'THE BEST OF BOTH WORLDS' OR 'A COMPROMISE POLICY'? CO-LOCATION AS A FORM OF EDUCATIONAL PLACEMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS.

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ABSTRACT

Co-location involves the physical placement of two schools onto one site. By some it is seen as a 'compromise policy' which prevents inclusion, whilst other authors argue that it offers 'the best of both worlds' in allowing pupils with special needs to access both mainstream and special school environments.

The teacher-research presented here focused on the co-location of a special school with a mainstream secondary school. It used formal interviews and questionnaires to explore the attitudes of staff and parents towards the co-location and a 'mosaic' (Clark and Moss, 2001, p.1) of child-friendly methods to access the opinions of pupils from both schools. The research also included case studies of two co-located special schools which further explored the concept of co-location and considered the relationship of co-location to broader literature relating to the educational placement and inclusion of children with special needs.

The research discovered that participants from the mainstream school were generally less concerned about the co-location than the special school participants. Participants from the special school were concerned about bullying, inequality and educational failure as a result of the co-location. Participants from all groups spoke with enthusiasm about the potential of the co-location to deconstruct prejudices and offer staff and pupils opportunities to learn together.

The research concludes that co-located schools can be 'autonomous' and joined only by their physical placement on the same site, or that the schools can become 'collaborative' and work together to offer a unique inclusive learning environment.

DEDICATION

This thesis is dedicated to my wonderful husband and children.

With love and thanks.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

ADHD = Attention Deficit Hyperactivity Disorder

ASD = Autistic Spectrum Disorder

BERA = British Educational Research Association

BSF = Building Schools for the Future

CLD = Complex Learning Difficulties

CSIE = Centre for Studies in Inclusive Education

DfES = Department for Education and Skills

BESD = Behavioural Emotional Social Difficulties

HMIE = Her Majesty's Inspectorate of Education

HoC = House of Commons

MLD = Moderate Learning Difficulties

NASEN = National Association for Special Educational Needs

NCSL = National College for School Leadership

OFSTED = Office For Standards in Education

PfS = Partnership for Schools

PMLD = Profound and Multiple Learning Difficulties

SEN = Special Educational Needs

SENCO = Special Educational Needs Co-ordinator

SLD = Severe Learning Difficulties

SpLD = Specific Learning Difficulties

TES = Times Educational Supplement

<u>CHAPTER 1: INTRODUCTION</u>

<u>1.1: Introduction</u>

In July 2012 the special school in which I teach closed and was re-opened as a 'co-located school' sharing a site with a mainstream secondary school in a building that physically conjoins the two previously separate schools. This thesis considers the phenomenon of 'co-location', its associated definitions, the enduring and emerging discourse surrounding the term and its links with broader debates relating to the most effective educational and inclusive placements for pupils with Special Educational Needs (SEN). The thesis presents a piece of teacher-research which explored the attitudes of pupils, parents and staff towards the future co-location of their schools and further to this engaged with individuals from two special schools that were already co-located in order to seek to understand their experiences of teaching and learning in co-located schools.

The title of the thesis makes reference to the writing of Gordon (2006) and Thomas, Walker and Webb (1998), both of which will be discussed further in the literature review (Chapter 3, Parts 2, 7 and 8) and referred to frequently throughout the thesis. Gordon (2006, p.14) uses the phrase 'The best of both worlds' in direct reference to co-location in arguing that when a child with Severe Learning Difficulties (SLD) is placed in a co-located school they are able to access 'the best of both worlds' as they are able to access the specialist teaching and facilities of the special school whilst also accessing the mainstream environment for improved inclusive opportunities. The term 'compromise policy' is coined from the work of Thomas, Walker and Webb (1998) although it should be noted that they do not use this term in direct reference to co-location. Contrary to the writing of Gordon (2006), Thomas et al (1998, p.20) refer to placement arrangements which maintain separate educational

environments for pupils with Special Educational Needs (SEN) as 'compromise policies' which fall short of the ideology of full mainstream placement. They suggest that such arrangements are a result of Local Authorities:

> "Hedging their bets, as they produce policies on special educational needs
>
> which are inclusive in name only"
>
> (Thomas et al, 1998, p.24)

Conducted in the four years prior to the co-location of the two schools this research explored the extent to which pupils, parents and staff anticipated that the new arrangement would potentially offer 'the best of both worlds' or a 'compromise policy'. The research sought to corroborate these perceptions by comparison with the attitudes of individuals who already learn or teach in co-located schools.

1.2: Defining co-location

The term 'co-location' appears to lack clarity of definition in educational practice and academic debate. Wedell (2009, p.132) uses the term to refer to situations where specialist service providers such as therapists and social workers are being moved onto school sites as part of the extended schools agenda. Goldstein (2011) identifies that in America the term 'co-location' is being used to refer to failing or under-subscribed schools which have amalgamated. HMIE (2010) distinguish between 'co-located' and 'all through' schools by identifying that although both school types share a campus a co-located school will maintain separate primary and secondary phase head teachers. More simply Ofsted (2006, p.6) define a co-located school as a special school which is 'located on the same site as a mainstream school'. Gordon (2006, p.4) identifies two models of co-location. The first he describes as 'the mixed model' in which two separate schools mix their classes together. He refers to the

second model as 'two schools under one roof' and identifies that this is when two schools 'operate in separate areas of the same building'. It also seems that the term 'co-location' is used interchangeably with new phrases such as 'learning village' or 'campus school' (McLellan, 2006) which serves to further confuse matters. It is not unusual for documents which use the term 'co-location' to give no definition at all, such as the policy documents for Halton and West Berkshire (2007) which are included in the review of the literature (Chapter 3.4). This is clearly problematic given the range of interpretations that are demonstrated above.

For the purpose of clarity throughout this thesis 'co-location' is defined as the physical placement of two or more schools on one site. The school type is immaterial but the schools must retain their distinct identities as two separate schools irrelevant of the degree to which they are physically connected.

1.3: Connecting co-location with inclusion

The emergent discourse surrounding co-location is further complicated when referring to the specific co-location of a special school and a mainstream school as this brings us to the issue of inclusion. Lindsay, Dockrell, Mackie and Letchford (2005, p.340) question whether the placement of 'designated special provision' on mainstream sites are:

"...examples of inclusion, being in mainstream or of segregation, given the

varying degrees of separation of children for periods of time?"

(Lindsay et al, 2005, p.340)

The degree to which 'inclusion' is perceived as a component of co-location depends not only on a definition of co-location but also on a definition of inclusion. Lawson, Parker and Sikes (2006, p.57) question whether inclusion is about 'place, curriculum, acceptance,

participation, active involvement, choice' or 'all of these things'. Whilst I do not wish to simplify this clearly complex and loaded term (Powers, 2002) precision in definition at this point is critical for unambiguous discussion to be possible throughout this thesis.

The Collins English Dictionary (2011, p.504) defines the term 'include' as 'to have as part of the whole' but in the case of co-location one must question the parameters of the 'whole' to which an individual can belong. Focusing on co-location inevitably binds any definition of inclusion to placement and essentially leads us to question whether inclusion has to be tied to notions of mainstreaming or if any educational environment can be considered to be inclusive in its own right. In this context the 'whole' could be the mainstream school, the special school or a combination of these which we refer to as a co-located school. Two terms are used to refer to inclusion throughout this thesis.

Figure 1.1 Definitions of inclusion used in this thesis

Inclusion – this term is used to refer to any educational environment outside of the mainstream which is aiming to address the issues of 'curriculum, acceptance, participation, active involvement and choice' (Lawson et al, 2006) to best meet the needs or rights of the pupils it serves.

Mainstream inclusion – this term is used to refer to the physical placement of pupils with SEN in the mainstream environment but goes beyond 'integration' in that it assumes again that the school is addressing issues of 'curriculum, acceptance, participation, active involvement and choice' (Lawson et al, 2006).

These definitions are intentionally broad in order to enable them to be adapted to suit varied potential models of inclusion and whilst it is recognised that they inevitably raise a number of questions it is not the purpose of this thesis to delve into the issue of defining inclusion in depth nor to place value on either of these definitions. However, I do hope to stimulate academic discussion relating to the language of co-location as a form of placement for pupils

with SEN, and so it would be imprudent to neglect the issue of defining inclusion entirely. Approaching the term through this two pronged definition will enable clearer references to be made to the placement arrangements under discussion and will also permit evaluations of the degree to which co-located schools can be perceived as inclusive without disregarding the issue of mainstreaming.

1.4: Building Schools for the Future (BSF) and the political context

The co-location of the special school onto the mainstream site was undertaken as part of the BSF initiative. The BSF scheme was officially launched in February 2004 under a Labour Government with Charles Clarke as the Secretary of State for Education. It aimed to 'renew all 3,500 secondary schools' in England and had 'an estimated capital cost of £52-£55 billion' (House of Commons (HoC) Public Accounts Committee, 2008-09, p.7). The scheme represented 'the biggest investment in our school and capital stock' since the post war building wave (HoC Education and Skills Committee, 2006-7, p.12).

When this research was in its initial proposal phase in the spring term 2007, BSF was thriving. The first of the completed schools, Speedwell School in Bristol, had been opened in September (HoC Education and Skills Department, 2007) and although the HoC Public Accounts Committee (2008-9, p.3) admitted that limited funding meant that 'over-optimism has meant the programme could not live up to expectations', the opportunity for 'crumbling schools' to be rebuilt, 'education transformed' and 'attainment raised' was welcomed (HoC Education and Skills Committee, 2006-07, p.12).

However, three years later a very different situation was evident. In 2010 a hung parliament led to the creation of a coalition government composed of the Conservative and Liberal

Democrat parties and in July 2010 Education Secretary Michael Gove announced that BSF would cease citing largely financial explanations for his decision.

"The problem with the BSF scheme was far too much money was spent on consultants, far too much money was spent on bureaucracy... we ended this programme so we could give more money to all schools more effectively and more cheaply."

(Gove, 19 July 2010)

Only those schools which had reached financial close received assurance that they would continue to be rebuilt (Construction Enquirer, 2010). This meant that 750 schools signed up to the BSF scheme would not receive their agreed investment and this led to a number of legal actions which were well documented in the press (for example BBC, 2010). In reference to the ending of the scheme Ed Balls the Shadow Education Secretary stated, 'Today is a black day for our country's schools' and went on to argue that this was an 'attack on jobs, on opportunities, and on the life-chances of children across our country' (Ed Balls, 2010).

At this point in time the BSF project associated with the schools that were the focus of this research had reached financial close and it was verified that the co-location of the two schools would go ahead as planned.

The BSF group use the term 'co-location' frequently in leaflets and on their web sites, for example in the Local Authority's BSF Newsletter (2010) where co-located schools are referred to as providing 'better services'. However, I have been unable to locate a definition of this term within BSF documentation. It appears that instead the BSF group allow the Local Authorities to define co-location themselves and at times this results in quite conflicting definitions of co-location. An example of this can be found on the Halton BSF web site in comparison to the web site for Salford City Council as the Halton site refers to co-location as

'a continuum of provision across the mainstream/special schools spectrum' whilst the Salford site refers instead to the co-location of services for young people.

1.5: BSF and the Local Authority

The two schools which are the focus of this research are in the same Local Authority (referred to here using the pseudonym 'Amberton'). Many documents and web sites which link BSF with Amberton make reference to co-location but I have been unable to find a definition of co-location therein. Equally the term is not included in the glossary of terms in Amberton's BSF related web site.

Amberton Authority set out their stance on inclusion through their BSF 'Readiness to deliver assessment' (2008, p.3) in which they state the seven priorities for BSF set by the Department for Education and Schools (DfES) and Partnerships for Schools (PfS):

1. Personalised learning

2. Diversity, choice, access

3. Inclusion

4. Integrated services

5. Managing change

6. Underperforming schools

7. 14-19 entitlement

It is apparent from these priorities that 'inclusion' is high on the agenda for both BSF and Amberton Authority as not only does it feature explicitly as number three on the list but several other of the listed items are in direct relation to the inclusion agenda, such as

the intent to support teachers in the personalisation of learning and the integration of medical services onto school sites.

The focus on inclusion for the local authority is further reiterated later in the document when it is stated:

> "Inclusion is a longstanding priority of the council. We have a history of high quality provision within our special schools, and we will actively explore how BSF can further develop this approach."
>
> (Amberton Readiness to deliver assessment, 2008, p.7)

In identifying 'inclusion' as a priority the statement then goes on to celebrate the presence and success of special schools and seeks to enquire how the BSF initiative can be used to focus on the use of special schools and therefore of educational placements for pupils with SEN which are separate to the mainstream. It appears that the definition of 'inclusion' outlined in Part 3 of this chapter is well suited to this Local Authority as the implication of this statement is that their definition of inclusion is not explicitly linked to mainstream placement and that instead Amberton Authority views inclusion as an integral part of the duties of every school. In this way the nature of the school is not important. A special school or a co-located school is viewed as inclusive in its own right and the efforts made therein to include pupils are not devalued by inclusion being inherently linked to mainstream placement (Farrell, 2006).

1.6: The schools and research context

The special school which is the focus of this project (referred to using the pseudonym 'Penmeadow') had 160 pupils on role, 60 in key stages one and two and 100 in key stages three and four at the time of the research. There was no sixth form and no reception or

nursery age pupils. All of the pupils had a statement of Special Educational Need (SEN). The majority of pupils had Moderate Learning Difficulties (MLD) but some pupils had Severe or Complex Learning Difficulties (SLD) and there had been, in recent years, a gradual increase in the SLD population. At the time of this report the school had pupils on role with: Autistic Spectrum Disorder (ASD), Specific Learning Difficulties (SpLD), Down Syndrome, Attention Deficit Hyperactivity Disorder (ADHD), Behavioural Emotional Social Difficulties (BESD) and pupils with physical disabilities.

The mainstream secondary school involved in the study (referred to using the pseudonym 'Lowmeadow' School) had 1600 pupils on role at the time of the research. The school had a unit for pupils with additional needs, including MLD, SpLD and Visual and Hearing Impairments. The school also had a large sixth form.

The co-location of Lowmeadow and Penmeadow schools was initially proposed by Amberton Authority in September 2007 under the BSF initiative. The planning phase occurred throughout 2008-9 and the build of the two schools began officially in July 2010. The first pupils entered into the part constructed schools in September 2012 and the final date of completion was April 2013.

I was originally asked to undertake this research piece by the head teacher of the special school when the co-location was in its proposal stage. The school was to be the first special school in the borough to be 'co-located' and there was a general feeling of unease detectable amongst the staff who through informal conversations told me that they did not really know what co-location was and didn't really understand why it was felt that the school needed to change. The head teacher was of a similar opinion as he felt that the co-location was being imposed on the school, and so he asked me to search for literature or previous research that might further our understanding of the term and what changes may occur as a result. After a lengthy search I was able to offer only one reference to co-location, that of Gordon (2006),

which is referred to throughout his thesis. Based on this lack of research the head teacher then asked me to undertake a piece of research that would enable us to monitor the opinions of staff, pupils and parents as well as supporting us in our transition to co-location.

The research was part funded by the school and part by the BSF group. Both funding parties were keen to use the research to identify the positive elements of co-location so that it could be used to promote the strategy and reassure any concerned parties. Obviously as the researcher and author of this piece I was more concerned with producing a non-biased and reflective piece. I attempted to balance these differing priorities by taking a problem solving approach so that wherever challenges associated with co-location were uncovered by the research I sought to offer the research as a tool through which solutions to these problems could also be discovered; for example where issues were raised by the staff groups I looked to the case study schools to confirm or contradict these concerns (a specific example can be found in Chapter 8.5).

Prior to the research with parents, which took place just over two and a half years before the co-location, the special school had sent one letter home to parents informing them of the future co-location and there had been no contact between the special school parents and the BSF group. Before the research with the two staff groups there had been one separate training day which asked the staff to consider the potential of the curriculum in the new school. No consultation or discussion had been undertaken with the pupils by the schools or the BSF group prior to this research (see appendix 1d).

1.7: Historical and speculative context

Incidents of 'co-location' involving special schools are not new. Winwood (2009) documents that as early as 1902 there is evidence of schools for pupils with SEN being

attached to mainstream schools. Winwood argues that historically these schools catered for pupils who had visual or hearing impairments and that this provision was sporadic. Essentially Winwood suggests that prior to the 1944 Education Act any education for pupils with disabilities was expected to be conducted separate to the mainstream. As indicated by Pijl and Meijer (1994) throughout history the presence of special schools was unchallenged and for a long time was perceived to be a solution to rather than a 'problem of social justice in education' (Florian, 2008, p.202). However, during the 1940s Chuter Ede, who was then Parliamentary Secretary, acknowledged the need for as many pupils as possible to access the mainstream of education, a desire which was limited by the nature of school buildings during the post war period (Lindsay, 2003).

A step towards mainstream inclusion was brought about by the 1978 Warnock Report, which despite caveats, resulted in integration becoming official governmental policy (Norwich, 2009, p.136) and, Norwich argues, led to the 'mixed model of provision' combining both mainstream and special school placements that still loosely exists today. However, Thomas et al (1998, p.2) argue that steps towards mainstream inclusion have been 'painfully slow'. Thomas et al identified 'inclusion' as the 'buzz word of the 90s' and yet over a decade later in the scenario underpinning this research the intention is to co-locate rather than to 'mainstream include' (Farrell, 2000). This raises the questions, if steps towards full mainstream inclusion were so popular during the 'nineties' (as Thomas et al appear to imply) why today is Penmeadow school facing co-location rather than closure; and if inclusion was the 'buzz word' of the nineties will 'co-location' perhaps become its contemporary alternative? These debates are steeped in further critical questions with regard to what changes in social and educational attitude and moral outlook have occurred if this is the reality of our new priorities. In turn this leads to questions regarding the extent to which 'rights based' arguments for full mainstream inclusion, such as those promoted by the Centre

for Studies in Inclusive Education (CSIE), have become outmoded and arguments for alternative placement forms increasingly accepted.

More recently this possible trend appears to have been reflected or even endorsed politically, for example in Chapter 2 of the Conservative draft manifesto entitled 'Mending our broken society' (2010, p.6), which explicitly claims that a 'moratorium' will be called which will end the 'ideologically-driven closure of special schools' and 'end the bias' towards the promotion of mainstream placements for pupils with special needs. However, neither this document, the previous White Paper (2010) or earlier Green Paper (2007) mention the term 'co-location' and, as will be discussed further in the literature review, academic articles which focus specifically on co-location are also rare. Therefore it seems that both political and academic agendas fail to explain the rapid escalation in co-located school sites through the BSF initiative. By conducting a simple internet search for 'co-located schools' it is quickly possible to identify at least fourteen different co-located schools which have been constructed in eleven different local authorities within the past decade. Yet the driving force behind these co-locations remains obscure and an area for speculation.

It seems then that the staff, pupils and parents associated with both schools in this study were faced with the challenge of developing a brief for a school building which is based on an original but shared set of accepted principles, a school which reflects in its design a particular moral stance which is suitable for contemporary co-locations and yet questions remained regarding what this moral stance should be. Should the co-located school be two entirely separate schools placed in physicality only on one site and accepting a definition of inclusion which relates to the meeting of social and academic needs rather than mainstream placement? Or maybe the new co-located school should appear as one school that accepts all pupils regardless of need or ability and recognises a definition of inclusion which views full mainstream placement for every child as an ultimate goal? The final school building would

communicate the value judgements made by those involved in its design and construction so in 'building this school for the future' they would also be making a statement about what inclusion may be in the future and how co-location may be an integral part of this vision. This research aspired to act as a means through which the collective voice and opinions of the two staff, pupil and parent groups were able to be amassed and communicated so that they could influence the creative process and construct a school that truthfully reflected the vision, ethos and beliefs of the combined group.

1.8: The role of the teacher-researcher

A particular element of the research is my own role as a teacher and member of senior management in the co-locating special school. This teacher-researcher role is in evidence throughout the study from the shaping of research aims and questions, through the methods used and my analysis of the data. I have attempted to write as reflexively as possible and to discuss openly how I feel my own roles have impacted on various elements of the research and equally where elements of the research have had an impact on me in terms of my own personal reaction.

In my role as a teacher in the school I am interested in how the co-location will affect my own role and the extent to which teaching and learning may change as a result of the co-location. I also wish to guarantee that the pupils with whom I work are given the opportunity to express their own opinions about the future physical and educational construction of their new school and so I saw this research piece as a means through which I could support and empower these pupils in expressing these opinions. These ideals were very powerful influences on my research design and caused the emancipatory and participatory elements of the research which are discussed further in Chapter 2 (Parts 3, 6 and 7) and Chapter 8 (Part

11). A further reflexive discussion of the role of teacher researcher is available in Chapter 8 (Part 12).

1.9: Research overview

   The research presented in this thesis has two phases. The first phase focuses on the attitudes of staff, pupils and parents in attendance of the mainstream and special schools being co-located and seeks to understand their expectations, concerns and understandings of the future co-location of their two schools. The second phase uses case study methods to research two co-located schools in the Midlands area of England. Each of these schools was made up of a mainstream and special school that shared the same site.

   The research design was intentionally flexible in order to support a grounded theory approach which is discussed further in Chapter 2 (Parts 2 and 8). Although from the beginning of the research it was known that staff, pupils and parents would be consulted, the methods, particularly in relation to the pupil research, emerged gradually and were subject to opportunities within the context of the research. Throughout the research process some strands remained constant, the use of formal interviews for example for the generally confident staff groups. However, other approaches were subject to adaptations, for example the inclusion of two pupil researchers in the case study methods only came into being as they were requested by pupils participating in the initial pupil research section (Chapter 7:5). This flexibility in approach enabled me to adapt the research methods to best suit the scenarios that arose and to respond quickly and in an open manner to opportunities that presented themselves.

   In the first phase of the research one-to-one interviews with staff from 'Penmeadow Special School' and 'Lowmeadow Secondary School' were undertaken. These interviews were

formal, filmed and followed a set of questions (Appendix 2a) which uncovered similarities and differences in staff attitudes between the two schools. These interviews also examined what staff perceived to be the possible strengths and challenges of the new co-located school as well as documenting their anxieties and enthusiasms for the future combined school. The research then focused on pupil responses to the co-location of the two schools. This section of the research used a range of child-centred methods (Table 5.1) particularly designed with equality of access for both pupil groups in mind. The final section of the first research phase explored the responses of parents from both school groups to the co-location of the two schools. Using questionnaires (Appendices 4b and 4d) this section focused on accessing parent expectations of the co-location in terms of both the perceived positive and negative elements.

The second research phase used case study methods to investigate two schools which were already co-located. This section sought to understand the model of co-location underpinning each of the schools and how these models impacted on the school approaches and attitudes to inclusion. Participant and non-participant observations were used alongside informal interviews, pupil tracking observations and personal research diary reflections. These methods were also supported through the use of two pupil researchers who visited each of the schools for one day to speak with pupils and staff and to document their own experience of the school day. An overview of the methods used throughout the two research phases is provided in Appendix 1a.

1.10: Research purpose

Aside from making an original contribution to the literature relating to co-location and clarifying the discourse surrounding this term, there were two distinct purposes to this

research, both of which were connected with my role as a teacher and senior manager in the special school. Primarily we (and here I mean the senior managers of the school) needed to know how our parents, staff and pupils felt about the potential co-location of our school with Lowmeadow School. It was important that this research provided them with a means through which they could communicate their opinions about and vision for the co-location to both ourselves and others associated with the build, such as the architects and the BSF group, so that the final design of the building was reflective of the values held by those who would inhabit the school. Secondarily we needed to develop a greater understanding of co-location: what it was, how we should define it, its potential, its strengths and challenges and what it would feel like to teach or learn in such an environment. The research should be solution orientated so as to act as a vehicle to support the transition process and ultimately to make the co-location a success in the eyes of those who would come to inhabit the school. These purposes gave rise to the two distinct phases of the research outlined above (Part 7) and guided the formulation of the research aims and questions stated below.

1.11: Research aims

1. To understand how staff, pupils and parents feel about the co-location of the two schools and to investigate the implications of these attitudes.
2. To research in an ethical manner using methods which are appropriate to pupils with SEN.
3. To understand what models and definitions of co-location already exist and to explore the discourse associated with co-location.
4. To explore how co-located schools relate to the wider inclusion debate, in particular in relation to issues of placement.

5. To advise the school and BSF team of challenges that may arise through the co-location and actions that may be taken to overcome these.

1.12: Research questions

1. What attitudes do staff, pupils and parents from each school hold towards co-location?

2. What research methods enable a researcher to effectively and ethically conduct research with children with SEN?

3. What definitions of co-location can be found in academic and educational literature?

4. What can we learn from schools that have already been co-located?

5. How does co-location relate to the wider inclusion debate?

6. What are the potential challenges of co-location and are there ways in which these may be overcome?

1.13: Organisation of the thesis

The organisation of this thesis is unconventional so for the purpose of clarity an overview is given here.

The research is divided into four identifiable parts: the staff, pupil and parent research and the case studies. Each of these sections had different methodological considerations and generated their own set of findings which lead to particular areas of focus for discussion. To enable the reader to follow these distinct sections with ease they are presented separately in Chapters 4 to 7.

These chapters are supported on either side by a literature review, discursive and concluding chapters which offer contextualisation and draw links between each of the separate research parts.

In Chapter 2 issues relating to ethics, theory and analysis are presented. These are followed by a review of the literature in Chapter 3, which contextualises issues relating to co-location and the broader inclusion debate.

Chapters 4, 5 and 6 will outline the attitudes of staff, pupils and parents from the mainstream and special schools to be co-located. These chapters include details of the methods and findings of each of these sections of the research.

Chapter 7 outlines the case study element of the research. This chapter includes an overview of the methods used and details the findings of this phase of the research.

Chapter 8 draws together in a discussion the findings of each of the research sections in the light of the literature context outlined in Chapter 3. This chapter in turn leads to the conclusions drawn in Chapter 9.

CHAPTER 2: ANALYSIS, ETHICS AND THEORISING

2.1: Introduction

The purpose of this chapter is to give the reader an understanding of the approaches to analysis, ethics and theory adopted by this research.

As outlined in the introductory chapter (Part 13) Chapters 4, 5, 6 and 7 each detail the findings of separate parts of this research. Some aspects of the research are discrete to one of these four sections such as elements of the literature, research methods or findings, however other areas overarch the research in a more holistic fashion. For this reason an overview of related literature and a discussion of methods is included in each of the findings chapters whilst this chapter aims to give a more general overview of the ethical and theoretical background of the research as a whole.

This chapter is divided into three sections. Primarily the chapter outlines the process of analysis employed throughout the study and identifies the theoretical underpinnings driving the selection of these processes. The chapter then outlines the ethical considerations that have been most poignant and influential in shaping the research piece and demonstrates how the ethical circumstances have varied through the stages of the research. This section (Part 5) also demonstrates how my own understanding and attitude towards ethics has evolved as a direct result of engaging with the research process. Finally the chapter moves on to clarify the theoretical perspectives applied in the design of the methods, undertaking of the research and the analysis and interpretation of the data set.

2.2: Sample size

Without exception the sample sizes used throughout this research are small and therefore the data, conclusions and implications are non-generalisable. However, linking back to the research purpose (Chapter 1.10) it was not my intent to generate large quantities of generalisable data that could be used nationally to advise schools about co-location but instead to give the head teachers and leader of the BSF team an indication of how some staff, pupils and parents may be feeling about the change and examples of some actions that might support the success of the co-location. I was constantly aware of the fact that those that chose to speak out about the co-location were most likely to be those that opposed it but I did not wish to identify percentages of people who were for or against the build. Instead I hoped to identify the perceived challenges that may arise and, through a solution-focused research approach, identify ways in which these challenges may be overcome.

Further details of the samples are given in each of the findings chapters (Chapters 4.5, 5.5, 6.5 and 7.7) and in Appendix 1a which gives an overview of all samples.

Due to the small sample size no software was used to analyse the data but a simple yet thorough approach was adapted as is detailed further in Part 3 of this chapter.

2.3: Analysis

In the second edition of 'Real World Research', Robson (2002, p.458) outlines the 'Editing Approach' to the analysis of qualitative data. The 'Editing Approach' is linked with grounded theory as no or very few priori codes are generated prior to analysis instead allowing the data itself to generate a template set. The labelling of these codes is often a subjective process

enabling the researcher's interpretation of meaning of a given piece of information to guide the sorting of data and the generation of templates.

An 'Editing Approach' to data analysis was used in the analysis of all data in this study as it permitted flexibility in my analysis of the data sets and sat comfortably alongside the grounded theory approach that I wished to utilise throughout the research due to being open to the attitudes towards co-location that could be offered by the varied participants in the study (see Part 8 of this chapter).

The process of analysis was undertaken separately for each of the sections of the research immediately after the data set was collected and confirmed by participants. Initially the comments of one participant were divided into individual chunks of meaning according to when the participant stopped talking about one subject and began to talk about another. Typically the chunks were approximately one to three sentences in length. Every effort was made to stay true to the original meaning of the comments. To avoid misinterpretation of the comments I tried to make sure that no comments were taken out of the context in which they were spoken. For this reason some statements were connected with the statements that came immediately before or after and then sorted on more than one occasion. Although this caused me to have to repeat my sorting it added clarity of meaning to the individual statements.

Single word or short phrase descriptors were then used to label each of these chunks. These initial labels are referred to as 'working templates' throughout this thesis. A search then began through these working templates to identify links or groups which held similar meanings. These grouped comments are referred to as 'templates'.

The next phase of the analysis was to apply these templates to the comments of the next participant and to evaluate this process, considering the accuracy of each of the individual templates and highlighting any participant comments that did not fit comfortably within these

groups. A period of reflection was then undertaken which involved trawling through the templates to search for further group connections, a process Robson (2002, p.493) refers to as 'axial or theoretical coding'.

A working template entitled 'miscellaneous' was also created into which was placed any comment that did not fit with any of the other templates. There was a constant review of this template.

This process was repeated several times for each of the research pieces and in doing so some working templates were linked and amalgamated whilst new working templates were also generated and applied to previously analysed data as well as the data yet to be considered. At the end of each review of the data the 'miscellaneous' template was again evaluated to see if any new links emerged through the information therein. Thomas (2011, p.171) refers to this process as the 'constant comparison method'.

Although the final set of templates is the main focus of discussion throughout this thesis there are two further steps of analysis that the reader should be aware of. Firstly the final set of templates would often inherently lead to a set of hypothetical questions or assertions which offered a deeper understanding of the data set that could be lost through the key-word or phrase nature of the template strategy. Where suitable and helpful these assertions are included in the write up. Secondly there was a final phase of analysis in which the templates and assertions from all of the four areas of the research piece were drawn together and a set of key themes identified. Again this process was undertaken using the Editing Approach. Further details of this final phase of analysis are given in Chapter 8.1 and for the purpose of clarification Appendix 6 gives a detailed example of the overall process of analysis including a diagrammatic demonstration.

Some simple quantitative data analysis was also required for the data produced as a result of the parent questionnaires detailed in Chapter 6. However, the small sample size meant that

working with either the raw data or percentages in tables and charts was ample for the data to be presented clearly.

2.4: Participatory data analysis

Ravet (2007, p.235) identifies the 'potential for the distortion of pupil contributions and meanings' that can be bought about through adult interpretations. Interpretations, Ravet observes, are based on pre-conceived 'assumptions, values, beliefs and judgements about children and their behaviour'. As outlined above (Part 3) actions were taken to avoid misinterpretation of the comments of all participants, however in order to attempt to address some of the issues relating to adult interpretation of the opinions expressed by young people further actions were deemed necessary. An additional approach to analysis was used for the comments of pupils so that wherever possible the pupils involved in the study were also involved in the analysis process. Involving the pupils with special needs in this process was felt to be particularly important due to the increased possibility of misinterpretation of these comments due to some of the communication, speech and language or developmental challenges faced by this group of pupils alongside other issues such as power differentials (see Chapter 5).

Nind (2011, p.360) refers to the involvement of participants in the analysis of data as 'participatory data analysis' and argues that researchers who are using emancipatory methods 'need to grasp the nettle of participatory data analysis'. The use of the phrase 'nettle' in this statement appears to suggest that there could be some 'sting' in attempting to involve participants in the analysis of data. I did not find this to be the case. In fact after spending a long time devising accessible research methods, participation in data analysis seemed an obvious and relatively pain-free step.

For the participatory data analysis pupil responses were initially placed in individual grids allowing for comparison of the responses of one pupil across the different methods used throughout the research. These grids were made of a combination of direct quotes and paraphrased sentences which summarised the main points made by one pupil across the research. The pupils were then shown their own grids which were made accessible to them through the researcher reading or signing them or using symbols or ICT to communicate according to individual need. The pupils were asked firstly to identify any comments they no longer agreed with and to cut these out of the grid, secondly to highlight any comments they felt were particularly important and thirdly to add on to the grid any further comments they wished to make. The pupils were then offered the opportunity to discuss their comments one to one with the researcher or another familiar adult with the researcher present and through these discussions pupil opinions were confirmed and summarised and key templates began to be teased out. Appendix 6c gives an example of pupil participation in data analysis.

2.5: Ethical issues

A Standard Ethical Agenda

On setting out on this research journey I had in my mind a list of 'do's and don'ts' about research. I was aware of the standards set out by the British Educational Research Association (BERA) and intended to 'operate within an ethic of respect' (BERA, 2011, p.4) in conforming to the 'three canons' of ethical research (Schwartz, 2011).

"Paying attention to informed consent for research participants, ensuring

reasonable confidentiality, and undertaking research that aimed to protect

(especially children) or do no harm"

(Schwartz, 2011, p.48)

Cloke, Cooke, Cursons, Milbourne and Widdowfield (2000, p.135) refer to a 'standard

ethical agenda' which considers informed consent, privacy, harm and exploitation and the use

of 'deontological strategies', meaning those which are grounded in objective reasoning or a

specific code of conduct, that can be 'welded together into a universal code of practice'.

