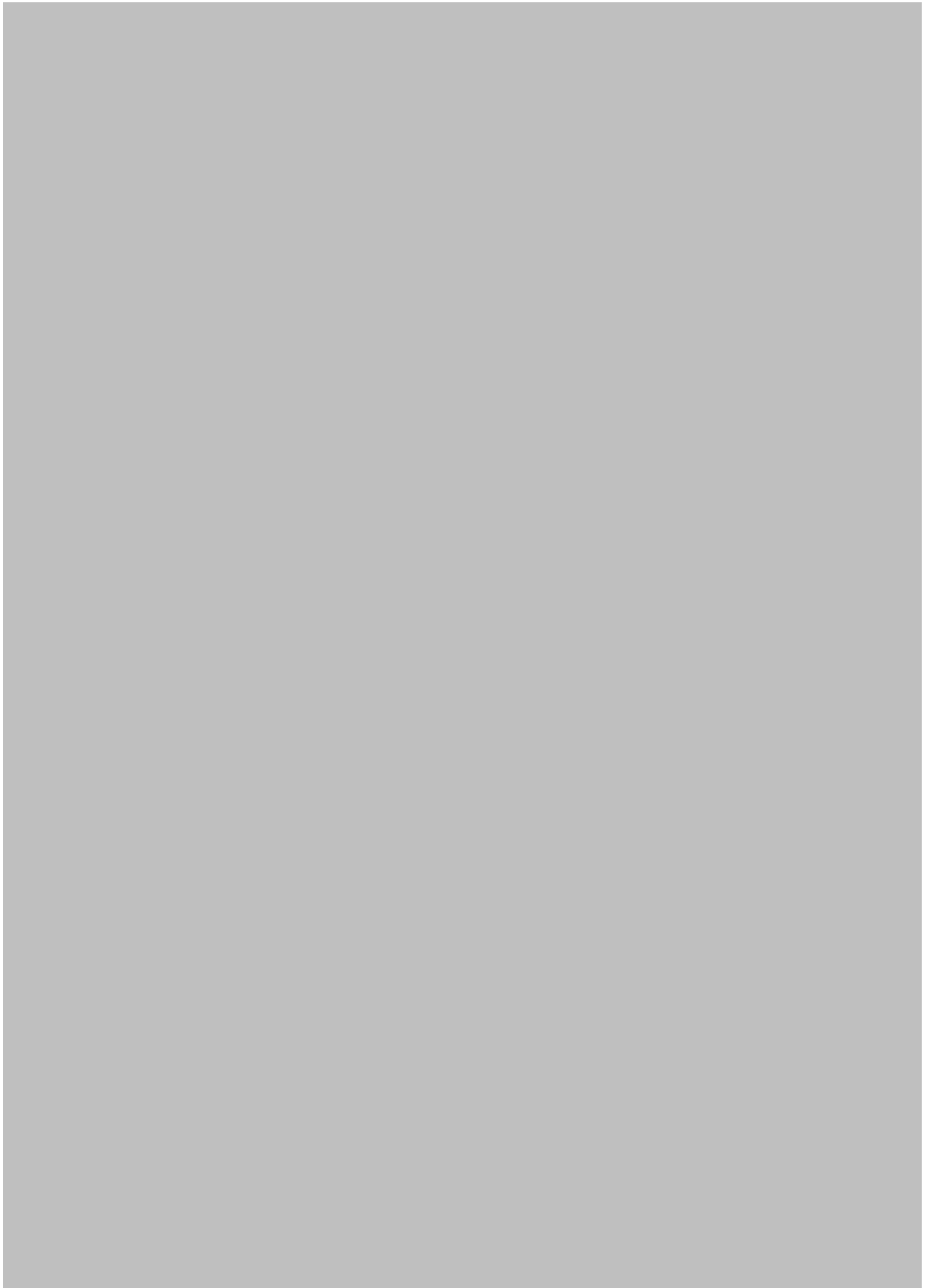




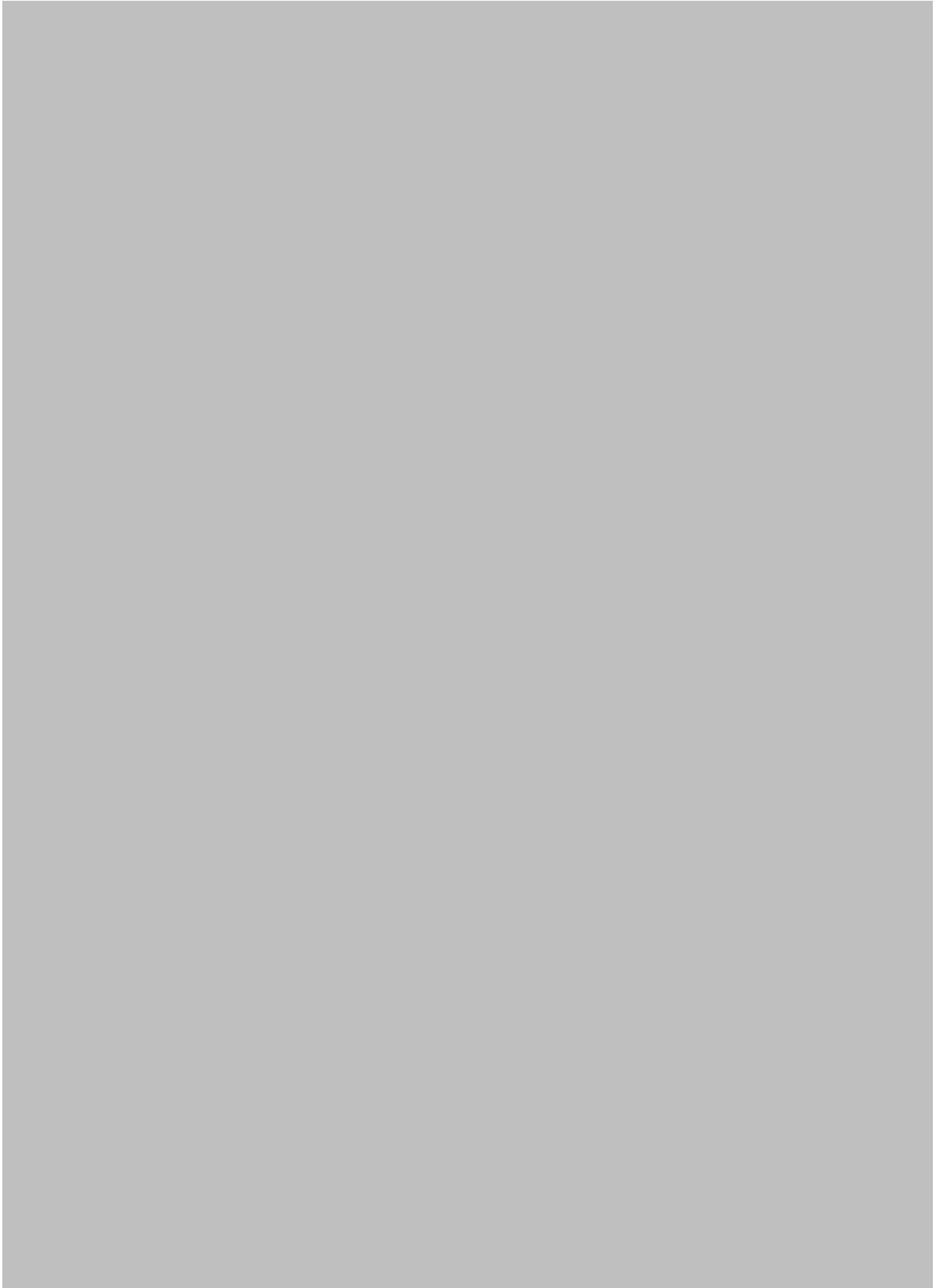


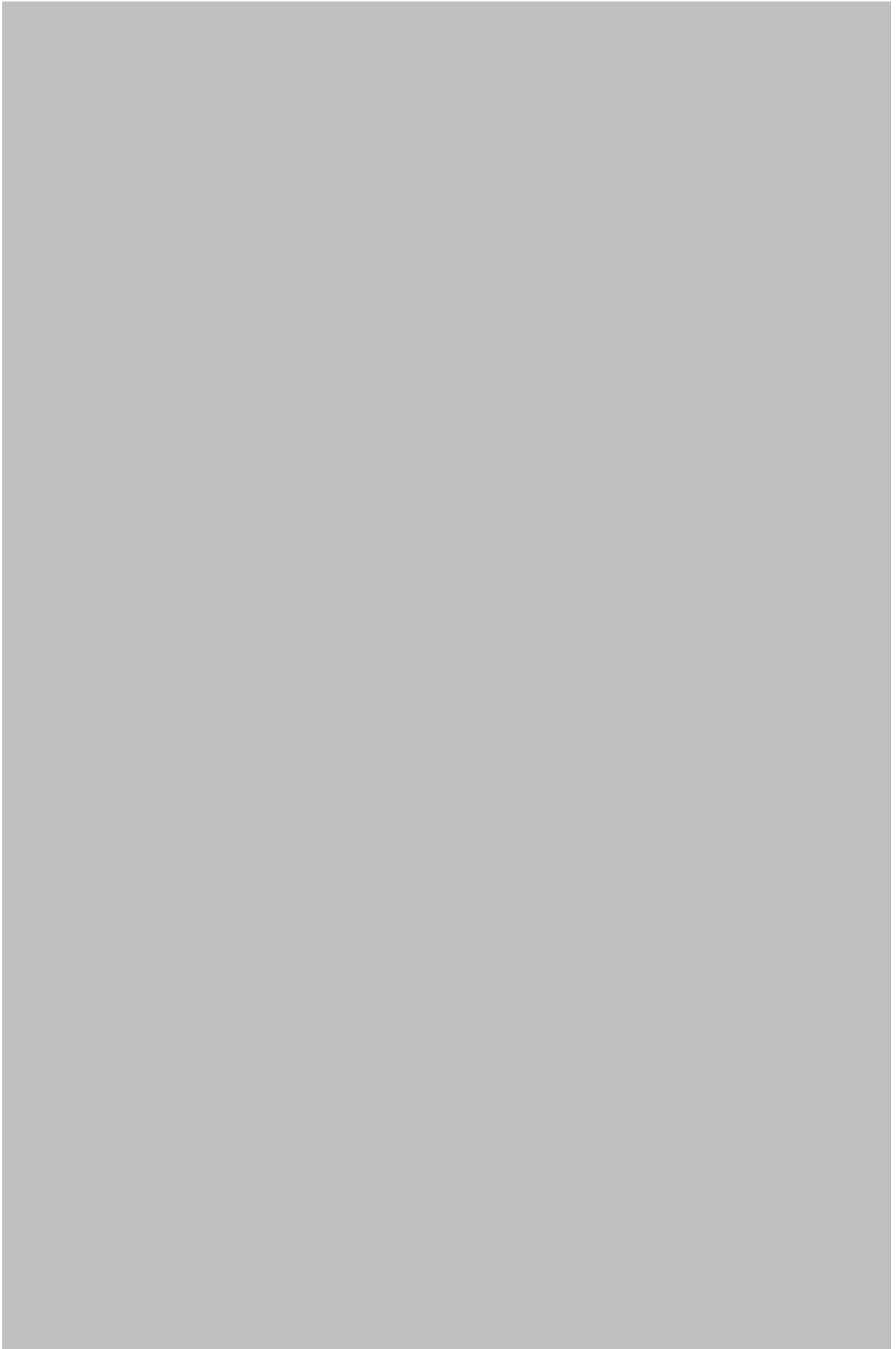


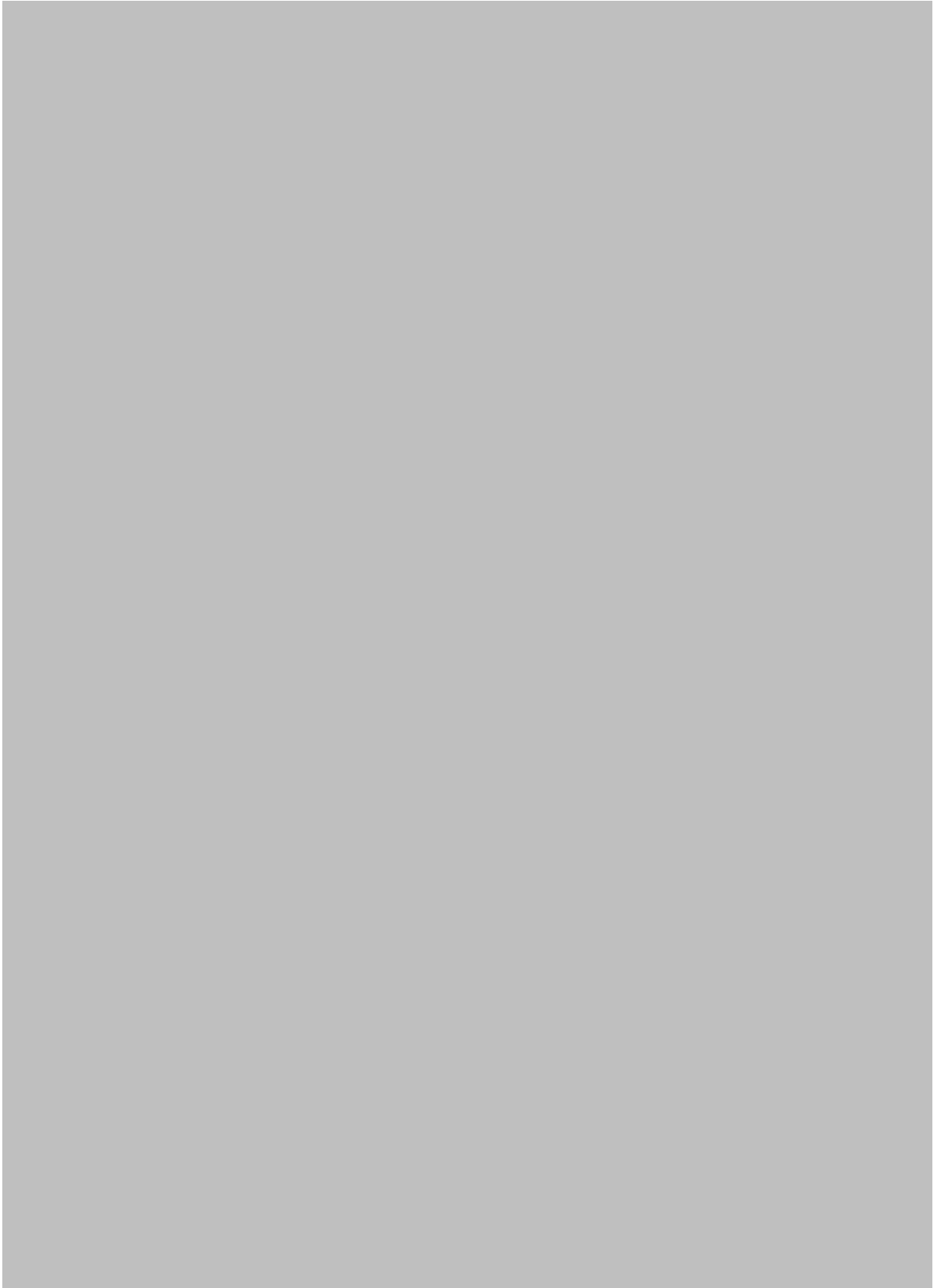




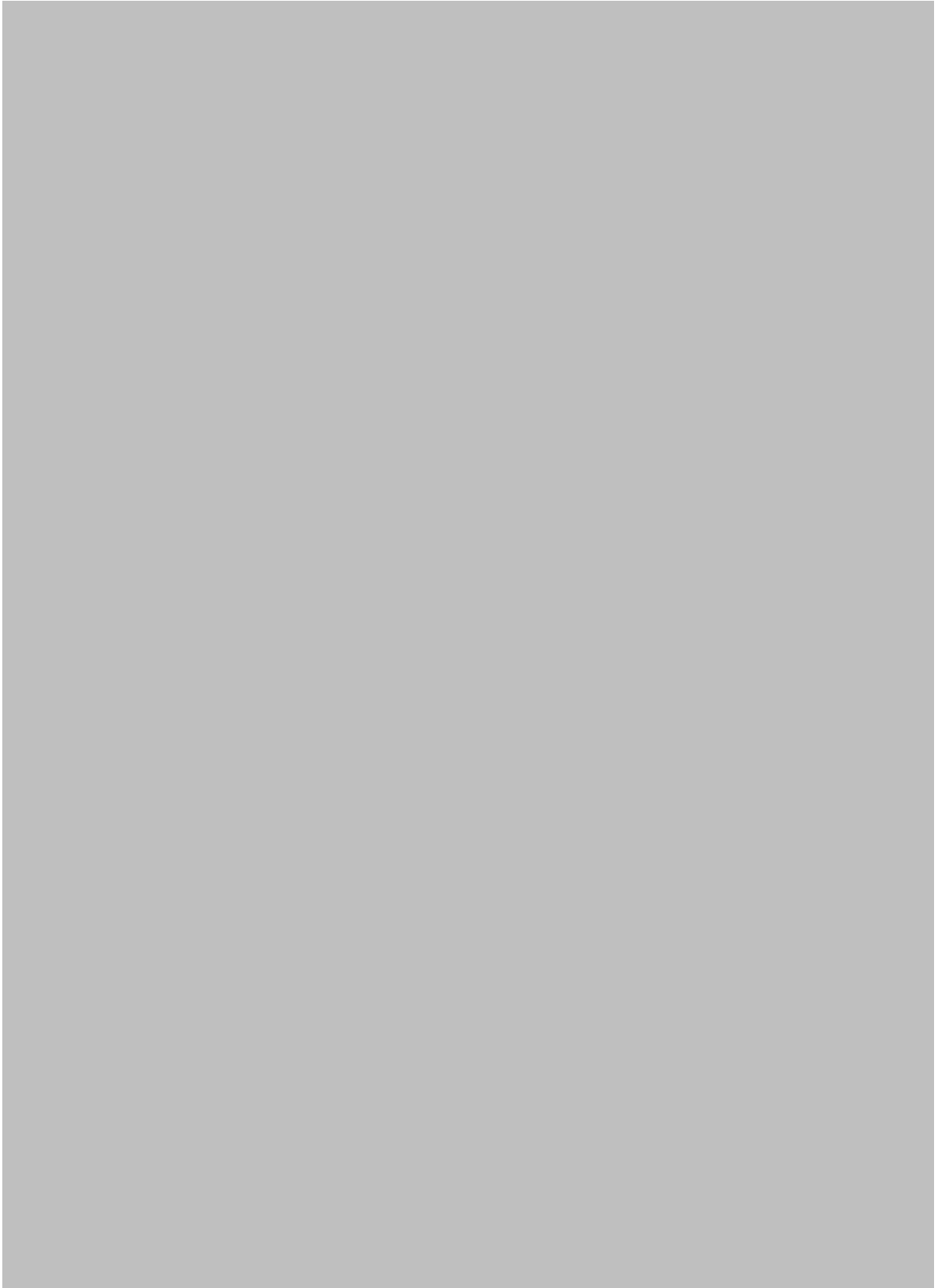












## APPENDIX 6: PARTICIPANT CONSENT FORM

### Participant Consent Form

Title: **Designing and implementing an intervention to support early-career teachers' self-efficacy and attitudes to inclusion: a case study**

Participant name: \_\_\_\_\_

I have read and understood the information sheet

☐ Yes      ☐ No

I have been given the opportunity to ask questions about the project

☐ Yes      ☐ No

I understand that I am free to withdraw from the study (at any time and without giving a reason)?

☐ Yes      ☐ No

I give permission for the data from this study to be recorded using a password protected audio recording device.

☐ Yes      ☐ No

I understand that I am able to access support for any concerns I may have throughout the study through the researcher directly or via professionals identified in the information sheet and am aware of the provision made available for this.