The table below outlines the actions taken in each section of the research in order to meet

the standards set by this ethical agenda:

Table 2.1: A summary of the actions taken to meet ethical criteria

Staff Research
- My role as a teacher and senior manager was stated in the cover letter which also identified the purpose of the research.   - An open invitation to participate was offered to all staff.   - Staff were given a choice over whether their interviews were filmed or not and other options were offered.   - Staff were given time at the end of the interview to discuss any issues with the researcher.   - Staff were given sealed copies of their interviews and asked to sign that they were happy for their comments to be used.   - Anonymity was confirmed but confidentiality was discussed openly so that the participants were satisfied that their comments would be shared anonymously with senior leaders and as part of this thesis.
Pupil Research
- Pupils were asked if they would like to participate.   - Pupils were offered regular opportunities to opt out of the research and were offered alternative activities so that opting out was not seen negatively.   - Informed parental consent was obtained by letter prior to the research beginning.   - The research was communicated to the pupils in a range of ways including: an oral overview, group discussions, signed communication and symbol communication.   - Support staff were used if it was thought that a child would be uncomfortable with communicating with me.   - The pupils were taught about anonymity and confidentiality and with their teachers

discussed who the research could be used by. The pupils tended to be unconcerned with these issues but I have guaranteed anonymity through the use of pseudonyms and blurring of faces and the data set is only being used for the original purpose of the research, namely publication of this thesis and within the two schools to inform support for the pupil groups. • Outward protection of pupils was paramount and all research conformed to the safeguarding and research policies used by the two schools.
Parent Research • Questionnaires were used so that participation was entirely by choice. • Questionnaire design was specifically tailored to meet the needs of parents who were known to have literacy difficulties. • Absolute clarity in purpose of research was communicated. • No promises were made regarding the outcomes of the research. • Absolute anonymity was guaranteed and permission was sought to publish data within the school and for academic purposes.
Case Study Research • Time, duration and contact restrictions were communicated earnestly. • Findings were sent to schools and time was given for reply prior to the analysis of data. • Re-visits were undertaken five weeks later to discuss any issues. • Absolute clarity of aims and purposes of the research were communicated. • My role was made clear to all participants. • Anonymity was guaranteed by the use of pseudonyms and anonymity of resources in references where necessary. • Informed parental consent was obtained for all pupil participants. For one pupil this was undertaken retrospectively as they sought the opportunity to partake in pupil researcher interviews prior to consent being obtained from parents but this issue was followed up immediately and no data was used prior to consent being obtained.

Appendix 1e includes examples of the letters and other forms of communication used to fulfil the ethical agenda set out above.

In planning and undertaking my research I constantly questioned if I was being ethical enough. Although adhering to the aforementioned principles I was aware that what could be counted as 'ethical' with, for example the staff group, could not be regarded as so with the group of pupils from the special school.

> "In a pluralist world, ethical truths are multiple and contradictory... so what
>
> is ethical to one party and in one situation may be heretical in the next."
>
> (Rapport, 2010, p.91)

Although an awareness of the broader and overarching ethical themes was important, being responsive to the ethical issues for each distinct section of the research was also essential.

2.6: Young people and individuals with learning difficulties

Issues relating to the obtaining of pupil consent prior to their participation in the research project was a key ethical dilemma. Conroy and Harcourt (2009, p.158) argue that there is a need for researchers to consider carefully the 'processes of informing young children about research'. These processes they suggest include elements such as the purpose, timeframe and methods of the research. Conroy and Harcourt (2009, p.159) argue that often the researcher's focus can be on obtaining written consent rather than 'the actual informing process'. As outlined in the introductory chapter (Part 8) I intended to work with the involved pupils to develop a shared sense of purpose and meaning for the research and in this context the imperative of fully informed consent became emphasised.

Not only was it necessary to carefully consider the ways in which pupils were informed about the research it also became important to consider the ways in which pupils could, where required, choose to opt out of the research. This was a particularly challenging dilemma as in our usual pupil–teacher roles power relations are established and instructions are given or followed accordingly whereas in our new shared research roles these accepted positions were unravelled and challenged as the pupils and I felt our way into this new arrangement. This new role meant I had to have an increased respect for pupil choices 'even (or especially) if this is for silence' (Lewis, 2004, p.4) and for the pupils it meant a new and unfamiliar sense of control and freedom (Ravet, 2007). Although I was keen to offer opportunities for these new roles to emerge and evolve I also acknowledged that the research took place within the context of the 'asymmetrical power structures of the classroom, school

and wider society' (Ravet, 2007, p.240 and Wood, 2003) and therefore this particular ethical dilemma continued to impact on the research process. This can be demonstrated for example in the fact that the pupils continued to perceive the research as 'work' and would refer to it as their 'research work' rarely 'opting out' despite this option being offered.

In order to attempt to address this situation I began to ask pupils to 'opt in' at the beginning of a range of practice research sessions, setting a piece of usual class work and a research table at the same time and asking the pupils to choose which of the activities they would like to take part in. Needless to say at this point 'research activities' became rather popular although again this created an ethical dilemma as I was then forced to consider if pupils were 'opting in' because they wanted to do the research or because they didn't want to do their class work. To address this issue I tried to offer class work that was attractive such as using the computers or a games based activity. I was pleased that the majority of pupils opting in to the research activities remained approximately consistent.

2.7: Ethics and emancipation

At the time of writing the above section and whilst continuing to plan further elements of my research my supervisor suggested to me that my research often appeared to have characteristics of emancipatory style research. Whilst I acknowledge that this may be the case I did not at the time really consider the impact of this theoretical shift on my methodological approaches and the underpinning ethical dilemmas with which I was faced. I continued with my research but felt constantly frustrated by what I perceived to be certain conventions of 'good research' for example maintaining an appropriate distance from my participants and not sharing my own views as doing so may influence the opinions of my participants. On several occasions I recorded my frustrations with this issue in my research diary. However, I

also recorded a number of frustrations with myself as a researcher, commenting for example, that I would have to check the validity of the comments of certain pupils as I had become aware of the fact that I had disclosed my own opinion on a particular issue or finding that I had much more interesting, open and emotive statements made by members of the staff participant group when the camera had been turned off, I had let down my 'researcher guards' and we were chatting in a more casual and interactive manner. In reflecting back on my attempts to undertake ethical research I came to realise that working within the boundaries of accepted ethical principles was actually limiting my own thinking about ethics. By ticking the ethical boxes I was restricting my own 'reflexive accounts of research ethics' (Cloke et al, 2000, p137) and so was concomitantly and inadvertently increasing the ethical dilemmas that I faced.

In attempting to find the words to express the dilemmas that I felt I was facing I returned to the literature dealing with ethics and in doing so encountered the recent writing of Schwartz (2011) and Peterson (2011 p.294), the latter of whom cites Barton (2005) and Oliver (1997) in her definition of emancipatory research.

> "...involving participants in the research project from the outset with the
> intent of 'changing ... the social relations of research production [by] …
> placing …control in the hands of the researched, not the researcher' (Oliver
> 1997, p.17).
>
> (Peterson, 2011, p.294)

In reading this definition I came to realise that the reason that my research sat uncomfortably with the expected parameters of ethical theorising was because of its emancipatory nature.

Peterson (2011, p.294) makes explicit the links between emancipatory research and ethics in identifying fundamental principles of emancipatory research: reciprocity, gain and

empowerment (Oliver, 1997) intimate involvement and engagement (Ellis and Bochner, 2006). Schwartz (2011) communicates the importance of 'conveying researcher subjectivity as an ethical strategy' (p.54), 'choosing appropriate research methods as an ethical strategy' (p.50) and 'developing mutuality and flattening the power gradient as an ethical strategy'(p.56). Cloke et al (2000) sum up how all of the above would impact on the methodological approach and ethical standpoint selected by a researcher.

> "The underlying direction here has been to reject ideas of neutrality and
>
> observational distance in research, at least partly on the grounds that under
>
> these codes people are treated as objects, and instead to find other, more
>
> ethnographic means of treating people as people."
>
> (Cloke et al 2000, p.136)

Peterson (2011, p.303) goes on to explain that this involves researchers being willing to 'turn over the research floor' to their participants allowing them to direct not only the focus of the research but also the means through which this focus is explored and also letting down the boundaries that can exist between researcher and researched so that the research takes on a reciprocal characteristic and the researcher makes themselves more vulnerable thus affecting the power relations and altering participant perceptions of the researcher.

> "That I might reveal my own stories, share in the conversation, and
>
> 'confess' my own bias, histories, and dispositions, did not occur to me. I
>
> approached the task of interviewing from that of a traditional framework
>
> and believed there was a proper way to interview. The proper interview, I
>
> assumed, required a certain posturing on my part that clearly delineated me
>
> – the researcher – as the expert."
>
> (Peterson, 2011, p.299)

Reading the work of Peterson (2011) and Schwartz (2011) and the earlier writing of Cloke (2000) led me to question the boundaries I had perhaps been trying to draw around myself in both my teacher and researcher roles and also led me to reflect on times when I had, even if temporarily, let these barriers down. I cannot claim that this research is entirely emancipatory in nature. Writing reflexively it is now clear to me that there were times when I certainly attempted to distance myself from the participants, for example in following a standard set of questions when interviewing the staff groups and in using anonymous questionnaires with parents. However, there are moments throughout the research where I am so concerned with enabling my participants to partake fully and to learn from the research that I entirely hand over the reins to them despite communicated reservations at the time, for example in allowing the pupil researchers to take over the questioning of one of the case study head teachers in a way with which I was quite uncomfortable (Appendix 5j). I believe that if I had encountered the aforementioned articles earlier on in the research process I may have been able to surrender control a little more confidently and with a little more conviction that it was ethically the right thing to do.

2.8: Linking participation and emancipation

The writing of authors such as Spyrou (2011) and Hunleth (2011) are also important to consider at this point as they identify that where research with children is deemed to be focused on the 'child voice' this has a tendency to circumvent the need for ethical rigour. Clearly claiming a 'rights-based' or 'emancipatory' approach to research is not cause to evade the issue of ethics. Undertaking research within an emancipatory or child-centred approach does establish a certain standard of ethical commitment that is assumed. One would

expect for example that the issue of consent would have been rigorously addressed, that accessible methods would have been designed, and thought would have been given to how confidentiality would be defined by the research and that this definition was understood and accepted by participants. In other words that Cloke et al's (2000, p.135-137) 'standard ethical agenda' will have been meticulously applied. However, working within the premise of emancipatory design suggests that the ethical dilemmas that are beyond these standard deontological principles would also have been considered and acted upon so that rather than aiming to 'do no harm' (Schwartz, 2011, p48), participation in the research process should be a joyful and liberating learning experience for its participants and researcher alike. In successful emancipatory research, not only do participants have the opportunity to express their opinions, they also have the time and experiences to formulate, advance and reconcile their opinions as they engage with a research piece which assists in the 'formation of their views' (Lundy and McEvoy, 2011, p.131), providing them with the 'entitlement' to express their views, and those in power with the 'obligation' to hear and act on these (Donnelly, 2003, Freeman, 2002).

Given my acceptance and commitment throughout the research to this human-rights research agenda there was one ethical dilemma which I continued to contemplate. Throughout the research I questioned the degree to which it is ethically correct to encourage children who attend separate special schools to reflect on their educational placement and literal separation from the mainstream. It is easy to argue from an emancipatory view point that to not do so is unethical. However, when faced with the complex mass of emotional reactions that some of the special school pupil group had to their awakening awareness of their physical separation from their mainstream counterparts, I was forced to question my own ethical standpoint. For some of the pupils involved in the research the emancipatory nature of their participation led them to begin to question the reasons behind their separate

placement and whether this separation should continue. This of course led some of these pupils to begin to request more access to a mainstream school which was not always concurrent with what their parents or teachers thought was right for them. It seems that the emancipatory nature of this research at times empowered pupils to formulate and express their own opinions, but the true judgement of its ethical standing can only come retrospectively when one is able to reflect on whether my actions as researcher and author of this piece can support participants in bringing to fruition their emancipated aspirations. Although one must then question the remit of research and the boundaries and finish points that we construct.

A broad range of ethical considerations have been necessary for this research and whilst I have tried rigorously to address standard ethical criterion I have been challenged by my desire to undertake the research in a manner that is worthy of the labels 'emancipatory', 'child voice' or 'human-rights'. The ethical dilemmas faced were exigent, emotive and personal and provided me with a steep and taxing learning curve that continues beyond the original sphere of the research into my current professional life. However, this is only fitting as I have no doubt that there are several participants for whom this research marks a changing point in their lives too.

2.9: Theoretical considerations

Grounded theory

Outside of this thesis (Griffiths, 2007, p.78) I have written in concurrence with the work of Gerber (1996, p.304) that 'access to the physical environment of schools' is not guaranteed to translate into inclusive practices nor sound educational opportunities. So to state that this

research piece began with a Grounded Theory approach (Glaser and Strauss, 1967) would not be entirely accurate. Before beginning this study I had conducted pieces of teacher-research which openly accepted the 'rights based principle' (CSIE, 2004) or 'moral imperative' of inclusion (Griffiths, 2009, p. 214) and sought to examine the implications of this for teaching and learning. However, Corbin and Holt (2005, p.49) refer to a 'constructionist' view of Grounded Theory which they state is dissimilar to an 'emergent' view point in that it acknowledges 'multiple realities or multiple ways of interpreting a specific data set'. As I began this research piece I had the personal expectation that the research would endorse the findings of my previous study in that it would affirm the rights-based philosophy of inclusion but also demonstrate that physical placement on a mainstream site would not assure inclusion. Nevertheless I wished to utilise the grounded theory approach from a 'constructionist perspective' as this would enable me to be more open to how others involved in the study may view a scenario or interpret a data set.

In beginning the research journey I also felt that the constructionist approach to grounded theory would be valuable in facilitating my handling of the different roles I would be playing which included the role of researcher, that of teacher in the school and also participant myself in the research as I made my own contributions through my research diary. I was aware that different interpretations of a data set or reaction to a scenario may emerge in my different roles and felt that accepting a constructionist approach to grounded theory would mean that I would be able to acknowledge any conflict in interpretation that I may experience from one role to another. Furthermore I was aware that these roles could be multi-faceted, intricately connected and susceptible to continual change, meaning that my beliefs and understandings could constantly evolve and develop. It is for these reasons that I sought to design the research methods and analysis process so that a 'constant questioning of incoming findings'

(Corbin and Holt, 2005, p.51) could be established and 'theory could be constructed from the data rather than being imposed on it' (Corbin and Holt, 2005, p.51).

2.10: Construction, interaction, interpretation and complexity

The methods and subsequent interpretations and discussions in this research are based on an acceptance of constructivist, interactionist and interpretivist approaches, acknowledging the participants as 'meaning makers' (Goldbart and Hustler, 2005) who make sense of their world and generate knowledge and understanding through interacting and collaborating with each other, bringing to each shared interaction their own personal history, experiences and comprehension of the given social situation.

Although not applied in its entirety the literature on the theory of complexity has also impacted on the planning of the research methods. Primarily complexity theory acknowledges the 'learning-webs' (Morrison, 2008, p.27) with which an individual interacts, and instead of viewing, for example the class-room or school as one context in which the individual is interacting, it instead views these as a series of interacting webs each with their own ecology and links with the other. Each individual therefore inhabits several webs (Morrison 2008, p.25) possibly an infinite number, all of which impact on how an individual perceives, knows and interacts.

Approaching the research process through this vein supports the notion of 'multiple realities' and opposes the search for 'truth' (Radford, 2008) through acknowledging the full range of interpretations possible from a given scenario. From this perspective knowledge does not exist but instead is intangible and fluid, emerging, constructing and reconstructing as individuals shape each other.

Complexity theory encourages us to look not through the usual 'filter lens' of the researcher searching for truths but through the 'wide span' lens that enables us to perceive individual behaviours in the context of the broader social web; looking beyond the individual to the group, the school and the community or from the classroom to the subject area, to key stage to school to local authority and maybe beyond, acknowledging the 'inter-actions' between these webs and the 'intra-actions' (Horn and Wilburn, 2005) of the individuals therein. Through both complexity and interactionist approaches it is acknowledged that the 'mind is like plastic' (Zull, 2004, p.68), and that through the process of constant construction and reconstruction of knowledge and the accommodation of this new knowledge, the mind continually changes meaning that every new event is met by a new version of oneself and also therefore a new understanding of each of the webs in which one interacts.

Fundamentally constructivist, interactionist, interpretivist and complexity perspectives agree that measures are not advantageous. Whilst we can record a person's height, their weight or the amount of times they blink in a day, we simply cannot measure and therefore cannot quantify what it is that makes that person who they are and we certainly cannot define this with one overarching scientific truth, a notion concurrent with the 'constructionist approach' to grounded theory outlined above (Corbin and Holt, 2005). However, here is where complexity is limited as a voice in the field of educational research. Whilst from an interpretative stance we then begin to attempt to construct meaning and theory based on the actions and words of our participants and our own reflexive thoughts as human researchers, based on our own experiences and understandings of the world, complexity just describes. Complexity is amoral and therefore contributes no particular perspective. Its only recommendation is that the system should do whatever it needs to do in order to guarantee survival. Education however, and inclusion in particular, are such emotive issues: the debates around which centre almost entirely on the acceptance of value laden and principled

viewpoints. This thesis would contribute little to the literature if it did not engage with these moral and ethical debates at a human level. Therefore although the research methods are informed by complexity theory the analysis of the data produced will be undertaken from an interactionist perspective allowing the findings to be challenged rather than simply reported.

Working within the premise of an interactionist philosophy whilst acknowledging the contribution of complexity theory leads to a particular approach to research design. The research must be multi-perspective in order to account for as many people as possible in the webs moving out from each individual. It must also account for holism and therefore case study methodologies that are ethnographic in nature allow for the exploration of the whole of the case which is viewed as 'boundless, seamless, immeasurable and susceptible to infinite regress' (Morrison, 2008, p.32) rejecting the notion, for example of the 'self-contained classroom'(Horn, 2008, p.135). Where possible the research should be participatory allowing the researcher to engage fully with the agents within a given web but also to move between webs obtaining insight that is in-depth and multi-perspective (Cohen, Manion and Morrison, 2007, p.34). Designing methods that accept this principle is particularly poignant in the circumstance of this research where two schools, which could be perceived as separate systems or learning webs, will collide. However, neither of these schools have existed in a vacuum. They function within the policies established by the same Local Authority, have previously attended training together and have seen the transfer of pupils and staff. The schools know of each other's reputations, their strengths and failings and the staff and pupils interact in the local areas, as governors, siblings, parents and neighbours and therefore already exist within each other's' learning webs.

This perspective is enhanced by the notion of a community which is continually enriched by the interactive capabilities of every individual so that as an individual moves through their complex of learning webs their very presence alters the shape of the interactions therein. This

links with Kelly's (1994) 'hive mind', the notion of collective consciousness explained by Morrison (2008, p.25) as 'wherein the whole transcends the sum of the parts'. This notion reinforces the endorsement of multi-perspective research methods as the responses given by an individual in one circumstance may contradict those given by the same individual in an alternative circumstance. From a purely interpretative perspective this may be understood to be the social circumstance, peer pressure or a change of opinion. However, complexity theory offers an alternative view. If accepting that in a group scenario the 'sum of the minds is greater than their parts' it follows that the individual in question may already have, for example three parts of a solution to a problem which they view as a complete response. However, by interacting with another person new knowledge is gained which reconstructs previous knowledge and is accommodated in the mind of the individual. Not with the addition of new knowledge but with the alteration of previous knowledge the individual now offers an alternative solution to the problem in hand. Not only does this 'hive mind' impact on the knowledge of the individual in approaching one given problem it then ripples out affecting in possibly infinite numbers of ways the interactions of individuals as they move into other learning webs. Methodologically this supports providing opportunities for the researcher to access individuals in both one to one and multiple group scenarios, a strategy adopted by elements of this research. The theory also encourages recognition of the impact a researcher will have simply by being in the room, a critical element of my thinking about this research due to my role as a teacher-researcher and also the Senior Management position that I hold in the school, both of which may impact on how I am perceived by the participant in the research.

2.11: Conclusion

As stated previously the structure of this thesis is unconventional. I hope that providing here an overview of the analytical, ethical and theoretic thinking about the research the reader will have easier access to the methods and findings of the research outlined in Chapters 4 to 7. The next chapter reviews the literature associated specifically with co-location and then leads into the research chapters which contain literature from the broader contexts to which they relate.

CHAPTER 3: LITERATURE REVIEW

3.1: Introduction

The focus of this chapter will be specifically on literature which mentions the term 'co-location' or raises issues that are particularly related to this term. Although additional literature is considered throughout the thesis, such as that relating to parental opinions, case study methods and research methods for pupils with SEN, this literature is contained within the relevant chapters enabling a clearer discussion on the focus issue of co-location at this point. The purpose of this chapter is to contextualise the issues surrounding co-location as a form of educational placement for pupils with SEN.

The ethical right to anonymity transcends the need for overt referencing for some documents in this review, particularly those relating to the focus schools and Local Authority which have been referred to using the pseudonyms given in the introduction.

An overview of the search strategies used is given in Appendix 1b. I cannot claim that my search is all-encompassing. There are on-line references to co-location which are not included here as the on-line literature is extensive and varied. However, to my knowledge the most recent, relevant and reliable literature has been included. Despite constant and extensive searches I have been able to locate very little academic literature which discusses co-location specifically and in depth. Of course it is impossible to draw a distinct line between professional and academic sources but for the purpose of clarity I refer here to academic sources obtained specifically from journals and books which feature detailed research pieces. From the literature searches I have conducted it seems that the term co-location is tangential in academic debate in the UK and frequently reduced to a short definition or aside reference. Peacey (2009) documents a piece of research which was undertaken in a co-located

circumstance but does not consider at length a definition of this form of provision, and although the comments of Thomas et al (1998) bear particular relevance to the discussion they do not directly use the term 'co-location'. Definitions of co-location are often small aside references as found in the 'notes' section of the article by Slee and Allan (2001, p.187), an aside in the writing of Slee (2001, p.387) and in a bracketed definition offered by Norwich (2009, p.139).

In comparison to the dearth of literature from academic sources the literature which can be drawn from other educational or professional sources is more extensive. It is apparent that non-academic documentation relating to co-location is disproportionate to academic writing on the subject so it is possible that steps towards co-location do not have the research base that might be hoped for in such transformational circumstances.

One other relevant source of information is writing from the construction and engineering industries particularly where these are produced from a social space perspective. This area is relatively obscure but a few relevant sources are referred to briefly here.

This literature review aims to bring together the varied sources of writing on the subject of co-location whilst simultaneously drawing links with other pertinent issues from broader inclusion literature such as that relating to educational placement. The following literature will be considered:

- Documentation from the school and Local Authority in which I teach

- Other Local Authority and council documentation

- BSF documentation

- Social space literature

- Ofsted, DFE and HMIE documents

- Articles published in relevant newspapers and magazines

- SEN Policy Options Group (2007), *Special Schools in the new era: How do we go beyond generalities?*

- Gordon (2006), *Opening Doors, Opening Minds*

- Thomas, Walker and Webb (1998), *The Making of the Inclusive School*

- Academic literature which mentions the term 'co-location'

3.2: Definitions of inclusion and how these relate to co-location

Gordon (2006) and Thomas et al (1998) make reference to 'full' or 'mainstream' inclusion however they both define inclusion in very different ways, with Thomas et al (1998, p.1) placing emphasis on mainstream schools finding ways of 'including and teaching all children' whilst Gordon (2006, p.4) suggests that there are numerous different models of inclusion which are not necessarily dependent on mainstream placement. This divide is not unusual and reflects two resilient yet very different definitions of inclusion which are dependent on the extent to which mainstream placement is perceived to be an integral part of the definition.

In their argument for inclusive mainstream placements for pupils with SEN, Thomas et al (1998) suggest that the placement of pupils with SEN in the mainstream of education is a matter of fundamental human rights: rights that are impeded by the segregating nature of separate special provision. They endorse and celebrate moves towards mainstream inclusion.

> "Although inclusion has won partly because of evidence from educational research showing that special schools are not as effective as one would expect or wish, it has won mainly because it is right that it should have done so."
>
> (Thomas, Walker and Webb, 1998, p.5)

However, it seems that this debate should be less to do with a race to the top of a moral mountain and more focused on providing the best possible education for the individual. This leads us to question if there is a difference between meeting a child's rights and providing a child with what is 'right' for them. Either way morally, educationally, as professionals, we are all trying to do the 'right' thing so there should be no 'winning', and for the child, we would all concur, there should be no losing. The problem lies therefore in the fact that definitions of 'losing' differ. This notion is taken a step further by Wilson (2000) who argues that there is a need to acknowledge that differences between children exist and in acknowledging this one must also recognise that these differences mean, despite every effort, not everyone can be included in everything.

These contrasting arguments bring us to a fundamental educational debate that has underpinned discussions regarding the placement of pupils with SEN throughout the history of education: do we treat everyone the same or should we treat everyone differently? By treating everyone the same we are failing to acknowledge individual difference and meet individual need but through placement in separate schools we are segregating and making value judgements regarding the rightful place of a child. As indicated by Norwich (2008, p.3-4), these 'dilemmas' are problematic as they have no 'definitive solutions' and are often reflective of 'polarised models' which lead to 'hard choices and no easy solutions'. Based on this discussion it is possible to perceive how the right of every child to be treated the same should lead to their accessing their local mainstream school but in the interest of acknowledging individual differences and preferences the place of the special school could be sanctioned.

In the context of this thesis I question the place of a co-located school in this debate. It could be argued that a co-located school offers a means through which all pupils can attend their local school and still receive the specialist support that they could access in a special

school; Priestley and Rabiee (2002, p.381) refer to this as a 'partnership model'. Equally it could be argued that the existence of co-located schools is symptomatic of a mainstream system which is failing to meet the individual needs of those with learning difficulties. Clearly the definition of inclusion accepted by an individual would impact completely on their interpretation of how inclusive co-location can be perceived to be.

In considering the meaning of inclusion, Powers (2002) argues that the state of inclusivity is not related to educational placement but actually transcends this issue by focusing instead on the individual's right to achieve their own potential, whatever, however and wherever this may be. When considering the special school versus mainstream placement debate this notion provides a compromise, moving attention away from stalemate discussions, towards a multifaceted and less distinct definition of inclusion that reflects the complex social circumstance in which this definition must exist.

It is possible to perceive that co-location supports this broader definition of inclusion in that it has the potential to offer greater flexibility of placement for individual pupils, enabling them to access both mainstream and special schools according to their individual need at any one given time. However, Thomas et al (1998, p.59) warn of the danger of learning support being viewed as the entitlement of 'a separate and separately accommodated, caste' implying that the literal division of pupils (possibly through a co-location) could lead to the sub-ordination of the special school pupils.

Thomas et al (1998) also identify that physical arrangements are indicative of the stance assumed towards inclusion.

> "… the physical parameters within which inclusion is framed are clearly
>
> important and reflect the attitude being taken to the subject. If for example,
>
> 'inclusion' is provided by a physically separate unit within a mainstream

school this betrays a particular outlook and philosophy to the incorporation

of children with disabilities and other difficulties."

(Thomas et al, 1998, p.59)

However, it is difficult to apply this assumption to co-location as one cannot distinguish between for example, Local Authorities which accept a definition of inclusion which is not linked to mainstream placement and therefore promote co-location as an inclusive placement arrangement and those which are simply 'hedging their bets' (Thomas et al, 1998, p.19) and using co-location as a 'compromise policy' which cloaks a fear of commitment to full mainstream inclusion.

The broader debate relating to inclusion therefore is conflicted when applied to the concept of co-location. It can be argued that co-location allows us to accept a flexible definition of inclusion which enables us to treat each pupil as an individual and prevents us from having to force them into mainstream placements based on moral obligation. From this perspective we have moved on from a definition of inclusion which is ultimately tied to mainstream placement and instead are able to acknowledge individual difference and to accept that different people need different things. Alternatively one could argue that the existence of co-location is indicative of a lack of commitment to mainstream inclusion and that were suitable energies, finances, resources and teacher support given, individual needs could be acknowledged and met within the mainstream of education. It is clear that in equal measure, co-location can be perceived to be breaking or meeting individual rights, providing or removing opportunities for inclusion. It is hoped that this review of the literature and research piece will go some way to evidence one or other of these literary arguments and in doing so will consider how inclusion can be defined in a co-located school.

3.3: Documentation from the researched School, Local Authority and BSF group

The only extensive document published by the focus school regarding its future co-location under the BSF initiative is entitled '*Building a School for the Future. Developing 'Penmeadow's Strategy for Change'* (2007). The most significant point that I took from this document is that the term 'co-location' does not feature once on its pages despite both the leadership team of the school and the BSF group associated with the build using the term verbally to refer to the placement of the two schools onto one site. There is reference to the possibility of 'linking with another school' (p.2), also the phrase 'partner school' (p.3) is used as is the term 'relocation' (p.5), but this is the full extent of the allusion to a future co-location. The document focuses clearly on the physical rebuild of the school and the measures that will be necessary to guarantee the success of the school as a separate unit but fails to really communicate to the reader that there will be a co-location at all.

Throughout the research period there have been numerous documents, mostly in leaflet or newsletter form or as web content, that have been made available by the Local Authority or BSF team associated with the rebuild of the two schools. However, documentation that specifically mentions the term 'co-location' is difficult to find. The earliest mention of the term that I could find was in the minutes of a 'BSF planning meeting' (January 2008) hosted by the Local Authority. The hand outs of this meeting refer to the 'enhancement of special school provision through the co-location of two special schools onto mainstream sites' (slide 5) (one of these schools being the school in which I teach). The planning day materials argue that the co-located schools will contribute to the Local Authority being able to provide 'a continuum of provision' which will 'unify' mainstream and special schools (slide 9) and will 'equal flexible learning arrangements' (slide 10) which I assume to mean the provision of more flexible placement arrangements for pupils. Later BSF web material relating to the two

schools states that the new school building will 'encourage a more flexible and inclusive curriculum' ('Amberton' BSF, July 2010, p.1) and provide opportunities for 'greater diversity and choice across the curriculum in both schools'. On another related web site the Local Authority suggests that:

> 'The co-location will mean that the secondary and special schools will be able to work together...sharing expertise to ensure that every single pupil receives a learning experience which excites, engages and encourages them.'
>
> (Local Authority BSF web site, February 2010)

It is clear from the comments of both the Local Authority and the BSF group that there are very high expectations of the co-location of these two schools. It appears that there is a belief that the co-location will enable the schools to work together to meet the needs of a diverse population through the provision of a broad and reactive curriculum, the sharing of expertise and the generation of inclusive relationships.

3.4: Social space

The emergent area of writing which links architectural design, engineering, construction and sociology has very recently produced some writing which is relevant to discussions about co-location although I have been unable to locate any sources which refer to the co-location of schools directly. Ypinazar and Pagliano (2004), D'Alessio (2012) and Morgan (2000) all refer to the use of space as a means to maintain or challenge the status quo. However, when applied to the context of co-located schools their arguments lead to differing conclusions. Ypinazar et al (2004) and D'Alessio (2012) imply that the special school will always be outside of the norm when placed physically next to a mainstream school and thus that co-

location could preserve segregation and prejudice. However, Morgan (2000) suggests that new spaces invite people to think outside of 'usual', and therefore in the context of a co-location this would imply that the staff and pupils will be creating their own definitions, rules and norms and so the co-location may be a source of challenge for normative stereotypes and behaviours.

This is certainly an area that may bring more to the debate around co-location in the future and research which is approached from these backgrounds but with an educational focus would most likely contribute original and interesting findings.

3.5: Documents from other schools and Local Authorities

Through a simple internet search I was immediately able to identify more than twenty Local Authorities throughout the United Kingdom who had schools that were referred to as co-located. Literature from across these Local Authorities appears to communicate generally positive attitudes towards the potential of co-location and to promote co-location as a possible solution to issues of equity and inclusion. In BSF related documents the Local Authorities for Halton (2007) and Derbyshire County Council (Bolsover and Staveley, 2006) both argue the case for co-location identifying opportunities for:

- broad and balanced curriculum

- extracurricular opportunities

- high quality formal and informal education

- a more coherent continuum of provision

- better value for money

- assistance in transition from special to mainstream placement

In a visioning document regarding Bolsover and Stavely BSF, Derbyshire county council state:

> "The vision for a co-located site is one where people of whatever need can come together as equals - learning, sharing and enjoying the company of their peers, challenging themselves to improve their lives, and where the wider community takes pride in the expression of a common ideal, that all people are created equal and have the same rights, and same aspirations for friendship, for challenge, and happiness, gratification and contentment in their daily lives."
>
> (Derbyshire County Council web site for Bolsover and Staveley, 2006)

This document goes on to define co-location as 'fully inclusive' and inclusion as disassociated from issues of placement as with the definition offered in the introductory chapter of this thesis (Figure 1.1). This notion is reiterated in documentation available online from Suffolk County Council (2008) who echo the words of Gordon (2006) in arguing that co-location offers the 'best of both worlds' as it enables pupils with SEN to access:

> '...a wider range of facilities, resources and experiences whilst retaining the specialist teaching...and the school's own budget and identity'
>
> (Suffolk County Council, 2008, p.2)

This suggests that Derbyshire County Council and Suffolk County Council both accept co-location as inclusive in its own right and an ideal means through which to offer pupils both inclusive and educational opportunities.

However, Local Authority documentation about co-location has a tendency to be problematic as, although co-location is discussed in an almost entirely optimistic and convincing manner, the statements are often sweeping and unsubstantiated. None of the above documents for example, offer any source for their arguments nor do any direct the

reader to schools, research or policies which could be used as an evidence base for their assertions. One exception to this is the writing of Alec Cawley who was the Chair of Governors for the Castle School in Newbury during their online publication of their Governors' report to parents and carers in the Summer term of 2005 (Cawley, 2005). In this document Cawley gives an overview of the concept of co-location outlining what he perceives to be the advantages prior to informing parents that West Berkshire intends to co-locate the school. However, Cawley is able to base his arguments on the fact that the school has already been co-located with a mainstream nursery school and that this co-location is, in his words, 'widely regarded as a success' (Cawley, 2005, p.1). Inevitably we must question the extent to which we can rely on a perceived yet possibly unmeasured 'success' but one must also question whether the physical placement of two schools on one site can really generate all of the remarkable possibilities collectively alluded to by the Local Authorities mentioned above. Furthermore one would assume that for all of these Local Authorities to be promoting co-location in this manner there must be a Government policy or document driving this conviction and indeed Local Authority documentation from Lancashire (2008) points us in the direction of the DfES and Ofsted, although no mention of specific documents are given. However, despite an extensive trawl of DfES literature I have only been able to locate one positive reference to co-location which is from 'Removing Barriers to Achievement' (2004, p.38) in which it is argued that co-location can support children in moving between the special and mainstream sectors although it does not clarify whether this is meant in terms of physicality or educationally and socially.

3.6: Ofsted (2006) *Inclusion: Does it Matter Where Pupils are Taught?*

Contrary to the claims of the Lancashire documentation the positive attitude to co-location is not borne out by the survey which underpins the Ofsted (2006) report. This report summarises the findings of a survey in which 11 inspectors conducted two day visits to 74 schools which were a range of 'mainstream schools, resourced mainstream schools, special schools and pupil referral units' (Ofsted, 2006, p.21). It is reported that some of these schools were co-located but does not clarify which or how many.

The report consistently reiterates that the co-location of a mainstream and special school provides increased opportunities for mainstream and special school pupils to integrate socially in comparison to placement on separate sites. However, the report identifies that although there was often 'aspiration towards collaboration' it was actually rare for 'good joint working' to be observed (p.2). The report also states that co-located schools 'rarely provided academic or vocational advantages' (p.13) and that it could be difficult for the special school to establish an equitable partnership with their larger mainstream partner, a challenge that 'did not arise in resourced schools as the senior leadership team took responsibility for all pupils' (p.13).

In a press release related to the document Maurice Smith, who was then Her Majesty's Chief Inspector of Schools, argued that it is not the setting that enables pupils to make outstanding progress but the provision found therein. He went on to argue:

> "The inclusion debate has for too long focused on whether children with
>
> learning difficulties and disabilities should be educated in special schools or
>
> mainstream schools rather than the quality of the education and support
>
> they receive."
>
> (Smith, 2006, p.1)

3.7: Educational press

References to co-location, BSF and the closure of special schools are now common place in educational press. Despite being four years apart two articles published in 'The Independent' both use the phrase 'the best of both worlds' in their discussion of the concept of co-located schools. The first by Wilce (2006) distinctly places the Conservative Government as pro-special education and Labour as pro-inclusion but ends with a direct quote from Gordon (see Gordon, 2006) who persuasively argues the case for a co-located model and leads the reader to the conclusion that this compromise must be the best way forward.

Writing from personal experience Tuckey (2010) is less optimistic about co-location. His discussion of parental experiences of seeking their choice of placement for a child with a disability refers to co-location as a means to 'plug the holes in the inclusion ship, which almost everyone agrees is a very leaky ship indeed' (p.1). He quotes from an interview with Brian Lamb who argues that 'there is evidence that specialist support co-located in a mainstream setting works better' (p.1) although he gives no evidence base for this and one cannot be found in the Lamb Enquiry (2005) as co-location is not mentioned in the document. Nor does the quote enable us to clarify what it works better than. There is also an issue with definition which arises from Tuckey's use of this quote as it is possible to differentiate between the 'co-location' of schools and the 'co-location' of services. Tuckey comments sceptically that parents who have children that attend such settings argue that 'the rest of the school kids treat it like a zoo' (p.1) and that pupils end up 'excluded within an inclusive setting' (p.1).

The concept of co-location largely receives a good press in the Times Education Supplement (TES) wherein Laird (March 2010) refers to the 'pioneering' efforts of a co-located school, Seith (January 2010) refers to co-location as a 'no-brainer' and Hinds (June

2007) uses the term 'ground-breaking' in reference to co-location. The newspaper also featured a letter by Mick Brookes, the General Secretary for the National Association of Head Teachers and Lorraine Peterson, the Chief Executive Officer for NASEN (Brookes and Peterson, 2010) who argue that co-location offers a means through which pupils can be offered inclusive opportunities whilst also being able to access 'schools and support services that can best meet their needs'. They argue that co-location is not a 'compromise policy' and is not related to a 'lack of ambition' but instead offers a 'realistic vision for those who are most vulnerable'. The TES also featured an article which offered the views of the then President of NASEN, Elaine Colquhoun, who openly endorsed a 'village type approach' to the creation of new schools which she suggests offer increased 'dual registration and closer links between schools' (Brookes and Peterson, 2010).

3.8: Gordon (2006) *Opening Doors Opening Minds*

Peter Gordon took headship of Hazelcourt School in 1994. Hazelcourt School is a school for pupils with Severe Learning Difficulties (SLD) which was co-located in September 1998 with a mainstream secondary school and Further Education department. Gordon undertook a lengthy piece of seconded research which used interview techniques to access the opinions of representatives from nine local authorities regarding their experiences of co-location in schools in their authorities. The research was supported by the National College for School Leadership (NCSL) and focuses entirely on co-location. The NCSL is an organisation for professionals which aims to 'offer a voice to practitioner leaders to communicate with their colleagues' (NCSL disclaimer, 2006) and therefore the article does not include academic references, was not published in an academic journal and contains reference to research which although apparently rigorous, was undertaken with a professional rather than academic

audience in mind. The nature of this article makes it difficult to appraise as a piece of literature in this context. Whilst I by no means wish to disregard or devalue the comments of Gordon, they are after all the professional observations of an individual who led a co-located school for approximately twelve years, the lack of literary context and the intended audience of this piece mean that it is difficult to rely on as an academic source. Nevertheless this article offers some fascinating insights into the experiences of staff and pupils who were attending 'co-located' schools and makes some discerning assertions with regard to Gordon's perceived advantages of co-location.

In his concluding statements Gordon asserts that both 'provision and inclusion' can be offered by a co-located school suggesting that co-located schools offer 'the best of both worlds' (p.19) as they enable staff to meet both the social and academic needs of pupils with learning difficulties. He goes on to argue that 'full [mainstream] inclusion often becomes a deficit model for the pupil with SLD' (p.9) and that based on his experience of leading and researching co-located schools that 'co-location is the future for SLD schools' (p.19) and that 'every new-build mainstream school should be considered for co-location' (p.19). Gordon consistently reiterates his positive perception of co-location throughout his article making it emphatically clear that he believes that co-location offers special schools for pupils with SLD a unique means through which to achieve improved inclusive learning and social interaction opportunities, and in fact much of the article is taken up with lists of his perceived advantages. Equally his arguments against the full mainstream placement of pupils with SLD are deliberate although neither rationalised nor evidenced and instead labelled as 'a commentary' which is 'inevitably filtered through my own experiences and values' (p.4).

3.9: Thomas, Walker and Webb (1998) *The Making of the Inclusive School*

Many references are made throughout this thesis to the writing of Thomas, Walker and Webb, whose text '*The making of the inclusive school'* documents a circumstance not dissimilar to that underpinning this research. Written towards the end of the 1990s, '*The making of the inclusive schoo*l' depicts the closure of a special school and the transfer of the special school pupils into inclusive mainstream settings. Just over a decade later it is fascinating to draw comparisons between the experiences and opinions detailed by Thomas et al (1998) and those documented by this research piece. Reflecting back on the writing of Thomas et al enables us to consider how attitudes towards inclusion and issues raised by the inclusion debate have evolved over the past ten years. In doing so critical questions arise regarding why this research piece documents the closure of a special school for moves towards co-location when a decade ago Thomas et al were documenting the closure of a special school for a complete move into the mainstream. Thomas et al (1998, p.1) refer to inclusion as 'the buzz word of the 90s' whilst this study questions the extent to which this remains the case as we move deeper into the new millennium.

As identified in the introductory chapter to this thesis the phrase 'compromise policy,' coined in the title of this piece, is taken from the writing of Thomas et al. Whilst they do not refer directly to co-location Thomas et al imply that there are Local Authorities who in rhetoric commit to full mainstream inclusion but in actions fail to do so.

> "In such a system, local authorities will continually be hedging their bets as
>
> they produce policies on special educational needs which are inclusive in
>
> name only."
>
> (Thomas et al 1998 p. 24)

It would appear therefore that a decision to co-locate could be an outcome of a cautious Local Authority which will don the inclusion cap but won't walk in its shoes resulting in the development of policies which refer to inclusion but fail to actualise the concept. The notion of co-location as a 'compromise policy' is raised as an on-going discussion point throughout this thesis and the degree to which the opinions of participants verify or contradict this assertion will be a continual point for reflection, particularly in the light of the contradictory opinions of Gordon (2006).

3.10: SEN Policy Options Group (2007) *Special Schools in the New Era: How Do We Go Beyond Generalities?*

The SEN Policy Options Steering Group is funded by NASEN and contains representatives from Local Authorities, school leaders, voluntary organisations, professional associations, researchers and universities. In January 2007 it published a document which contained contributions by Chris Wells, Philippa Russell and Brahm Norwich. In this article Wells identifies that much of the debate on SEN and inclusion has focused on the single issue of placement. He then goes on to argue that the Government at the time of writing was attempting to change this.

> "Much of the debate on SEN has focused on the single issue of where
>
> children are taught. The Government has tried to shift the focus towards the
>
> quality of children's experiences..."
>
> (Wells, 2007, p.8)

This conflicts with the journalistic writing of Wilce (2006) outlined above (Part 7) who implied that the Labour Government had a tendency towards inclusion whilst the Conservatives lean towards the maintenance of special schools. Wells would have been

writing this piece in the time of a Labour Government and his suggestion that there was Governmental pressure to move away from the placement issue and instead towards the quality of children's experiences would suggest that this Government accepted that some pupils needed an environment other than mainstream schooling to flourish. Wells also identifies that Local Authorities are expected to 'promote collaboration between mainstream and special schools by co-location through the Building Schools for the Future Programme.' (p.8). Later in the document Russell also provides evidence that the drive for co-location was gathering momentum under the Labour Government.

> "'Removing Barriers to Achievement' and the Select Committee both support the concept of 'communities of schools' and co-location... The attraction is obvious, not least because of new money available through 'Building Schools for the Future'. A number of successful co-locations (for example the Education Village in Darlington) are already in existence or at the planning stage."
>
> (Russell, 2007, p.19)

Throughout the document there are references made to a Labour Government which is keen to encourage greater collaboration between mainstream and special schools with the purpose of up-skilling staff and providing pupils with a 'flexible range of local provision' (p.23) that means that special schools form a part of the 'inclusive school system' and are 'actively involved in helping build mainstream school capacity, so that a broader range of needs can be met successfully within that environment' (p.33). The SEN Policy Options Group (2007) comment that the place of special schools in an inclusive system 'remains confused' (p.33) and suggest that 'we are probably facing evolution rather than revolution' (p.24). In this 'inclusive system' it seems that special schools can assume two guises: primarily to cater for pupils whose needs are difficult to meet in their local mainstream school or choose not to

attend their local mainstream school; and secondarily as a source of support for the mainstream school itself through outreach systems which seek to widen the provision available in the mainstream. However, as suggested above these moves are not revolutionary and are already common place in Local Authorities throughout the UK, including the borough linked with this research piece. This leads us then to question if co-location is neither indicative of a council 'hedging its bets' nor in direct opposition to full mainstream inclusion but instead suggestive of an education system that is moving gradually in the direction of full mainstream inclusion, steadily evolving and making the physical, moral and educational changes necessary to enable mainstream schools to fully meet the needs of a completely diverse population. Co-location may be a final stopping point or it may simply be a developmental stage of a moral system of education which is in constant transfer from separate to inclusive.

3.11: Peacey (2009) *A Storytelling Project in Two Sets of Co-located Mainstream and Special Schools in Country and City.*

Although Peacey's (2009) publication includes the term 'co-location' in the title the piece clearly focuses on the topic of storytelling with co-located schools simply providing the context for the research. Peacey does not define co-location but does make some comments with regard to the need for further research into co-location. She states for example that there is a 'need for deeper understanding of how such collaboration can be fostered and inclusion in every sense taken forward' (p.6).

Amongst other aims Peacey's project intended to 'develop empathy and friendship' between the two co-located schools and to bring the schools 'closer together' (p.5).The project also intended to encourage the mainstream pupils to develop 'positive attitudes'

towards the pupils in the partner school (p.5). This focus implies that at the time of the research there was perhaps a concern that these relationships didn't exist or that there was a need to nurture these bonds. The research also makes the assumption that negativity would not be an issue on the part of the special school pupils which in turn leads to questions relating to the power relations in the two schools. This notion is reinforced by the research aim of 'developing empathy' (p.5) which again hints at a dominance of the mainstream school over the special school. Issues of power are intricately linked with this research piece and there will inevitably be on-going reference made to this subject throughout this thesis.

3.12: Lindsay, Muijs, Harris, Chapman, Arweck and Goodall (2007) *School Federations Pilot Study 2003-2007*

Peacey (2009) identifies that research which relates to 'federation schools' is relevant to the subject of co-location and refers to Lindsay et al (2007) who undertook a research project between 2003 and 2007 which focused on the 'federation schools' initiative. Lindsay et al define 'federation schools' as clusters of separate schools which hold a formal agreement to work together 'to raise standards, promote inclusion, find new ways of approaching teaching and learning and build capacity between schools in a coherent manner' (p.5). They identify that this will often allow for the creation of a single governing body and staffing and leadership restructuring. Although federation schools differ from co-located schools in that they usually remain physically on separate sites, Lindsay et al detail one example which they refer to as 'Federation E' which is unique amongst their nine case study schools as the three schools collaborating in the federation moved physically to share one site, in fact into one building, and adopted shared governance, finance and leadership with the intent of working collaboratively. I am unable to distinguish how this is dissimilar to a co-located school and

whilst this returns us to issues of discourse and definition it also verifies Peacey's claim that this literature is of relevance.

Lindsay et al state that 91% of the head teachers involved in the project perceived that inclusion 'in the broadest sense' (p.12) had increased as a result of the school involvement in a federation (p.8). In relation particularly to 'Federation E' Lindsay et al argue that in the early weeks of moving to their new building, staff spoke positively about their new arrangements, giving examples of 'inclusive practices' such as secondary pupils 'buddying' special school pupils and staff working together to consider different ways of working with children (p.58). The head teacher of 'Federation E' stated that the 'benefits were two way' with shared spaces made available to the special school pupils and the mainstream pupils beginning to see a person 'rather than a wheelchair' (p.58).

Lindsay et al also identify some of the challenges that faced the federation school cluster groups recognising for example that 'tensions arising from imbalance of power' could be problematic (p.7). The Chairs of the governing bodies involved in the projects also argued that 'staff resistance and fear, especially among middle managers and teachers' tended to be a hindrance to the projects whilst the head teachers involved in the project cited time constraints and a lack of consultation with staff as barriers (p.44).

The subject of school ethos was also raised by the Acting Executive Director of 'Federation E', Lindsay et al quote her directly.

> "'I think everybody was pulling in their own direction, as it were, and it wasn't coming together'... Each had its own culture and history and had different degrees of interest in and commitment to either federating or the importance of the inclusion agenda."
>
> (Acting Executive Director quoted by Lindsay et al, 2007, p.53)

However, this Executive Director goes on to argue that having the opportunity to construct a new school from scratch meant that they could place 'inclusion' at the heart of their build rather than 'having the special school just located in the mainstream context' (p.58). She continues that the staff and governors wanted the federation to belong to all pupils so that there was a sense of equality and belonging (p.58) and that not having this purpose would have meant a 'grace and favour placement' (p.58). It appears that she is suggesting that there were potentially two different outcomes for the federation, one which offered inclusion and the other which essentially excluded the special school pupils and paid lip service to the concept of inclusion. This issue is clearly pertinent when considering the concept of co-location.

3.13: Evans (2008) *Co-location: Does it Work?*

Further links between 'Federation' research and the concept of co-location are raised in the writing of Evans (2008), whose article in Special Children Magazine (and referred to as a source here from the Special Children web site) focuses on a single co-located school, The Hadley Learning Centre in Shropshire, which she refers to as a 'state-of-the-art-site' which 'seems an ideal way to achieve inclusive education'. A good portion of the article is given to the physicality of the site focusing for example, on the cyclical layout and the use of technology, but Evans goes on to state that the school was designed with a 'soft federation model' in mind, meaning that the schools involved in the co-location maintained separate budgets, leadership and governance but still committed to working together for an agreed purpose. The head teacher of the school at the time of construction is quoted as stating that this form of relationship is essential for a co-located special school.

"I wanted to avoid the sort of situation where someone might have to choose between spending money on an expensive wheelchair, or paying for catch-up work to improve SATs results."

(Head teacher quoted in Evans, 2008)

This quote touches on a key issue also raised above in reference to the work of Peacey (2009), that of power relations and the potential dominance of the mainstream school over the special school in a co-located arrangement. It is clear that the physical size of a mainstream secondary school has the potential to literally dominate a site but here the head teacher appears to imply that it is not only the physical dominance that a special school needs to defend itself against but also to secure funding and educational equality for its pupils. Evans quotes the same head teacher again later in the article:

"Inclusion is not a single act involving pupils moving between two schools, but an all-embracing philosophy based on positive attitudes to all pupils."

(Head teacher quoted in Evans, 2008)

This head teacher communicates a clear philosophy of inclusion that is less to do with placement and more associated with an equity discourse. She leads me to question how the schools in this research piece (Penmeadow and Lowmeadow) will share their site and if they can be empowered to feel an equal sense of belonging and ownership.

Evans concludes the article by answering her own question, 'Does co-location work?' She replies in the affirmative but goes on to qualify that its success is less to do with 'bricks and mortar' and more associated with the provision of 'shared philosophy, professional commitment and the development of skills, understanding and pedagogical strategies'. In raising questions regarding the potential successes of co-location it is necessary to define the outcome of such success and the measures that one might use to judge that a co-location has

indeed 'worked'. Two other articles presented in 'Special Children' extend this discussion and are considered below.

<u>3.14: Letts (2002) *The Best of Both Worlds* and Letts (2004) *Making Co-location Work*</u>

Tony Letts is the inclusion co-ordinator for Briarwood school, a school for pupils with SLD which co-located with a mainstream school in September 2002. Letts has had two articles published in 'Special Children', the first as the school moved initially onto the new site (November / December issue 2002) and the latter almost 18 months into the co-location (May / June issue 2004). In the first article Letts placed himself firmly on the 'best of both worlds' side of the co-location debate by arguing that through the co-location the SLD pupils have access to both the specialist resources of a special school and the subject specific facilities of a mainstream school. He outlined the activities that are planned to bring the two pupil groups together and offer the SLD pupils the best possible inclusive opportunities.

Almost two years on Letts (2004) continued to write unreservedly about the strengths and opportunities of co-location, commenting that the co-location had been a 'positive experience' for both the mainstream and the special school pupils (p.34). However, the title of this article '*Making co-location work*' is indicative of all of the hard work that Letts and the staff of both schools have had to put in to making the co-location a success which brings us back to the questions raised above based on the writing of Evans (2008) regarding the power differentials at play and issues of belonging and ownership. Letts concludes enthusiastically that 'the future is bright – the future is inclusion' (p.16) and in doing so appears to be commenting on the success of the co-location. I am unsure whether to interpret this as co-location *is* inclusion or co-location is *leading us towards* inclusion. This in turn guides us again to reflect if co-location can be successful in its own right or if it can only be

deemed a success if it leads to some other 'more inclusive' version of co-location which inherently involves the absorption of pupils with SEN more completely into the mainstream. There are two critical issues here, the first being how to measure the success of a co-location and the second being whether co-location is an end in itself or if it is part of a broader process towards the full mainstream inclusion of pupils with SEN.

3.15: Conclusion

Examining the literature which relates to co-location raises central issues for this study. Primarily the research must interact with definitions of co-location and inclusion and the point of interface for these two terms to consider the way in which definitions will impact on practice and indeed how the practice in the co-located schools may come to shape the definitions that they accept. There must be awareness throughout the research of how definitions and practices are intricately linked and impacting on each other and consideration must be given to how definitions of co-location link with definitions of inclusion.

The research should also be open to 'dilemmas of difference' (Norwich, 2008) that may emerge through the data set and be indicative of conflicting ideologies or circumstances in which participants are struggling to balance conflicts of interest or are facing 'the necessity of tragic choice' (Norwich, 2008, p.3) in accepting a scenario which they perceive to 'have some unfavourable consequence' (p.7).

The literature review indicates that issues of equity and power may arise throughout the research period and implies that I should be aware of how power relations may be impacting on the comments of participants and indeed on the educational and inclusive opportunities being offered to pupils who attend co-located schools. There should also be sensitivity to

situations in which lip service is being paid to the mainstream inclusion of special school pupils.

There is also a need to be aware of the degree to which co-located mainstream and special schools are able to interact together and the possibilities that this interaction brings in terms of inclusion. Of course within this there is the issue of having the means to distinguish when an inclusive activity is a success and in a broader sense how it can be measured if a co-location is really offering inclusive opportunities.

Other relevant issues that emerge from the literature relate to the decision to co-locate instead of include in the mainstream and indeed if 'co-location' is the 'buzz word' of the new millennium. The reader may note that the term 'co-location' is not used in abundance in the literature reviewed here prior to 2004 and that the most recent document was from 2010. This may imply that co-location could be a victim of educational fashions or be phased out under the coalition Government. However, as co-located schools have been constructed all over the UK over the past decade one would anticipate that this is not the case and that research and debate which focuses on co-location will gradually become more prevalent.

It is also pertinent that I be aware of the extent to which participants perceive co-location to be a result of a Local Authority which is forward looking and pioneering, striving to achieve the best possible options for their pupils with SEN, or conversely if the Local Authority is perceived as apathetic or lackadaisical in claiming inclusivity in policy but not in practice. Furthermore it would be valuable for me to be aware of future expectations of the co-locations included in this study and to understand if co-location is perceived to be an end in itself and therefore accepted as a definition of inclusion or if co-location is perceived to be simply a part of the journey towards some 'more inclusive' way of teaching and learning.

At the beginning of this chapter I also commented that co-location can be perceived as 'breaking or meeting individual rights and providing or removing opportunities for inclusion'

and deliberated if reviewing the literature would be able to evidence either of these arguments. It seems that literature from an educational context such as that from the Local Authorities, schools, educational press and professional organisations have a tendency to endorse co-location as meeting individual rights by providing opportunities for inclusion. However, the more academic sources appear to urge more caution in their sanctioning of co-location as a form of inclusive educational placement for pupils with SEN. It will be interesting to discern if the educational context of this research piece corroborates this observation.

   To summarise therefore, the literature surrounding co-location examined here appears to identify seven key areas that have the potential to emerge from or become foci for this research piece. These seven key areas are summarised in Table 3.1 below.

Table 3.1: Seven key areas to emerge from the literature

References to definitions of inclusion and co-location and the links between these.
References to dilemmas of difference and conflicting ideologies.
References to issues of equity and power.
References to the extent to which co-located mainstream and special schools can interact together.
References to perceptions of Local Authorities decisions to co-locate.
References to future expectations of co-location and the degree to which co-location is seen as an end or a process.
A division in academic and educational sources.

CHAPTER 4: STAFF ATTITUDES TO THE CO-LOCATION

4.1: Introduction

This chapter explores the attitudes of the mainstream and special school staff to the co-location documented by this thesis. It was anticipated that by participating in the research the staff would have an opportunity to explore and express their opinions, concerns and expectations of the co-location and so the purpose of this chapter is to provide the staff with a means through which these opinions can be shared with the management teams of both schools, the BSF team and a broader academic and professional readership for the purpose of influencing the ethic underpinning the design of the new co-located school.

I have been unable to locate any research which focuses specifically on teacher attitudes towards co-location and so can only include here relevant literature from broader inclusion based research. This literature is for the most part undivided in suggesting that although teachers often demonstrate a philosophical or ethical commitment to the mainstream inclusion of pupils with SEN they often perceive the practicalities of this moral standing as extensive and overbearing (Avramidis, Bayliss and Burden, 2000). Although Frederickson et al (2004, p.39) suggests that the 'type and severity' of need can impact on teacher attitudes, Forlin, Loreman, Sharma and Earle (2009) raise the concern that sometimes teacher attitudes are not conducive to inclusion. Tangen (2005, p.58) supports this by demonstrating that, in research into teacher attitudes towards inclusion in Norway, the teachers highlighted their own 'need for increased knowledge in order to respond adequately to the needs of pupils with SEN'. This apparent lack of both consultation and support is particularly problematic when considered in the light of the writing of Farrell (2000) who highlights how those teachers who openly express reservations about mainstream inclusion don't always have their views

considered fully; and Avramidis and Norwich (2002, p.133) who identify that inclusion has been implemented in an 'ad hoc' manner that has not given 'due regard to teachers' instructional expertise'.

The reservations identified here suggest that in this research there might be some hesitancy on the part of teaching staff towards the co-location, particularly if staff expect that the co-location will mean a high level of transfer to the mainstream environment for the pupils from the special school. However, it seems possible that reservations may be concealed as inclusion is often perceived as a 'moral high ground' (Croll, 2000, p.1) and expressing forthright views against the co-location could appear politically incorrect and against the ethical rhetoric of the professional role. This possibility seems to be increased by my presence as a researcher in this context due to my role as a senior manager in the special school and the power relations that this may bring into play (as discussed further in Part 4 of this chapter).

Ainscow, Howes and Frankham (2003) argue for the acknowledgement and equality of teacher knowledge by researchers.

> "...researchers must stop undervaluing the knowledge teachers acquire in their own classrooms [and]... recognise the potential of 'personal knowledge as it becomes transformed into professional knowledge'"
>
> (Ainscow et al, 2003, p.240)

Ainscow et al distinguish between 'personal' and 'professional' knowledge as a means to increase the value placed on the views of teachers. However, I question the extent to which professional and personal knowledge can be distinguished in this manner and at what point during this 'transformation' one becomes the other. Additionally I question whether teachers distinguish between these two forms of knowledge and if so whether they value one form above the other. Instead I would suggest that the personal and professional knowledge of a

teacher should be valued equally as the two forms of knowledge are so intricately bound and so fluidly interchangeable and inter-reliable that they cannot exist as separate entities. I suggest that the extent to which 'personal' or 'professional' knowledge types impact on a teacher response to a given scenario is indistinguishable and therefore to suggest that researchers 'recognise the potential' of these two forms of knowledge is unhelpful and indeed in some way devalues 'personal knowledge', an essential element of the multiple knowledge types I would argue are present in teacher responses. I believe that the teacher responses to issues of co-location and inclusion documented by this research project are not simply comments based on 'personal knowledge' associated with subjective, emotional response and individual attitudes nor are they purely objective 'professional' observations. Instead they are a genuine expression of anticipation and excitement, anxiety and concern, all of which are premised on the culmination of knowledge types gained by teachers through both their personal and professional experiences. My job as a researcher in this context was to enable the participants to speak in an open and self-assured manner about their attitudes towards the co-location of the two schools by attempting to offer a research scenario that felt non-judgemental, genuinely enquiring and mutually trusting.

In trying to offer an emancipatory and participatory approach, as outlined in Chapter 2 (Parts 4, 7 and 8), it was my intention not to 'undervalue the knowledge teachers acquire in their own classrooms' (Ainscow et al, 2003, p.240). This would be achieved through a simple 'recognition of the potential' (Ainscow et al, 2003, p.240) of staff voice in its entirety, trusting that teachers have the experience, understanding and expressive abilities to communicate both their personal and professional knowledge in a manner that holds pupil and societal needs as essential and conveys private messages in a distinct, transparent and unambiguous fashion. This was not to be assumed in an unquestioning manner but in a

manner that places value on the opinions expressed by participating individuals and pays them 'due regard' (Avramidis and Norwich, 2002, p.133).

4.2: Research questions

This chapter details staff opinion on the co-location of the two schools that are central to this research and considers questions 1 and 6 stated originally in Part 12 of the introductory chapter:

Question 1) What attitudes do **staff**, pupils and parents from each school hold towards co-location?

Question 6) What are the potential challenges of co-location and are there ways in which these may be overcome?

4.3: Methodology

Barbour and Schostack (2005, p.41) identify that every participant and every researcher brings 'baggage' to every interview so encounters can be 'messy' and there are likely to be issues of participant and researcher 'performance, suspicions, agendas, tactics and realities'. These factors were inevitably exaggerated by my role as a teacher and senior manager in the special school involved in the project. In the first instance this meant my own opinions may on previous occasions have been communicated to the other staff in the school thus impacting on perceived expectations of what I would like to hear staff saying during the interview. Secondly the status attributed to my management role could have inhibited responses and had a direct impact on the nature of the interactions taking place. Equally members of staff may

have wished to communicate their opinions on the co-location to the management teams and therefore may have made exaggerated claims to guarantee that their voice was heard.

A new and tentative relationship is in the process of being established with the mainstream school and as a visitor to their school it is possible that my role impacted on the things the mainstream staff were willing to say to me. Whilst the interview offered this staff group their first formal opportunity to communicate their opinions to their senior leaders and the BSF group, my role in the special school was disclosed prior to the interview for ethical reasons (see Chapter 2.5 and Appendix 1e) and therefore would almost certainly have had some bearing on the extent to which the participants communicated openly and honestly in particular about their own school and on the learning difficulties of the pupils at the involved special school. To try to counteract these issues I reiterated to every participant at the start of each interview that the interview data would be completely anonymised. I emphasised that this was an opportunity for them to express their sincere opinions to the BSF group and leadership teams so that it was important that they disregarded my role and I reminded them that I was working as a researcher in this context and not as a member of staff and so had reporting their opinions honestly as my priority. Of course it remains true that for some staff these actions may not have been sufficiently assuring although I did not detect that this was particularly the case in either the interviews or in my later analysis of the data.

This section of the research was the first that I conducted and was undertaken prior to reading the literature linking participatory and emancipatory research methods with ethics (see Chapter 2.7). Were I to repeat this section of the research in the light of this new understanding I would certainly have spent more time sharing my own opinions and experiences with the staff, discussing more openly with them the challenges that I perceived myself and opening the opportunity to talk more frankly about concerns and possible solutions. I would also attempt to incorporate a narrative element to the interview (Lawson,

Parker and Sikes, 2006) encouraging staff to share their own 'stories' through an 'uninterrupted' or 'free' narrative approach (Milne and Bull, 2001 and Lewis, 2004) as is attained in the later research piece which focuses on the opinions of pupils attending the two schools (Chapter 5.13). I believe that adopting such strategies would have led to a broader and more encompassing data set.

4.4: Methods

A series of semi-structured interviews were undertaken with the staff. The special school staff interviews took place at the end of the school day over a period of two weeks whilst the mainstream school staff interviews were undertaken en-block over two days due to the arrangement of a cover teacher for myself. Three pilot interviews were undertaken but these did not lead to changes in the questions or methods.

Individual interviews were selected as a method for seeking the opinions of staff. It was believed that questionnaires would not provide an in-depth understanding of staff attitudes and that whilst quantifiable data would provide a clear cut insight into staff preferences it would in no way explain the emotional and personal responses to the proposed changes.

In order to document the interviews as accurately as possible permission was sought to film each interview. Although it was not my intention to analyse the visual element of these films, I wished to guarantee that an accurate recording was made and found that an unobtrusively placed video camera was more effective than a Dictaphone as it was able to record for longer but with no reduction to sound quality. Of the thirty-six staff interviews thirty four were filmed as two participants requested that their interviews were not filmed. Written notes were taken during the two interviews that were not filmed and these were shared and agreed with these two participants prior to being incorporated into the data set. All of the interviews were

transcribed verbatim to allow the best possible reflections on the interviews once the process of interpretation and data analysis began and also to enable better reflexive thought on my own impact on the interview responses, particularly on my role as an inside researcher.

The set of questions delivered through the staff interviews are presented in Appendix 2a. Exactly the same wording was used for the mainstream and special school interviews but with the name of the school changed accordingly. There were three key influences on the derivation of the interview questions: the original research purpose and the dictate of the research given by the head teacher of the special school and the BSF group (see Chapter 1.10), the literature outlined above and the resultant need to pose and phrase questions in a manner that would permit staff to speak of their doubts or concerns if they had any; and finally my own curiosity brought about by being a member of staff in the special school and having my own questions and issues that I was interested to know other people's opinions towards.

Initially the staff were asked to outline their initial thoughts about the co-location of the two schools. The purpose of this question was to enable the interviewee to express their own opinions with minimal influence on the part of the researcher allowing an early insight into participant knowledge and understanding about the co-location and an open opportunity to raise issues or highlight themes that may be important to the participant and therefore recurrent throughout a particular interview. This strategy was also used to enable changes of opinion or contrasting comments to be monitored more easily.

Towards the end of the interview seven visual models of provision (Appendix 2b) were shared with staff who were asked to think aloud about each of the models, stating what they believed to be the advantages and disadvantages of each and concluding with which models they saw to be most desirable and most practicable in the given circumstance. The models emerged from my thinking around the range of educational placements made available to

children with SEN across the UK and a visual representation of the concept of an educational placement continuum (for examples see Farrell, 2000, Attfield and Williams, 2003 and Powers, 2003).

At the end of the interview the staff were given time to ask any questions and pass any additional comments that they wished to make regarding the issues discussed or the interview itself. The majority of staff were keen to make further comments and often wished to engage me in discussion about issues raised. Conversations were often continued after the camera was switched off and where relevant or interesting comments were made during this informal conversation additional consent was sought for these to be written in my research diary and included in the data set.

4.5: Sample

Eighteen members of staff from each school took part in the research. This sample was not random as a number of factors impacted on the selection process. From the beginning of the project I intended to give equal voice to both schools and therefore to have the same number of participants from each venue.

In the special school senior members of staff were initially targeted for interview; this included the head teacher, deputy head, assistant head and key stage leaders. These members of staff were approached as they had already had a significant amount of contact with the BSF team and were therefore best informed about the co-location. There were a further eight members of teaching staff and all of these were willing to participate in the research. After these interviews had been completed other non-teaching members of staff in the school were offered the opportunity to be interviewed on a voluntary basis. A further six members of staff came forward for interview, just under half of the remaining staff.

Following the conclusion of the special school interviews a staff sample was selected for interview in the mainstream school. Again specific staff were targeted for interview, in particular the counterpart staff to those interviewed in the special school. This included the head teacher and two deputies, key stage leaders and additionally the head of sixth form. In order to maintain equality in the two samples eight teachers were then selected for participation in the research. These eight were not selected at random but were chosen as they were not teaching during the time available for the interviews. The teaching staff were approached by letter and all eight of them were willing to participate in the research. The non-teaching staff were then also offered by letter the opportunity to participate in the research. A further five members of non-teaching staff were also randomly selected (alphabetically by surname) from those who volunteered to participate. In total 36 interviews were conducted. A breakdown of participants is given in Table 4.1 below.

Table 4.1: A breakdown of participants

	Leadership	Teaching staff	Non-teaching staff	Totals
Mainstream School	5	8	5	18
Special School	4	8	6	18
Totals	9	16	11	36

Due to the manner in which the participants were selected the sample cannot be taken to be representative of the entire staff for either school nor of the population as a whole and conclusions drawn from the results of this section of the research cannot be generalised. It should also be acknowledged that due to the large number of mainstream staff in comparison to the special school staff overall the sample of the mainstream school is the least representative.

The comments reported below in the 'findings' section of this chapter are not highlighted as belonging particularly to members of teaching, non-teaching or senior staff as to do so would reduce the anonymity of the participants' comments.

4.6: Findings

Following a period of analysis using the strategies set out in Chapter 2.3 a final set of nine templates emerged from the data set. The questions were worded in such a manner as to give opportunities for participants to talk around the subject and thus to lead the researcher to elements of the co-location which they found most interesting, important or controversial. This technique resulted in a much broader template range than originally anticipated. The templates are presented here in the order they emerged from the data set. On reflection this emergence seems less to do with the frequency of occurrence and more to do with some form of value that I have placed on them. This may have been as particular comments were spoken more emotively by the participants or as the group seemed to be particularly emphasising these points during the interviews. Equally however, it could be related to my own expectations about the research and the templates that I thought would be likely to emerge or to do with my own value system, particularly in relation to being a member of staff in the special school.

Table 4.2: The templates which emerged from the staff data

Template No.	Template Title
Template 1	Inclusion
Template 2	The advantages and disadvantages of different forms of educational provision. (Safety and security. Ethos, Identity and Belonging.)
Template 3	Issues of stigma, power and barriers
Template 4	Practical elements of the co-location

Template 5	Steps towards co-location
Template 6	Interchange, sharing and togetherness
Template 7	BSF and communication
Template 8	Definitions, perceptions and purposes of co-location
Template 9	Emotional response and personal experience

Template 9 is not discussed here. This template collected together any emotional responses given by the participants to the co-location of the two schools and was also used to collect together demonstrative anecdotes. All of the comments collected in Template 9 were also re-classified within other templates. Therefore the emotional responses of participants are discussed within the relevant templates rather than separately as Template 9.