☐ Yes      ☐ No

I understand that I may withdraw my data, without giving a reason, up to 31<sup>st</sup> January 2020.

☐ Yes      ☐ No

This study involves the collection of data regarding your feelings of confidence in supporting students with special educational needs and disabilities (SEND) as well as information relating to your attitudes to SEND more widely. Do you agree to take part in this stage of the study?

☐ Yes      ☐ No

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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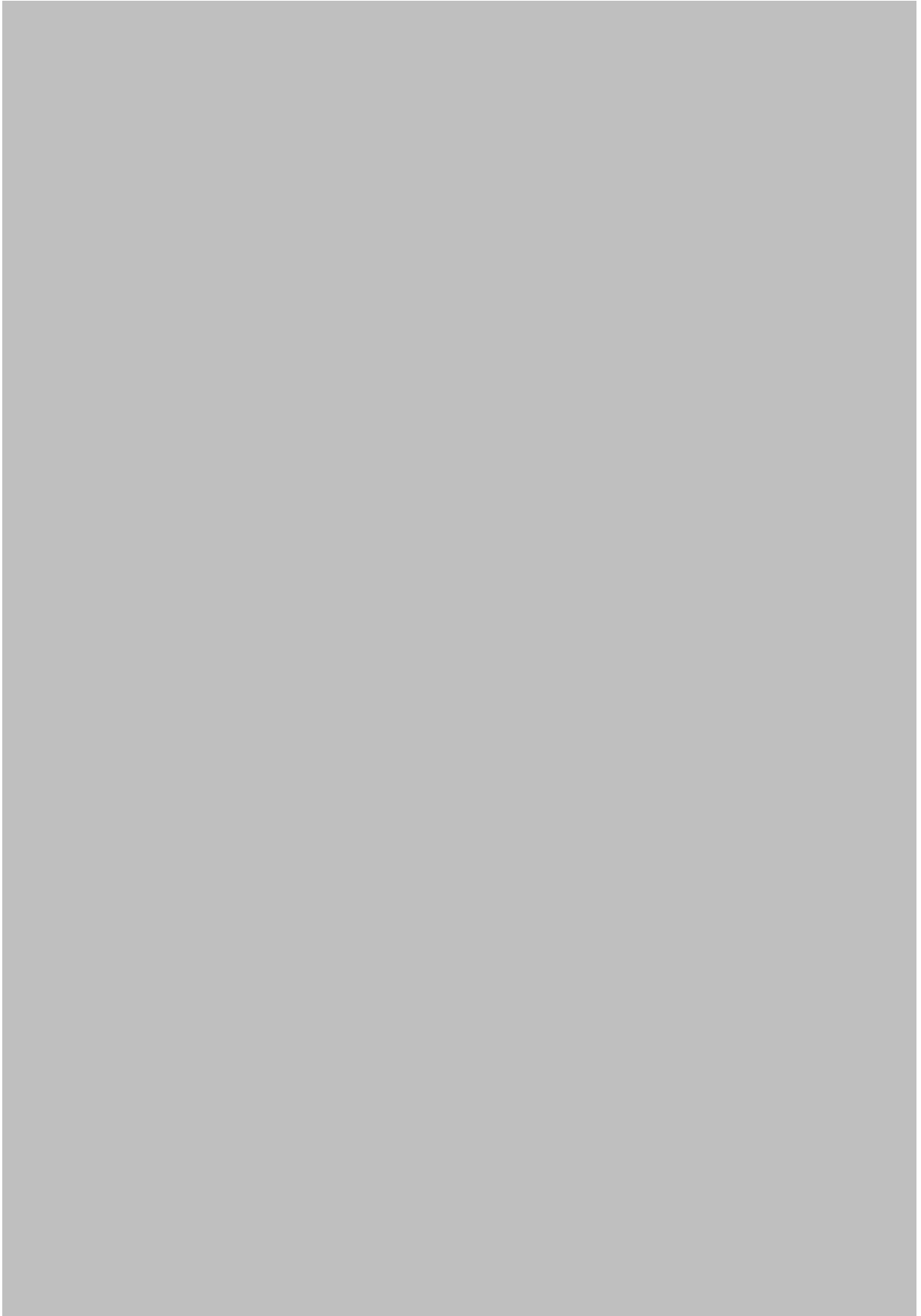
If you would like to be informed of the findings and outcomes of this research (either verbally or offered a copy), please add your details below and hand this to the researcher separately.

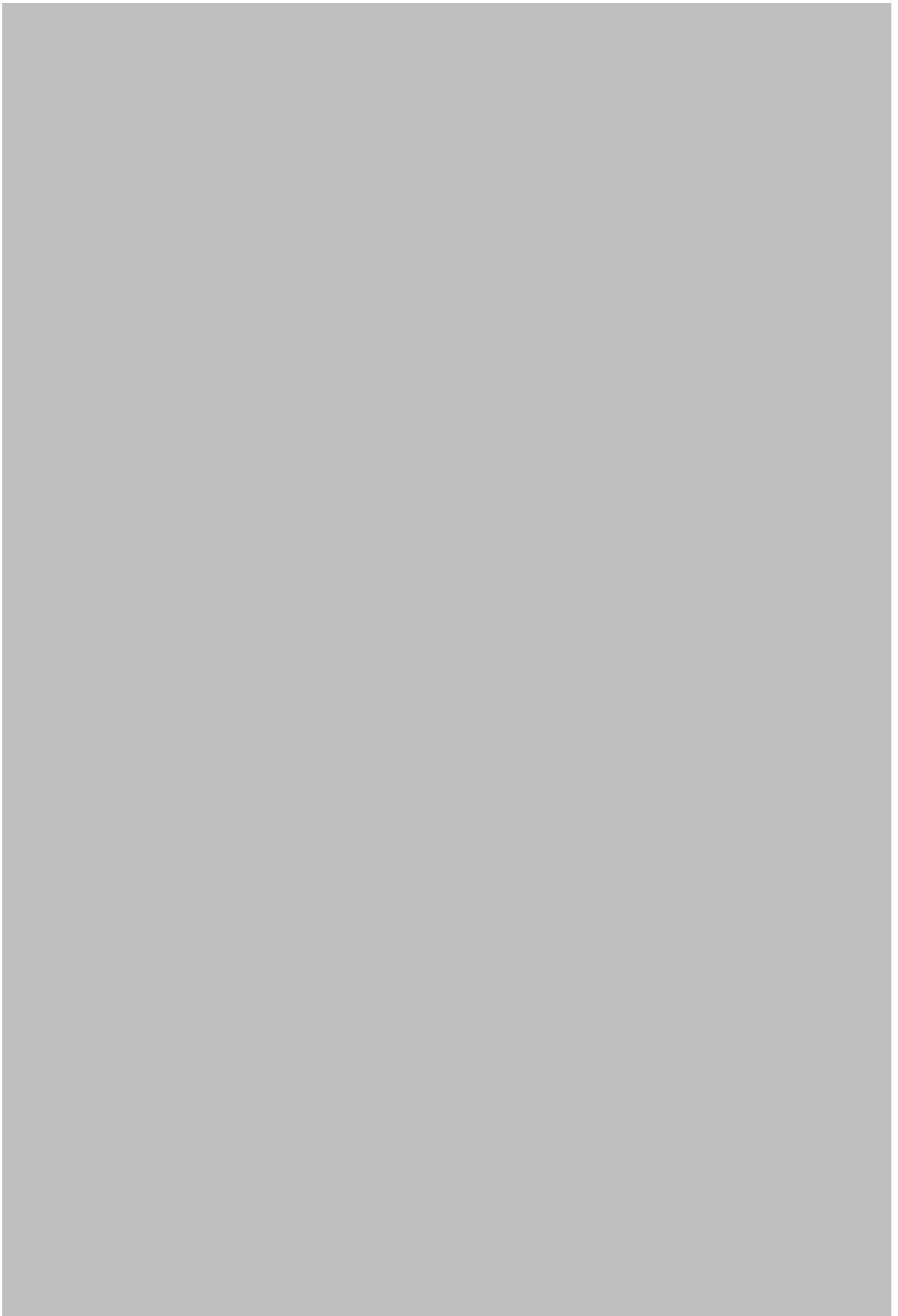
Name: \_\_\_\_\_

Contact (email or telephone) \_\_\_\_\_

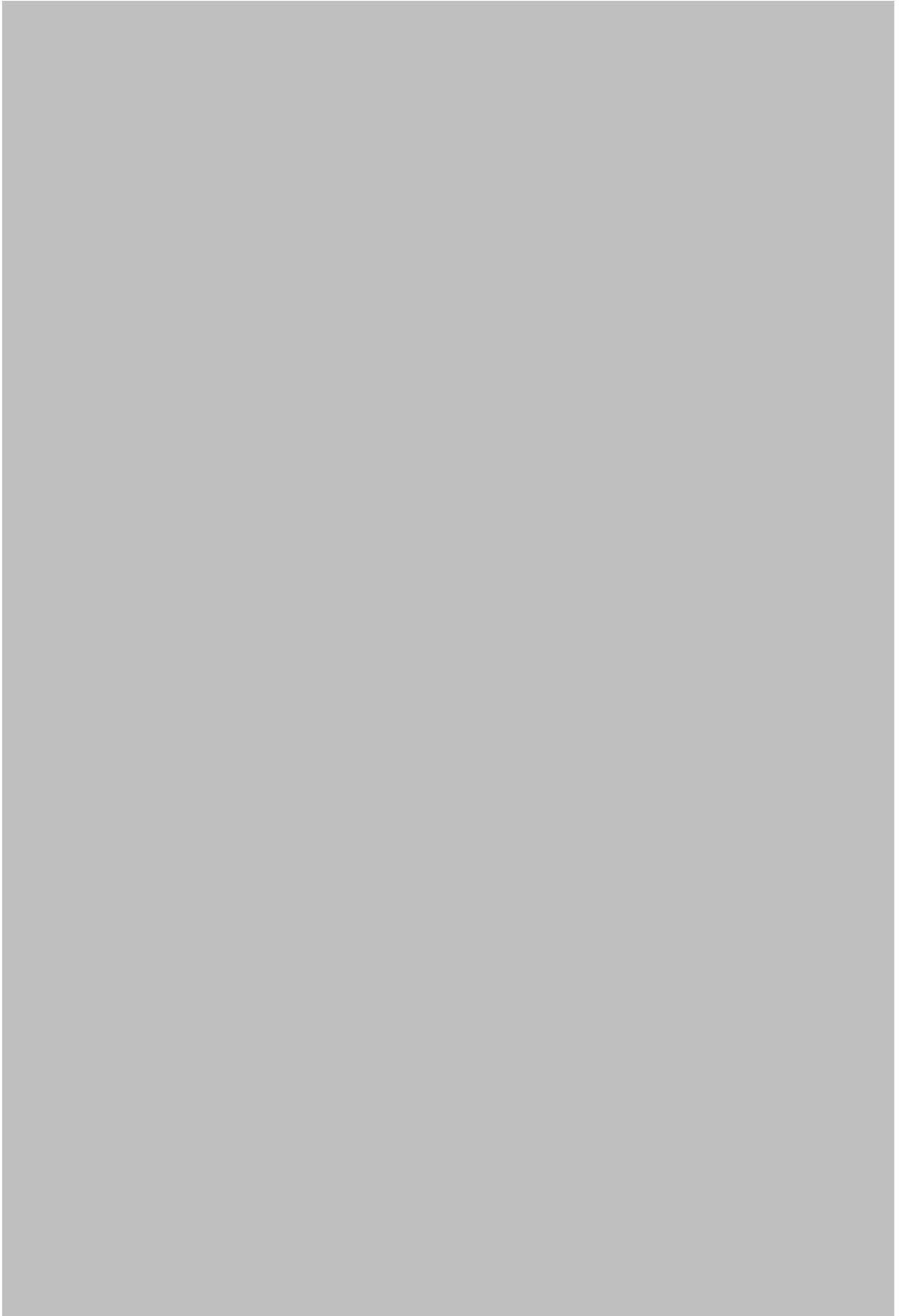
**APPENDIX 7: TEACHERS' ATTITUDE TO INCLUSION SCALE (TAIS) (MONSEN  
ET AL., 2015)**