Template 4 is also omitted from discussion as this was simply a list of the physical challenges that staff expected to face, such as parking and access arrangements, and does not really add to our understanding of co-location as an educational concept. For readers who are interested in these practicalities an overview is presented in Appendix 1c which draws together the practical issues raised throughout all four stages of this research.

4.7: Template 1- Inclusion

Discussions relating to inclusion dominated the interviews and whilst there were questions built into the interviews that led participants to focus on this topic they frequently made comments which referred to inclusion during their responses to other questions.

Although the term 'inclusion' was used by every member of staff interviewed, four special school staff members and two from the mainstream group raised questions concerning the extent to which the placement of two schools together on one site could be considered to be 'inclusive'.

"I know there is talk about creating a completely separate school for the pupils that have learning difficulties, but I find it hard to understand how that's going to make any steps towards an inclusive school." (Special school staff)

As indicated by this member of the special school staff it seems that the physical placement of two schools on one site may not necessarily equate to 'inclusion', nor is it guaranteed to support the development of inclusive practices between the two schools. Moreover, drawing attention to the segregation of students according to need or ability by their placement in two separate schools could work to reinforce stereotypes and a divided mind-set. This sentiment was reiterated by 12 members of staff throughout the interviews, all of whom argued that separation by the placement of pupils with special needs in different schools to their mainstream counterparts not only limits opportunities for inclusion but also maintains and reinforces the social disconnection of people with special needs. These staff argued that instead of challenging stereotypes and offering staff a means by which to deconstruct barriers to inclusion the co-location will actually highlight the differences between pupils and reinforce these by their physical placement in different schools within the same site.

"I think the more that you divide them the worse you make it for them. I mean donkeys years ago we used to have these sort of mobile classrooms… they were the 'remedial' classrooms. And I thought that was awful… to place them in such a vulnerable way in their own special classroom in the middle of the playground away and separate to everyone else, it was just … [shakes head, shrugs and opens palms]." (Mainstream school staff)

Despite some concerns and anxieties staff were overwhelmingly positive about the concept of inclusion in relation to the co-location of the two schools although the extent to which they were positive or negative about the co-location seems to relate to their definition of inclusion.

Picking through the various definitions of and visions for inclusion shared by the two staff groups it became apparent that there were staff who wished to aim ultimately for 'mainstream inclusion' whilst others envisioned a more 'educational approach' (Farrell, 2000) wherein the two separate schools would be equally valued as educational venues. It seemed that those staff who were working within a broader definition of inclusion were more accepting of the potential of co-location but essentially both staff groups were unanimous that to strive for 'inclusion' within the parameters of one or the other of these definitions was morally the *right* thing to do. Throughout the interviews there was a striking celebration of the opportunity brought about by the co-location to challenge stereotypes and develop a compassionate and inclusive ethos between the two schools. At some point every member of staff interviewed passed comment relating to the potential of the project to change the ways in which mainstream and special school pupils view each other and stressed the importance of establishing a co-location that valued equality and encouraged all pupils to perceive the value of both themselves and every other pupil in the school, irrelevant of need or ability.

"It will present our pupils with a greater diversity of education which will allow for a better social education rather than just an academic focus ...we can stop thinking about which school a pupil attends and start thinking about the quality of their educational opportunities." (Mainstream school staff)

Embracing the possibilities for deconstructing barriers and the stigmas and stereotypes associated with SEN and disability means that the co-location takes on an entirely different

guise. The co-location no longer focuses on space and placement and instead turns to consider the support of holistic pupil development, the generation of equality of opportunity and the promotion of a shared inclusive culture.

4.8: Template 2- Different forms of provision

Almost every member of special school staff mentioned during their interview that they felt that the pupils in attendance of the special school had a particularly strong sense of identity and that this was brought about by the ethos established within the school.

"I think one of the most successful things about [the special school] is that the pupils have got an identity and a sense of belonging and well, I think we've got to keep our identity." (Special school staff)

Staff frequently communicated a need for this sense of identity to be maintained through the co-location and expressed concerns over the extent to which the ethos of the school was transferable. When attempting to explain this unique school ethos staff often referred to the feelings of non-judgement, security, safety and care felt by pupils in attendance of the school.

"Our children, they enjoy this site because they are so secluded, they are very safe here… and I think that the pupils' concerns would be that they wouldn't get that." (Special school staff)

Both staff groups identified different pedagogical approaches and behaviour management techniques which they believed to be critical elements in the generation of the distinct special

school ethos. Furthermore, the special school staff appeared to communicate that they and their mainstream counterparts held entirely different expectations of their pupils in terms of both social and academic gains.

"In the mainstream they have these standards and academic achievements that they have to focus on whereas, although we feel pressure to make sure our children are achieving, here it's about achieving targets that are realistic for them…" (Special school staff)

4.9: Template 3- Issues of stigma, power and barriers

Every member of staff that took part in the interview process mentioned the terms stigma, stereotype or difference at some point during their interview. Gathered together into one template these comments highlighted shared apprehensions between the two staff groups.

Members of staff from both schools communicated that special school attendance was seen as a 'social taboo'.

"I mean I don't know whether they feel any stigma attached to their school at the moment or whether they are not really aware of that … I think there's a danger of a 'them and us' sort of attitude and a danger of there being some stigma attached to the fact that they come from a special school." (Mainstream school staff)

Those staff considering issues of stereotyping often referred to a '*fear factor*' or '*the fear of the unknown*' when referring to the scenario faced by staff and pupils alike. Six mainstream staff questioned the nature of the abilities of pupils in the school and the severity of individual pupil needs, often phrasing questions in the negative such as '*They don't have*

Severe Learning Difficulties though do they?' or '*They won't have very challenging behaviour and disrupt the campus as a whole will they?'*. These comments link with the writing of Frederickson et al (2004), referred to in the introduction to this chapter, and imply that some special school pupils would be more likely to be accepted and included than others.

   The special school staff were more concerned with the extent to which the special school pupils would '*cope'* in a more mainstream environment. One member of special school staff spoke openly as she went through her thought processes regarding this issue.

 "But ultimately throwing them [special school pupils] back into the mainstream and into that society doesn't appeal to me – I find that worrying. Maybe exposure is the only way to get rid of the old prejudices. But 'exposure' – is that what we're going to be doing to these children? Complete exposure to society – do we protect them too much? They have to go out there anyway but you know, talking to people around the school as well, I think everybody's fear is the same, you know, that we are exposing our children to… reality?" (Special school staff)

   One must question whether the protective nature of the special school actually inadvertently reinforces the stereotype of pupils with SEN as passive, helpless or vulnerable and in doing so fails to prepare them to take a full and active part in society upon reaching school leaving age.

" I can understand that there is a tendency to want to protect them [the special school pupils] *but at the end of the day – when they hit 16, reality is going to get these kids anyway but in a different form and really they need to be getting ready to be working together at a younger*

age really. I know we need to begin to break down those barriers and working together will give us that opportunity." (Mainstream school staff)

This member of staff insinuates that the co-location of the two schools could begin to break down the stereotypes which act as barriers to inclusion for mainstream and special school pupils. However, he also suggests that the initiation of contact between the two pupil groups could in some way support the special school pupils in not only shaking off this stereotype but genuinely learning how to '*cope with the realities of mainstream life'* (Mainstream school staff). This positive perception however was unintentionally contradicted by one member of the special school staff who identified the strength of the co-location as being in the opportunity for mainstream pupils to '*get some experience if they want to work with our sort of kids when they leave school.'* The placement of the special school pupil as subordinate to their mainstream counterparts in this manner raises a critical issue as, were this to be the case, the co-location would serve to reinforce rather than deconstruct the aforementioned stereotypes associated with SEN and special school attendance.

"The thing is that quite quickly children realise and sort out the ones who are not as able. And I think co-location creates that sort of competitive sort of ethos. Where each child understands who is top of the list and who is bottom of the list and I'm not certain that that is such as good thing." (Special school staff)

This notion is also communicated in the writing of Hart et al (2004, p.3) who identify that 'it is not difficult to learn one's place, though it can be extremely damaging'.

Every member of interviewed staff identified either direct or indirect bullying as one of their most major causes for concern. Special school staff reported concerns for the welfare

and self-esteem of their pupils whilst mainstream staff identified that although the vast majority of their pupils would be supportive there was possibly a '*core of children who would take advantage of that situation*' (Mainstream staff informal comment). Although there was this consensus regarding the potential for bullying to occur as a result of the two schools coming together and although the staff were in agreement that SEN stereotypes would be the primary cause of this bullying, the actions that staff should take to deal with this bullying was identified as an area of dispute. Some staff argued that there would be no more bullying between these two schools than there would be in any other school, that bullying was part of growing up and that the special school pupils, just like their mainstream counterparts, would have to learn '*to equip themselves for those sort of scenarios*' (Mainstream school staff).

However, as a researcher looking in on this situation, I was particularly taken aback by the levels of anxiety communicated by the special school staff when explaining their opinions on the potential for incidents of bullying in the co-located school. It struck me that although bullying was clearly an important issue staff attitudes and anxieties were equally alarming as demonstrated through this emotive comment.

"I mean it's, well it's the 'spacker syndrome' isn't it? If there is social inclusion and our children are out in the playground or put in with some mainstream pupils, we know how horrible kids can be and I don't want them exposed to that. [Sighs]… You know, I wouldn't be surprised if we're not 'graffitied' over within the first couple of weeks you know 'spacker school' and I'm hoping that as a teacher, that we're not going to be targeted as well. I know how vile some kids are and what some of our mainstream colleagues have to put up with."
(Special school staff)

The fearful nature of the above comment raises the question of how the staff will be supported as this transfer takes place. Whilst staff on both sides talked extensively about the ways in which they would be supporting the pupil groups at no time in any interview did any member of staff allude to the support that they would expect to receive. Yet it is clear that support may be needed not only for particular members of staff who are apprehensive about the transfer but also to assist and encourage the two staff groups as they begin to find ways that they can work together. This also emerged as an area of anxiety for some staff members who identified that having a sense of division between the two staff groups could be problematic. Staff acknowledged the need for the two groups to work together effectively in order for the potential of the co-location to be bought to fruition. Yet despite expressing eagerness to work with the opposite school the special school staff expected their mainstream colleagues to be reserved, with one special school colleague using the term '*invading*' to describe the way in which the special school is moving onto the mainstream site.

"Well I think there's going to be a lot of reticence on their part – I mean again, we don't want to tread on toes - they must have a special needs department who must be terrified that we are going to, you know, come in and take over – whose toes are we going to be stamping on?" (Special school staff)

However, in the mainstream staff interviews that I conducted, there was nothing to indicate such reserve or '*reticence*'. Instead the mainstream staff were eager to communicate to the special school staff how welcome they intended to make them. One member of staff even challenged where the school was to be placed on the site on the grounds of its placement inhibiting staff interaction and argued that instead the schools should have the closest

possible physical proximity so that wherever possible the boundaries between the two schools could be blurred and so that staff could develop a sense of belonging in both spaces.

4.10: Templates 5 and 6 - Steps towards co-location; and interchange, sharing and togetherness.

Templates 5 and 6 are considered here together. Although having distinct foci the two templates interlink inextricably and give a more detailed picture when considered en masse. Template 5 picked out staff comments which alluded to actions the staff felt they needed to take to guarantee the success of the co-location whilst Template 6 focused on comments that related to the staff sense of interchange, sharing and togetherness. Ultimately the staff viewed the interchange of ideas and expertise and the development of a sense of togetherness as key steps towards a successful co-location.

Over half of the staff from both groups talked about training. They made occasional mention of the need for them to learn about aspects of inclusion through formal training together but more often talked excitedly about the opportunities for staff to learn from one another.

"So I would imagine that the move will be a great opportunity for staff CPD [Continued Professional Development] *and at very little cost to both schools because of obviously the people that have such special skills in both schools."* (Special school staff)

The special school staff tended to identify how the expertise of the mainstream staff would support them in their curriculum delivery whilst the mainstream staff identified pedagogical approaches as the area that they felt the special school staff could most support them.

Members of both staff groups also identified that they would be able to "*plug each other's provision*" (Special school staff) in that they were able to identify gaps in their current systems that would be sealed by their working together with the opposite school.

Almost all members of staff interviewed explored some areas of contrast between the two schools and considered ways in which these could be overcome. These discussions included a focus on ways in which policies could be brought into line with each other or shared policies could be drawn up (10 special school staff and 12 mainstream staff). Staff also considered the extent to which school rules, sanctions and rewards could be shared or planned along a similar system (10 special school staff and 8 mainstream staff). Amongst the staff that commented on these processes there was consensus that putting them in place would require a long term commitment from both schools. All of the interviewed staff commented that they hoped that discussions, visioning and action planning between the two schools would begin sooner rather than later and steps had to be taken now to guarantee the future success of the co-location, with one member of mainstream staff referring to laying the '*educational foundations prior to the building foundations*'.

The action most mentioned by staff as a way of supporting the success of the co-location was to begin to bring the pupils from both schools together as soon as possible. Almost every participant suggested that in order for the pupils to behave in an accepting manner towards each other the two schools needed to have a history of successful inclusion projects. They identified that bringing the pupils together would enable them to begin to build relationships and in doing so begin to deconstruct some of the barriers to inclusion that may exist in the new co-located school.

Despite this occasional air of caution, in terms of the speed and manner that pupils were introduced to each other, every member of staff interviewed was able to identify some opportunity that would come from the co-location and the majority of staff from both groups

argued that there would be little point in putting the schools together if they then remained isolated. Both staff groups acknowledged their responsibility in building in opportunities for interchange and ultimately viewed the possible failure of the co-location as most likely to be caused by the schools' inability to come together. However, the staff seemed reluctant to let this be the case and most communicated a willingness to work hard to bring these opportunities to fruition.

"I think it's a great opportunity but like all opportunities you have to shape them and I think it's really important that in terms of co-location it is something that we have to drive and that we have to develop and not have it done to us." (Mainstream school staff)

The closing line of the above quote however does accentuate a final issue. Many staff emphasised that they were willing to support the co-location and work together to develop inclusive links so long as the placement of the two schools onto one site was educationally focused and not overwhelmed by bureaucracy; comments in this vein were actually passed by 13 members of the mainstream staff group and all of the special school staff group. The majority of staff viewed the key advantage of the rebuild and co-location as not related to buildings or facilities but very clearly located in the opportunities brought about by working together. They argued that the co-location was not to do with '*bricks and mortar*' but '*the sharing of human resources*' (Mainstream staff). Many members of staff expressed concerns that for other groups involved in the build this may not be the case as is shown below in the findings for Template 7.

4.11: Template 7 - BSF and communication

Throughout the staff interviews, but particularly when offered an opportunity to mention any further issues they would like to raise at the end of the interview, staff frequently spoke about the principles underpinning the move to co-locate and the urgent need to maintain an educational focus in the face of a move that seemed to be focusing on the physical.

"And I think that we have to come at it from an educationalist's point of view not from a bureaucratic or administrative or a building's point of view… So what should underpin it the whole time is our educational view points and [we should] *not let those be compromised by the needs of… by the needs of buildings, by the needs of planners or bureaucrats or administrators."* (Mainstream school staff)

One member of special school staff highlighted that the two schools were well established within the Local Authority and recognised as places in which there was much good practice. She questioned the need to close the special school at all when the school was viewed to be so successful and over half of the members of the same school challenged the extent to which there was an educational philosophy underpinning the move.

"I have to ask why? Why have they decided this? Is it because they believe in the government's drive for inclusion or is it because they've got something to gain from this sharing of facilities? Are the children really coming first in this or is it something else? Also if we are being co-located – what are the principles behind it? Do they want inclusion or do they want integration or do they just want two schools sharing one site because they can save

money? What are the principles? What's leading it? That's what I wonder.'' (Special school staff)

The special school staff questioned the attitude towards inclusion adopted by the BSF group whilst the mainstream staff contemplated the reasons why there had been no '*coming together of the two schools to really discuss these issues*' (Mainstream school staff). Both staff groups questioned the extent to which the decision to co-locate was based on a sound and established educational philosophy and raised the issue of whether BSF and the Local Authority were really considering the needs and rights of the pupils in the special school in their decision to co-locate.

"The danger is that we will get steam rollered by this fearsome vehicle that is just driving this project forward and is driven by people who have no concern for our children's outcomes. BSF and the Local Authority have their own outcomes which are nothing to do with our kids really." (Special school staff)

One member of special school staff took this discussion one step further by stating categorically that there was no evidence supporting co-location as a beneficial strategy for educational provision for pupils with SEN and arguing that the BSF team had invested no time in investigating this strategy prior to its implementation.

"It would have been nice before the authority went down this route of co-location if they were able to justify their choice; If actual research like this had been done that led to a policy and a vision and a reason why. But instead they seem to have come at it the other way

round…there was very little real understanding of co-location, and yet still the decision to go ahead was made." (Special school staff)

Whilst this research does not judge the extent to which this comment is accurate or truthful the fact that it is held by a member of the special school staff raises a fundamental issue in terms of the trust and communication between the BSF group and the special school staff. Issues of communication between the school and the BSF team were also raised by members of the mainstream school staff and were emphasised by the fact that on conducting the interviews just under half of the mainstream staff claimed to be unaware of the co-location element of the rebuild. Staff from both schools argued persuasively that communications with the BSF team had been narrowly focused on the building and administrative elements and had not encouraged discussions regarding co-location or inclusion.

"I think at the moment there is some apprehension about things but I think mainly it's because the idea of inclusion hasn't really been discussed fully and there is no real information available to us to see how things are going to work." (Mainstream school staff)

There is a danger therefore that despite staff intention to work in an inclusive manner a building may be constructed that does not hold links between the two schools as a central guiding principle and therefore the fabric of the new build may inadvertently limit the extent to which inclusive activities that connect the two schools are facilitated.

Communication between both schools, the Local Authority and the BSF team is a critical element in the success of the co-location. Staff argued that it is vital for the levels of communication to be increased and structures put in place to support a transparent two way dialogue that prevents staff communicating the sentiments conveyed in the comment below.

"I know, BSF are going through lots of "consultation" [her use of inverted commas through gesture] *with us – but our perceived impression is that the consultation is not necessarily getting us anywhere. It's all very much, 'you tell us what you want and this is what will happen'. But I think that maybe we are left feeling 'you tell us what you want and we'll give you what you're going to get'."* (Mainstream school staff)

4.12: Template 8- Definitions, perceptions and purposes of co-location

The reported lack of communication between the Local Authority, the BSF team and the two schools appears already to have had some consequence. Although unaware of the difference in their comments the staff communicated to me diverse understandings of the future interactions between the two schools and equally different definitions of co-location and inclusion. Some staff expected the co-location to be based on two entirely separate schools connected only by their physical placement; others expressed an expectation for the schools to work together but confessed to being unable to see how this would work whilst others looked forward to team teaching mixed pupil groups in shared facilities and areas. One special school senior manager commented that he did not '*realistically believe*' that staff would work together whilst another in the same school talked of a '*total meshing of the two schools*' with the complete '*integration of staff and resources*'.

Whilst the mainstream staff talked happily about the potential of the co-location to expand their roles and bring opportunities for support and deepened understanding of special needs and pedagogical approaches, the special school staff expressed genuine concern over the extent to which their roles would alter as a result of the move. Some special school staff expressed concerns over the possibility of their area of the school becoming a '*dumping*

ground for the pupils with behavioural difficulties and the students who they don't want in their classroom' (Special school staff informal comment post interview) or their roles changing so that they become support assistants for pupils with special needs being educated '*at the back of a mainstream classroom'* (Special school staff, interview comment). The special school staff expressed concerns over losing their status as heads of a department and thus losing control of the management of the learning of the pupils with whom they work and emphasised that there was a need for every member of staff to feel confident about their job and position before they were expected to wholeheartedly support the move to co-locate. This feeling of being disregarded and equally overwhelmed came with a grave warning.

"I think as time goes on, if the Senior Leaders don't give us support and help us to make links and so on, there might be problems that arise later which might lead to union issues, if they don't consider carefully how much work it's going to mean for us." (Special school staff)

Six special school staff questioned if the co-location meant that jobs would be lost or gained and several members of staff also commented that they had chosen to work in a special school for a reason and didn't want to be '*forced'* to work in a mainstream secondary school. However, even on this issue the staff were divided with some believing that their role would not alter and others expressing the belief that '*everyone's role, even for example down to admin will change and may change quite significantly'* (Special school staff).

It is apparent that repairing communications between those stakeholders involved in the co-location of these two schools is both essential and urgent if the co-location is to be undertaken with the full support of the current staff teams.

4.13: Findings for the educational provision models

Towards the end of each staff interview the models of co-located educational provision were shared with the staff (Appendix 2b). These models outlined potential ways in which the two schools may be laid out on the shared campus. The staff were asked to consider each of the models and to identify those models that they particularly liked or disliked and to consider out loud the potential implications of each for the co-location of the two schools. More details of the staff responses are available in Appendix 2c but essentially every member of staff concurred that Model 5 was the most likely arrangement for the new school.

Staff identified several strengths to Model 5; the possibility of reciprocal inclusion, the potential to support individual pupils, security, shared staff training and the maintenance of the identity of the separate schools. Ultimately they viewed Model 5 as the best that they could manage – at the moment. This finding is concurrent with the argument of Thomas and Vaughan (2004, p.190) who identify that although teachers may be disposed towards the ethic of inclusion the current education system with its focus on examinations, targets and league tables is simply not yet ready for inclusion. However, a notable difference is whilst some staff viewed Model 5 as the ideal stepping stone towards the 'full inclusion' (represented by Model 1) others accepted Model 5 as inclusive in its own right, allowing pupils to access the best possible balance of educational opportunities and the feeling of belonging associated with inclusion.

4.14: Discussion

The two staff groups communicated a mixture of emotional responses to the proposed co-location of the two schools, but similar to the findings of Avramidis and Norwich (2002,

p.131) many expressed 'serious reservations' about the inclusion of the special school pupils into the mainstream context. On the whole the mainstream staff were more positive than the special school staff about the potential for inclusion brought about by the co-location and yet both staff groups expressed a degree of caution. The writing of Rose and Coles (2002, p.1) may go some way to explain the level of reservation held by the teaching staff as they indicate that often, whilst supporting the principle and ethic of inclusive education, many teachers are concerned about the practical implications of inclusion within 'current or established' systems. This is undoubtedly a truism in unchanging circumstances; however the context to which this study refers cannot earnestly be suggested to be 'current' nor 'established'. Whilst normal and established practices certainly exist the two schools are in a position where there is the potential for those systems to be challenged and restructured in order to create a new context. This research piece cannot answer if such organisational and structural change is probable but it does suggest that that staff training would be a fundamental factor in bringing about these changes and that both groups of staff are very keen to learn together and from each other to make the developments necessary to support the emergence of inclusive educational opportunities between the two schools.

Thomas, Walker and Webb (1998, p.54) argue that in moving towards inclusive practices staff often express a 'fear of the unknown', the exact phrase used by members of both mainstream and special school staff in relation to the changes taking place. Similarly Vaughn, Schumm, Jallad, Slusher and Saumell (1996, p.134) argue that staff perceive decision makers as 'out of touch with classroom realities' a notion reiterated by the participants in the study when referring to the BSF group and confirmed by the urgency with which staff talked about the need for the BSF team to listen to their requests. The multifaceted issues of fear of the next steps and doubting the decisions made by those leading the way are an inevitable hindrance to progress towards inclusion in the new co-located school.

There is an impasse therefore in the fact that the success of the co-location, in terms of inclusive educational opportunities, is dependent on the collective attitudes and actions of the staff from both schools, and in order for inclusive policies and practices to develop between the two schools both staff groups must be positive and embracing of the concept of inclusion.

"…successful implementation of inclusion reforms depends largely on the goodwill of educators. Teachers with positive attitudes towards inclusion more readily change and adapt the ways they work in order to benefit students with a range of learning needs"

(Sharma, Forlin and Loreman, 2008, p.773)

The fact that this study shows such a large number of staff urging caution in steps towards mainstream placement as an inclusive way of working between the two schools is a cause for concern. If, as asserted in the introduction to this chapter, the reservations expressed by staff involved in the project towards mainstream inclusion are based on an amalgamation of their personal preferences and professional knowledge and experiences it seems we should enquire further as to the causes for these views and the actions necessary to overcome these issues. This point is magnified by the fact that throughout the study, as shown for example in the findings for Template 1, the staff interviewed were largely adamant that inclusion as part of the human rights agenda is ethically desirable and that 'segregation [is] morally wrong' (Avramidis et al, 2000, p.192). It follows that as mainstream inclusion is seen to be socially desirable teachers may respond positively rather than honestly to the concept, a notion supported by Thomas et al (1998, p.86) who identify that teachers have to go 'on the defensive' if ever they challenge the concept of inclusion. Based on these assertions it is fair to argue that the staff in this study have shown great courage in attempting to carefully communicate their fears and apprehensions about the inclusive or link element of the co-location. There is a contradiction in the attitudes to inclusion communicated by the staff

groups and the cautionary actions they recommend, which should alert us to the fact that it is not the principles of linking and inclusion that staff oppose but the practicalities of forming inclusive links in the current educational context and climate. This argument brings us full circle and leads us to consider the extent to which the new co-located school will reflect 'current' policies and practices or instead begin to take steps towards using the new physical placement of the two schools for the purpose of inclusion, a route of great change, challenge and uncertainty which Engelbrecht, Oswald and Forlin (2006, p.122) argue involves a 'process of reculturing' wherein existing practices and philosophies must take on a 'commitment to change'. Coupled with this complete overhaul in both policy and practice is a necessary adaptation of the roles and responsibilities of individuals within the two schools.

> "If students with MLD are to be successfully included in mainstream schools, then these schools need to develop the ethos, resources and procedures necessary to provide for such pupils. This means transferring all that is best about special schools and units into mainstream schools, including specialised curricula and specialised teachers."
>
> (Hornby and Kidd, 2001, p.16)

This challenge is twofold, firstly because some writers question if the pedagogical approaches adopted in special schools differ in any way to those utilised in mainstream settings. Thomas et al (1998, p.14) for example argue that central to the development of inclusive practices in schools must be a 'deconstruction of the idea that only special people are equipped and qualified to teach special children'. They go on to argue that there are no specialised pedagogical approaches exclusive to special schools and identify that good teaching for pupils with SEN is good teaching for all. Based on this principle they assert that the best way to bring about more inclusive teaching and learning is to convince mainstream staff of their own competencies in developing pedagogies that are 'inclusive of all learners'

(Weddell, 2005, p.7). However, as indicated by the findings of Template 2, the staff from both the special school and the mainstream school involved in this study are resolute that the pedagogical approaches adopted by the two schools are fundamentally different, with staff mentioning specific teaching strategies particular to each school but also referring to core approaches, philosophies, values and social and academic priorities that differ. It follows also that were the two school approaches identical there would be less debate regarding the ways in which they could work together. The fact that different pedagogical approaches are currently in place in each school does not mean that they must remain exclusive, however it does mean that significant system change is required to enable the growth and adaptation of revised approaches to teaching and learning. There is a possibility that if these differences are not acknowledged they will be smothered or lost in translation from one school to the next.

The second element of the aforementioned challenge is held therein, as whether these skills are identifiable and transferrable is bought into question. Farrell (2000, p.37) for example argues that it should not be assumed that the 'skills of staff in special schools can be easily and arbitrarily transferred to other settings.' Therefore it becomes advisable for senior leaders to consider the measures that will be put in place by the two schools in order to facilitate the two way transfer of knowledge, skills and pedagogies; and furthermore, there are some value judgements to be made in the selection of these approaches and as indicated by Florian (2008, p.39) the 'nature of the expertise' deemed to be most appropriate and successful in bringing inclusive educational approaches to the centre of a co-located school.

Gladstone (2005, p.43) argues that it is essential that we acknowledge that 'all schools cannot meet the needs of all students' and gives a number of issues facing schools which prevent the achievement of this such as timetabling constraints and the allocation of resources. However, from the consideration of the comments associated with Template 2 it seems that the staff interviewed believe that the co-location of their two schools will increase

their probability of meeting the needs of the entire population of the two schools. The staff identified that not only would the pooling of resources and expertise provide pupils with an improved chance of having their individual needs catered for, the co-location would also enable the provision of a more balanced and stimulating curriculum.

It seems that despite some concerns the majority of the staff perceive considerable potential in the co-location. They are aware of the possibility that 'physical proximity carries with it then, the possibility of making things worse rather than better.' (Thomas, Walker and Webb, 1998, p.47) but are determined to work together to overcome the challenges that they face in their new inclusive school. It remains to be seen whether the necessary strategies and support mechanisms can be put in place in order to help them to achieve this goal.

4.15: Summary

This chapter has examined staff opinion on the co-location of the mainstream and special schools in which they teach. The table below summarises the main findings.

Table 4.3: A table to summarise the findings of the staff research

Template 1: Inclusion	• Questions were raised regarding the degree to which co-location could be seen as inclusive • Co-location may draw attention to the segregation of students according to need and so may reinforce stereotypes and a divided mind-set • Co-location has the potential to challenge stereotypes and develop a compassionate and inclusive ethos between the two schools by deconstructing barriers, stigmas and stereotypes associated with SEN
Template 2: The advantages and disadvantages of different forms of educational provision.	• There is a need for the ethos and sense of identity felt by special school pupils to be maintained on transfer • The special school pupils feel safe and secure in their special school setting and there is a danger that this could be lost • The social and educational priorities of the mainstream and

(Safety and security. Ethos, Identity and Belonging.)	special school are perceived to differ greatly by the two staff groups
Template 3: Issues of stigma, power and barriers	• There can be some stigma associated with special school attendance and special school pupils can be perceived as subordinate to their mainstream peers • This stigma may be the cause of some bullying • Some special school staff have high levels of anxiety regarding the bullying of the special school pupils • The mainstream staff are generally less worried about bullying • The special school can inadvertently reinforce the subordination of its pupils by over-protecting them • There are several 'fears' and several 'unknowns', for example how the schools could work together and whether SEN children will 'cope' with increased mainstream presence
Templates 5 and 6: Steps towards co-location (Interchange, sharing and togetherness)	• Interchange of ideas and expertise were identified as a key priority of the co-location • Staff want to develop a sense of togetherness • Staff were excited about the opportunity to learn from each other • New shared policies and procedures would need to be developed • The pupils from the two schools should be bought together as soon as possible but in a considered manner • Staff acknowledged their responsibility for the creation of links
Template 7: BSF and communication	• Staff questioned the educational philosophy underpinning the move • Staff questioned the need to close the special school • Staff questioned the attitude of BSF to inclusion • They hoped the co-location would be educationally rather than bureaucratically focused • They highlighted issues of communication between BSF and the schools and identified a lack of genuine consultation
Template 8: Definitions, perceptions and purposes of co-location	• There were differences of opinion on the expected levels of inclusion between the two schools • Staff held different definitions of co-location • Special school staff are genuinely concerned about their job security and future roles • Mainstream staff are generally more confident about the co-location • Some special school staff appeared to feel disregarded and overwhelmed by the potential move

The findings of this study suggest that, given appropriate support, the staff of these two schools on the whole believe that they can use their new co-located school to create a unique,

inclusive educational community. From speaking to the staff of the two schools it has become clear that to remain isolated on a shared campus would be not only a huge disappointment to them but also perceived as a missed opportunity. Despite expressing some fears, mostly associated with safeguarding the special school pupils and maintaining an educational focus, most of the staff interviewed viewed co-location as 'the best of both worlds' and communicated a shared determination to prevent this policy becoming a 'compromise'.

The following chapter will outline the opinions of pupils who attend the same two schools to evaluate if they show similar or disparate opinions to those expressed by these two groups of staff.

CHAPTER 5: PUPIL ATTITUDES TO THE CO-LOCATION

5.1: Introduction

This chapter explores the attitudes of the mainstream and special school pupils towards the co-location documented by this thesis. There are two purposes to this chapter: firstly I intend to communicate to the reader the opinions of the two pupil groups wherever possible without distortion of meaning: secondly as detailed in the aims of the thesis (Chapter 1.11), I hope to give a thorough overview of the methods used to obtain these opinions so that the reader can consider the degree to which the first of these two objectives could have been achieved.

The past decade has born witness to considerable changes in our perceptions of children and the weight given to the views and opinions expressed by children (Stephenson, 2009). Lewis (2004) identifies that historically children's views have been given inadequate consideration, sought in unsystematic ways and have generally been undervalued. Emergent from the past decade one can witness the gradual materialisation of an altered perspective on childhood that accepts children as 'beings' rather than 'becomings' (Tangen, 2008, p.158), as competent experts in their own lives who like adults constantly seek to interpret and understand the world around them. Listening to children has taken on a new dimension and instead of perceiving their views as 'amusing narratives' (Conroy and Harcourt, 2009, p.158) we are beginning to accept them as a fundamental source of information underpinning future developments in education and educational research.

Applied to this research context the contemporary view of children outlined above becomes a necessity as to listen only to the views of teachers and parents to the exclusion of pupils would lead to an 'inadequate and unrepresentative' data set (Pitt and Curtin, 2004, p.388) that would pacify pupils back to the place of 'listener' rather than 'listened too' (Tangen, 2008,

p.159) and would 'contribute to the continual oppression' of those pupils with SEN (Pitt and Curtin, 2004, p.388). In this framework the purpose of this research becomes threefold: primarily to empower pupils from both schools to express their opinions on an equal playing field, secondly to engage both pupil groups in research that is purposeful, relevant and accessible, and thirdly to thoroughly evaluate the methodological approaches utilised in order to consider the 'authenticity, credibility and reliability of particular methods for exploring the views of children', an imperative outlined by Lewis (2004, p.4) in relation to pupils with SEN.

The acceptance of pupils' agency in their own learning and therefore in their 'democratic participation in research pertaining to their interests' (Ravet, 2007, p.234) can nonetheless lead to some adult discomfort; certainly in issues relating to the usual balance of power but also in their response to the issues and opinions expressed by pupils participating in research which often challenges conventional assumptions and norms. A typical example can be found in the writing of Jeff Lewis (2000) who discusses pupils with behavioural and learning difficulties loudly shouting 'the emperor has no clothes' about current educational provision, implying that despite pupils telling us that they are being failed we continually ignore their assertions. Jeff Lewis acknowledges that there are times when pupils tell us truths that we do not or cannot hear and in his article Jeff Lewis challenges us to listen to these pupils and stop trying to include them into an educational system that is 'hostile to them' (Lewis, 2000, p.202). This assertion contradicts the immense academic and professional debate around inclusion by challenging the values and philosophies on which these discussions are based and as academic crowd members it is easier to admire the invisible cloth than to consider such inappropriate exposure. It is hoped that as author and reader of this piece we will truly listen to the views of these two pupil groups even if the views that are shared challenge us to accept that we too have been fooled by the tailor.