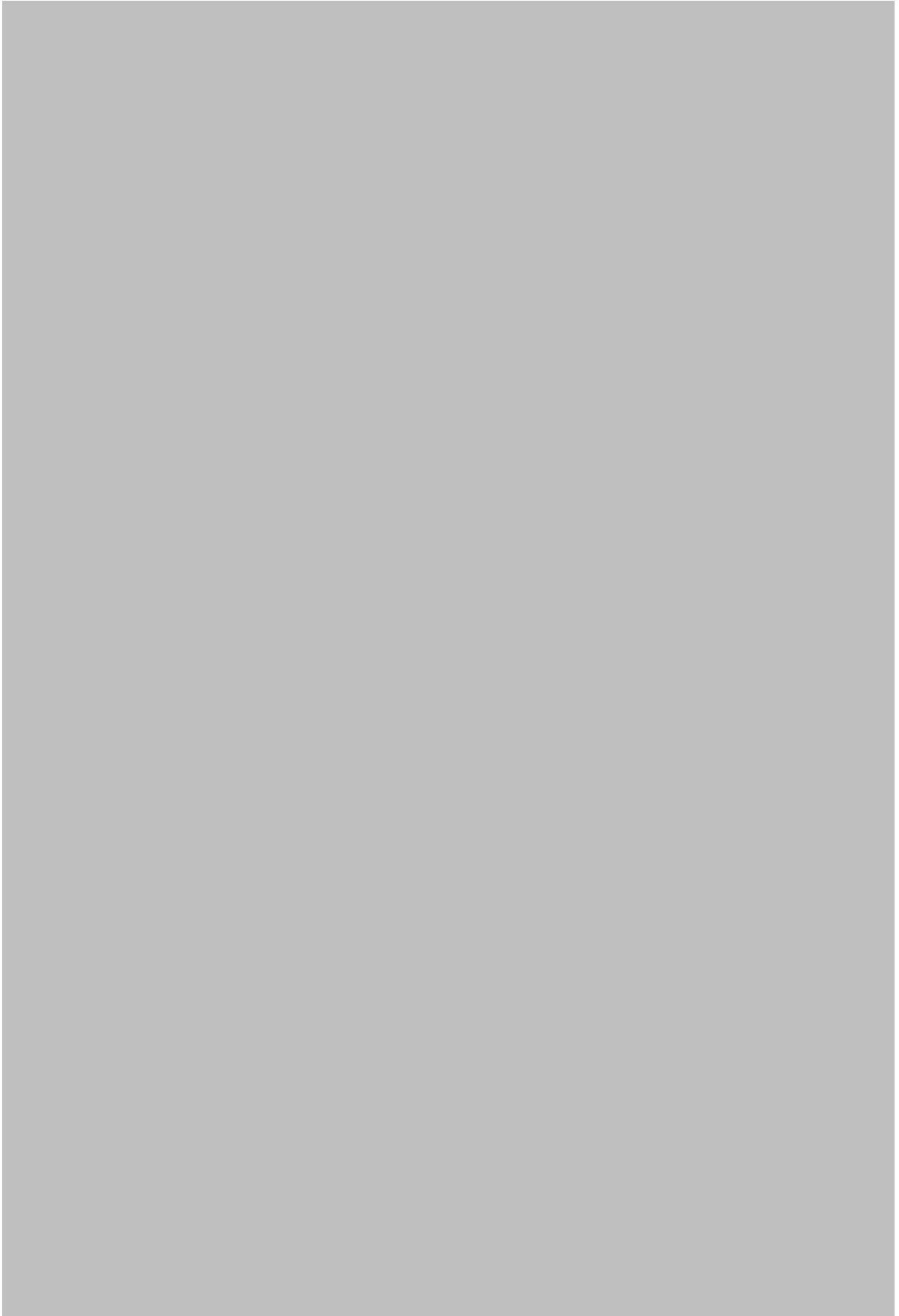












**APPENDIX 8: TEACHERS' SENSE OF EFFICACY SCALE (TSES) (TSCHANNEN-MORAN AND WOOLFOLK HOY, 2001)**

		Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
		1	2	3	4	5	6	7	8	9
1.	How much can you do to get through to the most difficult students?									
1.	How much can you do to get through to students presenting the greatest challenge?									
2.	How much can you do to help your students think critically?									
3.	How much can you do to control disruptive behaviour in the classroom?									
4.	How much can you do to motivate students who show low interest in schoolwork?									
5.	To what extent can you make your expectations clear about student behaviour?									
6.	How much can you do to get students to believe they can do well in schoolwork?									
7.	How well can you respond to difficult questions from your students?									

8.	How well can you establish routines to keep activities running smoothly?									
9.	How much can you do to help your students value learning?									
10.	How much can you gauge student comprehension of what you have taught?									
11.	To what extent can you craft good questions for your students?									
12.	How much can you do to foster student creativity?									
13.	How much can you do to get children to follow classroom rules?									
14.	How much can you do to improve the understanding of a student who is failing?									
15.	How much can you do to calm a student who is disruptive or noisy?									
16.	How well can you establish a classroom management system with each group of students?									
17.	How much can you do to adjust your lessons to the proper level for individual students?									
18.	How much can you use a variety of assessment strategies?									

19	How well can you keep a few problem students from ruining an entire lesson?									
19	How well can you support pupils demonstrating challenging behaviour in remaining focussed in the lesson?									
20	To what extent can you provide an alternative explanation or example when students are confused?									
21	How well can you respond to defiant students?									
21	How well can you motivate and support pupils presenting with defiant behaviour?									
22	How much can you assist families in helping their children do well in school?									
23	How well can you implement alternative strategies in your classroom?									
24	How well can you provide appropriate challenges for very capable students?									

NB. Items shaded were reworded in order to distance associations of within-child models of disability (a similar strategy was employed by Monsen et al., 2015 in the construction of the TAIS).

## APPENDIX 9: SEMI-STRUCTURED FOCUS GROUP INTERVIEW SCHEDULE

Related Research Question	Possible Questions	Possible Follow-up Questions	Possible Probes
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	In terms of self-efficacy then, that is, your " <i>belief in your capabilities to organise and execute the courses of action required to manage prospective situations</i> " ...do you think that this training has had an impact or any influence on these beliefs?	Is there a difference between how you feel now, regarding self-efficacy, and how you felt before?  What aspects of the training have impacted your self-efficacy?	Try to imagine how you felt when you first took on your class (either through ITT or when you started your NQT year) and the needs of those pupils within it, compared to now

<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Have feelings regarding your ability to support pupils with SEND changed?	How do you think your feelings now, contrast with when you began teaching...or even at the beginning of the year?	What does that mean to you?
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	What success have you had in supporting pupils with SEND following the completion of this course?	Has your interaction with pupils with SEND changed at all? Do you think you can attribute this to any aspects of the training specifically?	Can you think of how you might have acted differently, had you not known what you now know?
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Do you think this training has impacted your	Can you think of any examples?	Why do you think of why this/these is/are important?

	knowledge of supporting pupils with SEND?		
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Do you think this training influenced how your attitudes to teaching pupils with SEND?		
<i>RQ1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?</i>			
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Have there been any changes, do you feel, in the way you might perceive or teach pupils with SEND?		

<i>RQ1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?</i>			
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>  <i>RQ1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?</i>	How have you felt, both in your training and throughout your NQT (so far) about your competence with regard to supporting pupils with SEND in the classroom?		
<i>RQ1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?</i>	How has this training impacted your		



	understanding of and attitudes to inclusion?		
<p><i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i></p> <p><i>RQ1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?</i></p>	What skills do you believe you have fostered or developed as a result of this training?	Do you think these skills would have developed otherwise, without this intervention?	How will these skills impact your future practice?
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Has your practice changed on account of this training?	Have you or do you intend to change your behaviour or practice as a result of this training?	Would you utilise any of the resources given if you needed to

			navigate a tricky 'case'?
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	How well did your teacher training prepare you to teach pupils with special educational needs and/or disability (SEND) within the classroom?	Why do you think this?	How much time (in hours) do you think you spent on this?
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Do you feel that you have spent enough time on SEN throughout your training and subsequently?	Why do you think this?	How much time (in hours) do you think you spent on this?
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Is there anything more this training could have provided you to support you in feeling	What do you think this would have done if added?	

<i>RQ1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?</i>	better equipped to support pupils with SEND?		
<i>RQ2) How do teachers conceptualise essential components of training to meet the needs of pupils with SEND in mainstream classrooms; what do they think they need to know?</i>	Is there anything you felt did not work and you felt should have been omitted from this training intervention?	What could be changed about this element to make it more helpful?	Why do you think this?
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Would you recommend this training intervention to trainee teachers or teachers in their NQT years?	On what basis would you recommend this, what is this training interventions' USP?	Would it be useful to <u>all</u> NQTS?

<i>RQ1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?</i>			
<i>RQ2) How do teachers conceptualise essential components of training to meet the needs of pupils with SEND in mainstream classrooms; what do they think they need to know?</i>	What aspects of the training intervention do you perceive as 'essential'?	Why would you class these as essential?	Are there any other elements, not included that you would consider 'essential'?

# APPENDIX 10: PARTICIPANT ATTENDANCE AND FOCUS GROUP INTERVIEW AVAILABILITY

	Session							
Participant No.	1	2	3	4	5	6	Participant Attendance %	Focus Group Interview
1 (C)	X	X	X	X	X	X	100%	X
2 (D)	X	X	X	X	X	X	100%	X
3 (U)	X	X	X	X	X	X	100%	X
4	X	X	X	X	X	X	100%	Unavailable
5	X	X	X	X	X	X	100%	Unavailable
6	X	X	X	X	X	X	100%	Not Selected
7 (H)	X	X	X	X	X	X	100%	X
8	X	X	X	X	O*1	X	83%	
9	X	X	X	O*1	X	X	83%	
10 (M)	X	X	X	X	X	X	100%	X
11	X	X	X	X	X	X	100%	Not Selected
12	X	X	X	X	X	X	100%	Unavailable
13	X	X	X	X	X	X	100%	Unavailable
14	X	X	X	X	X	X	100%	Not Selected
15 (K)	X	X	X	X	X	X	100%	X

<b>16</b>	X	X	X	X	X	X	100%	Unavailable
<b>17</b>	X	X	X	X	O*2	X	83%	
<b>18</b>	X	X	X	X	O*2	X	83%	
<b>19</b>	X	X	X	X	X	X	100%	Unavailable
<b>20</b>	X	X	X	O*3	X	O*2	67%	
<b>21</b>	X	X	X	X	X	O*2	83%	
<b>Attendance %</b>	100%	100%	100%	90%	86%	90%		

<b>Key</b>			
<b>X</b>	Present	*2	Parents Evening
<b>O</b>	Absent	*3	Staff Illness
<b>*1</b>	School Meeting		

# APPENDIX 11: DEDUCTIVE CODE MANUAL (ADAPTED FROM FEREDAY AND MUIR-COCHRANE, 2006)

Links to RQ	Code	Label	Definition	Description from the literature
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Code 1	Time spent on SEND during ITT and in practice	References made to the presence/absence of time spent on SEND during ITT and subsequent (explicitly SEND) CPD opportunities.	ITT is time intensive; trainee teachers and stakeholders are aware that time is limited during ITT and this is regularly cited as a factor precluding SEND input (or further SEND input) on ITT (Carter, 2015; Vickerman, 2007; Nash and Norwich, 2010; Hodgkinson, 2006; Maher, 2010). Differences exist however, for those who pursue 4-year undergraduate routes into teaching (Vickerman and Coates, 2009)
	Code 2	Value of practice-based experience	Participants discussing practice-based experience (either in a	Many ITT providers adopt a 'permeation' (Mittler, 1992) approach to SEND whereby knowledge and practice are learned through embedded elements in both provider-led practice and university-based

			positive or negative light)	education (if relevant). Often, this can be teachers' only experience of SEND prior to employment as an NQT (McIntyre, 2009; Norwich and Nash, 2011). Teachers identify experience as an important contributor to confidence (Barber and Turner, 2007)
	Code 3	Opportunities to have/gain knowledge and skills	References made to knowledge teachers have/do not have or gained/not gained	Teachers value opportunities to gain knowledge and skills and (generally but not always) perceive the input they receive as basic (Coates, 2012).
<i>RQ1b) How are teachers' attitudes to inclusion impacted</i>	Code 4	Increased understanding of inclusion	Where teachers demonstrate a development in their understanding of inclusion (either	Teachers vary somewhat in terms of their understanding of inclusion (MIntz, 2007) and therefore the opportunity to increase understanding of the concept of inclusion exists. Teachers' views toward and understanding of



<i>through participation in a SEND training intervention?</i>			through practice or thought)	inclusion appears to decrease in favourability rapidly (Hodkinson, 2006). Teachers struggle with definitions and differences between 'inclusion' and 'integration' (Maher, 2010).
	Code 5	Perceived importance of inclusion	Where teachers explicitly implicate (through actions or words) the importance they attribute to inclusion	Teachers tend to view inclusion as important (Vickerman, 2007; Mintz, 2007) and initially show high fidelity to the beliefs associated with inclusion (Hodkinson, 2006).
<i>RQ2) How do teachers conceptualise essential components of</i>	Code 6	Knowledge and understanding acquisition	When participants make direct reference to knowledge or understanding gained/enhanced or	Requirement of knowledge provision for SEND has been long identified and rarely enacted with great efficacy (Hodkinson, 2009). Teachers are bound by standards to have understanding they are often not provided with (Hodkinson, 2009). Early-career

<i>training to meet the needs of pupils with SEND in mainstream classrooms; what do they think they need to know?</i>			improved through the training intervention	teachers believe they lack knowledge to meet the needs of pupils with SEND (MacBlain and Purdy, 2011). Teachers value opportunities to gain knowledge and skills and (generally but not always) perceive the input they receive as basic (Coates, 2012). Opportunities for CPD in the formative years are also uncommon (Maher, 2010).
	Code 7	Skill acquisition (including problem solving)	Where reference is made to the acquisition of problem-solving skills, such as the utilisation of problem-solving	Education staff perceive solution circles and problem-solving/ solution-focussed frameworks positively and value opportunities to problem solve in this way (Brown, 2011; Grahamslaw and Henson, 2015)

			frameworks or solution circles	
	Code 8	School/structural barriers	References made to school factors which will preclude skill/knowledge development or further implementation	Early-career teachers indicate they lack the time and resources to meet the needs of pupils with SEND (MacBlain and Purdy, 2011).
	Code 9	Time limitations	References made to limited training intervention	As teachers view the time spent on SEND during their practice and ITT as 'limited' (Carter, 2015; Vickerman, 2007; Nash and Norwich, 2010; Hodgkinson, 2006; Maher, 2010) this intervention will also likely be perceived to be so.

## APPENDIX 12: FOCUS GROUP INTERVIEW TRANSCRIPT

- 1 I: Thank you for taking the time to do this focus group interview today, if  
2 anybody has any concerns that are raised throughout or anything they would  
3 like to discuss afterwards I'll be around as always for about 30 minutes. All the  
4 information we generate today will be kept completely confidential, will be  
5 stored securely and a random code will be assigned to you to ensure you  
6 won't be identified. You are entitled, if you so wish, to have a copy of the  
7 research after it's been completed, just let me know and I'll email it to you or  
8 get it to you somehow when its finished. You retain full rights to withdraw your  
9 data for any reason before the 31<sup>st</sup> of January so please let me know if you  
10 would like me to do that, there is absolutely no penalty for doing so, your still  
11 welcome to join in. Please join in and be as honest as you feel you are able to  
12 be, I won't take anything you say personally, this research is more about  
13 striving for improvement and part of that involves your honest feedback.  
14 Please try to contribute if and when you can but don't feel you have to  
15 contribute at any given moment. So, I guess that place to start, the first  
16 question I have to all of you...erm...is on reflection how your teacher training,  
17 whatever your route into teaching, how that prepared you to teach pupils with  
18 special educational needs and/or disability (SEND) within the classroom?
- 19 K: Uhm...I went through the PGCE route and I felt that there was limited...sort  
20 of...uhm...content of SEN. I think you actually had to apply part of a certain  
21 part of training for SEN and I chose something else I chose PE because I felt  
22 I'd need that a bit more immediately, so I didn't actually get that SEN training.  
23 It was very limited, like an hour...

24 M: It was the same for me...like an hour.... across the whole course.

25 H: Same for me, I was on the PGCE and I had the same experience.

26 C: (Nods in agreement).

27 I: Were you on the same course?

28 H: No, we didn't...[C] and I studied at [REDACTED] and...

29 M: [K] and I studied somewhere else

30 C: I did a maths specialism course which meant I literally couldn't choose the

31 SEN course because they conflicted. I had to do the maths and I'm thankful I

32 did because I'm teaching year 6 maths now. But I also literally had 1 hour on

33 SEN and even if I wanted to do more I couldn't because I never really got an

34 option.

35 D: That contrasts with my experience a bit because I did 4 years BA/BEd so we

36 had...like...Inclusion lectures all year...erm...it wasn't just about SEN you

37 have to include everything, you know like EAL and stuff...but third year we

38 had to do like...we had to do an assignment on it...we had to go on an SEN

39 placement for a week...but you could choose like...I didn't choose it

40 personally, but there was an option to go into a special school or you could

41 choose to go into a hospital school or you could just choose

42 mainstream...which is what I did...because I thought...probably long term

43 that's where I'll get a job

44 C: [Hmm]

45 D: I really enjoyed it, not that that made me...I had a really good time...I enjoyed  
 46 the inclusion and learning about SEN and everything but I definitely still lacked  
 47 confidence in myself...like...it didn't make me feel any more  
 48 confident...like...even though I knew I had it all behind me I was still a bit  
 49 like...'oh my gosh'...

50 U: I went through...am technically still going through Teach First so I had the  
 51 previous summer, but I wouldn't say I had...that much really and then in my  
 52 first year...not really much at all to be honest. During the summer we had  
 53 maybe an hour, we got told about the policy...not sure which one to be honest  
 54 they all kind of merged but that was it really...we looked at a scenario. If I  
 55 didn't have this, I'd have to say not a lot really?

56 M: I'm part of [LA secondary school] we did our own SEN training...2 weeks ago?  
 57 It was good, it was quite thorough...delivered by the SENCo

58 I: Do you feel that you have spent enough time on SEN throughout your training  
 59 and subsequently?

60 (All) No...not really

61 H: You're almost guaranteed to have a child in your class with SEND...

62 D: [Hmm]

63 H: ...you need to know how to...adapt for them...what you are doing really...so...

64 K ...there's so much stuff you have to learn throughout your training I think it's  
 65 difficult to squeeze it in...you know, to do it justice.

66 D: I think you need to be exposed to it more...because...like...you can sit down  
67 and you can be told about things, but you don't always learn from it until  
68 you've done it and tested it out for yourself. Although saying that...I know  
69 people learn differently so for me...that's how I learn. So...it was in my Year 2  
70 placement, I had a girl who had high functioning autism to the point where  
71 she'd stand outside the classroom and scream at the start of the day...she  
72 was not getting into the classroom. It was more about getting her into the  
73 classroom than what she was learning about in the classroom. That was  
74 huge...that was the first time I was ever in school and I learned a lot from  
75 that...and to go back to uni I guess it felt disconnected from the reality of what  
76 was going on? I guess that it would have been useful to have some problem  
77 solving...I dunno...strategies or some of the things we've used here back then  
78 would have been helpful.

79 K: So throughout all of my last year, as an NQT...we didn't spend any time on it  
80 in any CPD...I don't know other peoples' experience in my year, but we got  
81 introduced to the SENCo and I work with her a bit because she's in my  
82 department...but we've had no CPD.

83 I: That's really interesting...I wonder how everybody else has felt...both in their  
84 training and throughout their NQT year about their competence with regard to  
85 supporting pupils with SEND in the classroom?

86 U: Yeh...I wasn't prepared for it at all...sometimes I feel with everything else  
87 going on...I've just been...kind of...learning as I've been going

88 H: It's so varied I wonder if...y'know beyond having some skills...if you can ever  
89 be properly prepared for it?...cuz you don't know what kids you're going to  
90 have...to what extent of need they might have...so it is hard I think yeh.

91 U: I'm thinking about a short placement I had...at a special school...and even  
92 when you're there they don't go through much with you...how they deal with  
93 it...you just see what they do but I never really had the understanding or  
94 experience to understand why they were doing things.

95 M: | guess we were always taught about them...kind of in the context of low  
96 achieving. Which thinking back...isn't necessarily true. When I was in year 1, I  
97 had a child who was working towards EYFS so he would literally just mark  
98 make on the paper. He could think and say what he meant but he just couldn't  
99 write it, so the challenge was getting him to write...

100 I: Hmmm

101 M: I remember we got highlighters and stuff, but we never really thought  
102 about...kind of properly engaging with those other people...like parents and  
103 stuff. I guess SEN is more than just sitting in a lecture and being able to  
104 discuss, then go away and then come back is important.

105 I: So practical experience is...

106 M: I think it's absolutely essential

107 K: Yeh me too

108 H: Yeh

109 C: Yeh



110 I: ...more or less important than learning in an academic setting?

111 M: I'd say you need both...I think you need the opportunity to put it into practice.

112 C: Yeh I think so too.

113 H: Yeh I agree. I've probably forgotten so much of my PGCE because I just didn't

114 really get a chance to practice it [laughs]

115 I: ...ok and to flip that on its head...just the classroom experience itself...how

116 would that make you feel if that's all you'd have had?

117 U: I think it's not the best approach either. I think for your practice, you need a bit

118 of both.

119 K: Yeh I think so too. I remember I had a placement...my placement supervisor

120 was really good...but he managed situations.... like he just managed

121 situations differently to how I would now

122 M: I know what you mean. I observed some teachers on placement that were....

123 that felt a bit different to how my tutor and I taught....and it just made me

124 realise that, I guess not everyone teaches in the same way....

125 C: I enjoyed my PGCE as well but one of the schools I was in...I didn't really

126 realise at the time, but it was just really negative about some pupils...probably

127 thinking now, those with SEN. It just didn't really feel like they were part of the

128 class sometimes...

129 I: ...ok so some differences in practice. What do you think you've learned from

130 those?

131 M: ... I guess and from my experience of observing in a class...it's different to  
 132 teaching it but how I'm not a disciplinarian and I'll look to use relationships to  
 133 manage behaviour? I'm not sure it's a SEN thing...but for all pupils. But  
 134 actually, for those pupils with SEND that's important as well isn't it? Thinking  
 135 about behaviour anyway.

136 C: ... hmmm... me too. I think I learned that having a class is about everyone  
 137 feeling involved regardless of their ability.

138 U: Yeh.

139 K: Yeh.

140 D: Yeh.

141 I: Ok...so in terms of this training specifically, do you think this training impacted  
 142 your understanding of and attitudes to inclusion? Have there been any  
 143 changes, do you feel, in the way you might perceive or teach these  
 144 individuals?

145 D: ...yeh. This might sound funny, but I think about little bits we've done quite  
 146 regularly. Like when we talked about labels...I thought about that the other  
 147 day when a teacher told me that a boy in her class "had autism" and I knew  
 148 she was trying to say ... like he was difficult to manage...or he had some  
 149 additional needs... but I kind of just saw the impact of that language probably  
 150 for the first time?

151 K: It's also made me think about special school y'know "Do I think that a child is  
 152 better off in special school?" ...maybe before I might have said yes but now,

153 I'd definitely think more about that. It made me think about my practice and  
 154 think well...why?

155 I: That's really interesting thank you for sharing.

156 M: I think it is good to have someone who's an expert like yourself, to provide  
 157 impartial... thought I guess...because it means that you can see it from both  
 158 sides. I think people tend to let their personal opinions influence their  
 159 perspectives so to have this training delivered by someone who understands it  
 160 is really helpful

161 U: I think that, although my attitudes might not have shifted completely, that it's  
 162 beneficial to have another perspective that I might not have thought about  
 163 before

164 C: I remember we talked about inclusion and since then...not about everything  
 165 but I have thought more about my own school and the things I see around it...

166 I: Go on...

167 C: I think that sometimes we're happy to say about 'oh yes this is inclusion' but  
 168 really...what does that mean? Is it inclusion if the pupil...is in the school but  
 169 then...because we have a deaf base attached to our school, they go over  
 170 there? I remember thinking that that's more about integration...then I thought,  
 171 well that's better than segregation, right? But it's not inclusion. I find it difficult  
 172 because there's lots of opportunities to include these kids in our lessons and  
 173 I'm just wondering if we do enough?

174 D: I know what you mean I think about that like, saying what you're doing and  
 175 what you're actually doing.

176 M: I think about that picture too...I think I've seen it on social media since but that  
 177 one of inclusion and integration and segregation. I have that in my mind and  
 178 sometimes it's easy but sometimes it's hard...especially when...like in our  
 179 school you have ability groups and stuff...I think it can be hard to do it within  
 180 the school...

181 K: I think with everything y'know... the solution circles have really helped me  
 182 change my attitudes and my perspectives...y'know...hearing from your  
 183 colleagues..."you could try this" or "you could try this" is really helpful because  
 184 it's coming from them?...like they're in the same situation as you and I think  
 185 that helps. I think that there's no judgement there and it makes you feel like  
 186 you can be more inclusive

187 I: In terms of self-efficacy then, that is, your "belief in your capabilities to  
 188 organise and execute the courses of action required to manage prospective  
 189 situations" ...do you think that this training has had an impact or any influence  
 190 on these beliefs?

191 H: I still wouldn't say I'm very confident...but I think I would say that I'd want to  
 192 know more and I'd feel like I had a bit...of like a...foundational understanding  
 193 at least of where that pupils needs are...at least where their rooted in. Say  
 194 they had I diagnosis I'd want to know more about what that meant for them  
 195 from coming here really.

196 M: I think some of the tools and resources we've been given throughout this  
 197 training have been really good and I feel more confident because I know that if  
 198 I had a tricky pupil or if something happened you've got things you can draw  
 199 upon...like thinking about proper differentiation or getting help from the people  
 200 that you work with the solution circles, it's something to draw upon that I didn't  
 201 have before and makes me feel more confident...or have better self-efficacy to  
 202 support them.

203 U: Hmm.

204 K: Hmm.

205 C: I think time...and a bit over your experience that that will be important. Like...I  
 206 think this has helped me now...but I don't think I'll ever be truly confident in it  
 207 until I've gained experience in supporting pupils with SEND.

208 D: I think what's helped me is that...one of the first activities we did with  
 209 terminology and stuff, I thought..."oh I know about this I'll be ok here" and then  
 210 pretty soon I realised I didn't know a lot of the things we were talking about...I  
 211 realised didn't know what CAMHS was even though I'd talked about it with  
 212 people before...I feel like I'd seen some of the acronyms and stuff for pupils in  
 213 my class but you have so much information...especially when you're starting  
 214 out that you just don't know what you should know...I guess it made me feel  
 215 like on the one hand...nobody seemed to know them...

216 All: [laugh]

217 D: ... but then on the other hand, you think maybe I should know these. I guess it  
 218 impacted my confidence a bit and made me realise that I didn't know these

219 things. But the more we went into things...the more we talked about individual  
220 cases and specific examples the more confident I felt...I feel like now I can  
221 look at a kid in a class and think "ok they reacted like that" "why were they  
222 doing that?" "what was that in response to?" "maybe it was because I did it in  
223 this way" "do I know enough about this and that" and use some of the  
224 formulation stuff that we talked about maybe...in my head or actually writing it  
225 down...rather than just thinking "oh they're a badly behaved kid" and that's it.  
226 For me it opens it up to, "well, why did they react in that way" and I think...with  
227 so much going on all day it can be easy to slip into that simple thought  
228 process.

229 I: Mmm thanks for sharing that, that's really interesting. Does that feeling  
230 resonate with anyone else or does anyone else feel differently?

231 K: I think the interactive factors thing was really useful and like [D] said I'm  
232 probably going to use that again. I think that...similar to [D] that the way  
233 we...or I... think about kids is probably changed...just thinking about that  
234 exercise we talked about with the baroness...we think in that situation that it's  
235 the people around her whose fault it is and not many of us felt it was her...but  
236 when pupils in our class misbehave we think that they're...they're kind of the  
237 problem? I don't mean...sometimes kids are just silly but for those kids who  
238 can be quite bad sometimes...we always say that that's them when we don't  
239 really know about their life or don't really consider it as much as we should?

240 U: I think even the things we did with talking to kids has improved my confidence.  
241 Like the salmon lines stuff...looking at what kids think and helping them to

242 improve on that... I think it'll help me in writing targets that are more  
 243 meaningful with kids.

244 I: So, do you think there is a difference between how you feel 'now' regarding  
 245 self-efficacy and how you felt before? Do you think this would have developed  
 246 anyway?

247 H: I would say so...even though like I'm not fully confident I feel like I have  
 248 something...

249 D: That's interesting though that point of 'would it develop anyway'...I think that  
 250 it's hard to say and I think I've definitely gained knowledge and this has made  
 251 more confident and being able to practice it too...I think maybe something  
 252 would have developed by just practice generally...

253 C: Yeh I think it is interesting. I think maybe I would feel...like...better about it  
 254 and more competent or confident but I think it would have only taken like  
 255 something to come up for me to realise how little I knew [laughs]

256 I: Ok, that's really helpful. Unless anyone has anything else, they'd like to add...I  
 257 just wondered is there anything more this training could have provided you to  
 258 support you in feeling better equipped to support pupils with SEND?

259 M: I just think more of the individualised aspects...breaking stuff down and  
 260 making it relevant on the individual level...like when we did the solution circles  
 261 I find them the most helpful because it was a real life practical example that  
 262 you could really get stuck into...and it helps you to process...the...the sort of  
 263 tools you use and using them in a practical way and it helps the kids it helps  
 264 you and your confidence as well.

265 U: I thought the solution circles were really helpful and I think just having the  
 266 space and time to do them is important.

267 H: I think that...while I understand the role of people a little bit better...I don't  
 268 really know how other specialists perform their role and if there's anything I  
 269 can learn from them to improve my practice. So, speech and language  
 270 therapists...what do they do and is there any way in which they work that I  
 271 could learn that would be helpful...or would be useful for me to teach the rest  
 272 of my class. Or even ed psychs, like...could I understand kids needs better if  
 273 we were told more to think like this or think about something in this way...

274 K: Do you mean ...like sit down and talk to them?

275 H: I think it's more like...well how did they come to that conclusion...for ed  
 276 psychs anyway. I'd like to know how they identify kids needs through the way  
 277 they practice and salts...I guess yeh the same...how do you know what the  
 278 kids needs are and how do you support that...

279 C: ...so kind of understanding more than just the education side of things?

280 H: Yeh I think so. Like I know that's our job, but we've talked about how knowing  
 281 the whole situation is probably better for us...and better for the kid.

282 C: That's kind of... their job though? We've got so much to do it'd be difficult to  
 283 do that...like all the time.

284 H: Yeh I just think it'd be useful...what do you think?

285 I: Yeh I think it's an interesting idea and I can see where you're coming from. I  
 286 think [C] is right to an extent, you've got a lot to contend with, but I think...as a



287           profession you may well benefit from something like that. To be honest, a lot  
288           of what we've talked about through this is stuff that I picked up during my  
289           training too. I can't really speak for SALTs. You just have to remember that we  
290           our work focuses on the child in different environments and we get to talk  
291           about a lot of people about that so it's different to you who sees them in one  
292           environment...maybe that's the value of having accessible professionals like  
293           you've kind of alluded to?

294   H:     I think that would help more yeh.

295   C:     Yeh.

296   U:     Yeh

297   I:     Is there anything else that anyone thinks they would value greater or further  
298           input on?

299   D:     I think in a 6-week course, there's only so much you can cover. The policy and  
300           terminology I think was enough...that side of things is important, but it is kind  
301           of.... what it is.

302   M:     I wonder if...I know that we looked at the broader...the broad categories of  
303           SEN and focussed on a few needs...like autism and dyslexia but what about  
304           ADHD or attachment things and thinking about those...if we had the time?