Norwich (1997, p.40) found pupils placed in special schools to be particularly positive about their placement. The pupils argued that although the curriculum of the special school could be limited and there was a feeling of being isolated and over-protected, that they would be overwhelmed by the work in a mainstream school, that there would not be enough in-class support and that they would be the victims of bullying. For these reasons the pupils preferred to remain in their special school. A similar sentiment can be found in the writing of Cook, Swain and French (2001, p.305) who, when discussing the future closure of a special school with older pupils, reported conversations that 'included both anger and sadness'. It is apparent therefore that a number of possible concerns may emerge from the findings of this research that contradict the move to co-locate the two schools and that particularly the special school pupils may be worried and consequently opposed to the move. This may raise a number of dilemmas (Norwich, 2008) not least of which is whether negative pupil attitude towards the co-location should slow or prevent the move.

5.2: Research questions

This chapter details pupil opinion on the co-location of the two schools that are central to this research and considers questions 1, 2 and 6 stated originally in Part 12 of the introductory chapter:

Question 1) What attitudes do staff, **pupils** and parents from each school hold towards co-location?

Question 2) What research methods enable a researcher to effectively and ethically conduct research with children with SEN?

Question 6) What are the potential challenges of co-location and are there ways in which these may be overcome?

However, as detailed above, I hoped that the pupils would feel empowered to take ownership of the research and so reviewed the research questions with the pupils involved in the research. As a result of this consultation a fourth question was added that reflected the priorities of the pupils:

'What do the pupils in the opposite school to me think of the idea of us being co-located and how will we get on when our two schools are together?'

5.3: Methodology

A priority for this research was to devise a set of methods that were motivating and accessible for all pupils whilst also being able to produce data which was reliable within the limitations of the sample. In order to achieve these objectives a trawl of recent research which prioritised pupil voice was undertaken using the strategies outlined in Appendix 1b. Through this trawl a number of studies emerged which used methods specifically designed to enable pupils to best express their own opinions. These studies moved away from traditional research approaches used with adults and encouraged me to broaden my definition of what constitutes research methods.

Clark and Moss (2001, p.1) argue that conventional research methods require 'imaginative rethinking' if they are to recognise the knowledge, capabilities and experiences of children and become accessible and usable for these young people. They outline what they refer to as the 'Mosaic approach'. This methodological framework is, by their definition, 'a way of

listening' to children which combines the 'visual and verbal' through 'multi-method approaches' involving photography, tours, maps and shared meaning making.

This project does not strictly follow the 'mosaic' format as I wished to adopt a more flexible approach and did not want to be tied to specific methods but it seemed that there was value in using a number of different approaches so that the pupils involved in the study would have several different opportunities to express their opinions, and through varied methods, would hopefully find at least one medium through which they were able to communicate effectively. It was anticipated that using a number of approaches would mean that the limitations of one approach would be offset by the advantages of another (Lewis, 2004) and furthermore as indicated by Pitt and Curtin (2004) a broader range of methods supports the use of triangulation in analysis and therefore increases the reliability of the final data set.

Offering a range of methods was a central component of this research phase. If planned and employed effectively these methods should enable the pupils to understand the complex components of the research such as understanding the questions being asked, the role of the researcher, the social requirements of the research situation, their own role within that situation, the ways in which they can communicate through that situation and the expectations of the researcher. Ideally the pupils would also feel empowered to alter the dynamics of these central features and able to manipulate for example, what the role of the researcher should be or which social requirements they are willing to conform to. As indicated by Cook, Swain and French (2001, p.302) from this perspective participants will have discussions not only 'with' but 'despite' researchers.

Milne and Bull (2001) found 'free narrative' to be the most consistent source of information in their study with adults with learning difficulties. It is apparent that this approach has the potential to stimulate more dependable responses as it is less reliant on questioning which can be affected by power relations, researcher effects and within child

factors such as memory. Milne and Bull (2001, p.93) also suggest that issues such as memory and recall could be addressed through the use of appropriate and 'non-biasing' cues and prompts, a notion reinforced by Lewis (2004).

Milne and Bull (2001, p.93) argue that interview questions should be kept straightforward and where possible should be tangible and avoid more abstract concepts. They also suggest that children respond more positively to questions which are phrased in simple sentence form using accessible language and where there are opportunities to clarify the meaning of a question with the researcher. Ravet (2007) supports these notions but goes on to argue that the most effective interviews for children are based on a format which is very different to traditional notions of an interview in that they involve the use of practical activity-based sessions which Ravet (2007, p.237) suggests are more familiar to the child as they replicate the world of a child 'in terms of their knowledge, their experiences, their expectations and their interests.' Ravet (2007, p.236) also identifies that there is a clear difference between a scenario in which pupils have something to say and a scenario in which pupils are given the tools, language and means through which to express what it is they wish to say in a coherent and meaningful manner. Acknowledging this philosophical and moral framework as a starting point for the formulation of research methods means accepting what Pramling Samuelsson and Pramling (2009, p.206) refer to as a 'children's perspective' over a 'child perspective', with the former placing value on children as active agents in research as opposed to the latter in which adults use their 'superior knowledge and experience' to form child-centred methodological approaches. However, as indicated by MacDougall, Schiller, and Darbyshire (2009) it is easy to believe we are doing research 'with children' when actually we are simply searching for the perspective of the child. In the case of this research project there is a clear differential between the scenarios in which this objective is achieved or not. Through either approach the perspective of the pupils involved in the research will

hopefully be aired; however if the research is successful in adopting a 'children's perspective' not only will the researcher find answers to questions so will those pupils involved in the research.

5.4: Methods

Within the background of the aforementioned literature a series of responsive research activities were designed that aimed to 'meet individual needs in respect of pupils' varying cognitive and linguistic abilities' (Ravet, 2007, p.237) in order to maximise pupil interaction with the research process. Flexible research methods were selected to enable the pupils participating in the research to influence the means through which they expressed their opinions and to guide the research itself.

The original research design was comprised of seven different methods that reflected the approach to research outlined above. Methods from the literature were accepted or rejected based on the extent to which they were appropriate to both pupil groups and the degree to which they could be used in an empowering manner. Methods were also incorporated into the research approach if they could contribute to a 'mosaic' that comprised of oral, visual and kinaesthetic learning preferences. The bullet point below summarise the original planned research activities.

- Activity 1: A photography exercise based in pupil's own school wherein pupils would photograph things they liked and disliked about the school.
- Activity 2: Repeat of photography activity in opposite school.
- Activity 3: Creation of an outcome of pupil's own choice such as a poster, scrap book, collage or Power Point Presentation, using the photographs from activities 1 and 2.
- Activity 4: A discussion of the created end product from activity 3 in a 1-1 informal interview with the researcher.
- Activity 5: A formal 1-1 interview using a construction activity wherein pupils could literally construct from boxes their ideal school.

- Activity 6: A final structured group interview affirming or rejecting assertions from previous stages.
- Activity 7: On-going entries in pupil research diaries and researcher's own diary.

In reality the actual research process looked very different to that originally planned. Ravet (2007, p.240) reminds us of the 'messiness of human interaction' and indicates that there are often complications in transferring an intended set of methods into the field. It was my intention that the pupils would be empowered to influence the research process inclusive of the methods adapted; however in writing reflexively I now realise that I grossly underestimated the degree to which the research would be changed. The original intended research process differs considerably from the final methods used and a summary of the actual research methods used is given in Table 5.1 below which also outlines the actual data types generated by the various research scenarios.

Even before beginning the first phase of the research I found myself in a situation whereby the methods were forced to adapt. In the initial consultation with the special school pupils, during which the methods and purposes of the research were outlined, the pupils instantly and in an impromptu manner began to discuss the co-location of the two schools. Whilst an initial group discussion had not been suggested it was clear that this spontaneous discussion held a great deal of insightful information into how the special school pupils were feeling about the future co-location and therefore could not be discounted as an element of the research process. This informal group based discussion was not led by the researcher but by the pupils themselves who continued their debate for almost an hour whilst I made notes on the comments made, trying to record as much as possible verbatim so as to prevent distortion or a removal of the context of pupil comments. This discussion led to the generation of a significant number of questions which communicated many of the pupil priorities for the research and meant that I needed to attempt to stimulate a similar discussion when the

research procedure was repeated in the mainstream school. In this case a debate of equal length and feeling was stimulated by a member of teaching staff from the mainstream school whilst I again made notes unobtrusively. In both of these scenarios the mainstream teacher and I simply stimulated the debate by using the phrase 'So we're moving to a new school...' Pupil response was such that no further direct interjection was required and short phrases or questions such as '*explain that further*' and '*does anyone else agree*?' were sufficient to continue the discussion.

The research continued in this manner with various elements being implemented according to the original design whilst others were vastly altered by the participants. Table 5.1 below summarises the actual research methods used, demonstrates how the methods evolved under the influence of the participants and indicates the data types produced by each of the research scenarios.

Table 5.1: Intended and actual research methods used

Actual Methods	Reasons for changes	Data Produced
Activity 1: Impromptu and unplanned whole group pupil led discussion of co-location. Notes taken unobtrusively by researcher.	Pupils began impromptu discussion themselves as soon as they were informed of the research.	• Researcher field notes • Verbatim quotes recorded • Reflective researcher observations in research diary post discussion
Activity 2: Photography exercise based in pupil's own school.	The first of the photography activities went ahead as originally planned.	• Photographs taken • Researcher notes in research diary about photographs taken and process of taking photographs
Activity 3: Repeat of photography activity in opposite school including meet and greet activities with	The visit to the opposite school was, in both schools, commandeered by the pupils who wanted to use the opportunity to meet and interact	• Photographs taken. • Researcher notes in research diary about photographs taken and process of taking

pupils.	with the pupils from the other school rather than simply looking at the environment itself.	photographs (including comments about pupil interaction with pupils from opposite school).
Activity 4: Creative use of photographs to make an end product of pupil choice.	All of the pupils made an end product which communicated their emotions and attitudes towards the co-location but this tended to be done in small groups rather than individually. Pupils actively sought out others who held similar opinions to themselves.	• End product created • Researcher comments in research diary about end product and photographs included.
Activity 5: Informal discussions of photographs to be included in end products and how to present them. Filmed.	As the pupils chose to work in groups rather than individually on their end products there was a lot of unanticipated discussion at this point between the pupils in their groups. To capture this several cameras were set up around the room.	• Filmed comments transcribed verbatim • Researcher comments in research diary about film or comments made
Activity 6: Formal presentation of end product to member of BSF team. Filmed	The pupils were not happy for me to present their findings to the member of the BSF team as they wanted the opportunity to share their end products and their opinions themselves. For this reason a visit by a member of the BSF team was made to each school and the pupils' presentations were filmed.	• Filmed comments transcribed verbatim • Researcher comments in research diary about film or comments made
Activity 7: Informal 1-1 interview using construction activity. Filmed.	The construction activity went ahead as originally planned although much later in the research schedule. This element was useful for generating what may loosely be referred to as 'continual narrative'. Although many pupils were unable to 'tell a story' as such they were able to use the physical nature of this task to illustrate their opinions more literally and in a way that was free of the constraints of usual talk.	• Filmed comments • Photographic stills of final construction • Researcher comments in research diary
Activity 8: Two final structured group interviews (one in each school) affirming or rejecting	The final structured group interviews went ahead as planned. However, the mention of one particular pupil from the special school who had revealed	• Audio recording of discussions (transcribed verbatim) • Researcher comments in research diary

assertions from previous stages. Audio recording.	a suicide attempt due to his frustration at his learning difficulties to a member of the mainstream group, led the debate to areas of discussion which for the purposes of anonymity and safeguarding were excluded from the data set.	
Activity 9: On-going entries in research diaries.	All pupils made at least one entry into their research diaries. Some chose to discontinue after this whilst others made detailed notes of their experience of participating in the research. Those which were maintained were useful in enabling me to evaluate whether comments made by individuals were actually 'group think' responses (Pitt and Curtin, 2004, p.189). It would have been useful to offer a 'diary camera' as an alternative for pupils with limited writing skills.	• Pupil research diary comments and images • Researcher comments in own research diary
Activity 10: Involvement of pupils in process of analysis.	Additional inclusion of pupil in the analysis of the data was very helpful and is demonstrated in Appendix 6c and discussed further in Part 13 of this chapter.	• Individualised data analysis grid (example in Appendix 6c) • Researcher comments in research diary

With the exception of my own comments in my research diary, all of the data types listed in the right hand column of Table 5.1 were then included for analysis (as demonstrated throughout Appendix 6). My research diary comments were intentionally kept separate and were used as a reflexive tool except where they could be used to further emphasise or shed light on a point which emerged from the actual data produced by the pupil groups.

Due to my intent to research using emancipatory approaches I was also interested in exploring the potential of the role of pupils or 'students as co-researchers' (for example Leitch et al, 2007 or Fielding and Bragg 2003). I had hoped that the pupils would not perceive themselves as subjects of the research but as active participants who were able to influence the focus and methods of the research to guarantee that the content was reflective of

their interests and priorities. However, one should distinguish between an active participant and a researcher and although the methods used were constantly informed by the intricate interchange between myself and the pupil participants, as demonstrated in Table 5.1, I did not manage at this point in the research to enable the pupils to transfer their roles from participant to researcher. Essentially I sought to involve the pupils in what I perceived as my research and although I wanted the pupils to develop a sense of ownership over the research it was much more difficult than I had at first anticipated to wholly give over the purpose of the research to the pupils and thus enable them to step into the role of pupil researchers.

In reflecting back on the research process it is apparent that although I endeavoured to produce a research piece which was sensitive to the needs and interests of the two pupil groups, taking the next physical and philosophical step of supporting the pupils in taking on the role of researchers could have potentially increased the level of insight offered by the research piece. However, in writing reflexively it appears that I had perhaps naively convinced myself that I had done enough to empower the pupils involved in the research and it was only when I was approached by a group of pupils who asked if they could come with me to conduct the next stage of the research that I began to query the limitations of the role I had offered to the pupils involved in the research.

Therefore the role of pupil researchers does not feature in this chapter but tentative steps are taken towards the use of this method in Chapter 7 which focuses on the two case study schools.

5.5: Sample

Twenty-seven year eight pupils took part in the research, twelve from the special school and fifteen from the mainstream school. In order to balance the representation of pupil voice

in the research an equal number of participants was taken from each school meaning in total twelve pupils from each school are represented in the reported findings. The decision on which pupils to include in the research was made easier by the fact that three of the mainstream pupils were unable to complete the full research process, in one case due to illness and in two cases due to other school commitments. Therefore these pupil responses were removed from the data set prior to analysis.

The special school pupils were simply the class I had most timetabled time with meaning that there was less pressure on lesson cover within the school. The mainstream pupils that participated were representatives nominated by their peers through a class vote system. Both of these selection processes could be perceived to be problematic. Firstly the special school sample is limited by only being year eight when the school is all age and different issues would probably be raised by different year groups. Furthermore by being a class that I taught on a regular basis there is a degree of familiarity which could have inhibited responses. However, although I acknowledge the difficulties in working in this manner I would also argue to the contrary, that knowing this group of pupils meant that I was already aware of their communication needs and personal learning preferences so could tailor the research to be deliberately accessible to them.

The mainstream sample is less representative as two members of each class group in year eight were chosen through a class vote system to represent the various classes in the year group. It is possible that those pupils nominated were known to be more forthcoming and outspoken or equally the pupils may simply have voted for the most popular pupils. Although again this selection process raises difficulties in terms of randomisation and representativeness it was perceived as a means to obtain a small sample which cut across all classes in the year group in a manner that was empowering of the pupils participating in the research.

At the point of the mainstream pupils being nominated to participate in the research they knew no more about the research than it would be about the co-location of the two schools. When I first met the group I informed them that the research aimed to explore their opinions of the co-location and that they would be involved in the focus and design of the methods.

The group were then given the option, privately and by their own teacher, of opting out of the research although none of them chose to do so. Although the special school pupils were with me during the session timetabled for the research they were still given the option of opting out as a Teaching Assistant (TA) had volunteered to deliver the usual curriculum for me whilst I undertook the research process. Two pupils from my usual special school group opted out and worked with the TA whilst the rest of the class worked with me on the research (see Chapter 2.6 for further details).

In summary therefore, neither of the samples can be perceived as representative nor random and should not be treated as such. Nevertheless the chapter reports in detail the opinions of a group of pupils who worked hard, some of them to overcome challenging communication difficulties, to share their opinions of co-location, inclusion and the future linking of their mainstream and special schools.

5.6: Findings

Following a period of analysis (Chapter 2.3) four templates emerged from the data set and will be discussed below in the order given in Table 5.2.

Table 5.2: The templates which emerged from the pupil data

Template No.	Template Title
Template 1	Attitudes to the environment

Template 2	Attitudes to each other
Template 3	Bullying
Template 4	Co-location and togetherness

Template 1 emerged early on in the analysis process as the references to the environment were concrete and tangible so easy to trace thematically through the data using key word searches. Templates 2 and 3 were initially one template which was labelled 'Attitudes to each other' but the theme of bullying became so prevalent that it became necessary to split these two templates so that they were more reflective of pupil comments. The fourth template was less obvious and was actively sought out in order to guarantee a response to the research questions relating to definitions of inclusion and co-location.

5.7: Template 1- Attitudes to the environment

Template 1 draws together pupil comments relating to the two educational environments. Norwich (1997, p.51) comments on the 'negative consequences' of learning in a 'stigmatized school', and for this reason I had expected the pupils to prefer the learning environment offered by the mainstream school. This did not prove to be the case as although both groups of pupils identified school size and a lack of facilities as negative aspects of the special school the list of positive factors was substantially longer. This list included physical aspects such as the layout of outside areas and the '*modern airy spaces*' (Mainstream pupil), but the pupils were also keen to communicate something else about this school which was less tangible and in some way related to atmosphere. The mainstream school pupils talked incessantly about the cleanliness of the school.

"I had a wonderful time when I visited Penmeadow school. I really liked it there. It was so clean it was like a doctor's or a dentists!" (Mainstream pupil diary entry)

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They commented on the '*creativity*', '*effort*' and '*pride*' shown through the school displays and were eager to communicate how '*caring and inviting'* the environment felt.

"You see, the difference is that Penmeadow pupils care for their school, at Lowmeadow I think they [the TV in reception and display boards around the school] *might get damaged and vandalised because at our school people don't really care so much."* (Mainstream pupil comment during second group interview.)

The positive aspects of the special school environment were also emphasised by the special school pupils predominantly through their poster displays and their photography work. Through these media pupils communicated a sense of pride in their school. Again the discussion turned away from physical aspects and focused on atmospheric elements such as the school being '*a friendly place where people work hard'* (Special school pupil comment about a photograph of pupils working) and a school where the staff are '*really kind and caring'* (Special school pupil comment about a picture of a pupil with arms around a member of support staff).

Both the mainstream and special school groups identified contrasts between the two schools. An illustrative example of this was communicated through the discussion of chewing gum. The pupils appeared to construe the presence of chewing gum on walls, floors and desks as a significant indicator of the difference in levels of pride and care felt by pupils towards their respective schools. On their visit to the mainstream school one special school pupil trod on gum on the stairs. This caused a massive stir amongst the group and was repeatedly discussed and referred to throughout the remainder of the research.

"The one thing I hated was the chewing gum on the stairs. That was disgusting! I think we should not move our school because it is a friendly school and we don't have nasty things like that at our school because we look after our school and they don't." (Special school pupil group interview comment)

However, gum was also a focus for the mainstream pupils who took the lack of gum in the special school to be a positive indicator and demonstrated annoyance and disappointment at its presence in their school with one pupil commenting that it showed a general sense of disrespect.

"Look at the little arrow which just flew on the screen. It is pointing to a chewing gum stuck on the wall. STOP IT!!!! Get some RESPECT!!!" (Mainstream pupil group comment taken from Power Point Presentation)

Both groups of pupils identified some positive elements of the mainstream school but these aspects were largely physical in nature and related to the size and space available and facilities such as the library and ICT areas. Comments passed regarding the mainstream school by pupils from both groups were overwhelmingly negative. During their initial group interview the mainstream pupils discussed the school feeling crowded with '*people pushing and shoving in the corridors*' and how the building was '*dirty and rubbish*' and '*old, grey, tired and boring*'.

5.8: Template 2- Attitudes to each other

Template 2 considers the attitudes that the two groups of pupils communicated towards each other and also included pupil accounts of previous experiences that have impacted on these attitudes.

The pupils from the mainstream school talked about the way in which the special school pupils were particularly friendly.

"When we met them, they were really friendly and really accepting of us. I just think they don't judge each other. They just accept each other as they are and I think that Lowmeadow would be a better place if we could learn to do that too." (Mainstream pupil comment during 1-1 interview)

"I think…I think that it's because, well… like because they've all got something wrong with them – I don't mean that nasty but… like special needs and that, they all just accept each other for who they are really. No one's pretending to be who they're not. They don't care what trainers you're wearing or if you speak funny or if you're deaf 'cos they've all got problems so they just accept each other and they just accepted us." (Mainstream pupil comment during second group interview)

The mainstream pupils concluded that the special school pupils appeared '*over friendly*' because they were '*less judgemental*' than their mainstream peers and through their special school attendance had developed a tolerant and accepting nature; qualities admired by the mainstream pupils who suggested that these attitudes were less evident in their own school.

"The thing is at Penmeadow everyone seems friendlier and they are not segregated from each other like we are at Lowmeadow. At Penmeadow, it's like everyone has got lots of friends and I don't think that's always the case at Lowmeadow. I think that sometimes at Lowmeadow, it's easy to get left out." (Mainstream pupil comment during second group interview)

The mainstream pupils were very keen to emphasise their own ability to be friendly and accepting of the special school pupils. This could be taken at face value in that it could be accepted that the mainstream pupils were genuine in their eagerness to befriend the special school pupils. However, there could also be the influence of power differentials and researcher effects here as the mainstream pupils could be attempting to show themselves in a positive light by guessing that, as a teacher from the special school, I would be hoping for them to communicate positive relationships with the special school pupils. Equally as representatives for their school they could be attempting to show their school in the most positive light. This notion was contradicted by the casual comment of one mainstream pupil.

"Today at dinner time it was really really good. We hung around with Natalie, Shannon, Penny. They were really friendly and looked after us well." (Mainstream pupil diary entry)

The final sentence in this comment shows a quite unexpected balance of power. As a visitor to the special school this mainstream pupil had placed the special school pupils above herself and had essentially placed her wellbeing into their hands. As a researcher and as a teacher I had not considered power relations to exist in this manner although, on reflection it appears logical that the visitor or new person in a scenario would to some degree accept the authority of their host. On trawling the data set I was unable to locate any further examples of this

reversal of the expected power relations and indeed the special school pupils appeared to confirm otherwise through showing a distinct fear of their mainstream peers demonstrated through their longing to be kept separate from the mainstream group once the two schools co-locate.

"I think they were nice when we met them but I don't think they'll always be like that so I think they should have security gates there to keep us safe. How's about if Lowmeadow students climb over? They need to have something they can't climb over." (Special school pupil comment during 1-1 construction activity)

Despite the meeting between the two groups appearing outwardly successful when asked if they thought they would make new friends because of the co-location of the school only two of the special school pupils commented that they may be able to whilst nine of the mainstream pupils commented that they thought this to be the case.

During the initial group discussion conversation regularly returned to pupils' expectations of the opposite school. The mainstream pupils revisited the concept of special educational needs and wished to discuss what this term meant. The pupils appeared to be careful in their word selection and often corrected or reprimanded each other if words were used that may have been perceived to be derogatory, for example there was a discussion of whether the phrase '*something wrong with them*' was acceptable or offensive. The pupils appeared genuinely keen to speak in an acceptable manner although whether this is due to genuine tolerance or simple courtesy on my behalf is open to interpretation.

In contrast the special school pupils were extremely direct in their communication of their extremely negative expectations of the mainstream school and pupils, as demonstrated by the longer conversation recorded in Appendix 3a. The comments of this group of pupils

emphasise an urgent need for interventions prior to the co-location of the two schools that will serve to alleviate the anxieties clearly harboured by the special school pupils towards the mainstream. The comments of special school pupils Tanya and Josh (pseudonyms used throughout) also raise a critical issue.

Tanya: I think the schools should be apart because then we've got a special school for the ones that are daft and don't know what to do and we've got the mainstream for all the normal kids who can do everything and learn stuff easily. If the schools are separate then we won't hold them back and stop them from learning the stuff they need to learn.
Josh: But the problem is we've all got special needs so we can't go to a mainstream school, if they move us there and we have to be together it's going to be hard for everyone. (Special school comments from initial group interview)

It appears that these students have accepted their placement in a special school as not only beneficial for themselves but for the greater good. They do not question nor challenge their placement in terms of equality and have internalised their exclusion from the mainstream. They place the needs of their mainstream peers above their own and consent to their place in this hierarchy without questioning this norm. Therefore despite the fact that co-location raises equity issues for these pupils they do not appear to have any expectation that their social status will be challenged. The mainstream pupils however were very keen to question the exclusion of the special school pupils and to challenge the need at all for a co-located school.

"I just think we should be together for everything. No one is different, we are all the same so why should we be kept separate?" (Mainstream pupil comment from second group interview)

The mainstream pupils discussed with a sense of disbelief the initial segregation of the special school pupils into special education and concluded quite quickly that there was less difference between the two pupil groups than they had initially expected.

"Cos, they're just like normal really. They're not really different. It's not like they've really got special needs 'cos they're just like us, they're not in wheel chairs or anything. I just thought they were normal people really to be honest." (Mainstream pupil comment from second group interview)

Again although the language used by this pupil is awkward and his definition of special need clearly linked to physical disability, his sentiment led a group of three mainstream pupils to move on to discussing the need to treat the special school pupils in a fair and equal manner. As a researcher looking in on this discussion I noted a tremendous sense of bewilderment amongst the group which was communicated through silent shrugs as the group appeared to flounder in their attempts to explain, not only the current educational arrangements, but their own prejudices prior to meeting the special school pupils. The confusion of this group was reiterated by one of their members in the final group discussion.

"One thing I found out is how one disability can be really different to another disability and that you need to get to know a person as they are before you think anything about them at all." (Mainstream pupil comment from second group interview)

One element that appeared to have particularly stimulated this discussion was the fact that several of the pupils in the group already knew one member of the special school group but were unaware of his special school attendance.

"I was really shocked because I met this kid that I've known for years, like we used to be neighbours and hang out together and when we were kids we used to play together and that and I just found out today that he goes there [to the special school] *and I never knew he had learning difficulties! I mean, I knew he had some problems with reading and writing and that but I didn't really think there was anything wrong with him."* (Mainstream pupil comment from group interview)

This link between the two groups appeared to some extent to change the dynamics of the research as the mainstream pupils were confronted with a challenge to their definition of what constitutes 'normal'. The mainstream pupils were forced to face some uncomfortable questions such as where the cut-off point is for mainstream or special school attendance and why certain pupils are excluded whilst others are not. The discussion around these issues led to conclusions that might not have been raised had this connection not have existed.

" Some of the Lowmeadow pupils might want to give sympathy to some of the Penmeadow pupils and that might be a problem because I don't think they will all want that…. they want to be treated like us just the same." (Mainstream pupil comment from second group interview)

5.9: Template 3- Bullying

As with many studies investigating attitudes of pupils from mainstream and special schools bullying was a central issue throughout the findings of this research (see Norwich, 1997, Norwich and Kelly, 2004 and Pitt and Curtin, 2004). There were however distinct

contradictions between attitudes passed by the two pupil groups and equally within those groups.

The mainstream pupils often discussed bullying. This issue was evident to some degree in all of the research methods used with this group but, despite triangulation and analysis, consensus of opinion cannot be identified. In the early stages of the research the mainstream pupils discussed the extent to which they believed the special school pupils would experience bullying. At this point just under half of the pupils believed that the special school pupils would not be bullied whilst the other half claimed that they would.

"Penmeadow School wouldn't have to worry about the move as we would all look after them and wouldn't bully them." (Mainstream pupil diary entry)

"...if we put us all together people might treat them bad and might want to fight them because they're from a special school." (Mainstream pupil comment from group discussion of end product)

Towards the end of the research there was still debate amongst the mainstream pupils regarding the extent to which the special school pupils may experience bullying. During the final group interview the discussion turned towards the extent to which the bullying would be based on the special needs of the Penmeadow pupils. Within this discussion there appeared one consensus.

Luke*: ... if people don't realise they've got difficulties then they might just treat them the same as everyone else and so they might get someone wanting to fight them or bully them because they don't realise they're special needs.*

Hameed: *I think that so we don't bully them, we need to understand them – not just us, I mean everyone.*

Christine: *Yeah, but I think if we are separate it would stop Lowmeadow pupils from understanding like the difficulties that Penmeadow pupils have and I think it would be good for some people to understand how hard it is for them, so then they won't get bullied and then everyone will get on.*

(Mainstream pupil comments from second group interview)

Despite on-going debate in the group regarding the level of bullying likely to be encountered the mainstream school pupils were able to concur that bullying would be reduced if the mainstream pupils had a good understanding of the special needs held by the special school pupils and the challenges they faced on a daily basis. The mainstream pupils were almost entirely in agreement that the only way to achieve this was by bringing the two groups of pupils physically together thus avoiding the maintenance of current stereotypes and stigmatisation. However, this perception was entirely opposed by the special school pupils who from the outset were unanimous that they would be the victims of on-going bullying targeted towards their special educational needs.

" I know that the pupils we met are friendly and that the deputy head was too, but I think they will know I have special needs because I don't act normal like they do and then I think they'll stop being friendly when the teacher's aren't there. And they might be racist about our special needs." (Special school pupil comment in 1-1 construction activity)

This opinion was expressed consistently throughout the interviews but was demonstrated most concretely by the deliberate separate placement of the two schools during the

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construction activity when six of the twelve special school pupils placed the two schools on separate areas of the school site compared to only one of the mainstream pupils (further details in Part 11).

5.10: Template 4- Co-location and togetherness

Following on from the above discussion Template 4 records incidents of pupils saying that they would or equally would not like to be together and, with the exception of the topic of bullying, their justifications for these attitudes. This template also identifies any arguments presented by pupils that relate to choice particularly in relation to school attendance and also covers comments relating to how the pupils might interact and the support they might need to achieve this.

This template also brings together a small but distinctive set of comments made exclusively by the mainstream pupils regarding their need for educational input about how to interact with pupils with SEN and the nature of the disabilities faced by their special school peers. These comments were largely stimulated by a particular incident described below by one of the mainstream pupils.

"Like when erm… was it Emma… that came up to us in the IT suite? Like the way she spoke to us and that it was quite intimidating and I didn't really know what to say to her and how to react to what she was doing and I didn't want to be nasty to her but she made me a bit worried the way she was like in my face and I didn't know what she was going to do next."
(Mainstream school pupil comment in construction activity)

During the visit to the special school the mainstream pupils met 'Emma', a special school pupil with ASD. This meeting confused many of the mainstream pupils who, like the pupil quoted here, found it particularly difficult to know how to react to an individual whose disability was so hidden and yet so debilitating of their capacity for social interaction. After this encounter the mainstream pupils became very keen to emphasise that although they were in favour of the co-location that there would be much work to be done on the part of the two schools in order to prepare both pupil groups for daily interaction such a regular opportunities for the two pupil groups to come together and a specific programme of disability awareness education for the mainstream pupils.

"I just think that the problem is that we don't know how to handle it when kids speak to us like that and we need to learn how to treat them and how to respond to the things they do and say so we don't offend them. I suppose what we need to do is to have something, perhaps in citizenship, that shows us how to react to kids with special needs because then we would know how to react and we could interact with everyone better and we would know how to speak to them and treat them." (Mainstream pupil comment from group interview)

Both groups of pupils identified a number of 'issues of togetherness', challenges that they believed would be raised through the co-location. The amount of time that 'settling in' might take was mentioned on several occasions by the mainstream pupils who recognised the need to overcome their own prejudices in order for the two schools to reside together successfully.

"I think that we have to break down some stereotypes – is that the right word? And I think we should spend as much time together as possible because that way the stereotypes will be

broken down quicker and then everyone will feel better." (Mainstream pupil comment from group interview)

The mainstream pupils were acutely aware of the concerns that the special school pupils may be having and appeared to wish to communicate this clearly. They often talked about how worried the special school pupils must be and frequently used phrases such as '*if I was in their shoes*'. Through these comments the pupils also communicated a doubt that the mainstream school had the capacity to entirely meet the social and academic needs of the special school pupils.

"...and also because there's so many people here they might not get their needs met properly and they might be worried about being able to do the work." (Mainstream school pupil comment in group discussion of end product)

This concern was reiterated by the special school pupils who talked at length about their previous experiences of mainstream education which were clearly influencing their concerns in this area.

"I wouldn't like to be in their school because in my old school the teacher never had time to help me so I would like our new school to be separate to them so we can carry on getting good help." (Special school pupil comment from second group interview)

Pupils debated extensively the degree to which the schools should be entirely together, entirely separate or a combination of the two. Pupils made suggestions such as the sharing of fundraising events and both groups of pupils were keen to have practical lessons such as art,

drama, music and PE together. However, both groups appeared unable to escape from the need to offer the special school pupils some escape from the mainstream school.

"I know that they probably need a separate school for some protection, but I think we should have as much together as possible and like drama and PE and that you don't need to have separate because everyone can be the same at that." (Mainstream school pupil comment in construction activity)

" So it would be good if we were together but separate so we can still have some contact but we don't have to be in that school all the time if we don't want to." (Special school pupil comment in construction activity)

These comments were further developed during the construction activity the findings of which are outlined below.

5.11: Construction activity

The comments made by pupils whilst participating in the construction activity have been incorporated into the data set as a whole and discussed throughout the four templates given above. However, a further layer of data was produced by my observation of individual pupils' literal constructions and is available in Appendix 3b. This Appendix enables us to consider how the spread of responses in the construction activity reflects the range of opinions expressed by the groups throughout the research process.

The introduction of a fence into the construction activity proved to be particularly stimulating of discussions. Two pupils from the special school felt that having a fence literally dividing the two schools would be beneficial. This view was contradicted by all of

the other special school pupils one of which emotively compared a site divided by a fence to a concentration camp.

"I will put the schools separately but I wouldn't want to use the fence to put between them because it would probably make people feel that it wasn't a very nice school and people might not choose to go there. I think it would look like Auschwitz or something, like with that lot over there and us lot over here. I think we'd have to change our uniforms to striped pyjamas and shave our heads so then we'd really look different and everyone would know where we belonged." (Special school pupil comment during construction activity)

The fence stimulated equal discussion amongst the mainstream pupils who were unanimous in arguing against its use for a range of different reasons. Primarily the students felt that a fence would be a literal symbol of a divided school but would also physically prevent those pupils who had the capacity to develop relationships from achieving this end.

"A fence would just be in the way. The thing is the boys need to play football together, because boys at Lowmeadow play football and the boys at Penmeadow play football, so you know, boys bond over football so if you keep them separate they'll never play football so they'll never bond! And if they put a fence there, all it would do is stir up bother between them all." (Mainstream school pupil comment during construction activity)

Furthermore, the Lowmeadow pupils felt that there was little point in bringing the two schools together onto one site if they were then to be kept separate by a fence.