305   D:     Yeh that might be helpful.

306   C:     I guess though...it's the time thing. And I used a kid with autism in my last  
307           solution circle and we all said that the stuff we said wasn't really about him

308           having autism...so maybe those solution circles could be used? But no, I know  
309           what you mean

310    K:       I like that...when you said about us having skills already, I think that' made me  
311           feel quite...skilled? I dunno. It kind of ties in with what you said about doing  
312           bits on dyslexia and autism...I guess we can already...well we have already  
313           dealt with that so to some extent we're...we can do it?

314    D:       that's a good point.

315    C:       I think so too and again it's like what we said after that solution circle a few  
316           weeks ago...it's not like... it's not that we can say "oh he's got dyslexia; we  
317           can just do this". We need to think about well...individually what is useful for  
318           that kid.

319    U:       I think strategies would be useful but...yeh I agree it's more about think  
320           thinking around that individual probably...

321    H:       I was going to say like I think I've become more critical and more self-aware of  
322           things I'm not good at. I think about differentiation and before...I would try to  
323           avoid it...or avoid talking about it because I didn't really know what...sort of  
324           beyond 'all' 'most' 'some', however you decide those, really meant. I think  
325           bringing us together has been helpful cuz I feel like we're at the same level  
326           and that...it's not really about judgement? It'd be good to share that I think

327    I:       Mmmhmm

328    H:       Or even just having the authority...or space...to set up our own solution circles  
329           might be what we need.

330 D: I think resources as well...I think that's the main thing...like what resources  
331 could we use to help that child...more knowledge of the resources to help us  
332 know what's best for them.

333 M: I think teachers have the skills to do these things...we're only just starting out  
334 on this...on this career, when you do something you do lack confidence that  
335 what you're doing is what you're supposed to be doing so being able to sit with  
336 people definitely but also having a specialist to be able to say actually "that's  
337 really good" and "that's what I'd do" is really helpful

338 C: Yeh I think it's really reassuring

339 M: it is reassuring and I think that is important because or else your just sat  
340 around thinking still that you have no idea what you're doing...it's important  
341 that...if you go around and say "that's actually a really good idea" it helps you  
342 to feel a bit more confident in terms of actually going through with it and doing  
343 it

344 I: Ok thanks...just reflecting again, is there anything you felt did not work and  
345 you felt should have been omitted from this training intervention?

346 D: I think the diagnosis and label stuff was the most interesting...so I wouldn't  
347 have changed that. That one was probably the one where I came in and  
348 thought "yeh that's really interesting, I've never thought of that before"

349 K: Yeh I think hearing that case of the girl...the one who...erm...had her  
350 capacity...was it taken from her? I know that it might be a bit more extreme  
351 than we might encounter but it really made me like...stop and think.

352 M: I mean I found that really interesting as well because I didn't think or even  
 353 really know much about...erm the label thing

354 I: Mmmm

355 U: I thought the content...generally...was good. I thought the terminology and  
 356 policy stuff was ok, but we'd covered most of that in our course...not that it  
 357 wasn't useful to kind of...refresh but yeh I'd say I'd had most of that.

358 C: see that's really interesting because I knew about the teachers' standards and  
 359 stuff...and something about our responsibility, but I didn't know about the code  
 360 of practice or like...our role to do with that side of things.

361 U: no to be honest I know that it was mentioned but I didn't really know about the  
 362 gradual...graduated response. And our responsibility, working with the SENCo  
 363 and parents and stuff on things like that specifically.

364 H: ...maybe just...if more time was available...more of it and in more detail. I  
 365 think in a perfect world we'd be able to come back with new kids in our classes  
 366 who we struggle with and then we can talk it through...I guess that's the  
 367 benefit of the solution circles we can just do it ourselves...within our team. But  
 368 actually, finding the time and getting everybody together...that's probably  
 369 going to be the hard bit.

370 I: ...so anything anyone found not useful or anything anyone would swap out or  
 371 have less of?

372 C: I don't think necessarily...any less of anything. Most of it was useful, I think I  
 373 just found the individual based stuff the most useful

374 I: I guess then, just to finish this bit, would you recommend this training  
 375 intervention to trainee teachers or teachers in their NQT years?

376 K: Yeh

377 M: Yeh

378 H: Mhmm

379 D: I think...I dunno I think it would be more valuable if it was longer and you could  
 380 go into more detail and more depth, especially like if you don't feel you've got  
 381 a lot of experience...like you PGCE guys...you got...you probably got a lot  
 382 more out of this than maybe I did...just because I had more of a chance to get  
 383 the foundational stuff in my BEd.

384 K: I think having this in university would have been really good...probably really  
 385 valuable. To be fair I'm not sure where you might put it in. I guess that's the  
 386 advantage of the BA, or BEd? You've had those four years maybe and we've  
 387 had to learn a lot in a small amount of time?

388 D: yeh...it's not like this wasn't useful to me, y'know it was, I'm in school and I  
 389 can take the stuff I've learned and apply it straight away and I can use this,  
 390 this and this...but you probably get more if you've not really had as much as  
 391 me...you'd probably value it more

392 I: What do you think this trainings' unique selling point (USP) is...if you were to  
 393 recommend it to one of those people I've mentioned, an NQT, trainee or RQT,  
 394 what would it be that this training offered that you hadn't yet received?

395 C: I think for me I'd recommend it and say the problem-solving aspects are  
 396 probably the USP. You might...maybe you'd get some of the information...like  
 397 the knowledge from some CPD or maybe someone in school could help with  
 398 that? I just think having all the framework and problem-solving stuff was really  
 399 the most useful thing for me

400 M: Yeh I think you could be right. A SENCo might have some of that  
 401 knowledge...at least the policy stuff anyway. In our training from our SENCo  
 402 they told us quite a bit about policy. I found the stuff we talked about autism  
 403 though was specific and helpful so maybe that and yeh, the problem solving

404 H: I think an opportunity to be with people at the same stage of their career and  
 405 doing the same things...not feeling like the only one who doesn't know...what  
 406 you're supposed to be doing...I think that was helpful

407 D: I think definitely problem solving for me.

408 I: Thanks...yeh...so I know a few of you have mentioned the solution circles as  
 409 erm...valuable part of the training so far...I guess I'm wondering... what  
 410 aspects of the training intervention do you perceive as 'essential'?

411 C: Talking about real life...what's happening in your class and then getting the  
 412 views of people at the same stage...if you like...as me and getting other ideas  
 413 from them was really helpful

414 H: I really liked solution circles I think those are essential

415 D: It's like I've said, if you use someone you know, it's better to look at it from the  
 416 reality point of view and it's hard if you can't really empathise with the

417 person...I think solution circles make things quite personal and you can take a  
418 lot away from them

419 I: So, you think solution circles were 'essential' as well?

420 D: Yeh definitely. I found it helpful at... I think all the stages really. But especially  
421 when you're the problem holder- you know the kid, you know what they're  
422 capable of you know their friendship groups and stuff, you know some of the  
423 things you've tried but didn't work and you get ideas and...it's good that it  
424 related to the situation that you're in...it feels really personal

425 K: Yeh some of the case studies we looked at like...one of them had a child who  
426 had ADHD and I think for me...I thought with that one that doesn't really apply  
427 to me or apply to my case...obviously it might be useful in the future but for the  
428 here and now I think that's why solution circles are really good. Solution circles  
429 you can say "I've got this child, I've done this, I've tried that, this hasn't  
430 worked, this has worked, what do you think?"

431 D: Yeh and I think they're really simple too. Like...you showed us it and after the  
432 second time...I think they were really simple

433 I: Would you feel confident running your own solution circle for a case or a  
434 pupil? How do you think these have impacted your practice?

435 M: Mhmmm yeh I would.

436 H: I would

437 C: Yeh

438 M: I just think the process is really simple. If you got together with a group of  
439 people in a school setting it might be a bit more difficult...I think time...

440 U: I think time would be a limitation

441 M: Yeh time...and...and the willingness of other people might be a bit of a barrier

442 C: Yeh and I found the 6-minute thing a bit difficult like...having to sit there and  
443 think maybe people might find that a bit...uncomfortable...I'm not sure

444 U: I think that it is hard...like I know we've got different people for different  
445 schools and we've all got along really well even though we don't really know  
446 each other so we've still got that...professional head on...that mindset where  
447 we're happy to let others talk but I think if you knew them...you'd be a bit more  
448 inclined to chip in so I'm not sure the structure would stick, if it went into a  
449 school setting

450 C: I think for me, when it was my go, it improved my self-confidence because...I'd  
451 thought about some of the things suggested. I remembered thinking when I  
452 started "wow I'm out of my depth here" but actually, when we were doing it  
453 together and getting feedback from you...it was nice to hear that we were in  
454 the ballpark

455 U: Yeh and to be honest, I knew everyone was pretty much at the same stage of  
456 their career so when I heard people come up with things...like good  
457 strategies...I never felt like it was because I wasn't good or hadn't been good  
458 enough...I think I just appreciated that they were...outside of the situation and  
459 just offered a perspective like a different perspective. I think that's the point of  
460 view that I thought of it from. It never felt like "I can't understand why they don't



461 just get this or why they can't just do that" I think it's good that we all  
 462 understand what it's like.

463 I: So, it didn't make anyone feel uncomfortable to kind of...expose themselves in  
 464 this format and sit there and say, "look I'm stuck, I don't know what to do"?

465 D: No I think...like a few people have said because...we're all NQTs we all  
 466 appreciate that we're still learning, like I don't...I don't believe myself that I  
 467 should know what to do completely already but I feel like if you had more  
 468 experienced people it might affect them more they might think "oh gosh, why  
 469 didn't I think of that". But I think that because we're all very aware that we're  
 470 still learning...it doesn't really affect us

471 M: I think maybe if it was a mixture of NQTs and people than with more than that  
 472 one year's worth of experience, I think they might not feel comfortable to  
 473 receive that advice...or...or even give that advice to someone who's been  
 474 doing it a lot longer and that person who's been doing it a lot longer might feel  
 475 a little bit "oh I should have known that". But because we're all on the same  
 476 level we're able to respect each other's opinion and level of expertise and we  
 477 know where others are in that respect

478 K: ...but...I was going to say...but even if you're experienced there's always new  
 479 ways of dealing with things...new ways of thinking and supporting pupils with  
 480 SEND so I feel like either way if we were experienced...we can't be expected  
 481 to know the best way to deal with a pupil if we don't already have that  
 482 experience.

483 M: Yeh

484 C: Yeh

485 I: Is there anything else with regard to the solution circles that you can think of  
 486 for them to be improved or changed?

487 U: We've talked about them being better integrated, do you think we  
 488 could...possibly thinking about the theme of that session like for example  
 489 thinking about labels or diagnosis...you could have said...look go away and  
 490 think of a case and come back with a case for someone who does or doesn't  
 491 have a diagnosis and we could compare them...? See whether there's a  
 492 difference, in terms of the way we think about them or if the recommendations  
 493 are different...

494 K: I think maybe like longer sessions, I know we might have said this before but  
 495 just longer definitely

496 M: I think yeh, because of time constraints not everyone in our group got a  
 497 go...everyone got to see how it was run a few times but yeh...not everyone  
 498 got a go and because some people might have been more confident or  
 499 vocal...maybe building that time in for everyone to share something or that  
 500 they have a slot to do theirs? If you were a bit more reserved, you might not  
 501 have been able to run a circle even if you thought it might really have  
 502 benefitted you and that child.

503 I: Do you think you'll use solution circles in your practice and if so, what context?

504 D: I definitely will.

505 K: Yeh I will

506 M: I think so.

507 H: Yeh.

508 D: Especially I think, it would be more useful with staff that knew the child as well  
509 cuz then they...they could share things that they might have done that has  
510 worked with that child that we might not have done or done like...in the right  
511 context.

512 C: Yeh I do like them. I actually liked the fact that we didn't know the children, so  
513 I think we came up with more...like a variety of ideas. I think if you knew the  
514 child, you'd be restricted in what you would have said...

515 H: Yeh I think you might have a narrower view or put them in .... a box of what  
516 they might be capable of if you knew them

517 I: That's interesting...so beyond the solution circles, would you describe any  
518 other aspects of the training as essential?

519 K: I think that the terminology and policy and stuff, that's probably 'essential'. Like  
520 it wasn't.... probably...the most interesting...but you need to know about it  
521 really because it underpins your job and your role?

522 H: Yeh. I enjoyed the other tools and resources as well...like the frameworks...I  
523 used one of those the other week...only briefly. But it made me think of what  
524 things are affecting a little girl in my class and ... I sat with the home school  
525 liaison and we talked about her...it felt like I was really getting to understand  
526 her instead of just thinking about how defiant she is and like how she just  
527 throws buttons everywhere all the time [laughs]

528 All: [laugh]

529 H: We have like buttons for points and she loves to throw them around and it was  
530 really frustrating.

531 I: So, we've talked about solution circles, frameworks and terminology...was  
532 there anything else?

533 D: I enjoyed the stuff when we specifically talked like...about autism. I thought  
534 that was good. I'm really into SEND and I just like the psychology and  
535 like...that stuff behind it. I only really thought about autism in terms of  
536 behaviour and like social things...cuz that's my experience of it, I guess. It was  
537 good hearing about it more generally, it made me think how the other things  
538 .... like the other features might sort of come up in those kids.

539 I: Thanks...anything else?

540 C: Yeh I think the solution circles part was probably the single most useful  
541 bit...erm...like I think it's all been useful but that especially so.

542 M: I think if we talked about individual cases and found a way of intertwining the  
543 information between cases and the solution circle that would be a way to  
544 improve it...because it would feel like...a bit more like It was relevant and you  
545 could see the train of thought. I think instead of standing there and talking  
546 about those...maybe giving us more prompted opportunities to talk those  
547 through...it'd make that more...that more specific to real life

548 I: So, a more integrative approach possible would have been more valuable you  
549 think?

550 M: I think so

551 H: Mmhmm

552 I: Excellent, thank you. So, thinking about your practice and skills then... what  
553 skills do you believe you have fostered or developed as a result of this  
554 training?

555 H: So, I think...I feel like I'm better at looking at a kid...and less thinking about  
556 their behaviour and kind of...letting that shape my perception of them and  
557 more about thinking about them as a whole

558 C: Yeh I'd say I'm less inclined to be reactive towards kids because of that, I  
559 think.

560 H: I think having the problem-solving stuff but the solution circles especially...I  
561 think it's made me realise that I can depend on my colleagues more? So,  
562 we've had like these groupings in work amongst staff...so I'm paired with 3  
563 other teachers and I introduced them to solution circles. I think they were a bit  
564 unsure but we're all onboard now. It's nice for me because it feels like I've  
565 offered something...

566 U: It's been good...I think about when we've said we can't really be prepared for  
567 all the eventualities and that worried me initially but now I think...well no one is  
568 going to be an expert in everything it's just about adapting...so that knowledge  
569 has been important for me.

570 D: Just the label stuff for me. I think in my practice there's been once or twice  
571 when I've thought like...'hmm'...like so they've got ADHD they were fine the

572 other day...what was it about that task. I think I'm thinking less about the label  
573 and less about it when people say, 'oh so and so has xyz'. It's that like thinking  
574 of 'and?' in my head that I think has changed for me.

575 I: Those are all really helpful ideas, thank you. Moving focus to think about the  
576 content of the training then, do you think this training has impacted your  
577 knowledge of supporting pupils with SEND?

578 U: I think there were lots of good aspects. Like I've said the terminology and  
579 policy was good, even though I've seen and had bits of that already and  
580 linking people to the roles that they perform was interesting too

581 D: I know we've talked a bit about this but talking about diagnosis and labels has  
582 really changed my perspective I think...I didn't really know much...or think that  
583 much about it before but now I'll think carefully about that in the future. It's  
584 definitely made given me more understanding; I think.

585 C: I thought the frameworks and the integrative factors was really useful. I had a  
586 new kid last week and I had a bit of time and the SENCo let me have a bit of  
587 time to think about them and gave me a bit of information. It made me think  
588 more about how I could make a change...or change how I interact with them.

589 H: We'd definitely seen that Bronfenbrenner thing before on our PGCE so that  
590 wasn't new to us. But using it to think about how things like outside or around  
591 the child affected them was different I suppose...