"Yeah – because what's the point? I mean – if you put a fence there, what's the point in putting the two schools together? They may as well leave us here. I don't really get the point in moving the two schools if they're not going to do stuff together." (Mainstream pupil comment from second group interview)

The findings of this template suggest that whilst the majority of pupils involved in the study were against a clear physical boundary that divided the two schools the mainstream pupils were more inclined towards more inclusive ways of working whilst the special school pupils preferred the idea of more separate schooling. Both pupil groups supported some form of amalgamation of these two approaches although the groups remain divided on the extent to which they will be able to learn and interact socially together. The mainstream pupils were typically torn between wanting to include and yet safeguard the special school pupils whilst those pupils in attendance of the special school were divided by their desire to be both accepted and protected. Whilst some pupils were able to make a decision between inclusion or separation the majority remained undecided and instead attempted to make concessions in order to seek the advantages offered by both forms of educational provision as may potentially be offered by co-location. However, one special school pupil, after trying out several different lay outs and talking me through one that she thought would probably be the best paused, sighed and challenged:

"I don't understand – is it going to be a mainstream or a special school? But Miss, I mean, what is it going to be? Is it going to be a mainstream or a special school? And will it be for us or for them? And anyway, where will we belong then? Because, we won't belong here anymore but we don't really belong there either so, well, yeah ... where do we belong? Is there still going to be a place for us?"

5.12: Discussion

The introduction to this chapter identified two aims to this part of the research; primarily to understand how the two pupil groups feel about the co-location and secondly to consider the methods suitable for accessing the opinions of children, particularly those with learning difficulties. For this reason this discussion will be separated into two parts. The first will consider the methods used and the latter will focus on the findings of the research.

5.13: Discussion of Methods

Lewis (2002) challenges researchers who are focusing on pupil voice to evaluate their methods thoroughly in order to support the future development of pupil voice research particularly with pupils with communication or learning difficulties.

As outlined in Table 5.1 a ten stage method was eventually employed which enabled pupils to guide the research process so that it not only focused on their priority areas but also used methods which were accessible and relevant to them as individuals.

Of these methods I found any activity which generated 'free narrative' (i.e. the initial pupil led discussion, the open discussions of photographs and end products and the 1-1 interviews using the construction activity) to be particularly beneficial as they enabled me to immerse myself in the ways in which the individual was making sense of the research and the subjects of co-location and inclusion and through the sheer quantity of data produced to begin to feel that I understood the opinions of that individual more holistically. I also found the 'mosaic' approach to be really helpful as throughout the research piece it was possible to see every participant's level of stimulation ebb and flow according to individual preferences towards

the different methods. It was clear that the pupils simply contributed more when they were participating using methods that they enjoyed or were more comfortable with.

I also found the inclusion of the pupils in the initial phase of analysis to be helpful (Appendix 6c). For example, prior to pupil involvement in the analysis I had noted that throughout the data set it was possible to identify a number of occasions wherein pupil opinions appeared to fluctuate or sometimes even to change completely and this caused me some concerns with regard to validity. This issue was raised with some pupils during their analysis of the raw data and in doing so a number of pupils explained that the research process had caused a shift in their opinion. This raises the issue of influence and power differentials in the context of the data set. Pramling Samuelsson and Pramling (2009) identify how the views of a child at any one given time are inextricably linked with a variety of internal and external interrelating factors and therefore are subject to constant change according to the dominance or influence of any one of these factors within and beyond the researched context. This is not intended as a form of extreme relativism which renders any research impossible but instead implies that in accessing the data set associated with this research piece the reader should be aware of the variables almost inevitably impacting on pupil responses. Pramling Samuelsson and Pramling (2009) go on to describe the events of one observed classroom scenario in which a teacher is exploring a child's reaction to a piece of music wherein the child's interaction with that piece changes throughout the observation.

Samuelson et al (2009) refer to this process as 'development in the here and now of interaction' a concept that permeates complexity theory writing. This theory emphasises the potential influence of every spoken word on the thinking of a child and highlights the extent to which every interaction prior to and during the research process may have impacted on the opinions expressed by pupils participating in this research.

Norwich and Kelly (2004, p.46) identify that the influence of others on the attitudes of children are more significant in situations such as the current research scenario where there are 'greater power differentials' such as those between myself as teacher-researcher and the pupils involved in the research. In my usual teacher role pupils expect to learn from me and therefore invariably place my opinion above their own in terms of worth and frequently expect to have to change their own opinion accordingly (Lewis, 2002). Milne and Bull (2001) go on to argue that we must acknowledge issues of susceptibility and compliance in research contexts where the opinions of pupils, particularly those with special educational needs, are being considered. However, within the grounded theory approach surrounding this research context I feel that I worked alongside the pupils as meaning makers within this project. I did not enter into the research process knowing what pupil attitudes to co-location were nor in all earnest even my own, let alone which placement arrangement would offer the most educational and inclusive benefits. Nevertheless although it was emphasised to the pupils that there were no right or wrong answers this cannot be said to have wholly prevented them from searching for them and it is necessary to acknowledge that the pupils most likely expected me to know these answers and therefore invariably sought to extract them from me, examples of which can be found in the way that the pupils constantly enquired about my own opinion on the subject or phrased their responses in question format which implied they wished for me to confirm or verify their opinion. Therefore to achieve child agency in this research context is extremely difficult as it is apparent that every researcher 'partakes of a community continually enriched by her own individual interactive capacities' (Horn, 2008, p.139). The priority of the remainder of this research write up therefore is to ensure that my authorial voice is clear and my own interpretation of findings made visible to the reader so that the opinions of the pupil groups are made conspicuous.

5.14: Discussion of Findings

Three questions were posed for this research and as identified earlier a fourth question was formulated by the pupils involved in the research (see Part 5.2). The purpose of this section of this chapter is to consider these questions in the light of the findings of the research piece and the four templates generated by the data analysis process.

Template 1: Attitudes to the environment

Template 2: Attitudes to each other

Template 3: Bullying

Template 4: Co-location and togetherness

The issue of bullying found in Template 3 (Bullying) and detectable also in Template 2 (Attitudes to each other) dominated much of the pupil discussion about the co-location and in doing so offers some answer to the first two research questions and an explanation for the possible concerns that may have underpinned the generation of question four.

An observable demonstration of some of the elements of complexity theory can be found in pupil discussions of bullying. The perceived expectation of bullying by the special school pupils evolved continually throughout the research as their level of interaction with their mainstream peers fluctuated. Prior to the research the special school pupils had a high expectation that they would be bullied by the mainstream pupils. However, when the two pupil groups began to meet their individual interactions did not confirm this perception and the expectation that they would be bullied reduced only to increase again when the interaction ceased. This was particularly noticeable in the group interviews when it appeared that the 'Hive Mind' (Kelly, 1994, see Chapter 2.10) thinking of the group escalated the perception

that bullying would occur and this began a ripple effect through their learning webs with other pupils from the school who were not taking part in the research approaching me to talk about the issue of bullying.

Similar to the findings of Pitt and Curtin (2004, p.392) the themes of bullying and social isolation for pupils with special needs were continually raised in the comments of pupils during this research. The pupils in attendance of the special school consistently aired concerns about the extent to which their special needs would be the cause of either their segregation from their peers or a direct source of bullying from pupils in the mainstream school. The pupils did not appear to observe any bullying taking place in their special school and this was reinforced by the visit of their mainstream peers and is also reflected in the comments of 'Sarah', a special school pupil whose views were sought by Pitt and Curtin (2004).

> "I was really looking forward to coming here because at mainstream school
>
> I did get picked on a bit but most of the time the problem was people just
>
> make you feel left out. But here you don't feel left out because everyone's
>
> got a disability."
>
> (Sarah, cited in Pitt and Curtin, 2004, p.392)

The notion of disability as an equalising factor amongst special school pupils is raised repeatedly in the research and therefore it appears that pupils with special needs can feel more included in a separate special school than they do in a mainstream placement as is shown in the findings of Template 1 (Attitude to the environment). The protective special school environment will always be viewed in the context of a larger society to which, on a daily basis, special school pupils must transfer. When considered in this light co-location appears not as a 'compromise policy' but as the 'best of both worlds' as in this circumstance pupils appear to outsiders to attend a mainstream school and yet once within the school are

still able to interact with their special school peers. However, it is possible that the physical placement of these two pupil groups together on the same site may serve to increase their awareness of their differences and therefore augment negative relations. Whilst it may be possible to argue that the attendance of pupils with special needs in mainstream schools is 'important in terms of reducing prejudice and ignorance around disability' (Pitt and Curtin, p.393) we should acknowledge that these pupils should not be in mainstream schools in order to provide a learning experience for their mainstream peers. Essentially we must guarantee that these pupils are not 'lambs to the slaughter on the altar of inclusion' (Wedell, 2002, p.151) but instead are accessing an educational placement that offers them not only excellent educational opportunities (Farrell, 2006) but also an environment conducive to their individual learning preferences and needs and a social circumstance in which they can successfully and joyfully interact with others to whom they can relate and form real and lasting friendships.

The behaviour of the special school pupils in the presence of the mainstream pupil group was distinctly different from their normal daily interactions (Template 2 – Attitudes to each other). As discussed in the findings section I had recorded in my research diary an observation that the special school pupils had been particularly friendly towards the mainstream pupils, almost overwhelmingly so and to the point that it was commented on by several of the mainstream pupils in various points of the research. As discussed in the findings the mainstream pupils had reacted in a positive way to this interaction with the special school group, but in my own reflexive writing I had given an alternative interpretation which deduced that the special school pupils looked up to the mainstream pupils as a group to be admired, revered and accepted at all costs, as the danger of rejection in this circumstance was very threatening and could mean further exclusion from the norm. I cannot verify the accuracy of my interpretation nor place it above the more positive understanding attributed

by the mainstream pupils, however through this interpretation it appears that it could be the concealed attitudes of the special school pupils that raise a challenge for the co-location and that the fear of bullying is the outward signal of internalised issues of equity that are impacting negatively on their attitudes towards the future co-location of their school. This interpretation also goes some way to offering an explanation for the pupils' formulation of question four which focuses on the potential perceptions and relationships that exist and may develop as a result of the co-location and within which there is a detectable desire to be accepted.

The research gave the special school pupils an opportunity to voice their general preference for their placement in a separate special school. It appears that whilst pupils from both schools appreciated the facilities and resources available through larger school environments they also preferred the 'safe, friendly environments' (Attfield and Williams, 2003, p.31) offered by special schools (Template 1 – Attitudes to the environment). In this sense a co-located site may offer 'the best of both worlds' in that maximum facility and resource access may be provided without the complete removal of a secure and calm environment for the special school pupils. However, the findings of Template 1 (Attitudes to the environment) also indicated that, similar to the findings of Pitt and Curtin (2004, p.394), the special school pupils suggested that the pace and amount of work required of them in a mainstream setting was insurmountable and furthermore that the special school environment allowed for more flexible teaching arrangements and more personalised support for learning. These attitudes offer some insight into pupil understandings of the term 'co-location' as prior to the 'construction activity' many of the special school pupils had understood the term 'co-location' to imply that they were moving back into the mainstream, a notion that has been the cause of some concern and stress for the pupil group.

Through the 'construction activity' both pupil groups began to explore alternative interpretations of the term 'co-location' but again no one agreed definition was accepted resulting in the spread of four different interpretations of the term evident in the final constructions created by the pupils. It is clearly problematic that the pupils have no accepted definition of co-location and based on this lack of clarity this research piece may well be exploring pupil attitudes to a range of educational placements which involve links between mainstream and special schools instead of 'co-location' specifically. There are many implications here for both the research piece and the schools involved in the research project in terms of enabling these pupils to understand what the 'co-location' of their two schools means and how this co-location may impact on their daily educational opportunities. It is hoped that the research piece may have offered the pupils a means through which they are able to communicate their desires and intentions for their new co-located school and thus to empower them to begin to shape a definition for themselves.

Put simply the findings identify a split in opinion between the two groups in the persuasion of mainstream pupils towards inclusive settings and that of the special school pupils towards separate schooling. It is possible to question if this division of opinion is purely down to the pupils generally preferring the arrangements in which they are currently placed or if indeed the special school pupils have ended up in their separate placement due to the fact that they, their parents or previous school have a persuasion towards more separate forms of educational placement. Either way it is apparent that the majority of special school pupils in this sample hold a fear of the mainstream which impedes their positivity towards the co-location of the two schools and leads to a strong desire to remain separate, even in a co-located circumstance.

If we are accepting child agency in this context it could be necessary to consider constructing two entirely separate schools on the same site and preventing any amalgamation

of the two pupil groups and yet, as a reflective individual in this scenario, I cannot help but believe that this would be the wrong decision and very much a missed opportunity and indeed would be hesitant to do so based on the comments of such a small sample. Despite my previous assertion of an acceptance of child agency approaches I here find myself slipping into a more 'child-centred' way of thinking (Pramling Samuelsson and Pramling, 2009, p.206) and acknowledging that the positive interaction that I witnessed between these two pupil groups is indicative of the potential for this co-location to be more than the simple physical placement of the two schools onto one divided site. This leads me to conclude that prior to accepting the special school pupil inclination towards segregation there should first be an opportunity for them to experience more inclusive forms of placement through for example, a series of school-link projects (Shevlin, 2003) which bring pupils from the two schools together in a secure and supportive manner. What communicates itself clearly throughout the findings is that whilst the special school pupils were in fear of bullying and isolation through their attendance of a mainstream setting both pupil groups were infinitely curious about the potential for interaction with the other pupil group.

Slee (2001, p.388) argues that the placement of all pupils into mainstream schools reduces our focus almost entirely to the physical transfer of pupils and resources and 'undermines our capacity to deconstruct exclusionary educational practices and the oppressive social relations in schools.' Here Slee touches on an issue that is particularly relevant to the context of this project as he implies that discussions regarding the physical placement of pupils are a distraction from bigger issues regarding their educational and social inclusion. The sentiment of Maurice Smith, Chief Inspector of Schools, that debate has focused for too long on placement rather than education, and the current ubiquitous use of the phrase 'remove the bias towards inclusion' (DFE, 2011, p.5) together imply that there is a growing Governmental irritation with attempts to bring mainstream inclusion to fruition and that instead we had

ought to focus on the provision of 'real choice' (p.5). It appears that the special school pupils involved in this study would welcome this shift and would appreciate the opportunity to maintain their special school placement and be enabled to make 'real choices' about their personal levels of 'inclusion'. However, as identified by Wilson's (2011) blog on the Alliance for Inclusive Education (ALLFIE) web site, the definition of inclusion adopted by the Government document is problematic as it focuses on inclusion as intrinsically linked with mainstream placement and side-lines other central elements which Wilson terms as 'belonging, acceptance and accommodated to' which he argues are 'chilling' things to 'remove the bias towards'. Runswick-Cole (2011, p.32) however argues that there has actually been no 'bias' and that 'confused and compromised policies' have prevented steps towards inclusion. She argues that it is not time to end the 'bias towards inclusion' but to 'try inclusion'.

The findings of this small scale study appear to support the Governmental drive, but as the researcher in this scenario and having observed the positive and indeed inclusive nature of the interactions between the mainstream and special school participants I am hesitant to offer equal espousal. This leaves me with a dilemma as in setting out to listen to the pupils taking part in this research process I have ended up hearing views and assertions that are contrary to my own perceptions and require actions that I would normally oppose.

5.15: Summary

Table 5.3: A table to summarise the findings of the pupil research

Template 1: Attitudes to the environment	• The special school was seen as lacking in facilities • Both pupil groups liked some physical aspects of the special school such as modern spaces • Both pupil groups liked the caring and inviting atmosphere of the special

	school. Special school pupils expressed a sense of pride and this was acknowledged by mainstream pupils • Both pupil groups liked physical aspects of the mainstream school such as facilities but were generally less positive about this environment • The special school environment was preferred by both pupil groups
Template 2: Attitudes to each other	• The mainstream pupils viewed the special school pupils as tolerant and accepting and admired these qualities • The mainstream pupils were keen to emphasise their own abilities to be friendly and to speak in an acceptable manner • The special school pupils demonstrated an exceptionally negative attitude towards mainstream pupils outside of the participating group and communicated a distinct fear of the mainstream • The special school group appeared accepting of their educational placement and did not expect things to change • The mainstream pupils were keen to question the exclusion from the mainstream of the special school group
Template 3: Bullying	• The mainstream pupils were divided over whether the special school pupils would be bullied as a result of the co-location • The special school pupils believed that they would be bullied by the mainstream pupils as a result of the co-location
Template 4: Co-location and togetherness.	• The mainstream pupils requested 'Disability Awareness Education' to support them in breaking down stereotypes and developing relationship with the special school pupils • Both pupil groups questioned whether the mainstream school could meet the social and academic needs of the special school pupils • Both pupil groups felt that there is a need to offer the special school pupils a physical space in which they can seek refuge from the mainstream

When these findings are compared with those summarised in the previous chapter, which focused on the attitudes of staff, one is able to observe some areas of overlap. The ethos of the special school and the sense of pride and safety that pupils feel in this environment observed here by both pupil groups is also acknowledged by both staff groups who communicated a need to ensure that this was maintained on transfer. However, the staff groups identified that there may be some stigma associated with special school attendance but this is simply not borne out in the findings of this section of the research as here it seems that both pupil groups expressed a liking for the special school environment above that of the mainstream and this appeared to overcome any associated stigma.

The issue of bullying is interesting as the attitudes of the staff are very similar to those of the pupils in that the special school staff and pupils were both considerably more concerned about the prospect of bullying than the mainstream staff and pupils. This could be attributed to the victimisation and subordination of the special school pupils but could also be reflective of the pupils responding to the attitudes of the adults within their learning webs and conforming to these expectations.

Whilst it is easy to claim to undertake research from the 'children's perspective' (Pramling Samuelsson and Pramling, 2009, p.206) actually bringing this intention to fruition is much more difficult as it involves the researcher giving over the purpose of their research to the children involved so that they take control of the research and use it to explore issues that they wish to find out about. As indicated by Conroy and Harcourt (2009, p.157) whilst the intention of 'many researchers may be to work in partnership *with* young children' much research currently taking place reflects a mind-set of 'researching *on* young children'. It is clear that there is little point in supporting pupils in conducting research if their views are then disregarded or misinterpreted but this becomes particularly difficult when the expressed opinions are contrary to the historical research context in which they are placed, as is the case with the findings of this research.

In his striking one page 'Talk Back' entitled 'Let's remember the 'education' in inclusive education', Jeff Lewis (2000, p.202) alerts us to the fact that prior to moving towards mainstream inclusion we first need to evaluate our current system and to consider the extent to which it can evolve to become inclusive. Lewis argues that the educational context at the turn of the millennium could not necessarily be judged as 'a healthy environment for all, let alone the most vulnerable' and warns that pupils moving from special schools into the mainstream may find their inclusion a 'double edged sword' as they find themselves faced with both social and academic challenges. Lewis goes on to discuss the need to 'build a

system that is truly inclusive of all' implying that this system needs to be constructed slowly, brick by brick. Therein is a possible resolution to the dilemmas discussed throughout this chapter; dilemmas that involve the balancing of pupil concern with academic reasoning and a desire to be included with a fear of the mainstream. The two schools involved in this co-location are being built from scratch and yet there is no real urgency to merge the two together for the purpose of inclusion. The two schools have a rare and precious opportunity to be built slowly together, not only in terms of the physical development of the site, but also in the gradual formation of relationships and steady development of an inclusive school community. The schools will need to work hard to deconstruct stereotypes of SEN, to assure and support the special school pupils and to provide both pupil groups with opportunities to understand how to learn together and include each other so that inclusion becomes a state desired by both pupil groups and that they are both provided with the means and the confidence to achieve it.

The following chapter adds to our understanding of attitudes towards this co-location by outlining the section of the research which focuses on how the co-location is perceived by parents from both schools.

CHAPTER 6: PARENT ATTITUDES TO THE CO-LOCATION

6.1: Introduction

"I don't really feel like I know what's going on with the whole thing [the co-location] *and it would just be nice if we* [parents] *were kept in the picture really."* (Special school parent)

This chapter explores the attitudes of the two parent groups towards the co-location documented by this thesis. The first group of parents have children who attend the mainstream school and the second group have children who are in attendance of the special school.

The phrase 'in the picture' is frequently used to imply that one would like to be kept informed about an occurrence or series of events. Therein it implies a passive role which accepts another person as in control of the sought information. The above quote was made by the parent of a child in attendance of the special school in regard to the school's forthcoming co-location. Evidently this parent feels that more information should be made available to her and it is possible to question the extent to which this parent perceives herself as 'in the picture'; does this parent see herself as part of the 'picture' of these schools and as the architects and engineers construct the image of the future school, do they incorporate into it an impression of this parent and others like her?

Throughout the past decade the importance of valuing the role of parents has been well documented particularly with regard to pupils with Special Educational Needs. The Special Educational Needs Code of Practice (DfES, 2001) and more recently Achievement for All (DfE, 2010) and the Lamb Inquiry (2009) acknowledge the 'critical role' of parents and argue

that it is 'essential that all professionals actively seek to work with parents and value the contribution that they make' (SEN Code of Practice, DfES, 2001, p.16). Contrary to the phrase 'in the picture' the phrase 'actively seek' is not passive and therefore places responsibility for interaction with parents squarely in the hands of educational professionals. Thus it is implied that we have a duty to do significantly more than to keep this parent informed of developments; we have to guarantee this parent a place 'in the picture' of these two schools. To place this parent within the picture of this future school requires more than keeping her abreast of developments. It means providing her with a means through which she is able to transcend the passive role and become an integral part of the definition of the school. As identified by Allan (2003, p.177) this means acknowledging parents as 'key authorities on their children's needs' and, as stated by Forlin and Hopewell (2006, p.56), appreciating the unique value of 'parental expertise'. In both academic and educational contexts addressing issues of power in particular with regard to the educator as the expert is now deemed essential as is a consideration of the degree to which communications are two way, of equal value and wholly interactive in nature. It is also expected that 'voice fetishism' (Allan, 2003, p.177), where there is discussion of listening but actually little true engagement, will be avoided.

Within these accepted parameters this chapter endeavours to outline the responses of the parents to the future co-location of two schools and through the presentation and consideration of this data aims to offer a potential springboard for reciprocal discussions between parents and professionals regarding the co-location of the mainstream and special school.

Discussions about inclusion, co-location and the future of the mainstream and special schools are dependent on the existence of a shared discourse between parents and educational professionals. It seems that parents may feel more confident and able to talk more accurately

about these topics if they are able to use terms such as 'inclusion' and 'co-location' accurately. To my knowledge, at the time of the research, neither school had given a definition of these terms to their parent groups therefore discussion of parental responses within this chapter must be sensitive to the meaning attributed to the terms 'co-location' and 'inclusion' by the parents.

Essentially this piece of research aimed to uncover parental attitudes to inclusion and co-location in order to support the involved educational professionals in genuinely hearing the voices of these parents, reflecting on the quality of their interactions with them and considering the necessary actions and communications that should take place with regard to the future co-location of the two schools. The research questions outlined below sought to access the attitudes and understandings of parents towards the co-location so that the staff in the involved schools can be supported in achieving this aim.

6.2: Research questions

This chapter details parent opinion on the co-location of the two schools that are central to this research and considers questions 1 and 6 stated originally in Part 12 of the introductory chapter:

Question 1) What attitudes do staff, pupils and **parents** from each school hold towards co-location?

Question 6) What are the potential challenges of co-location and are there ways in which these may be overcome?

6.3: Methodology

A questionnaire method was selected for this section of the research. Questionnaires were chosen as I anticipated that they would provide the participants with anonymity due to the sensitive nature of some of the issues to be discussed, for example if participants felt that their opinions would not be regarded as politically correct or if they were in some way critical of the proposed changes or of the schools themselves. As identified by Cohen, Manion and Morrison (2007) questionnaires offer both anonymity and a complete reduction in the need for face to face contact and therefore are ideal for sensitive topics.

Questionnaires were also chosen as a large number of respondents were anticipated by the researcher. Unfortunately this did not turn out to be the case as is discussed further in Part 5 of this chapter.

Prior to the distribution of the questionnaire a pilot study was undertaken with a group of ten voluntary parents from a parent support network run in the special school. Through previous school support network sessions a number of parents had identified themselves as having learning difficulties which impeded their literacy abilities and so it was felt that a fundamental element of the research that the questionnaire be fully accessible to this group.

The original design of the questionnaire (Appendix 4f) asked a series of twelve simple questions which were phrased similarly for both schools but with factual information changed such as the school name. However, in consulting with the pilot study group the main suggestion was that similar questions should be used but giving multiple choice answers.

Although I could see that multiple choice answers could support the literacy needs of some of the parents I was concerned that this alteration alone wouldn't be enough to guarantee the accessibility of the questionnaire. Robson's sixteen point checklist (2002, p.245, abridged from de Vaus 1991, pp83-6) advises that in any questionnaire language be kept simple,

questions short and that questions in the negative should be avoided. These three points seemed particularly important in the light of accessibility issues. For these reasons I restructured the questionnaire wherever possible simplifying the language, shortening the questions and adding multiple choice options.

When the revised version of the questionnaire was returned to the pilot group the parents agreed that it was more accessible, relevant and succinct and that other parents in the school would be more likely to complete it. I had some concerns that the multiple choice element of the questionnaire may result in the questionnaire leading participants towards a given response although the parents in the group disagreed with this point. The original and final versions of the questionnaire and associated cover letters are included in Appendix 4.

I had initially anticipated that, in order to support parents with literacy difficulties, the questionnaires could be handed out to parents on a parents' evening so that staff could be made available to aid some parents in the completion of the questionnaire. However, through discussions with the pilot group it was agreed that this would compromise the anonymity of the questionnaire and in turn may influence the validity of the responses. Robson (2002, p.238) argues that allowing questionnaires to be completed in a 'family setting, permit[s] respondents to seek out the information before completing the questionnaire.' It was apparent to myself and the parents involved in the pilot group that most adults with a learning or literacy difficulty would have a family member or friend who would normally support them in their daily literacy tasks and so it was agreed that the questionnaires should be completed in the home environment and not in school.

In designing a questionnaire that was to be accessible to a group of adults, some of whom were known to have learning difficulties, I was also aware of issues that related to assumptions about individual knowledge and not presenting the groups with questions regarding information that is 'too remote from the respondent's experience' (Cohen, et al,

2007, p.341). As reiterated by Robson (2002) researchers must seek to only ask questions to which respondents are likely to have the knowledge to answer. In attempting to follow this guideline it is apparent that a critical flaw in the questionnaire was created. I was unwilling to ask the participants to attempt to define for themselves the terms 'inclusion' and 'co-location' due to the challenging nature of this request. The pilot group confirmed this concern suggesting that although they thought parents would be familiar with both terms some may have difficulty in recording their own definition. It was hoped that a detailed trawl and analysis of participant responses during data analysis would allow definitions of inclusion and co-location to become apparent thus answering the definition related research question (See Chapter 1.12, Question 3). However, in writing reflexively it is apparent that a carefully worded question relating to definition would most likely have been more effective in eliciting from parents their understanding of these key terms as the trawl proved to be insufficient in identifying concrete definitions. This is particularly problematic as understanding parental attitudes to co-location and inclusion is reliant on an understanding of the definitions that are being attributed to the terms. Were the research to be repeated this would be a primary area for review.

6.4: Methods

Two separate questionnaires were designed one for the special school parents and one for the mainstream parents (Appendix 4 Parts b and d). There was some variation in the initial introductory questions as the number of years a child may have attended each school differed greatly and it was not relevant to ask the parent of a mainstream child to state which sort of school they would prefer their child to attend. All of the other questions were the same but used different options in their multiple choice responses (see Questions 5, 6, 8 and 9). The

parental research was the third part of the four sections of the research to be conducted. The research was conducted in the order of this thesis so prior to this section of the research the staff and pupil research had already been undertaken but the case studies of the two co-located schools was still in the planning stage. For this reason I cannot say that this section of the research was undertaken entirely from a grounded theory approach, as although I did not know what the parents would say about the subject, I had prior experience of the attitudes of staff and pupils and anticipated that similar issues would be of some importance to the parent groups. Therefore the questions and multiple choice responses were designed based on the responses of the previous two sections of the research but also in consultation with the pilot group who made a number of suggestions about the areas that they thought would need to be included. For example Questions 5 and 6 were generated specifically to provide answers to research question 2 (stated in Part 2 of this chapter) but the options given here were a result of the previous staff and pupil research whereas Question 7, which asked about the facilities and resources that parents would like to see in the new school, was incorporated after consultation with the pilot group as it was felt by this group that the parents would like to have some say in this issue.

  The questionnaires were designed to be entirely anonymous unless the individual parent chose to write their name onto the questionnaire. The questionnaires were also supplied with a pre-paid envelope so that they could be returned to school in the most anonymous possible manner.

  The questionnaire sought to examine the advantages and concerns that parents perceived specifically within the co-location of the two schools studied by this thesis. The questionnaire also offered blank spaces in which parents could raise any other topics for discussion regarding the co-location.

6.5: Sample

In order for the two research groups to produce a comparable data set, parents of similar aged pupils had to be targeted and the same number of questionnaires for the two groups needed to be obtained. It was decided that the questionnaires would not be sent to the parents of primary aged pupils from the special school as no equivalent parent group was available in the mainstream school and equally the parents of pupils in years ten and eleven would not be targeted as these pupils would have left the school by the time the co-location occurred. Therefore the target group became key stage three. It was hoped that this arrangement would make the sample manageable but on reflection it would perhaps have been useful to have also targeted the parents of pupils in key stage two of the special school as this would possibly have raised other relevant issues through the data.

At the time of distribution there were sixty pupils in key stage three of the special school and approximately one hundred and eighty mainstream pupils per year group in key stage three. Initially all of the special school parents were targeted. An equal number of mainstream parents received questionnaires by alphabetical selection of the first twenty pupils from each of the three year groups.

The questionnaires were sent home with the selected pupils as is the norm for communication with parents in both schools with an accompanying cover letter (see Appendix 4a and 4c) which introduced myself and explained the purpose of the research.

After initial distribution twelve special school parents returned their questionnaires. Although this number seems quite low this response rate was not surprising. As a member of staff in the school I was aware of the fact that it is not unusual to have to send repeat letters home before a response is received. One further distribution was undertaken in the special school after which a further seven questionnaires were returned. Two further distributions in

the mainstream school were required before the same number of returns were obtained. At this point I accepted that this would be the final number of returns. In total 42 questionnaires out of a potential 120 were returned, 19 from the special school and 23 from the mainstream school. The last four mainstream returns were discounted so as to equalise the two groups giving 19 questionnaires from each school and 38 in total. Due to the small number of returns it became clear that the sample could not be considered to be representative nor the responses generalisable. I was surprised and disappointed that there were so few returns overall and in writing reflexively am forced to conclude that it is likely that an interview method would have given richer data for such a small sample.

6.6: Findings

Following a period of analysis (detailed further in Chapter 2.3) four templates emerged from the data set. The overarching theme of the templates appears to reflect the fact that the mainstream parents had a lot less to say about the co-location than the special school parents. For this reason the quantity of data generated and resultant templates means that there is a tendency to focus on the comments of the special school parents and this has dictated the order in which the templates are presented here.

Table 6.1: The templates which emerged from the parent data

Template No.	Template Title
Template 1	The mainstream parents are more positive about the co-location of the two schools than the special school parents.
Template 2	The special school parents want their children to continue to attend separate special school education.
Template 3	Gathers together reasons for special school parental attitudes towards the co-location.

Template 4	The special school parents feel that they have not been appropriately consulted on the co-location and there is a sense of helplessness with regard to parental choice.

A key issue raised through the data set but outside of the templates outlined above is a consistent 'no response' on the part of the mainstream parents. It was anticipated by the researcher that the questionnaires used as the basis of this section of the research would expose the extent to which the co-location was anticipated by the two parent groups to have the potential to either increase or decrease inclusivity and offer 'more than any one placement on its own' (Flewitt and Nind, 2007, p.436). The parents of children in attendance of the special school had a lot to say on this issue and aside from the requested responses added many additional comments onto their questionnaires detailing their opinions of the co-location and also often writing on the back page of the questionnaire. In complete contrast to this the parents of children in attendance of the mainstream school made absolutely no additional comments on their questionnaires at all. In fact even when qualitative responses were requested the places made available for the mainstream respondents to write in remained blank. Possible interpretations of this finding are considered in the discussion section of this chapter. The consistent lack of response on the part of the mainstream parents makes it difficult to draw comparisons between the attitudes of the two parent groups outside of the quantitative responses. Where comparisons can be made with the quantitative responses of the mainstream parents these are made but as the co-location appears to be a more emotive issue for the special school parents it is their responses that are the primary focus of the qualitative elements of this chapter.

Appendix 4e summarises and triangulates the parental responses from this research piece as a whole.

6.7: Template 1- The mainstream parents are more positive about the co-location of the two schools than the special school parents.

Both questionnaires listed ten potential 'advantages' of the co-location, and the parent groups were asked to tick all of the statements that they agreed with. Additional space was also provided in which they could record any further advantages that they would like to include. Table 6.2 below shows the lists of advantages available to the two parent groups. Any overlap between the two questionnaires is shaded.

Table 6.2: The potential advantages listed in the questionnaires

Ten potential advantages of co-location according to parents of <u>special school</u> pupils.	Ten potential advantages of co-location according to parents of <u>mainstream school</u> pupils.
1. Improved facilities and resources	1. Improved facilities and resources
2. Improved teaching and learning opportunities	2. Improved teaching and learning opportunities
3. Opportunities to share learning with mainstream pupils	3. Opportunities to share learning with special school pupils
4. Opportunities to visit the mainstream part of the school	4. Possibility of reducing stereotypes of disability and special needs
5. Possibility of reducing stereotypes of disability and special needs	5. Greater flexibility in movement between the special school and the mainstream school
6. Chance to improve relations between mainstream and special schools	6. Opportunities for a broader curriculum and more varied qualifications
7. Opportunity to make friends with mainstream pupils	7. Opportunities for teaching staff to work together and support each other
8. Greater flexibility in movement between the special school and the mainstream school	8. Opportunities for mainstream pupils to mentor or have work experience with special school pupils
9. Opportunities for a broader curriculum and more varied qualifications	9. Improved support and options for Lowmeadow pupils who have learning difficulties.
10. Opportunities for teaching staff to work together and support each other	10. Opportunities for Lowmeadow pupils to learn about disability and special needs

The percentage of responses to each of the advantages is shown in the charts overleaf:

Chart 6.1: The potential advantages identified by the special school parents

A chart to show the advantages perceived by the special school parent group
(Total number of responses n=54)

- 1 Facilities 9%
- 2 Teaching opportunities 8%
- 3 Shared learning 10%
- 4 Visits to mainstream 7%
- 5 Decrease stereotypes 15%
- 6 Improve relationships 8%
- 7 Make friends 8%
- 8 Flexibility 8%
- 9 Curricular opportunities 13%
- 10 Teachers together 14%

Chart 6.2: The potential advantages identified by the mainstream school parents

A chart to show the advantages perceived by the mainstream school parent group
(Total number of responses n=106)

- 1 Facilities 10%
- 2 Teaching and learning 13%
- 3 Shared learning 13%
- 4 Reduction of stereotypes 11%
- 5 Flexibility in movement 5%
- 6 Curricular opportunities 7%
- 7 Teaching opportunities 9%
- 8 Mentor role 9%
- 9 Options for SEN pupils 11%
- 10 Disability awareness 12%

As indicated by charts 6.1 and 6.2 parental responses to these advantages were spread across all of the options with the mainstream parents ticking 'improvements in teaching and learning' (number 2) and 'opportunities for their children to learn with the special school pupils' (number 3) most frequently whilst the special school parent group identified 'the reduction of stereotypes' (number 5) as the most likely advantage of the co-location. At the opposite end of the spectrum the least identified advantage was 'flexibility in placement' (number 8 for special school data and 5 for mainstream data) which suggests that the groups are less sure about pupils being able to move in a flexible manner between the two schools.