592 C: Yeh...

593 M: I think it's still a bit overwhelming to think about...I mean I am more confident  
 594 and I'd say my thoughts around it have changed...but it's still overwhelming to  
 595 think you know I need to do all these things, in between marking and planning  
 596 and reflecting to think that I need to be involved in other things...I guess it  
 597 feels extra because we weren't really exposed to it when we were  
 598 training....like people have said though I think as we get more experienced it'll  
 599 be easier and I'd rather at least know all this stuff now

600 K: I just valued the extra knowledge too to be honest. To know what all the  
 601 acronyms mean, to know about how my...how I fit in to the process of  
 602 everything and also to kind of get a better understanding of what some kids  
 603 actually go through, I think...I feel like it's made me think more from their  
 604 perspective cuz...I mean...I say off the top of my head I say ASD and dyslexia  
 605 but there's so much more about it isn't there?

606 M: You definitely get a better insight into how everything works and what the  
 607 processes are as well, that you might not have experienced in your training

608 U: I think for me, some people said like they had some experience and we  
 609 [motions to H and C] said we've literally nothing...if you said to me...name  
 610 something that might trigger a child with autism ... I wouldn't even know what  
 611 to say we've had that limited experience of it so now like we've got all these  
 612 things that we can talk about and consider and things we know...I think it's  
 613 been a sort of reality check not just, in coming to this course and thinking "right  
 614 if this is all the things that could be in my classroom, I have to go and look it up  
 615 myself" rather than just be quite narrow minded because you don't

616 know...what you don't know? You don't know there's this much you need to  
617 deal with, you maybe just think...it sounds pig-minded but originally you just  
618 think "oh that kid's got dyslexia he's going to struggle to read" when there's  
619 more to it than that...and you can do so much more to help them.

620 H: 'Cos we weren't told, or we didn't get that experience at uni I think that's why  
621 we feel quite the same? Y'know going into the classroom you're like "wow" ...

622 All: [laugh]

623 M: You don't even know what you need to do or even where to start!

624 H: No that's what I mean! Because I just had no idea...like what to do

625 M: It's like [U] said originally... you don't know and then know what you don't  
626 know. You start out like "oh ignorance is bliss" kind of thing and then when I  
627 started teaching it made me think I'm not sure what I'm doing sometimes...I  
628 think this training has helped given me a bit of kind of structure in my thinking?

629 D: I think talking about parents has been useful because the kids are one thing  
630 but I also think dealing with parents that's also something you're not really  
631 taught about during you're training I feel like you're just expected to kind of  
632 know...and that's been helpful for how you can approach them...so...

633 D: I think that outside of the solution circle stuff it's given us an opportunity to  
634 share our own views, our own beliefs...and almost challenge them a bit which  
635 I think is always useful to help you form your own or decide which side you sit  
636 on...or at least....think of another perspective you might not previously have  
637 considered



638 M: It's building your own teaching philosophy isn't it?

639 D: it is yeh...that's really what it is...along with incoming new knowledge you get  
640 to like, develop your own...philosophy yeh and your own identity

641 C: yeh I really get this and I think...it's almost like it doesn't even matter what side  
642 of the fence you come down on...like with labels or diagnoses and stuff...like it  
643 does matter but it's completely up to you and unique to you as to how you  
644 practice

645 I: Excellent thank you. I guess finally then I wanted to consider the impact this  
646 may or may not have had on your attitudes, do you think this process...or this  
647 training as a whole has changed the way or changed your attitudes to pupils  
648 with SEND?

649 U: I think I definitely feel different about it...

650 I: Mmhmm how so?

651 U: I think that...just thinking about how the different like spheres or boxes from  
652 those frameworks...I can think of one kid I work with and I know he doesn't  
653 have the best life...but thinking about how that impacts or like...affects his life  
654 in school. Sometimes I feel like I've got a job to do and it can be hard to step  
655 back from that...like...I've got something to do and this kid's behaviour is  
656 stopping me so sometimes I think it's about them. Even when I know they've  
657 got lots going on I don't really think about it. But now...I think about it more  
658 and it makes me feel less...or I think it would bother me less in the  
659 lesson...like that I understand a bit more I don't think it's as frustrating...

660 K: I get what you're saying

661 D: Yeh...it makes it easier

662 H: It feels less personal, I think...

663 I: What do you mean by "less personal"?

664 H: Like...it was never personal...at least I hope so...[laughs]...but I think you can  
665 think that it's not just me it could be about home, about how they interact with  
666 other people and how they interact with them. They just don't know...most of  
667 the time anyway they probably just don't know better?

668 I: That's interesting...how does it make you all feel about things like inclusion?  
669 The impact on the class and your personal views of inclusion?

670 C: Yeh I definitely think it's made me think more that these kids...most of them  
671 can be included and part of classes...it's about us understanding and then  
672 sharing that understanding with the kids and the class isn't it?...not that they  
673 should be singled-out, but that if an incident or something occurs being able to  
674 frame it in a wider context...

675 H: I think the inclusion thing has been a bit of an eye-opener for me, we definitely  
676 never really got taught or even really considered the difference. I mean...I  
677 know we talk about inclusion but really, if you look at it am I being inclusive? I  
678 mean I try to be but it's hard isn't it. I think saying it and doing it are very  
679 different

680 K: Yeh

681 C: Yeh...I think like [H] said it's always going to be a challenge...especially with  
682 behaviour...but understanding it makes it easier and I think some of the  
683 tools...or resources we've spoken about are helpful with that

684 U: I think I definitely feel more confident about it and thinking that...well y'know  
685 that those kids...the pupils with SEND are my responsibility too so I think I'll try  
686 harder to keep them in and on as part of the class...as much as possible. It is  
687 hard though because TAs have expertise and maybe they get more from the  
688 1:1 but still...yeh...being part of the class is important and I think I just...did  
689 what I had learned on my training to an extent...

690 K: It is hard though, like [H] said...I think of a kid [X] and he has ADHD but  
691 sometimes he comes out with amazing answers and actually...the more I think  
692 the fact is he does benefit the class. It's just draining isn't it to sometimes  
693 encourage kids to stay in and make the right choices always...but I can  
694 definitely see the benefit and think I'll be more conscious of it

695 I: It sounds a bit counter-productive to suggest... but do you think that...in order  
696 for people to have more positive attitudes towards SEND or improve their  
697 understanding...or teach more inclusively...do you think explicit teaching  
698 about this is important?

699 M: I would say that...maybe it's not necessary but...it definitely helps. Like I would  
700 like to think of myself as inclusive...like I said about my teaching philosophy,  
701 but I would say that it's taken some of the stuff for us to talk about for me to  
702 realise that I could be more inclusive...in my approach

703 K: Yeh I think I agree...like there's a bit that's there already...you can't really fake  
704 it. But then...yeh like you said there's those bits you think of. I think it is  
705 important because you don't think about these things and take them for  
706 granted. Like you just do things without thinking about them because that's  
707 how I've learned...I'm not sure that makes sense?

708 H: No, it definitely does I get it.

709 C: Yeh I get it. Like it's just a bit of both, yeh you need some information but it's  
710 not the only thing you need to be an inclusive teacher, you've got to have a bit  
711 of ... like you've got to want to do it and think about it

712 D: I get this too; we had a bit on this during uni...about the difference between  
713 inclusion and integration and actually...it's not really a conversation...or  
714 anything I've really thought about since. This has brought it back though...it's  
715 made me think again so it's been useful.

716 I: Mmmhmm. So, is there anything else anyone would like to say? Anything  
717 about the format or anything you'd like to mention that's not already been  
718 said?

719 C: I think the format was good having a few practical elements...like coming here  
720 after school it can be a long day so sitting there listening isn't always the best  
721 for attention. I think having those practical bits really kept me engaged and in  
722 the moment. If you'd spoken at us for an hour, I think I would have gone  
723 insane...

724 All: [laugh]

725 C: ...Yeh so the activity, the drawbridge, the solution circle just made it more  
726 practical

727 D: Yeh definitely

728 I: Ok...so just to turn back to your feelings of self-efficacy, your "*belief in your*  
729 *capabilities to organise and execute the courses of action required to manage*  
730 *prospective situations*"...what success have you had in supporting pupils with  
731 SEND following the completion of this course?

732 K: I don't know if its success...but I feel better about how I've dealt with one of  
733 my pupils. I guess I just see him as less about behaviour and more about the  
734 other things that affect him...think like...I can't directly control his behaviour,  
735 but I can make things easier for him maybe?

736 H: I think I feel more confident...like I can approach other members of staff for  
737 information more. Like now I know what I'm talking about...at least a bit...I can  
738 speak to them and know what they're saying and can, kind of, translate that  
739 for myself. So just thinking about that girl again, she was being disruptive, but I  
740 didn't want to just say that...I wanted to understand her, so I asked other  
741 people for support.

742 I: Do you think this change would have occurred over time or do you think that  
743 the training intervention was crucial here?

744 H: It's difficult to say really...maybe I got there sooner.

745 K: I'm not too sure either...it's difficult to say.

746 I: Is there anything else anyone would like to add? Either about this or  
747 generally?

748 All: ...

749 I: I just wanted to say thank you, it's been a pleasure working with you all over  
750 that term...I hope you look forward to your careers in teaching, from what I've  
751 seen you're already...very able and conscientious practitioners. Remember  
752 that you have the right to withdraw any or all your data, I would request that  
753 this happens before 31<sup>st</sup> January though...before we sort of enter the data  
754 analysis stage. Remember that I'll be around for 30 minutes if there's anything  
755 you'd like to discuss at the end...as always and that your identity will remain  
756 confidential. If you'd like me to put you on the list of people to share my  
757 findings with...just let me know and I can do that for you. Otherwise.... thank  
758 you again so much for your time...which I know is precious and good luck for  
759 the future.

760 [1:04:08] Interview finishes

761 End of Focus Group Interview

### APPENDIX 13: INTER-RATE RELIABILITY CODING FOR DEDUCTIVE THEMES

Links to RQ	Code	Label	Definition	Description from the literature	Coder 1: CB		Coder 2: LF	
					Present	Evidence	Present	Evidence
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Code 1	Time spent on SEND during ITT and in practice	References made to the presence/ absence of time spent on SEND during ITT and subsequent (explicitly SEND) CPD opportunities.	ITT is time intensive; trainee teachers and stakeholders are aware that time is limited during ITT and this is regularly cited as a factor precluding SEND input (or further SEND input) on ITT (Carter, 2015; Vickerman, 2007; Nash and Norwich, 2010; Hodgkinson, 2006; Maher, 2010). Differences exist however, for those who pursue 4-year undergraduate routes into teaching (Vickerman and Coates, 2009)	Yes	<ul style="list-style-type: none"> <li>• Page 1, Line 17</li> <li>• Page1, Line 20</li> <li>• Page 1, Line 21</li> <li>• Page 1, Line 22</li> <li>• Page 2, Line 29</li> <li>• Page 2, Line 32</li> <li>• Page 2, Line 44</li> <li>• Page 3, Line 69</li> <li>• Page 3, Line 70/71</li> <li>• Page 3, Line 80</li> <li>• Page 2, Line 48</li> <li>• Page 2, Line 34</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Page 1, Line 17</li> <li>• Page1, Line 20</li> <li>• Page 1, Line 21</li> <li>• Page 1, Line 22</li> <li>• <i>Page 1, Line 31</i></li> <li>• Page 2, Line 29</li> <li>• Page 2, Line 32</li> <li>• Page 2, Line 44</li> <li>• Page 3, Line 69</li> <li>• Page 3, Line 70/71</li> <li>• Page 3, Line 80</li> <li>• Page 2, Line 48</li> <li>• Page 2, Line 34</li> </ul>

	Code 2	Value of practice-based experience	Participants discussing practice-based experience (either in a positive or negative light)	Many ITT providers adopt a 'permeation' (Mittler, 1992) approach to SEND whereby knowledge and practice are learned through embedded elements in both provider-led practice and university-based education (if relevant). Often, this can be teachers' only experience of SEND prior to employment as an NQT (McIntyre, 2009; Norwich and Nash, 2011). Teachers identify experience as an important contributor to confidence (Barber and Turner, 2007)	Yes	<ul style="list-style-type: none"> <li>• Page 2, Line 61-66</li> <li>• Page 2, Line 31-37</li> <li>• Page 3, Line 84-89</li> <li>• Page 3, Line 92-96</li> <li>• Page 4, Line 115-116</li> <li>• Page 3, Line 80-82</li> <li>• Page 4, Line 111-113</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Page 2, Line 61-66</li> <li>• Page 2, Line 31-37</li> <li>• Page 3, Line 84-89</li> <li>• Page 3, Line 92-96</li> <li>• Page 4, Line 115-116</li> <li>• Page 3, Line 80-82</li> <li>• Page 4, Line 111-113</li> </ul>
	Code 3	Opportunities to have/gain knowledge and skills	References made to knowledge teachers have/do not have or gained/not gained	Teachers value opportunities to gain knowledge and skills and (generally but not always) perceive the input they receive as basic (Coates, 2012).	Yes	<ul style="list-style-type: none"> <li>• Page 3, Line 77-78</li> <li>• Page 15, Line 517-518</li> <li>• Page 2, Line 48-49</li> <li>• Page 3, Line 72-74</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Page 3, Line 77-78</li> <li>• Page 15, Line 517-518</li> <li>• Page 2, Line 48-49</li> <li>• Page 3, Line 72-74</li> </ul>



<i>RQ1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?</i>	Code 4	Increased understanding of inclusion	Where teachers demonstrate a development in their understanding of inclusion (either through practice or thought)	Teachers vary somewhat in terms of their understanding of inclusion (MIntz, 2007) and therefore the opportunity to increase understanding of the concept of inclusion exists. Teachers' views toward and understanding of inclusion appears to decrease in favourability rapidly (Hodkinson, 2006). Teachers struggle with definitions and differences between 'inclusion' and 'integration' (Maher, 2010).	Yes	<ul style="list-style-type: none"> <li>• Page 3, Line 83-84</li> <li>• Page 4, Line 119-123</li> <li>• Page 4, 127-131</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Page 3, Line 83-84</li> <li>• Page 4, Line 119-123</li> <li>• Page 4, 127-131</li> </ul>
	Code 5	Perceived importance of inclusion	Where teachers explicitly implicate (through actions or words) the importance they attribute to inclusion	Teachers tend to view inclusion as important (Vickerman, 2007; Mintz, 2007) and initially show high fidelity to the beliefs associated with inclusion (Hodkinson, 2006).	Yes	<ul style="list-style-type: none"> <li>• Page 2, Line 53</li> <li>• Page 2, Line 57</li> <li>• Page 3, Line 89-90</li> <li>• Page 3, Line 133-134</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Page 2, Line 53</li> <li>• Page 2, Line 57</li> <li>• Page 3, Line 89-90</li> <li>• Page 3, Line 133-134</li> </ul>

<p>RQ2) How do teachers conceptualise essential components of training to meet the needs of pupils with SEND in mainstream classrooms; what do they think they need to know?</p>	<p>Code 6</p>	<p>Knowledge and understanding acquisition</p>	<p>When participants make direct reference to knowledge or understanding gained/enhanced or improved through the training intervention</p>	<p>Requirement of knowledge provision for SEND has been long identified and rarely enacted with great efficacy (Hodkinson, 2009). Teachers are bound by standards to have understanding they are often not provided with (Hodkinson, 2009). Early-career teachers believe they lack knowledge to meet the needs of pupils with SEND (MacBlain and Purdy, 2011). Teachers value opportunities to gain knowledge and skills and (generally but not always) perceive the input they receive as basic (Coates, 2012). Opportunities for CPD in the formative years are also uncommon (Maher, 2010).</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Page 13, Line 468-472</li> <li>• Page 14, Line 406</li> <li>• Page 15, Line 527</li> <li>• Page 15, Line 554-555</li> <li>• Page 17, Line 601-602</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Page 13, Line 468-472</li> <li>• Page 14, Line 406</li> <li>• Page 15, Line 527</li> <li>• Page 15, Line 526</li> <li>• Page 15, Line 517</li> <li>• Page 15, Line 554-555</li> <li>• Page 17, Line 601-602</li> </ul>
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	Code 7	Skill acquisition (including problem solving)	Where reference is made to the acquisition of problem-solving skills, such as the utilisation of problem-solving frameworks or solution circles	Education staff perceive solution circles and problem-solving/ solution-focussed frameworks positively and value opportunities to problem solve in this way (Brown, 2011; Grahamslaw and Henson, 2015)	Yes	<ul style="list-style-type: none"> <li>• Page 18, Line 632-634</li> <li>• Page 14, Line 513</li> <li>• Page 14, Line 490</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Page 18, Line 632-634</li> <li>• Page 14, Line 513</li> <li>• Page 14, Line 490</li> </ul>
	Code 8	School/structural barriers	References made to school factors which will preclude skill/knowledge development or further implementation	Early-career teachers indicate they lack the time and resources to meet the needs of pupils with SEND (MacBlain and Purdy, 2011).	Yes	<ul style="list-style-type: none"> <li>• Page 16, Line 575-577</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Page 16, Line 575-577</li> </ul>

	Code 9	Time limitations	References made to limited training intervention	As teachers view the time spent on SEND during their practice and ITT as 'limited' (Carter, 2015; Vickerman, 2007; Nash and Norwich, 2010; Hodgkinson, 2006; Maher, 2010) this intervention will also likely be perceived to be so.	Yes	<ul style="list-style-type: none"> <li>Page 12, Line 436-437</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Page 12, Line 436-437</li> </ul>
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#### APPENDIX 14: FINAL CODEBOOK OF DEDUCTIVE AND INDUCTIVE THEMES

Links to RQ	Code	Label  <i>*shading denotes deductive code</i>	Definition	Examples from this research
<i>RQ1a) How are teachers' feelings of self-efficacy impacted through participation in a SEND training intervention?</i>	Code 1	Time spent on SEND during ITT and in practice	References made to the <b>absence</b> of time spent on SEND during ITT and subsequent (explicitly SEND) CPD opportunities.	<ul style="list-style-type: none"> <li>• “It was the same for me...like an hour.... across the whole course.”</li> <li>• “But I also literally had 1 hour on SEN and even if I wanted to do more I couldn’t because I never really got an option.”</li> </ul>
	Code 2	Time spent on SEND during ITT and in practice	References made to the <b>presence</b> of time spent on SEND during ITT and subsequent (explicitly SEND) CPD opportunities.	<ul style="list-style-type: none"> <li>• “I’m part of [LA secondary school] we did our own SEN training...2 weeks ago?”</li> <li>• “I guess that’s the advantage of the BA, or BEEd? You’ve had those four years”</li> </ul>

	Code 3	Value of practice-based experience	Participants discussing positive experiences (direct or indirect) of practice-based experience	<ul style="list-style-type: none"> <li>• ...” That was huge...that was the first time I was ever in school and I learned a lot from that...”</li> <li>• I: “So practical experience is...” M: “I think it’s absolutely essential”</li> </ul>
	Code 4	Having/gaining knowledge and skills	References made to knowledge teachers do not have or have not gained	<ul style="list-style-type: none"> <li>• “We’d definitely seen that Bronfenbrenner thing before on our PGCE so that wasn’t new to us”</li> <li>• “I think teachers have the skills to do these things...”</li> </ul>

	Code 5	Perceived lack of knowledge and/or skills	References made to knowledge teachers have or have not gained	<ul style="list-style-type: none"> <li>• “I guess that it would have been useful to have some problem solving...I dunno...strategies or some of the things we’ve used here back then would have been helpful.”</li> <li>• “I never really had the understanding”</li> </ul>
	Code 6	Negative affect	When participants reference negative emotions associated with feeling (e.g. feeling unprepared or overwhelmed)	<ul style="list-style-type: none"> <li>• “...but you have so much information...especially when you’re starting out that you just don’t know what you should know...”</li> <li>• “I think it’s still a bit overwhelming to think about...”</li> </ul>

	Code 7	Negative experience	References made to the presence of experiences with negative attributions and implications for self-efficacy	<ul style="list-style-type: none"> <li>• "...but one of the schools I was in...I didn't really realise at the time, but it was just really negative about some pupils...probably thinking now, those with SEN"</li> <li>• "I'm thinking about a short placement I had...at a special school...and even when you're there they don't go through much with you...how they deal with it..."</li> </ul>
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	Code 8	Perceived lack of practice	When reference is made to a lack of opportunity or access to practice/experience	<ul style="list-style-type: none"> <li>• “I think you need to be exposed to it more...because...like...you can sit down and you can be told about things, but you don’t always learn from it until you’ve done it and tested it out for yourself”</li> <li>• “Yeh I agree. I’ve probably forgotten so much of my PGCE because I just didn’t really get a chance to practice it [laughs]”</li> </ul>
	Code 9	Vicarious experience	When participants refer to learning observed, inferred (directly or indirectly) of others and how this influences practice, knowledge, attitudes or self-efficacy	<ul style="list-style-type: none"> <li>• “...but we got introduced to the SENCo and I work with her a bit because she’s in my department...”</li> <li>• “I remember I had a placement...my placement supervisor was really good...but he managed situations...”</li> </ul>

<p><i>RQ1b) How are teachers' attitudes to inclusion impacted through participation in a SEND training intervention?</i></p>	Code 10	Increased understanding of inclusion	Where teachers demonstrate a development in their understanding of inclusion (either through practice or thought)	<ul style="list-style-type: none"> <li>• “  guess we were always taught about them...kind of in the context of low achieving which thinking back...isn't necessarily true.”</li> <li>• “...so, I think I'll try harder to keep them in and on as part of the class...as much as possible. It is hard though because TAs have expertise and maybe they get more from the 1:1 but still...yeh...being part of the class is important”</li> </ul>
	Code 11	Perceived importance of inclusion	Where teachers explicitly implicate (through actions or words) the importance they attribute to inclusion	<ul style="list-style-type: none"> <li>• “...you know, to do it justice.”</li> <li>• “You're almost guaranteed to have a child in your class with SEND...”</li> </ul>

	Code 12	Translating theory into practice	References made to the ease with which or difficulties associated with implementing inclusion theory into practice	<ul style="list-style-type: none"> <li>• “It is hard though, like [H] said...I think of a kid [X] and he has ADHD but sometimes he comes out with amazing answers and actually...the more I think the fact is he does benefit the class. It’s just draining isn’t it to sometimes encourage kids to stay in and make the right choices always...”</li> <li>• “I think that sometimes we’re happy to say about ‘oh yes this is inclusion’ but really...what does that mean? Is it inclusion if the pupil...is in the school but then...because we have a deaf base attached to our school, they go over there? I remember thinking that that’s more about integration...then I thought, well that’s</li> </ul>
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				better than segregation, right? But it's not inclusion."
	Code 13	Personal values, beliefs and attitudes	When participants allude to their personal values, attitudes and beliefs, either prior to or following intervention	<ul style="list-style-type: none"> <li>• "...but it's not the only thing you need to be an inclusive teacher, you've got to have a bit of ... like you've got to want to do it and think about it"</li> <li>• "It's building your own teaching philosophy isn't it?"</li> </ul>
<i>RQ2) How do teachers conceptualise essential components of training to</i>	Code 14	Knowledge and understanding acquisition	When participants make direct reference to knowledge or understanding gained/enhanced or improved through the training intervention	<ul style="list-style-type: none"> <li>• "I think what's helped me is that...one of the first activities we did with terminology and stuff"</li> <li>• "I think I've definitely gained knowledge"</li> </ul>

<p><i>meet the needs of pupils with SEND in mainstream classrooms; what do they think they need to know?</i></p>	Code 15	Skill acquisition (including problem solving)	Where reference is made to the acquisition of problem-solving skills, such as the utilisation of problem-solving frameworks or solution circles	<ul style="list-style-type: none"> <li>• "...like when we did the solution circles, I find them the most helpful"</li> <li>• "I think for me I'd recommend it and say the problem-solving aspects are probably the USP."</li> </ul>
	Code 16	School/structural barriers	References made to school factors which will preclude skill/knowledge development or further implementation	<ul style="list-style-type: none"> <li>• "I have that in my mind and sometimes it's easy but sometimes it's hard...especially when...like in our school you have ability groups and stuff...I think it can be hard to do it within the school..."</li> <li>• "Or even just having the authority...or space...to set up our own solution circles might be what we need."</li> </ul>

	Code 17	Time limitations	References made to limited training intervention	<ul style="list-style-type: none"> <li>• “I think in a 6-week course, there’s only so much you can cover.”</li> <li>• “...maybe just...if more time was available...”</li> </ul>
	Code 18	Group Dynamics	References made to the positive effects of emerging group dynamics from the intervention, specifically in relation to working with colleagues attending the intervention	<ul style="list-style-type: none"> <li>• “...y’know...hearing from your colleagues...” you could try this” or “you could try this” is really helpful because it’s coming from them? like they’re in the same situation as you and I think that helps. I think that there’s no judgement there”</li> <li>• “I think bringing us together has been helpful cuz I feel like we’re at the same level and that...it’s not really about judgement? It’d be good to share that I think”</li> </ul>

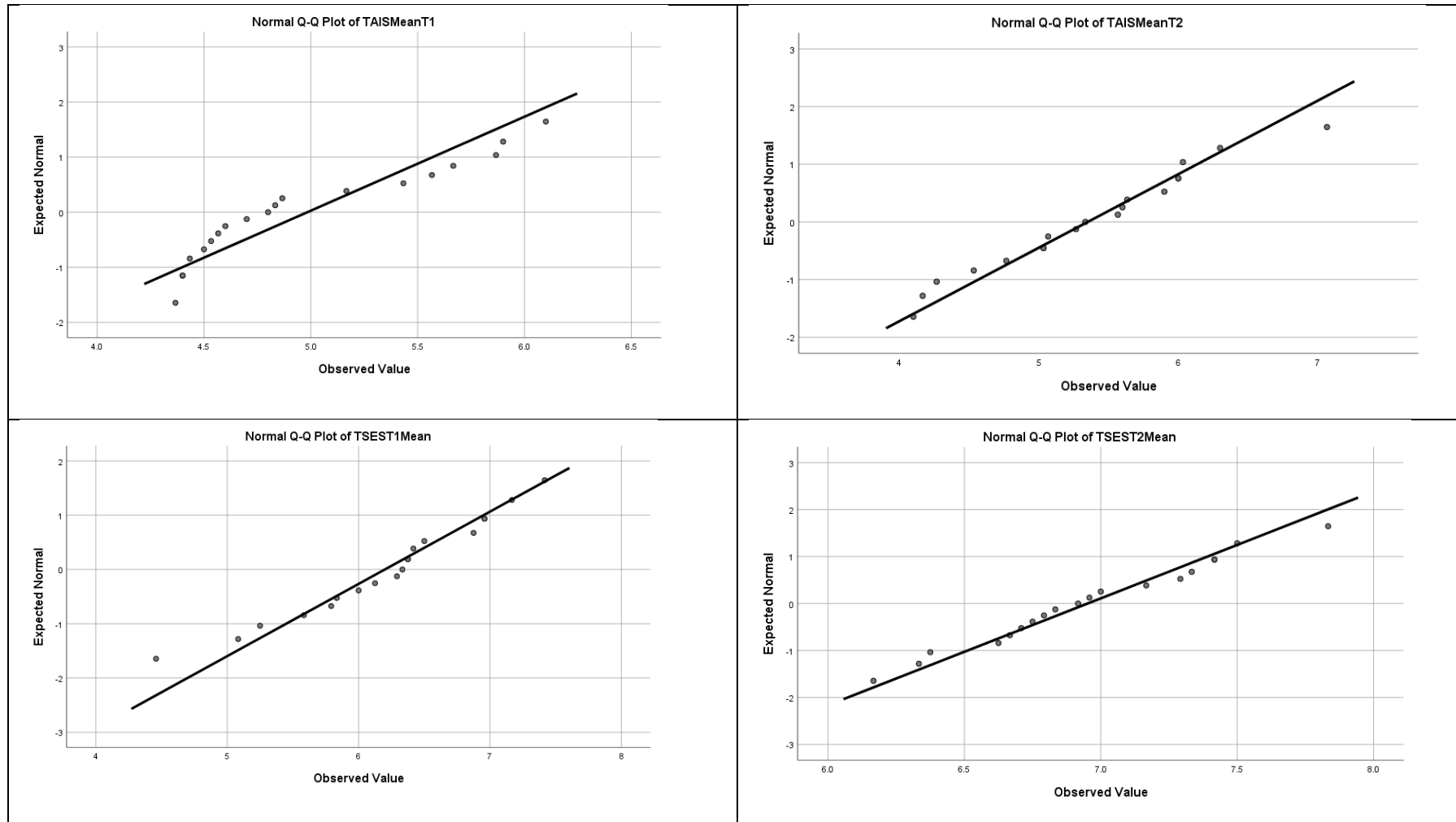
	Code 19	Perceptions of trainer	References made to the impact of the trainer on the delivery or effects of the intervention	<ul style="list-style-type: none"> <li>• “I think it is good to have someone who’s an expert like yourself, to provide impartial... thought I guess...because it means that you can see it from both sides.”</li> <li>• “...but also having a specialist to be able to say actually “that’s really good” and “that’s what I’d do” is really helpful”</li> </ul>
	Code 20	Working with colleagues or stakeholders	Specific references made to the effect and impact of working with colleagues or stakeholders during or following training intervention	<ul style="list-style-type: none"> <li>• “I think that...while I understand the role of people a little bit better...”</li> <li>• “I think it’s made me realise that I can depend on my colleagues more?”</li> </ul>

	Code 21	Need for additional of 'specialised' knowledge	When participants make reference for the need for additional training (either more of something or more specialised knowledge of something) following content delivered through training	<ul style="list-style-type: none"> <li>• "I think resources as well...I think that's the main thing...like what resources could we use to help that child...more knowledge of the resources to help us know what's best for them."</li> <li>• "...maybe that's the value of having accessible professionals like you've kind of alluded to?  H: I think that would help more yeh.  C: Yeh.  U: Yeh</li> </ul>
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	Code 22	Increasing personalised relevance	When participants make reference to the desire for greater personal relevance in the delivery of training content	<ul style="list-style-type: none"> <li>• “I just think more of the individualised aspects...breaking stuff down and making it relevant on the individual level...”</li> <li>• “...one of them had a child who had ADHD and I think for me...I thought with that one that doesn’t really apply to me or apply to my case...”</li> </ul>
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## APPENDIX 15: Q-Q PLOTS FOR TAIS AND TSES



# APPENDIX 16: TSES 24-ITEM WILCOXON SIGNED RANK TEST OUTPUT

	T2TSES1	T2TSES2	T2TSES3	T2TSES4	T2TSES5	T2TSES6	T2TSES7	T2TSES8	T2TSES9	T2TSES1
	-	-	-	-	-	-	-	-	-	0 -
	T1TSES1	T1TSES2	T1TSES3	T1TSES4	T1TSES5	T1TSES6	T1TSES7	T1TSES8	T1TSES9	T1TSES1
										0
Z	-1.966 <sup>b</sup>	-1.744 <sup>b</sup>	-2.079 <sup>b</sup>	-1.528 <sup>b</sup>	-1.833 <sup>b</sup>	-1.854 <sup>b</sup>	-2.098 <sup>b</sup>	-2.801 <sup>b</sup>	-.955 <sup>b</sup>	-.491 <sup>c</sup>
Asymp. Sig. (2-tailed)	.049	.081	.038	.127	.067	.064	.036	.005	.340	.623

	T2TSES1	T2TSES1	T2TSES1	T2TSES1	T2TSES1	T2TSES1	T2TSES1	T2TSES1	T2TSES1	T2TSES2
	1 -	2 -	3 -	4 -	5 -	6 -	7 -	8 -	9 -	0 -
	T1TSES1	T1TSES1	T1TSES1	T1TSES1	T1TSES1	T1TSES1	T1TSES1	T1TSES1	T1TSES1	T1TSES2
	1	2	3	4	5	6	7	8	9	0
Z	-.852 <sup>b</sup>	-2.217 <sup>b</sup>	-1.784 <sup>c</sup>	-2.556 <sup>b</sup>	-1.341 <sup>b</sup>	-1.525 <sup>b</sup>	-1.428 <sup>b</sup>	-1.974 <sup>b</sup>	-2.460 <sup>b</sup>	-2.558 <sup>b</sup>