A more detailed picture emerges if one considers the actual number of positive participant responses generated by this question. 16% of both the mainstream and special school parents agreed with all ten of the listed advantages. In contrast all of the mainstream parents agreed with at least one of the advantages whilst 32% of special school respondents could identify no advantages for the co-location. In fact when totalled the special school parents identified 54 advantages whilst the mainstream parents almost doubled this total by identifying 106 advantages appearing to indicate that as a whole they were generally more positive about the co-location than the special school parent group.

Caution must be urged with generalisation from these percentages due to the actual numbers of parents we are considering within this data set. For example the aforementioned 16% of parents that agreed with all ten of the advantages in fact only refers to three parents from each school group. Therefore at this point it is only possible to surmise that there appears to be three parents from each of the two groups that are more positive about the co-location than the majority of the other parents and that these three parents are particularly distinctive in the special school group.

The two participant groups were also shown a set of ten concerns that they may have about the co-location. These concerns were identified using the same means as those given above.

The parents were asked to tick all of the concerns that they agreed with. Again overlap is shaded in the table.

Table 6.3: The potential concerns listed in the questionnaires

Ten potential concerns about co-location according to parents of <u>special school pupils.</u>	Ten potential concerns about co-location according to parents of <u>mainstream school pupils.</u>
1. Size of new school building	1. Negative attitudes towards special needs and stereotypes of disability causing difficulty in pupil interaction
2. Number of pupils in mainstream school	2. Concern over losing ethos of Lowmeadow School
3. Bullying or victimisation	3. Special school pupils having more access to facilities or resources
4. Mainstream pupil negative attitudes towards special need or disability	4. Change management issues such as consistency in curriculum delivery
5. Mainstream staff negative attitudes towards special need or disability	5. Needs of special school pupils detracting attention from the needs and education of Lowmeadow pupils
6. Concern over your child's ability to cope in a shared school	6. Range of special needs and behaviour of special school pupils
7. Want child to only attend a special school and not a mainstream school	7. Bullying or fighting between the two schools
8. Mainstream school having more access to facilities or resources	8. Special school pupil safety on site
9. Pupil safety and security on a shared site	9. Allocation of facilities to either school
10. Concern over losing ethos of Penmeadow	10. Capacity of the new building and its ability to cater for pupils from both schools

The percentage of responses to each of the concerns is shown in the charts overleaf:

Chart 6.3: The potential concerns identified by the special school parents

A chart to show the concerns perceived by the special school parent group
(Total number of responses n= 140)

10 Losing ethos 9%
1 Size of school 8%
2 Number of pupils 9%
9 Pupil safety 12%
8 Mainstream use of facilities 5%
3 Bullying 14%
7 Want a special school only 11%
4 Negative attitudes 14%
6 Pupil ability to cope 9%
5 Mainstream staff 9%
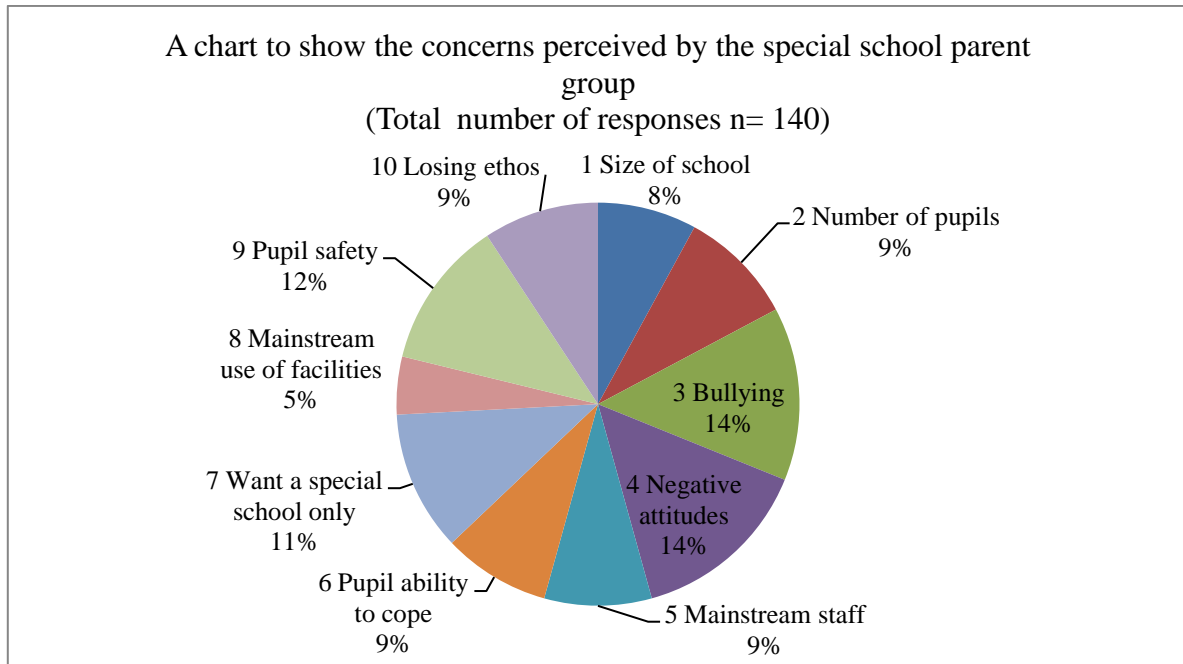
Chart 6.4: The potential concerns identified by the mainstream school parents

A chart to show the concerns perceived by the mainstream school parent group
(Total number of responses n= 84)

10 Stereotypes 10%
1 Building 11%
9 Losing ethos 7%
2 Facilities 7%
8 Facilities access 11%
3 Special pupil safety 11%
7 Change management 8%
4 Bullying 18%
6 SEN detracting 9%
5 Range of SEN 8%

160
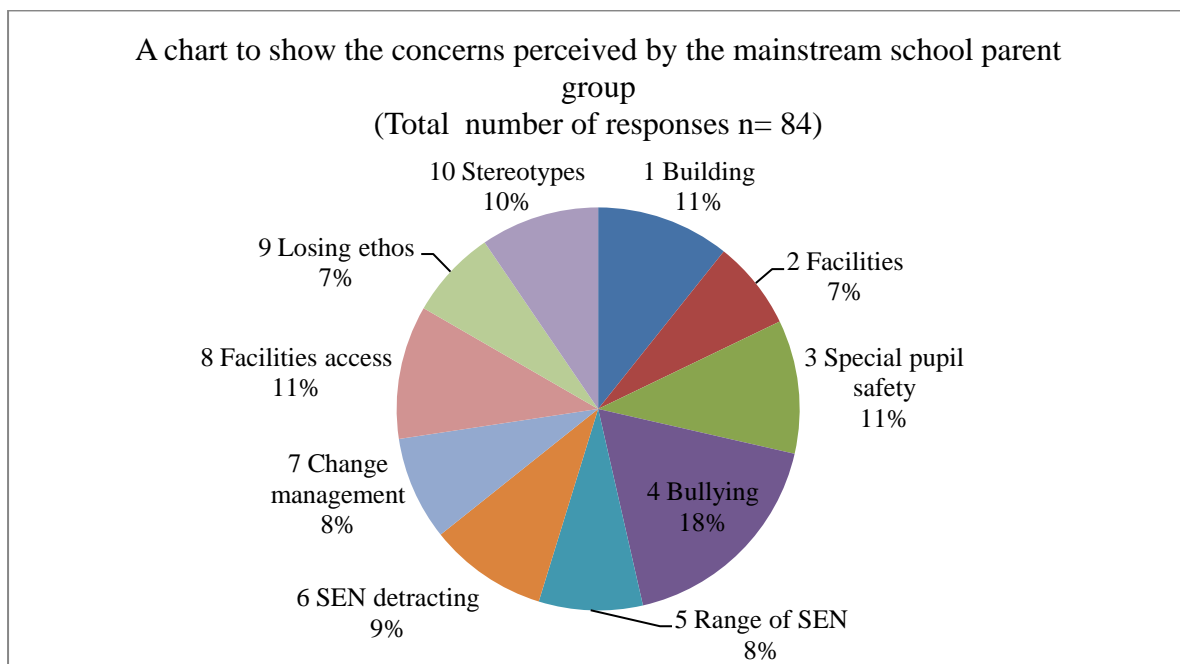
Similar to the 'advantages' question, a spread of responses were identified across all of the options. Both groups appeared generally more likely to agree with concerns regarding the safety of the special school pupils for example, the special school parents were most concerned about bullying (number 3) and the attitudes of the mainstream pupils (number 4) whilst bullying (number 4) and special school pupil safety (number 3) were also identified by mainstream parents as amongst their key concerns. The groups were less concerned about the distribution of and access to facilities (special school data number 8 and mainstream school data numbers 2 and 8), the size of the new school (special school data number 1) and losing the ethos of their current schools (special school data number 10 and mainstream school data number 9).

However, again by looking at the number of responses it is possible to identify that the data produced by this question appears to reinforce the notion outlined by Template 1 as the mainstream parents appear to be considerably less concerned about the co-location than the special school parents. In total the mainstream parents ticked 84 concerns in comparison with the special school parents who ticked 140 concerns. Every special school parent identified at least two concerns and 32% of the parents ticked all ten of the concerns. Comparatively every mainstream parent had at least one concern but none of this parent group agreed with all ten of the suggested concerns. It appears that the mainstream parents may be generally more positive about the co-location than the special school parents and research with a broader sample group may be able to verify or explain this.

6.8: Template 2- The special school parents want their children to continue to attend separate special school education.

The apparent positivity of the mainstream parents in comparison to the special school parents as identified by Template 1 is further verified by the data relating to Template 2 which states that the special school parents would rather that their child remained in a special school and did not have to transfer to a co-located or mainstream school.

When asked to identify the sort of school they would most like their child to attend the special school parents were almost unanimous in their support of the current placement of their child in a separate special school.

Chart 6.5: Special school parent responses to the question 'What sort of school would you like your child to attend?'
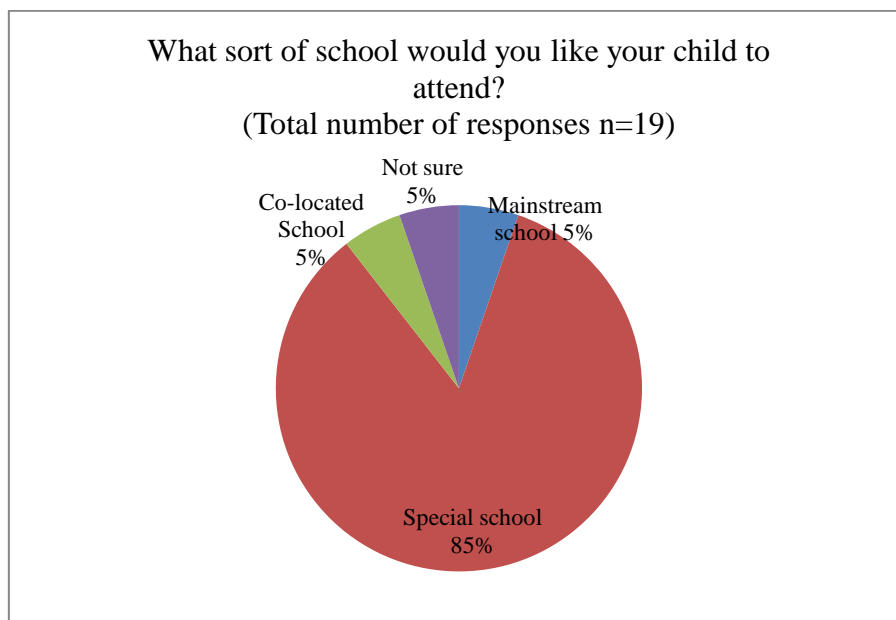
The pie chart shows how the majority of the special school parent research group identified that they would rather their child continued to attend a special school than transferred to a

mainstream or co-located school. One must question the biases that are possibly present in this sample group and the extent to which this group's responses reflect the population of the parents as a whole. It is possible that the 19 parents that have taken the time to complete and return this questionnaire have particularly strong views about the co-location in comparison to those parents who did not return their questionnaires. I became aware that the parents who responded to the questionnaire may have had reason to communicate particularly strong views about the co-location in order to emphasise their feelings about it, either positive or negative. I also began to observe that there were often contradictions and inconsistencies in the opinions expressed by the parents towards the co-location and that the opinions of an individual could vary significantly within their questionnaire and indeed even within an individual question.

   The special school parents were asked to state the sort of academic and social opportunities that they would like to be made available to their child**.** The responses that the parents gave to this question were typical in that they were often either contradictory within the question or contrary to an individual's questionnaire as a whole.

Chart 6.6: Special school parent group responses to the question 'Which social opportunities would you like your child to experience with the mainstream pupils?'
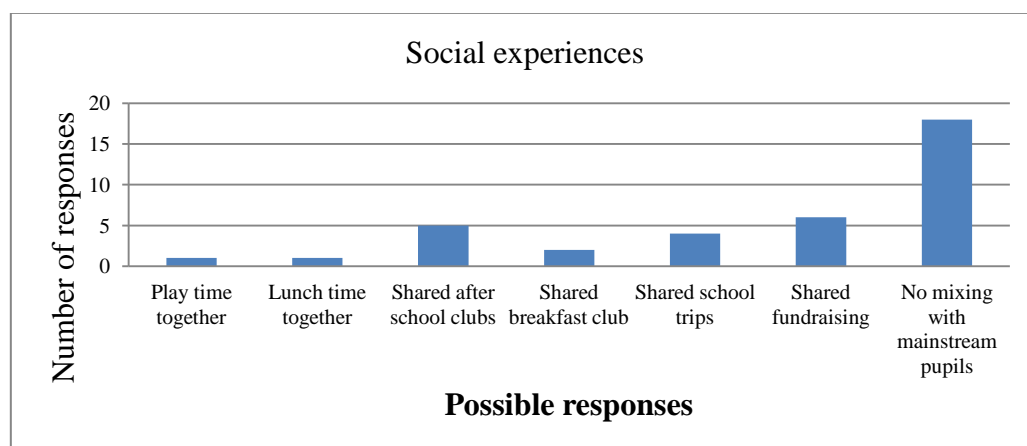
There is a discrepancy in parental responses to this question. Eighteen parents stated that even if the co-location went ahead they would still not want their child to have any social interaction with the mainstream pupils. However, five of these parents also said that they would want their child to take part in shared fundraising events and three of these parents also identified that they would like their child to partake in after school clubs with their mainstream peers. Furthermore the parents who in the previous question identified that they would like their child to attend a mainstream or co-located school were amongst those that identified that they would like their child to only mix with special school pupils.

When asked to suggest alternative social interaction times that they would like their child to participate in only three parents gave a response. The first commented that it was important to try each of these social opportunities '*to see if the children will be alright with the mainstream kids*' whilst the other two participants used this space to emphasise exactly how against the idea of social interaction with the mainstream pupils they were, with one participant stating '*I don't want the pupils to be together ever – not at all*' and the other participant stating '*They shouldn't be together – NONE of these times*', with the word 'none' capitalised and the whole sentence underlined several times. However, both of these parents had ticked at least one of the above identified times for social interaction.

Chart 6.7: Special school parent group responses to the question 'Which learning experiences would you like your child to take part in with the mainstream pupils?'

Learning experiences

(Y-axis: Number of responses, 0 to 10. Categories: PE, art or drama = 4; Core subjects = 1; Topic days = 4; ICT and library times = 2; Two way inclusion = 8. X-axis: Possible responses)
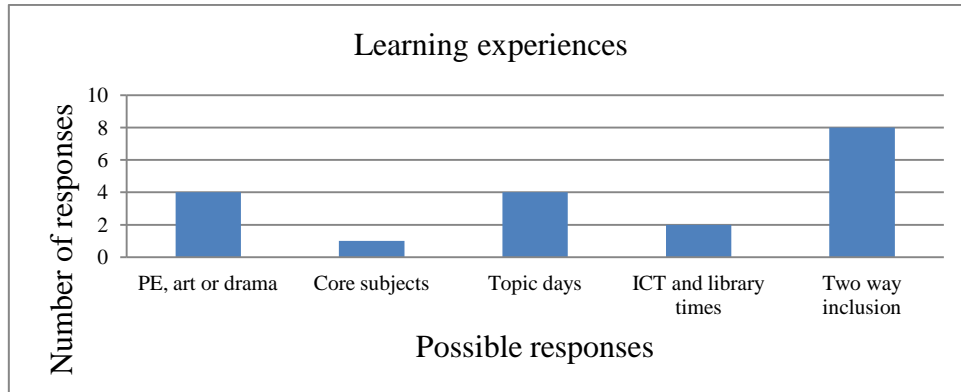
The group appeared to be more positive about the sharing of learning experiences although again much confusion and contradiction was evident. Although only one participant agreed with shared participation in core subjects, four participants were willing for their child to participate in some of the more active or creative subjects such as PE, art or drama and the same four participants also identified that they would permit their child to participate in topic based activities. However, eight of the parents responded in the positive to the suggestion of reciprocal inclusion opportunities which was phrased within the questionnaire as 'movement between two schools based on abilities in different subjects'. The positive reaction to this learning arrangement appears to contradict the apparently negative outlook communicated by parents up until this stage but the qualitative responses associated with this question offer some explanations for this inconsistency.

Seven participants added a comment to this question. Three participants used this comment to emphasise that they did not want their child to have any contact with the mainstream pupils, consistent with the attitudes expressed to this point in the questionnaire. However, three of the other comments gave a premise that inclusive learning opportunities could be

offered were they well planned and considered by teaching staff and that the interactions were monitored at all times.

"I want the teachers just to see if our kids can cope with learning with the mainstream school and make sure they've got plenty of support all the time."

"The pupils could be together when staff are with them but no other times."

"Maybe some drama / PE lessons if the teachers think carefully about how they are going to bring the kids together and don't leave them alone."

One further comment emphasised the child's right to choice in this situation but still communicated a degree of caution in bringing the two pupil groups together.

"If child want to work on their own in the other school then they should have the chance to and that should be their choice but the teachers better watch out for them as well."

The inconsistencies and discrepancies identifiable throughout the data set led to questions underlying parental justification of their responses. A trawl of the data for these explanations gave rise to Template 3.

6.9: Template 3 - Gathers together reasons for special school parental attitudes towards the co-location.

As is made clear by the data produced by the special school parent questionnaire there is an on-going negativity towards the co-location and even where a degree of positivity appears to emerge this appears to be laced with stipulations or alluded to within the context of other

contrary responses. It is necessary therefore to search the data set for explanations of these attitudes and to achieve this I will now turn to the qualitative responses. As stated above there was no qualitative data produced by the mainstream questionnaire so at this point I am only able to discuss the data from the special school parent questionnaire.

The most detailed qualitative responses were generated by Questions 4 and 10. Question 4 asked the special school parent group to express which type of school they would prefer their child to attend and then to justify their choice. Question 10 was an open question which offered the parents an opportunity to ask questions or to add any further comments regarding the co-location and the research project itself.

In analysing the data which emerged from parental responses to Question 4 a set of five sub-categories emerged which offered explanations for the special school parent group negativity towards the co-location. The sub-categories were;

- Vulnerability and bullying

- The special school meeting the needs of the child

- Future employment opportunities offered by mainstream attendance

- Parental choice

- 'No response'.

Chart 6.8: Special school parent group explanations for their attitude towards the co-location.
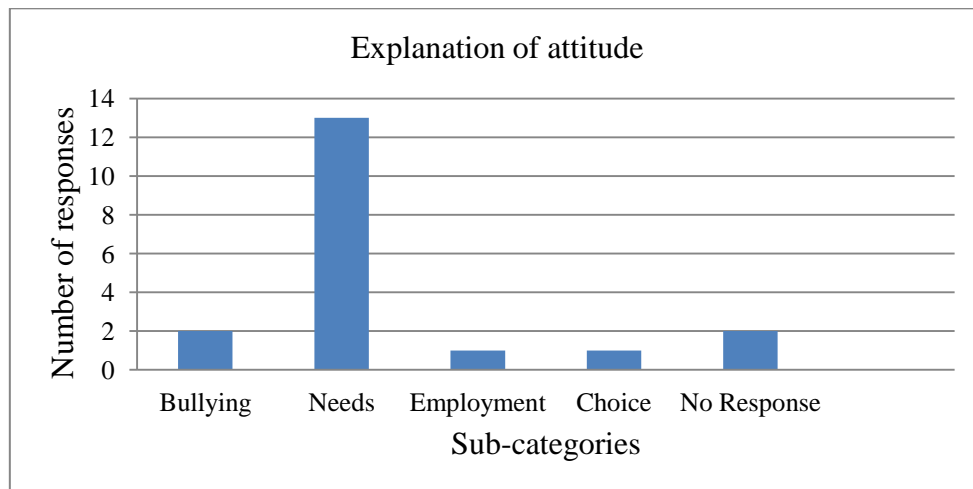
Two parents gave no additional explanation for their school preference ('No Response') this included the parent who identified that they were unsure of which school they would like their child to attend and the parent that stated that they would like their child to attend a co-located school. Seventeen of the parents offered some justification for their selection. The one parent who indicated that they would prefer their child to attend a mainstream school justified their response by identifying that future educational and employment opportunities can be limited by special school attendance.

"Less opportunity to go in to further education from special schools. Also potential employers less likely to employ from a special school."

The remaining three sub-categories bought together the comments of parents who identified that they would rather their child remain in separate special school education. Of this group two parental comments make up the first sub-category which focuses on the possible

vulnerability of the special school pupils on a co-located site and suggests that bullying may occur.

"My son is very vulnerable and I feel he would be bullied by children of the same age or similar in a mainstream school."

"THE REASON IS SIMPLE – THAT MY CHILD HAS VERY SPECIAL NEEDS WHICH MAKE HER VERY VULNERABLE AND BEING SO NEAR TO MORE ADVANCED CHILDREN WILL MEAN THAT THEY CAN TEASE AND BULLY HER."

The latter of these two comments was written in capital letters and underlined as shown further emphasising the point that the participant was making.

The next sub-category contains the most comments, all of which relate in some way to the parental belief that the special school is better able to meet the needs of this group of children than a mainstream school.

"Because of his condition I want the best for him (he suffers from ADHD) and the special school is better for him than a mainstream school."

"My child has improved since being in a special school. She is more confident and getting better at English and maths since she left mainstream."

"I have found that a special school meets my child's needs better than a mainstream school."

It is interesting here that the question asked participants which type of school they would prefer their child to attend in the context of a future 'co-location' and yet all six of the above participants were eager to stress that they did not want their child to attend a 'mainstream school'. This is perhaps suggestive of some parental anxiety regarding the physical placement

of the special school onto the site of the mainstream school and could also imply some misconception amongst this parental group regarding the definition of co-location in comparison to full mainstream placement.

The group also appeared keen to emphasise that the current special school placement is best for their child as the school is able to meet their child's needs.

"Because he gets more support, smaller class sizes and staff that understand his needs."
"He needs to stay where he is at the special school which is good for him and his needs. He needs to stay where he is."

Parents reported that their child is happier in their current special school than in previous mainstream placements and that they are pleased with the progress that their child is making in their current provision which they largely attributed to the skills of staff, smaller group size and a focus on individual need.

Just one parent made a comment outside of these themes to result in the creation of the sub-category which refers to the notion of parental choice.

"Because I would prefer my son to stay in a special school because that's what I have chosen for him."

This parent raises a critical point. Assuming that this group of parents have placed their child into a special school by choice it is likely that they believe that a special school is the right school for their child. There are clearly positive factors that they attribute to the special school that make it a desirable form of educational placement for their child. Also through the course of the questionnaires 12 of the parents commented that they chose to move their child

into a special school due to negative social or learning experiences in a mainstream school either on the part of their child or on the part of the parents themselves. Therefore this parent group may harbour negative perceptions of the mainstream as a whole, possibly resulting in fear or anxiety about the co-location due to the resulting contact with the mainstream school or a misconception that co-location could equal a return to a full time mainstream placement for their child.

Question 10 offered participants the opportunity to make general comments about the co-location or the research project itself. Five participants made no additional comments. The 14 recorded comments all related to the co-location rather than the research project in itself. Five of these comments related to issues of consultation and choice and are reported below within the discussion of Template 4. The graph for these responses is less neat than that for the responses to Question 4 as the parents tended to write quite extensive responses that did not fit neatly into one theme or another and thus during the thematic analysis had to be broken down into smaller chunks and on certain occasions had to be recorded as belonging in more than one theme. For this reason although 14 parents made comments these were separated out into a total of 26 responses for analysis. The analysis of these responses led to the emergence of the same five sub-categories identified through responses to Question 4 however a further theme also emerged which gathered together comments which referred to an apparent dominance of the mainstream school in the context of the co-location.

Chart 6.9: Distribution of special school parent responses over the six sub-categories.
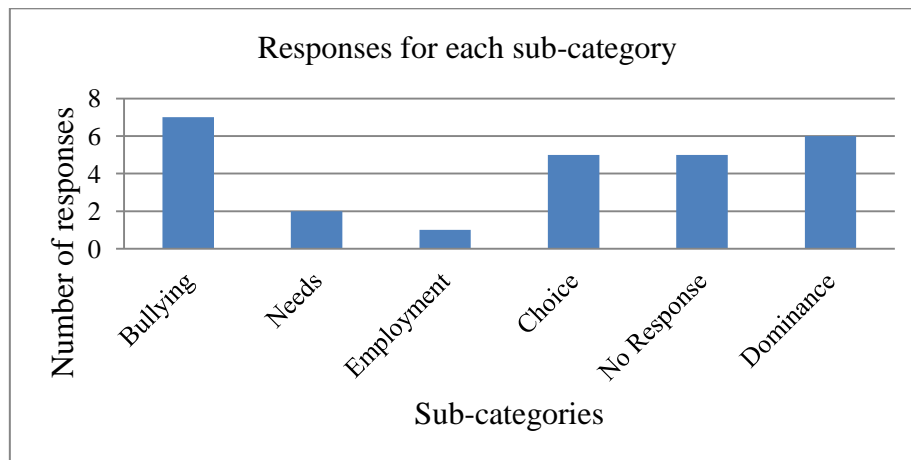
In response to Question 4 only two statements relating to vulnerability and bullying emerged but this theme dominated comments made in response to Question 10. On this occasion 7 comments emerged that communicated parental concerns about the potential for their children to be bullied by the mainstream pupils. Two parents commented on the need for their whole family to receive 'protection from harassment' and conveyed genuine concern that their children would be 'ridiculed' because of their Special Educational Needs.

"My worries relate to the protection that the children and their families would have against harassment from mainstream pupils."
"The special school should not be situated next to a mainstream school because of the ridicule that the special school pupils will experience."

The parents also demonstrated that their fears were founded on previous experiences.

"I do not want the special school children to mix in any way with the children of the mainstream school. You do not know what the mainstream pupils are going to be like and the

terrible bullying that my daughter has experienced in a mainstream school before. I don't want her to have to go through that again."

Two of the parents also stated that the special school provided a '*safe haven'* where their child could be free from '*mainstream pupils' judgements*' and their child's needs could be met.

"When he was in mainstream school he had things really hard. Since he moved things are sorted now and he is a much happier child. This school is a safe haven for my child and the teachers take the time to think about each child's problems and to act accordingly."

A further parent comment also reiterated that the special school is better able to meet the needs of their children than a mainstream school (sub-category two) and that the move is not only unnecessary but will also cause distress and upset for their children.

"Because of my sons condition (he has ASD) a special school is without doubt the best place for him and moving schools will confuse and upset him no end. He'll never cope with all of that change and I don't think he'll be able to learn effectively in the new environment because the special school is especially designed for pupils like him."

The notion that provision in the new co-located school will in some way be inferior to that currently provided in the special school permeates the new sub-category in which comments which relate to the dominance of the mainstream and consequent disregard of the needs of pupils from the special school are assembled.

"I strongly feel that, yet again, the needs of pupils with special educational needs are being totally disregarded. It just constantly seems that our children are not as valuable as mainstream kids."

"There are no advantages but many disadvantages. The co-location is great for the mainstream school but the special schools pupils are very much the 'noblesse oblige' that is the thorn in the side of the education department both physically and metaphorically."

Six parents passed comments that implied that the mainstream school would both *'physically and metaphorically'* dominate the co-location through the physical size of the school on the site and the large pupil numbers and consequent resource demand in comparison to the special school. Parents expressed concern over equity issues in terms of resource and facility access and there were several mentions of the potential for the inhibition of the special school pupils due to the presence of their mainstream peers. These comments were often followed by disconcerted remarks relating to consultation as are detailed below in Template 4.

6.10: Template 4 - Special school parents feel that they have not been appropriately consulted on the co-location and there is a sense of helplessness with regard to parental choice.

Six of the parents that recorded a comment in response to Question 10 made some reference to the feeling that there had been a lack of parental consultation in regard to the co-location of the two schools. Invariably these parents questioned why there had not been more discussion with themselves prior to the decision being made.

"Why weren't the parents of children from the special school asked for their opinion before a decision was made?"

After speaking to members of the school's Senior Leadership Team and the associated BSF team I was unable to identify any recorded consultation with parents before the date that the questionnaire was distributed. I did gain a copy of one letter which had been sent home to parents informing them of the future co-location and urging them to contact the school if they required any further information. This questionnaire was distributed approximately two and a half years prior to the co-location of the two schools (see appendix 1d).

There were also frequent expressions of helplessness with parents commenting that although the co-location is not what they would choose they feel powerless to prevent the change in the face of large corporate companies and the Local Authority.

"I truly feel it is a big mistake to merge with a mainstream school but I cannot do anything to stop it. The Local Authority have gone ahead and made this decision without talking to us about what we want for our children and now there is money to be made at the cost of my child's education, wellbeing and happiness."

Two of the parents questioned the educational philosophy underpinning the move to co-locate and inquired about the potential success of the change.

"I don't understand why they can't just leave the schools as they are as the children are settled. Why do they need to make this change anyway? How do they know it will work?"
"I just hope they know what they're doing because it's my child's education at stake!"

Three parents drew attention to the fact that they had chosen to place their child in a separate special school and not in a co-located school and therefore that this move was against their preference of educational placement for their child.

"Because of my son's condition this is without doubt the best place for him and I chose for him to come here for a reason and I had to fight for a place for him a long time ago and now I have just been let down by the school and the Authority."

One of these parents questioned the extent to which his own knowledge about his child was valued by those responsible for the co-location reminding us of the writing of Allan (2003) and Forlin and Hopewell (2006) who urge educationalists to recognise the value of parents as the primary experts on their child.

"Also I chose a special school for my son and now he's being forced back into a mainstream even though I had to fight for his place. What about what I chose and what I think is best for my child?"

6.11: Discussion of methods

In appraising this research piece I must first turn to the issue of 'no response' from the mainstream parent group. The silence that resonated from the mainstream parent questionnaires could be interpreted in a number of ways. It is possible that the group genuinely had nothing to say on the issue or equally they may have been unaware of the co-location until receiving the questionnaire. This group of parents may not be concerned about the co-location, may openly welcome the change and therefore feel it unnecessary to make

any further comments, or equally they may not be bothered about the co-location and make no comment as it is disinteresting to them. The group may have made no comments as they believe the two schools will essentially be separate on the campus and therefore that their child will never be affected by the co-location. Alternatively my role as a senior member of staff from the special school may have inhibited responses, particularly those that were negative in nature that may have been perceived to be offensive to myself or socially unacceptable in some way. Equally the structure or wording of the questionnaire itself may have inhibited responses from this group. Without further investigation there is no way of knowing which, if any, of these explanations are applicable, and as the questionnaire was anonymous and no mainstream parent requested additional information or to be involved in further discussions about the issue or study it is not possible to make direct enquiries. Clearly this is an issue that could be further investigated by the management team of the mainstream school prior to the co-location, as no matter which of the above explanations are applied the apparent silence of this group of participants implies a certain distance between themselves and issues relating to the element of the rebuild that involves the co-location with the special school.

A key critique of this research piece has to be my decision to use questionnaire methods. In writing reflexively it is evident that interview methods would have been a more appropriate methodology and that following the initial low response from the mainstream parents in comparison to the special school parents it would have been justifiable to focus entirely on the opinions of the special school parent group from the outset. Aside from the obvious advantages of building rapport and reducing the aforementioned issues of literacy, a key advantage that may have emerged from an interview method is the opportunity to discuss definitions of the terms 'inclusion' and 'co-location' in depth with the parents so that I could write with more confidence with regard to parental perceptions of these two terms.

Parental comments about the levels and nature of inclusion to be achieved by the co-location were generally vague and often inaccurate with the parents being divided over the amount of time they were expecting pupils from the two schools to spend together and indeed the amount they appeared willing to accept. These misunderstandings could have been easily brought about by the equivocal and interchangeable nature of the language used by professionals and equally found within literature relating to the inclusion agenda. As indicated by Jones (2003, p.172) the terms 'inclusion' and 'integration' are frequently blurred and undifferentiated, and definitions of the contemporary term 'co-location' are continually evolving. Yet as demonstrated by Ypinazar et al (2004), these terms are having a real and significant impact on our educational practices and placements.

> "Definitions of inclusion and inclusive schooling are not universally accepted or agreed upon (e.g. Bines 2000, Slee 2000, Ware 2002). Lombardi and Woodrum (1999) questioned whether inclusion is a philosophy, programme or placement. Yet, these slippery and unstable words form the basis of policy documents impacting on students with a disability and their parents/caregivers. Additionally, these words and their attendant multiple meanings are reinterpreted and used by the various stakeholders in educational systems."
>
> (Ypinazar et al, 2004, p.431)

By asking the parent groups involved in this research to comment on issues such as inclusion and co-location I have asked them to consider the very real impact of obscure terminology on the education of their child and to use these terms to make judgements about imminent decisions that will continue to affect their children in the future. One certainty arising from this research is that using the language of inclusion and co-location as an integral part of the questionnaire has impacted on its validity. I cannot be sure of the

definitions attributed to these terms by individual participants and therefore cannot confidently make templates based on the data set. This issue may have been addressed through lengthy discussions with parents to agree definitions. Alternatively the provision of succinct definitions at the beginning of the questionnaire may have addressed this issue although this would have had the potential to bias responses or disguise misconceptions. Equally I could have used an alternative set of words but this would have been nonsensical given that the words used are those being used by the schools involved in the project and to use alternatives would have possibly generated further ambiguity. It is clear that above all the schools involved in the project need to attempt to agree a consistent and accessible discourse with parents so as to facilitate future discussions.