Asymp. Sig. (2-tailed)	.394	.027	.074	.011	.180	.127	.153	.048	.014	.011
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	T2TSES2 1 - T1TSES2 1	T2TSES2 2 - T1TSES2 2	T2TSES2 3 - T1TSES2 3	T2TSES2 4 - T1TSES2 4
Z	-3.184 <sup>b</sup>	-3.213 <sup>c</sup>	-3.361 <sup>b</sup>	-3.082 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001	.001	.001	.002

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.
- c. Based on positive ranks

## APPENDIX 17: TSES COMPOSITE WILCOXON SIGNED RANK TEST OUTPUT

Test Statistics <sup>a</sup>			
	TSESComposite1T2 - TSESComposite1T1	TSESComposite2T2 - TSESComposite2T1	TSESComposite3T2 - TSESComposite3T1
Z	-3.340 <sup>b</sup>	-3.164 <sup>b</sup>	-3.075 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001	.002	.002

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

# APPENDIX 18: MEAN PARTICIPANT TSES SCORES AT T1 AND T2

Participant	Mean TSES Score	
	T1	T2
1	6.38	7.42
2	5.58	6.38
3	6.38	7.50
4	4.46	6.67
5	5.25	6.17
6	6.33	6.83
7	6.88	7.83
8	6.96	6.92
9	7.17	7.29
10	6.50	6.71
11	7.42	7.00
12	5.79	6.33

13	6.42	6.63
14	6.29	7.17
15	6.00	6.75
16	6.96	6.79
17	5.83	6.96
18	6.13	7.33
19	5.08	7.42

# APPENDIX 19: TSES TOTAL MEAN SCORES AT T1 AND T2

	N	Mean	Std. Deviation
TSEST1Mean	19	6.1996	.75110
TSEST2Mean	19	6.9518	.43970



## APPENDIX 20: TSES TOTAL MEAN SCORES WILCOXON SIGNED RANK TEST OUTPUT

Test Statistics <sup>a</sup>	
	TSEST2Mean - TSEST1Mean
Z	-3.421 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

# APPENDIX 21: TOTAL TSES MEAN SCORES AT T1 AND T2 BY ROUTE INTO TEACHING

Descriptives				
		N	Mean	Std. Deviation
TSEST1Mean	PGCE	15	6.1639	.80633
	Undergraduate	2	6.2708	.97227
	Teach First	2	6.3958	.02946
	Total	19	6.1996	.75110
TSEST2Mean	PGCE	15	6.9861	.43889
	Undergraduate	2	6.5833	.29463
	Teach First	2	7.0625	.61872
	Total	19	6.9518	.43970

## APPENDIX 22: TAIS 30-ITEM WILCOXON SIGNED RANK TEST OUTPUT

	T2TAIS1 - T1TAIS1	T2TAIS2 - T1TAIS2	T2TAIS3 - T1TAIS3	T2TAIS4 - T1TAIS4	T2TAIS5 - T1TAIS5	T2TAIS6 - T1TAIS6	T2TAIS7 - T1TAIS7	T2TAIS8 - T1TAIS8	T2TAIS9 - T1TAIS9	T2TAIS1 0 - T1TAIS1 0
Z	-2.014 <sup>b</sup>	-1.615 <sup>b</sup>	-.604 <sup>c</sup>	-2.086 <sup>b</sup>	-.273 <sup>c</sup>	-1.736 <sup>b</sup>	-1.632 <sup>b</sup>	-.121 <sup>c</sup>	-.191 <sup>c</sup>	-1.303 <sup>b</sup>
Asymp. Sig. (2-tailed)	.044	.106	.546	.037	.785	.083	.103	.903	.849	.192

	T2TAIS1 1 - T1TAIS1 1	T2TAIS1 2 - T1TAIS1 2	T2TAIS1 3 - T1TAIS1 3	T2TAIS1 4 - T1TAIS1 4	T2TAIS1 5 - T1TAIS1 5	T2TAIS1 6 - T1TAIS1 6	T2TAIS1 7 - T1TAIS1 7	T2TAIS1 8 - T1TAIS1 8	T2TAIS1 9 - T1TAIS1 9	T2TAIS2 0 - T1TAIS2 0
Z	-.280 <sup>c</sup>	-1.021 <sup>b</sup>	-.777 <sup>c</sup>	-1.018 <sup>b</sup>	-1.630 <sup>b</sup>	-.398 <sup>c</sup>	-.852 <sup>b</sup>	-1.613 <sup>b</sup>	-.462 <sup>b</sup>	-.936 <sup>b</sup>

Asymp. Sig. (2-tailed)	.780	.307	.437	.309	.103	.690	.394	.107	.644	.350
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	T2TAIS2 1 - T1TAIS2 1	T2TAIS2 2 - T1TAIS2 2	T2TAIS2 3 - T1TAIS2 3	T2TAIS2 4 - T1TAIS2 4	T2TAIS2 5 - T1TAIS2 5	T2TAIS2 6 - T1TAIS2 6	T2TAIS2 7 - T1TAIS2 7	T2TAIS2 8 - T1TAIS2 8	T2TAIS2 9 - T1TAIS2 9	T2TAIS3 0 - T1TAIS3 0
Z	-1.155 <sup>b</sup>	-.646 <sup>c</sup>	-.1.928 <sup>b</sup>	-2.923 <sup>b</sup>	-.218 <sup>b</sup>	-.484 <sup>b</sup>	-.924 <sup>b</sup>	-1.490 <sup>c</sup>	-1.582 <sup>c</sup>	-2.066 <sup>b</sup>
Asymp. Sig. (2-tailed)	.248	.518	.054	.003	.828	.628	.355	.136	.114	.039

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.
- c. Based on positive ranks.

### APPENDIX 23: TAIS COMPOSITE WILCOXON SIGNED RANK TEST OUTPUT

Test Statistics <sup>a</sup>				
	Composite1T2 - Composite1T1	Composite2T2 - Composite2T1	Composite3T2 - Composite3T1	Composite4T2 - Composite4T1
Z	-1.309 <sup>b</sup>	-1.467 <sup>b</sup>	-1.171 <sup>b</sup>	-.902 <sup>b</sup>
Asymp. Sig. (2-tailed)	.191	.142	.242	.367

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

# APPENDIX 24: MEAN PARTICIPANT TAIS SCORES AT T1 AND T2

Participant	Mean TAIS Score	
	T1	T2
1	4.87	5.27
2	5.87	7.07
3	6.10	6.03
4	4.40	5.90
5	4.83	5.03
6	5.43	5.03
7	5.17	5.33
8	4.40	4.27
9	4.37	4.53
10	4.60	4.17
11	4.70	5.57
12	4.43	5.63

13	5.90	6.00
14	5.57	4.77
15	5.67	5.60
16	4.50	4.10
17	4.53	5.07
18	4.80	6.00
19	4.57	6.30

## APPENDIX 25: TAIS TOTAL MEAN SCORES AT T1 AND T2

	N	Mean	Std. Deviation
MeanTAIST1	19	4.9842	.58599
MeanTAIST2	19	5.3509	.78476



## APPENDIX 26: WILCOXON SIGNED RANK TEST OUTPUT FOR TOTAL TAIS MEAN SCORES AT T1 AND T2

Test Statistics <sup>a</sup>	
	MeanTAIST2 - MeanTAIST1
Z	-1.853 <sup>b</sup>
Asymp. Sig. (2-tailed)	.064
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

# APPENDIX 27: TAIS SECTION 3 ITEM 2-4 CORRELATION

Correlations					
			T1TAIS3-2	T1TAIS3-3	T1TAIS3-4
Spearman's rho	T1TAIS3-2	Correlation Coefficient	1.000	.012	.366
		Sig. (2-tailed)	.	.959	.123
		N	19	19	19
	T1TAIS3-3	Correlation Coefficient	.012	1.000	.455
		Sig. (2-tailed)	.959	.	.050
		N	19	19	19
	T1TAIS3-4	Correlation Coefficient	.366	.455	1.000
		Sig. (2-tailed)	.123	.050	.
		N	19	19	19

### APPENDIX 28: TAIS SECTION 3 ITEM 2-4 AND ROUTE INTO TEACHING

		N	Mean	Std. Deviation
T1TAIS3-Item2	PGCE	15	4.1333	1.59762
	BEd	2	4.5000	.70711
	Teach First	2	3.0000	2.82843
	Total	19	4.0526	1.61499
T1TAIS3-Item3	PGCE	15	4.2000	1.14642
	BEd	2	5.5000	.70711
	Teach First	2	4.0000	1.41421
	Total	19	4.3158	1.15723
T1TAIS3-Item4	PGCE	15	1.5333	.51640
	BEd	2	2.5000	.70711
	Teach First	2	2.0000	.00000
	Total	19	1.6842	.58239

# APPENDIX 29: TOTAL TAIS MEAN SCORES AT T1 AND T2 BY ROUTE INTO TEACHING

		N	Mean	Std. Deviation
MeanTAIST1	PGCE	15	4.8222	.43837
	Undergraduate	2	5.1833	.96638
	Teach First	2	6.0000	.14142
	Total	19	4.9842	.58599
MeanTAIST2	PGCE	15	5.2311	.62532
	Undergraduate	2	5.5833	2.09775
	Teach First	2	6.0167	.02357
	Total	19	5.3509	.78476

### APPENDIX 30: 'DIAMOND 9' RANKING SCORES

Training component	Participant																			Mean Average	Std. Deviation	Rank
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			
1. Policy, terminology and statutory responsibilities	3	3	3	3	3	3	4	2	3	3	4	3	2	4	2	2	3	2	3	2.89	0.68	3
2. Problem-solving frameworks (Interactive factors framework)	2	1	1	2	2	1	2	2	2	1	2	2	2	2	1	2	2	2	2	1.74	0.45	2
3. Solution Circles	1	2	3	1	2	3	1	1	1	2	1	2	1	1	2	1	1	1	3	1.58	0.77	1
4. Diagnoses and labels	2	2	2	3	1	2	3	3	2	2	3	1	3	3	4	3	3	3	3	2.53	0.77	2

5. Gathering the views of stakeholders	5	4	5	5	4	4	3	3	4	5	5	5	4	5	4	4	2	5	4	<b>4.21</b>	<b>0.85</b>	<b>4</b>
6. Inclusion, integration and exclusion and differentiation	3	4	3	2	3	2	2	3	3	3	2	3	3	2	3	3	4	3	2	<b>2.79</b>	<b>0.63</b>	<b>3</b>
7. Target setting	4	5	4	4	3	4	4	4	4	4	4	4	4	3	3	5	5	3	4	<b>3.94</b>	<b>0.62</b>	<b>4</b>
8. ASD and dyslexia	3	3	2	3	4	3	3	4	3	3	3	3	3	3	3	3	4	4	1	<b>3.05</b>	<b>0.71</b>	<b>3</b>
9. Multi-professional working	4	3	4	4	5	5	5	5	5	4	3	4	5	4	5	4	3	4	5	<b>4.26</b>	<b>0.73</b>	<b>5</b>

### APPENDIX 31: SOLUTION CIRCLES OUTPUT EXAMPLE

The image shows two pieces of crumpled paper with handwritten notes. The left piece has red ink notes, and the right piece has blue ink notes.

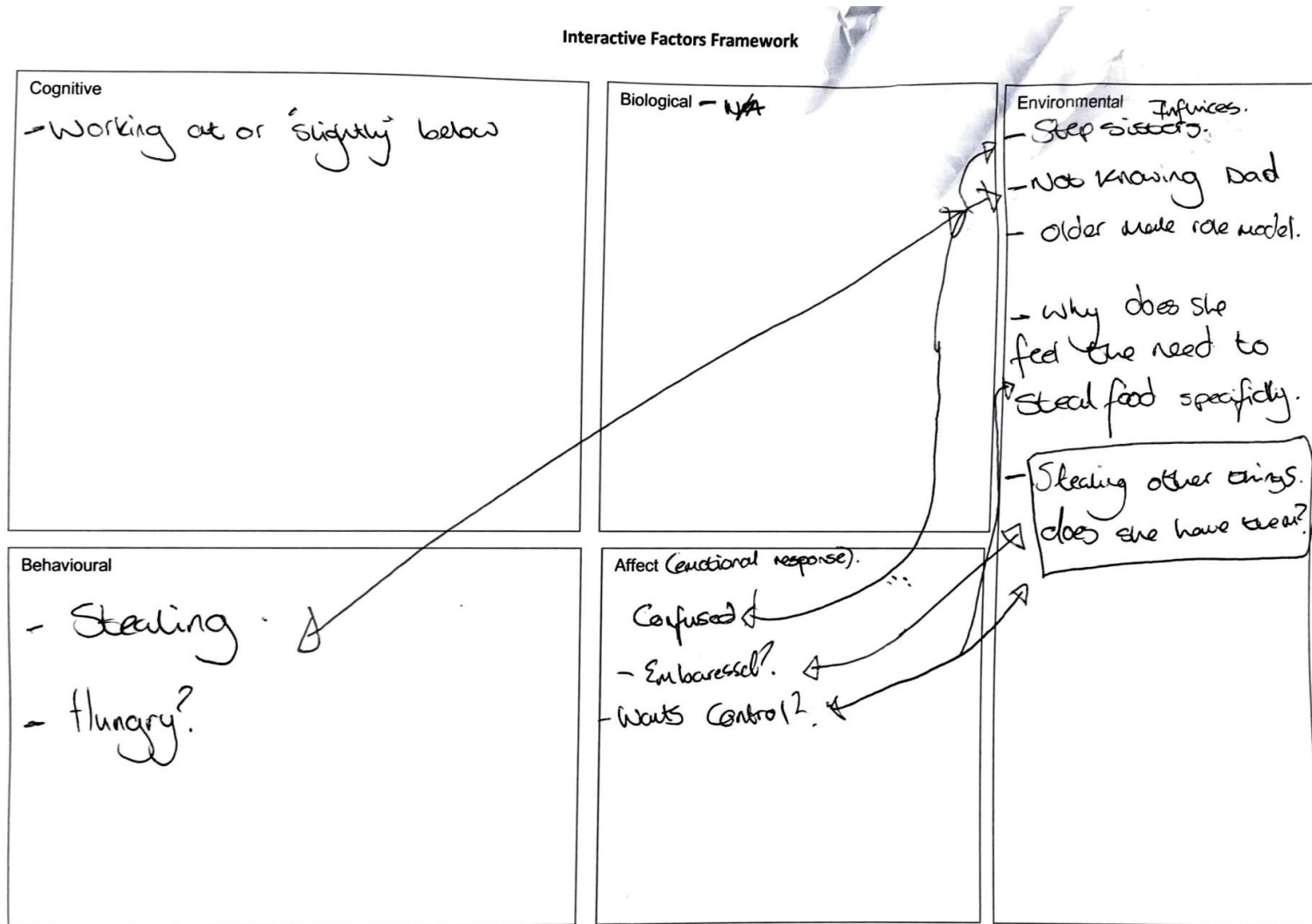
**Left Paper (Red Ink):**

- \* Highlight benefits of support
- \* Encourage communication with parent
- \* Talk to previous teachers
- \* Reward Systems
- \* boundaries  
↳ what I should / what I am?
- \* Assigned roles in groups
- \* Responsibilities
- \* More groupwork  
↳ mix with all children in class
- \* IEP frame  
↳ smart targets  
↳ gradually increase

**Right Paper (Blue Ink):**

- Mum describes Autism  
↳ flagged by SENCO  
stopped by parent (No diagnosis)
- Doesn't listen to instructions
- Refuses to get involved in group work
- Takes things literally
- Low productivity
- Mum ignored comments at p. evening
- Respectful
- 4 brothers
- Good relationship with family
- No go to friend
- Joins in with silliness
- Plays at break with friends
- Sticker reward chart

## APPENDIX 32: EXAMPLE OF PARTICIPANT IFF PROBLEM-SOLVING USE





## Resolve

- Speaking to them.
- Showing care.
- Speak to the mother/explain situation. → come  
↳ Speak to senco about speaking with godad.
- Create club/safe space.