6.12: Discussion of findings

At the beginning of this chapter the importance of listening to and interacting with parents was discussed and accepted as a critical obligation. It was asserted that the opinions of parents should not only be heard but with all sincerity listened to. It is therefore a considerable obstacle to the co-location of the two schools that this research has shown the parent group with children in attendance of the special school to appear to hold concerns regarding the proposed arrangements.

Prior to exploring explanations for the parental attitudes uncovered in this research it is pertinent to note that the findings of this research are contrary to the findings of several previous research projects such as those undertaken by Kalyva, Georgiadi and Tsakiris (2007, p.296) whose research into the opinions of Greek parents of children with disabilities identify that 'most [special school] parents hold predominantly positive attitudes' towards inclusion,

which they argue is further verified by the writing of Tichenor and Piechura-Couture (1998), Gallagher et al. (2000), Guralnick (1994) and McCoy (1995).

Tafa and Manolitsis (2003, p.168) identify that 'parents of typically developing children are in strong agreement with the argument that inclusion has beneficial outcomes for typically developing children'. The mainstream parent group in this research piece were generally more positive than the special school parents about the co-location and their focus on the more practical issues identified through Template 2 appears to further verify this point in that it implies a lack of focus on the sharing of the site with the special school through which a lack of concern is inferred. It follows that if both parent groups, as suggested by the literature, were in support of steps towards inclusive education it would be easy to conclude that the co-location of these two schools is imperative given the assumption that co-location is perceived to be a step towards more inclusive placement for these pupils. However, with the findings of this study highlighting a difference in the opinions of the two parent groups and an apparent opposition to mainstream links on the part of the majority of the special school parent participants, one must consider more carefully the ethical dilemmas faced by the two schools. These dilemmas are further embellished by the literature which does support the findings of the study such as the writing of Leyser and Kirk (2004), Forlin and Hopewell (2006), Gibb, Tunbridge, Chua, and Frederickson (2007) and the findings of the more recent study by De Boer, Pijl and Minnaert (2010, p.177) which are most concurrent with the findings of this research as they identify that whilst the 'parents of typically developing children are positive' about inclusion it is the parents of children with special needs that are 'hesitant'.

I find myself here facing a critical dilemma due to my dual role as researcher and a member of Senior Management in the special school involved in the research. Whilst researcher effects have indisputably impacted on many elements of the research I am acutely aware of how I will be held accountable for the words I choose to place on this page. Clearly

relationships with the mainstream school are just developing and I wish to emphasise are valued highly by myself, however the findings of the research as they are make De Boer et al's use of the term 'hesitant' understated. Whilst I have made every attempt to phrase the templates emerging from this research in a positive manner the findings appear to make it undeniable that, whilst the mainstream parent group were more positive, the majority of the special school parent research group appeared simply to be more negative. In their questionnaires some of the parents were extremely forceful in communicating their disapproval of the co-location and dislike of mainstream education as a whole, which raises important issues for the management team of which I am a member. Due to my aforementioned dual role of teacher and researcher I find it somewhat uncomfortable to state that this parental preference appeared to be linked by at least 12 parents through their qualitative responses to some disillusionment with mainstream education.

> "The parents believed that regular education classes were not accommodating enough for their child and that the teachers could be overburdened when students with disabilities were in their classes. These parents were concerned with matters of class size, teaching conditions, and the demands of teaching to a diverse range of students."
>
> (Elkins, Kraayenoord and Jobling, 2003, p.144)

An example of this from the current research is a comment recorded by one parent on the back of his questionnaire which suggests that previous negative experiences of the mainstream have led some of this parent group to believe that their child cannot be accommodated effectively in a mainstream school.

"His old school didn't understand his needs. He was let down by the teachers and bullied by the children. I don't want him to go back into mainstream. It has already failed him once.

And I know that there are other parents whose children have had the same kind of experiences."

Flewitt and Nind (2007, p. 438) identified 'feeling safe' as a recurrent theme in their research into parental attitudes towards special and mainstream educational placement and Bricker (1995, p.183) argues that these are 'legitimate concerns' on the part of the parent. This notion is confirmed by Template 3 of this research wherein pupil safety emerges as an area of parental concern. Alongside this is trepidation over the quality of education that will be offered in the new school, the nature of the curriculum and the extent to which it will be fit to meet the varied needs of the evolving school population.

> "Parents also indicated that their anti-inclusion stance was due to the fact
>
> that regular classrooms focused on the academic curriculum, rather than on
>
> basic living or functional skills. It was the latter that they wanted for their
>
> children."
>
> (Elkins, Kraayenoord and Jobling, 2003, p.144)

This notion was verified by the comment of one parent as part of her questionnaire response.

"My daughter needs something different to what they offer in mainstream schools. The teachers at Penmeadow understand that, and so they teach her things that she needs in ways that she understands. She has blossomed since moving there... "

It is apparent that this research piece and the associated literature suggest that due to previous negative experiences the parents of children with special needs may mistrust the mainstream and retain fears of bullying leading to an inevitable lack of confidence 'in the

capacity of the schools to understand and effectively educate their children with special needs' (Elkins et al, 2003, p.143).

As the researcher and an advocate of parental involvement there was one thought that persistently recurred to me as I was reading through the questionnaire responses. Although at the time I could identify nothing tangible to substantiate my claim I simply had a sense from the wording selected by some parents that they had a belief that a special school is where their child 'ought' to go. A later trawl of the qualitative data offered six statements that could be interpreted in this manner, wherein parents worded responses which suggested, for example, that they wouldn't '*expect*' a mainstream school to meet the needs of their child or to '*put up with*' their child's behaviour. It seemed that some of the parents appeared to feel that their child had no place in a mainstream school, that they had no right to request one and that the special school was the place where children with the needs of their child *should* go.

This sentiment is perhaps explained by the writing of Runswick-Cole (2008, p.179) who explores the notion that parents who choose a special school for their child 'tend towards medical understandings of disability'. A special school, Runswick-Cole goes on to explain, is chosen by these parents as it contains more specialist staff and the opportunity for structured interventions and, she suggests, the possibility of 'a cure'. If indeed, as suggested by Runswick-Cole, the parents in this research accept a medical model of special needs above a social model it follows that they would prefer an environment that would focus on meeting their child's medical needs above their educational or social needs and therefore would perceive the special school as the place designed especially for their children and subsequently the mainstream as inaccessible. Following this premise, if one were to accept that it is their inclination towards a medical model of disability that makes this parent group choose a special school placement for their child, it would then be easy to dismiss the protests

of the group by arguing that their lack of experience of positive inclusive environments narrows their view points and therefore fails to consider the holistic needs of their children.

> "The British Council of Disabled People (BCODP) (2005) states that parents should not be able to decide on which type of education their child should receive. BCODP considers that all children with special needs must be supported to attend a mainstream school. BCODP suggests that many parents base their decision to choose special school on their inability to see that their children can be included in the mainstream; they lack experience of seeing children with special educational needs positively included in mainstream schools and the wider community, and they fear professionals."
>
> (Runswick-Cole 2008, p.176)

There is here a contradiction in the literature. It appears impossible to consolidate the above notion with a value system which attaches worth to parental agency and accepts every parent as the primary authority on their child and therefore recognises that if this parent argues that a medical need is their child's primary requirement that the school ought to accept this claim and attempt make appropriate provision rather than explaining away the opinion of this parent using the medical model and continuing to change the child's educational provision against the wishes of the parent. Furthermore it was clear from several of the parental comments that their child's safety, their happiness, an appropriate and socially based curriculum and interaction skills were perceived to be critical elements of the role of the school. The parents valued social interaction highly and although they referred to their child's needs, this was often in a social context, for example suggesting that others did not understand their child or know how to interact with them. So for this parent group the desire for the maintenance of a special education placement appears to be more related to 'security for their children' (Nes and Strømstad, 2006, p.371) than the futile pursuit of a 'cure'.

The findings of the research imply that the parents of pupils in attendance of the special school involved in the co-location have real and pressing reasons for anxiety over the forthcoming alterations to their children's educational placement and some of them feel angered and belittled by a perceived disregard of their opinions. Special school parents within the group identified that their child had previously experienced failure as a result of mainstream attendance and they identified that whilst the curriculum and teaching and learning styles of a mainstream school were inappropriate for their child they felt that the special school was well able to meet their child's educational needs. There was a sentiment that this parent group valued the educational opportunities offered by the special school highly and felt that the co-location of the two schools would in some way reduce the quality of this education. Lindsay, Dockrell, Mackie and Letchford (2005) identify that a focus on the physical inclusion of pupils with special needs into the mainstream has resulted in a failure to acknowledge education as a primary right.

> "The case for inclusion based on children's rights has often been argued as
>
> if inclusion were the only right."
>
> (Lindsay, Dockrell, Mackie and Letchford, 2005, p. 341)

Focusing entirely on mainstream placement could easily fail to consider the impact on the quality of education received by pupils and maintaining this educational focus is clearly an issue for this parent group. Farrell (2000, p.35) identifies that there is discord between the right of a child to be educated in a mainstream school and the right of a parent to choose a special school for their child. However, he questions 'Which parent would choose a placement for their child if it overlooks a 'human right'?' (Farrell, 2000, p.36). The unnecessary response to this question verifies that the parent group involved in this study are clearly holding their child's best interests at heart when they repeatedly express a preference for special school placement above co-location with the mainstream.

Further justification for parental preference of special school placement was found in the constant references to bullying made by the parents of the special school pupils. There is some degree of irony therefore that due to apprehension about bullying and a consequent desire to protect special school pupils from the mainstream that special school placement is sought to enable social inclusion for these pupils.

> "When parents find their children are being excluded, they look for a welcoming environment, and for some this means a special school…For some children and parents, in the current context, they are stuck between a rock and a hard place, and, ironically perhaps, it is a special school which becomes the only place where parents feel their children can be included."
>
> (Runswick-Cole 2008, p.178)

Fear and anxiety about bullying and a desire to offer a protective environment for their child is a driving factor in leading these parents to choose special school placement and these elements appear to be preventative of steps towards mainstream inclusion. Gibb et al (2007, p. 121) argue that parental anxiety is a considerable barrier to inclusion, and Evans and Lunt (2002, p.11) detail the comments of one participant in their research who states that 'parental choice prevents us from becoming more inclusive'. It is clear that were they fully accepted the anxieties of the parents participating in this research would simply prevent the co-location from going ahead. There is a dilemma then in balancing respect for the opinions of these parents with an acceptance of the values of inclusion. If one perceives co-location to be a step towards increasing the inclusive opportunities offered to this group of special school pupils, and inclusion is seen to be desirable by other stakeholders associated with the school, then consideration must be given to the management of this dilemma. Frederickson et al (2004, p.55) argue that 'support and communication can diffuse parental anxieties'. The special school involved in the co-location therefore needs to gauge the extent to which the concerns

of this parent group can be reduced through effective communication and whether this could

potentially result in a reduction of their aversion to inclusion with the mainstream school

resultant in a decrease in their apparent opposition to the co-location.

6.13: Summary

Table 6.4: A table to summarise the findings of the parent research

Template 1: The mainstream parents are more positive about the co-location of the two schools than the special school parents.	- The mainstream parents thought that 'improvements in teaching and learning' and 'opportunities for their children to learn with the special school pupils' were the most likely advantages of the co-location - The special school parents thought that 'the reduction of stereotypes' (number 5) was the most likely advantage of the co-location - Both parent groups were concerned about bullying and special school pupil safety on the larger site
Template 2: The special school parents want their children to continue to attend separate special school education	- Almost all of the special school parents wished to maintain their child's current special school placement - There were many contradictions and inconsistencies in the data reflecting either hesitancy or misunderstanding on the part of the special school parent group about the co-location or the language or expectations of the questionnaire
Template 3: Gathers together reasons for special school parental attitudes towards the co-location.	- Special school parents identified that they were concerned about the vulnerability and potential bullying of their child in the new co-located school - They were also concerned about whether the new school would meet their child's needs as well as the current special school - One parent was concerned that future educational and employment prospects were less good from the special school - Many special school parents felt that their right to choose a school for their child was being impacted on by the move to co-locate - There seemed to be a misconception that the co-location would mean a return to full mainstream placement for the special school pupils - There was some concern that the mainstream school would dominate the site due to large pupil numbers and physical presence
Template 4: The special school parents feel that they have not	- The special school parents feel that there has been a lack of consultation with them - Some special school parents expressed feelings of helplessness to prevent the move

been appropriately consulted on the co-location and there is a sense of helplessness with regard to parental choice.	• A small number of special school parents questioned the educational philosophy underpinning the co-location • Some parents identified that they had chosen to place their child in a separate special school and so the co-location is against their preference of placement for their child

Hodkinson (2012, p.6) identifies that the majority maintain dominance through processes of 'location and subordination' and so to move to mainstream inclusion 'necessitates a symbiotic relationship between the included and those who include'. It is possible that the concerns of this parent group could be brought to fruition in that the physical dominance of the mainstream school on this new site could put the special school 'out of the picture'.

Woolner, Hall, Higgins, McCaughey and Wall (2007, p.62 in reference to IDEA, 1970, p.20) argue that 'there must be extensive involvement of the parents in the planning as well as in the implementation of new build schools or 'the new school is doomed before it is even opened'. It is apparent that enabling parents to 'pick up the brushes' and become a part of the picture of the co-location of these two schools is a critical element of its success. As argued by Carrington and Robinson (2006) it is critical that the school moves beyond 'token parental involvement' and begins in earnest to give credit to the apprehensions expressed by this parent group. The school should examine these attitudes as fundamental barriers to the success of the co-location and consider very carefully the actions that might be taken to address these issues, change parental opinion and move towards the co-location with a group of parents who are confident that the new co-located school will offer pupils educational quality, increased inclusivity and absolute equity.

The following chapter outlines case studies of two co-located schools in order to raise the questions posed by these parents and previously by the pupils and staff groups, to see whether they are valid concerns and realistic expectations.

CHAPTER 7: A CASE STUDY OF TWO CO-LOCATED SCHOOLS

7.1: Introduction

This chapter reports and reflects on the findings of two small case studies. Each of these case studies focuses on a special school which refers to itself as 'co-located' in a variety of documentation for example on the school web site or in the school prospectus. Initially 13 schools were identified through an internet search for co-located schools in the Midlands area of the UK. After a period of progressive focusing (Murphy and Torrance, 1987) two schools were approached and consented to partake in the research. These schools were selected for three reasons: firstly as their locality made them more easily accessible, secondly as the schools had many similarities with the research focus school such as the number and range of needs of the pupils on role and crucially a site that is shared with a mainstream school, and thirdly the schools openly accepted the term 'co-location' as part of their definition of the school.

By conducting this section of the research I hoped to begin to understand what it means to be a 'co-located' school to individuals who already learn and work in co-located special schools and to use this understanding to verify or reject some of the concerns and expectations established through the staff, pupil and parent research sections presented in the previous three chapters of this thesis.

Pseudonyms are used throughout and for the purpose of anonymity the roles of staff are not always given.

7.2 Case 1: Cherry Fields School

The first of the case study schools, 'Cherry Fields', is an all age special school for pupils with Moderate, Severe and Complex learning difficulties (MLD, SLD, CLD). At the time of the study there were approximately 160 pupils on role. The site is shared with a mainstream primary school and this is the reason that the school refers to itself as 'co-located'.

When the schools were first constructed during the 1970s the primary and special schools were separate. They were housed separately, went by different names, wore different uniforms, had their own leadership teams and governance, and were divided by a fence. Essentially they were two separate schools that happened to be located adjacent to each other. However, recently a Children's Centre was constructed between the sites and a new nursery was incorporated as part of the design. This centre became a physical connection between the two schools with the nursery forming the most central hub. The two schools made a shared appointment of a nursery manager and it was at this point that they began to refer to themselves as co-located. It is this nursery that defines the 'case' for the first study.

Based on the perceived success of this co-location the two schools requested that they be part of the Local Authority's BSF project. The Authority agreed and at the end of 2011, using the established nursery model, the two schools co-located again onto a newer and bigger site that also incorporates a local mainstream secondary school. This case study was conducted prior to them moving to their new co-located site.

7.3 Case 2: Willow Fields School

The second of the case study schools, 'Willow Fields', was opened to pupils in 2006. It

comprises an all age special school with mainstream primary and secondary schools all sharing one campus.

At the time of writing Willow Fields also accommodated approximately 160 pupils most of whom experience SLD or Profound and Multiple Learning Difficulties (PMLD) and a minority of whom have a statement of SEN which defines their needs as 'Moderate' in nature.

Prior to moving to their current co-located site the special school shared a campus with a mainstream primary school. Although some links were in place, such as the sharing of a minibus and occasional project days, the two schools were largely separate and were accommodated in two separate buildings. This is entirely different to the new site in which, to all intents and purposes, there appears to be only one school. It is not until one is inside the school that one is able to distinguish where the boundaries between the schools lie.

Each of the three schools has its own SENCO but there is one 'Head of Inclusion' who is responsible for coordinating inclusive links across all three schools. This member of staff is based in the special school.

Unlike Cherry Fields School, Willow Fields did not request their move to their new co-located school but instead were requested to move by the Local Authority after it was deemed that their original school building was no longer fit for purpose. In the words of the current head teacher of the special school the Authority '*perceived co-location as a step towards more inclusive practice*' and set out to design and build an '*inspirational school which could model good practice in co-location*' and could begin to explore the potential of the 'Extended School' concept (Wilkin, Kinder, White, Atkinson and Doherty, 2003, p.5), which 'places the school at the centre of the community'.

A diagrammatic model of each of the case study schools is available in Appendix 5a.

7.4: Research questions

This chapter details the opinions of individuals who already teach or learn in one of the two co-located case study schools, and so the following three research questions are considered which were originally stated in Part 12 of the introductory chapter:

Question 2) What research methods enable a researcher to effectively and ethically conduct research with children with SEN?

Question 4) What can we learn from schools that have already been co-located?

Question 6) What are the potential challenges of co-location and are there ways in which these may be overcome?

7.5: Methodology

The reader will already be aware of my own dual role as a researcher and senior teacher in the special school which is the focus of this thesis. On a practical level this dual role has had a significant and unfortunately limiting impact on the nature of the reported case studies. The case studies were undertaken at a time when the co-location of my own school was imminent and therefore my role in the school was pressing. For this reason time became a real issue and although I had initially intended to spend extended periods of time in each of the two schools this became a physical impossibility. As discussed in the introduction to this thesis (Chapter 2, Parts 9 and 10) there is an acceptance of constructivist, interactionist and interpretivist approaches underpinning the research approach, accepting participants as 'meaning makers' (Goldbart and Hustler, 2005) who not only construct their own understanding of a situation but also seek to influence and interact within that situation according to their understanding

of it. I was therefore in a situation where my own philosophical and theoretical beliefs were at odds with the methodological decisions I was making. For example I had hoped to become fully immersed in the case study schools, undertaking participant observations over a long period of time resulting in a case study that was ethnographic in nature. However, on a research planning day in Cherry Fields School I found myself planning a detailed schedule with my key contact which would dictate who I would interview and observe, when and for how long. I felt desperate to pack as much as possible into the week and felt that this would only be feasible if I were to adhere to a strict and quick moving schedule. However, during my first observation I found that this simply could not be the case as within five minutes I had scrawled notes all around the edge of my prepared schedule and found myself sitting amongst a group of special school pupils interacting with them about their relationships with their mainstream peers. Similar to Jones and Somekh (2005) I had discovered that observations were as much about me as they were about the participants. As reported by Jones and Somekh (2005, p.138), 'what is observed is ontologically determined' and, they go on to argue, observation is 'necessarily, a product of choices about what to observe and what to record'. After completing the two case studies I would like to suggest that there is less conscious 'choice' than one might initially anticipate and that the word 'how' may well substitute 'what' in their sentence. For me it became necessary to acknowledge through reflexivity (Goldbart and Hustler, 2005) my own place in this research and to recognise how my own presence was perceived by others whilst attempting to describe and understand the case from my own perspective and the perspective of those more intimately connected with it. I could not detach myself from the case when I was so clearly part of it. Not a 'participant-observer' in the strictest sense of the phrase but clearly a 'participant' in the thing that I was observing in the sense that I was influenced by and had influence on the case and subject in hand. For these reasons in my report of the two case studies the reader will observe an

amalgamation of descriptive and reflective writing alongside the actual reported comments of participants that will hopefully allow the voice of the participants to be heard without being 'too filtered by my own lens' (Goldbart and Hustler, 2005, p.17).

Thomas (2011, p.93) offers a useful descriptive framework for discussions around the nature of the case study. Using these categories the two case studies presented here could be described as 'key cases' as they are exemplary of co-located schools. However, distinguishing the 'purpose' of the studies is more difficult. Thomas offers the terms 'Intrinsic, Instrumental, Evaluative, Explanatory and Exploratory' as the purposes of undertaking the case study. The studies are clearly not 'Intrinsic' as there is another purpose for undertaking the studies other than pure interest. It is hoped that the information gleaned from the case studies will inform future practice in my own school which makes it 'Instrumental'. However, the studies are 'Evaluative' in that, albeit from a personal perspective, I will be searching for the effectiveness of the co-location in terms of the inclusion of pupils with learning difficulties, and equally the studies will be 'Explanatory' as I will be searching for explanations of the perceived success or failure of these inclusive activities. The final descriptor in the 'Purpose' category is 'Exploratory', and as I am undertaking the studies to search for answers to professional questions currently facing my own school, it must be accepted that there is also an exploratory element in the purpose of the case studies.

Thomas (2011, p.93) goes on to offer the category 'Approach' in which the phrases 'Testing a theory, Building a theory, Drawing a picture, Experimental and Interpretative' are presented. There is an extent to which the case studies will help to 'Build a theory', to construct a series of ideas which could be used as a basis on which to step forward with the co-location of the focus school, and as prior to the case studies I had no experience of participation in a co-located school, a current 'theory' does not exist per se. The write up will

aim to 'Draw a picture' that enables us to distinguish between the two schools but as described above will also be undertaken within the 'Interpretative' framework.

Less complex then is the 'Process' (Thomas's third category) through which this 'multiple' case study could be described as offering a 'snap shot' due to the specific nature of the time constraints within which it is undertaken.

The introduction to this thesis commented on the notion of 'Complexity Theory'. Case study methodologies appear to link quite neatly with theorizing associated with Complexity. In particular I refer to the writing of Morrison (2008, p.28) who identifies that every 'system', or in this circumstance the term 'case' may be substituted, should be viewed holistically 'as having its own ecology of multiple-interacting elements'. In using the term 'ecology' Morrison brings to mind the workings of a biological organism, and to think of a 'case' in this manner means accepting that the case is not a solid and definable 'container' as discussed by Thomas (2011, p.12) but instead a sprawling functioning mass which constantly evolves and is only 'contained' by the limitations set by the researcher or, equally one might argue, by the limitations of the researcher. Based on this premise the 'cases' presented here can only be assumed to be a minute snapshot of the bigger picture of each of these schools, and no matter how thick or rich the description, in focusing on the actions, behaviours, comments of one individual or element of a case, the researcher is inevitably disconnecting it from the whole complex entangled web of human interactions, thoughts and emotions. Complexity theorist Morrison (2008, p.32) urges us to question our definitions of what constitutes 'the realm of a class or an individual'. In this circumstance I would also urge the reader to consider what constitutes the realm of a 'case'. In stating that the 'case' that is the focus of this study is a school, where should the boundaries of this case lie? Furthermore in studying the actions, comments and behaviours of any individual moving within that case, where should the research line be drawn, and should every individual be perceived as more than the

person that they appear to be in a single 'case'? Boundaries must unavoidably be drawn around a case, but it is also necessary to acknowledge that these boundaries are like dams on an overflowing reservoir and that life will seep fluidly over the top of them. I endeavour in this chapter to give the reader an *impression* of two co-located schools and the experiences of some staff and pupils who move within those two 'cases'. The 'case' presented can only ever be the tip of an iceberg, in the same way that a half hour observation can only ever show a diminutive element of a whole person when what constitutes that person is possibly infinite and certainly immeasurable.

Unfortunately I should add the lack of interaction with parents gives particular poignancy to this theoretical standpoint. The lack of parental involvement in this section of the research is a shortcoming of the study unavoidably and regrettably caused by the boundary drawn around the cases by time limitations and the amount of people I was able to interact with during the designated time periods. The limited time period in which I was in each of the schools meant that I had to make some difficult decisions regarding what parameters to draw, and as both schools seemed reluctant to arrange for parents to come in to meet with me I decided not to follow up the research with the parents. On reflection it would have been quite easy to arrange to send out a copy of a questionnaire not dissimilar to that used in the parent research in my own school, and were I to repeat this research piece this is certainly an action that I would endeavour to take so as to include parent voices into the case study research.

7.6: Methods

For the purpose of clarity the term 'case' throughout this study will be used to refer to the special school and its identified points of interaction with the mainstream primary and

secondary schools with which a co-location is formed. In particular this will include those staff and pupils who traverse the two schools.

One full week was spent in each of the case study schools. This was followed up by a one day visit in which the findings of the research were discussed with the individual who had been the key contact throughout the research. In both cases this key contact was identified through initial contact with the school. This person was chosen as they were most aware of the links between the special and mainstream sections of the school. For 'Cherry Fields School' this link was 'Sadie'. Sadie was the deputy head of the school and quickly emerged as the individual most involved in the establishment and maintenance of links and in the monitoring the success of inclusive placements for individual pupils. In 'Willow Fields School', 'Kim', the 'Head of Inclusion' was identified by the head teacher as the individual with formal responsibility for links with the mainstream school.

A broad range of methods were used throughout both case studies namely: interviews, shadow study observations (Jones and Somekh, 2005), informal discussions, pupil researchers (for example Bland and Atweh, 2007) and the use of my own research diary (Altrichter and Holly, 2005). Although an initial timetable was drawn up both schools were accommodating and allowed me to spread beyond the parameters set by these timetables so that I could follow the research wherever it led me. Timetables which overview the actual research methods employed are given in Appendix 5 (Parts b and c).

There were two purposes for my employment of these methods. Primarily I needed to obtain, as quickly as possible, a good understanding of the practical workings and nature of the case study schools. I needed to understand for example the range of pupil needs, the structure of the school day, the organisation of management systems and the arrangements for inclusive activities as well as identifying key personnel who could bring important insight to the research. Secondly I needed to direct the research so that it was beginning to uncover

answers to the research questions established by the research piece. In both cases this was achieved by spending half a day prior to the research with the person identified as my key contact. During this time we discussed quite specific practicalities regarding the research and the workings of the schools and tried to make sure that a timetable was established that allowed me to access both the things I wanted to see and the things that they wanted to show me.

In order to achieve the second of these purposes a set of questions was established based on the templates which emerged from the previous research pieces with the staff, pupils and parents and also on my own curiosities about the schools. These questions (listed in Appendix 5d) were used informally as a guide to all elements of the research, for example, they would be on hand in interviews so that I had a starting point, during observations to keep my notes focused on the research topics and at the end of a day so that I could go back and discuss something informally if I thought that an individual's response might be interesting or informative.

The interviews were all informal and open ended. Although I used digital oral recording of all of the interviews, wherever possible I set them up informally, sitting beside the interviewee instead of in front of them, chatting casually for a while before beginning to ask any questions and wherever possible avoiding asking any direct questions but instead encouraging the interviewee to tell me their story or their experiences of being in a co-located school (Lewis, 2004 and Waite, Boyask and Lawson, 2010). Although on two occasions interviewees were less forthcoming, I found that by explaining that my own school was being co-located and that I was interested in their experiences of going through this process, very few other questions were needed and 'free narrative' (Milne and Bull, 2001) was established easily, possibly because I lowered my own status as a researcher and established the interviewee as the expert on the subject having already experienced the topic being discussed.

The interviewee would then begin to talk about the things that most excited or challenged them and in doing so would refer to many elements of the established list of questions. As it was not necessary for every participant to comment on every question I would let the interview run its course naturally and only raise questions if I thought the interviewee would be able to talk about them confidently or would have experience that was particularly relevant.

Four of the observations were unstructured shadow studies (Jones and Somekh, 2005) wherein I would trail one child throughout the course of a given time period, observing them in their special school classroom, at break, in their mainstream placement, at lunch and on occasion through to the end of the day. I was open with the child that I was observing them and obviously sought consent from them and their parents to accompany them (see Part 7 for additional details). Through the course of the observation there would be times when I would sit with the child and discuss their school day and times when I would observe more formally from a distance.

I also undertook eight informal and impromptu snap shot observations simply because I had the time or was in a situation that struck me as valuable. These included some lesson observations, some play and lunch time observations and also some observations of other children that were present during my shadow study observations.

All of the notes that I made through my observations were stream of consciousness field notes (Spradley, 1980) and would involve the verbatim recording of speech and also details of 'critical incidents or events' (Cohen, Manion and Morrison, 2007, p.404) which 'typified or illuminated' the actions of the observed. These notes were kept at four levels, primarily the raw notes made in situ which would then be expanded immediately after the observation by my own recall of events. A research diary was kept in which I recorded my own reactions, questions and issues with the observations and also an on-going analysis and critique of what

I had been doing and events that I had observed. This is comparable with an overview given by Cohen et al (2007, p.407) in which they cite Kirk and Miller (1986) who argue that observers should keep 'four sets of observational data' so that the reliability of note making is increased.

Alongside the more common case study methods a unique feature of the research was the presence of two pupil researchers. Following on from the pupil research outlined in Chapter 5 the two pupil researchers were amongst a group who expressed an interest in visiting other co-located schools to find out about the perceived advantages and challenges of co-location. Transport limitations meant that I was only able to take two pupil researchers with me to the co-located schools and these pupils were simply selected as they were the first in my class to return signed consent forms for participation in the research and off site visit.

The pupil researchers were given free rein to design their own research, from the selection of methods, the design of questions and the selection of participants, although there were some obvious context linked limitations such as the availability of staff or pupils and the structure of the school day (additional details of how they were supported in doing this are given in Part 15 of this chapter). The pupils chose to do structured interviews and simple observations and by my request recorded their findings in research diaries and using a simple microphone device which enabled them to record their interviews and also to make their own observations without the challenge of having to record their comments in writing. Their findings are incorporated into the overall research findings so as to give them the equity of voice aspired to in previous chapters.

There are some obvious challenges to working with pupil researchers, for example those staff interviewed by the pupil researchers may well be sensitive to their emotional needs and thus speak more positively about the co-location than they normally would or equally could simplify their comments to the degree that critical elements are lost. In order to counter this

issue I decided to conduct the research myself over the first four days then make the fifth day a 'pupil research' day and devote this day to empowering the pupils to undertake their own research whilst observing them. In doing so I could reflect on their findings, their reaction to the two case study schools and the method of using pupil researchers itself.

A summary of the research methods, participants and methods of recording the data collected is given below in Tables 7.1 and 7.2 which identify how the methods were used in each of the case study schools.

Table 7.1: The methods and participants in Case Study 1

Method	Quantity	Recording method	Participants
Informal Interview	9	Filmed and transcribed verbatim	• Head of special school (twice) • Deputy head of special school(twice) • Key stage 3 teacher involved with mainstream links • School Governor • 2 teachers who teach shadow study children (interviewed separately) • Nursery manager
Informal Discussion	4	Researcher notes made with quotes verbatim	• 2 Teaching Assistants (TAs) who support shadow study pupils (separate discussions) • Deputy head of special school • Head teacher of special school
Shadow Study Observation	2	Field notes	• 2 children who moved between special and mainstream environments (separate observations)
Informal snap shot observations	4	Field notes	• Play time interaction • Dinner hall interaction • 2 Lesson observations
Informal Group Discussion / Interview (staff)	1	Researcher notes made with quotes verbatim	• 3 key stage 4 and 5 special school teachers involved with mainstream links
Informal Group Discussion / Interview	1	Researcher notes made with quotes verbatim	• Group of 6 special school pupils involved in mainstream links

Method	Quantity	Recording method	Participants
(pupils)			
Pupil Researcher Interview	2	Audio recording transcribed verbatim by pupils with researcher support	• Head teacher of special school • Deputy head of special school • Early years teacher involved with links
Pupil Researcher Discussion	2	Researcher notes made with quotes verbatim	• Nursery manager • Group of 5 special school pupils
Pupil Researcher Observation	1	Pupil researcher notes made post observation	• Of nursery group at break time
Informal Interview with Pupil Researcher	1	Researcher notes made with quotes verbatim	• My interview of pupil researchers

Table 7.2: The methods and participants in Case Study 2

Method	Quantity	Recording method	Participants
Informal Interview	7	Filmed and transcribed verbatim	• Head teacher of special school (twice) • 2 Teachers of shadow study children (separate interviews) • Deputy head of special school • Mainstream teacher who teaches 2 special school pupils • Final interview with head of special school and head of inclusion
Informal Discussion	5	Researcher notes made with quotes verbatim	• Special school pupil who has moved between two schools • With TAs supporting shadow study child (separate discussions) • Head of inclusion (twice)
Shadow Study Observation	2	Field notes	• Two children moving between two schools (separate observations)
Informal snap shot observations	4	Field notes	• Play time interaction • Dinner hall interaction • 2 Lesson observations
Informal Group Discussion / Interview (staff)	5	Researcher notes made with quotes verbatim	• Group of 4 TAs who move between the two schools • Group of 3 mainstream teachers involved with inclusive links • 2 teachers who swapped school for a term • 3 SENCOs – one from each area of the school

			• 2 special school teachers involved in arranging inclusive links
Informal Group Discussion / Interview (pupils)	1	Researcher notes made with quotes verbatim	• With group of 6 special school pupils involved in inclusive links
Pupil Researcher Interview	2	Audio recording transcribed verbatim by pupils with researcher support	• Head of inclusion • Head of special school
Pupil Researcher Discussion	1	Researcher notes made with quotes verbatim	• 6th form pupil group of 5 pupils
Pupil Researcher Observation	1	Pupil researcher notes made post observation	• Pupil break time where special school pupil was in the mainstream playground
Informal Interview with Pupil Researcher	1	Audio recorded and transcribed verbatim	• My interview of pupil researchers

7.7: Sample

As demonstrated above in Tables 7.1 and 7.2 there was a spread of participants in the sample of the two case study schools including the head teachers, groups of pupils, and individuals who were included as it was apparent that they might have a different perspective to contribute. Some of the participants were identified prior to the research through conversations with my contacts in the schools, for example most of the informal interviews were pre-planned, as were the pupil group discussions and the four shadow study observations. Other participants emerged through the course of the research and many were impromptu such as many of the informal discussions which would sometimes occur spontaneously through an individual asking me about the research. In these instances consent was always sought separately for the conversations to be entered into the data set.

In total there were 20 formal participants in the sample for case study one and approximately an additional 160 who were present for example during informal observations (such as the dinner time and play time observations). There were 33 formal participants in case study two again with an approximate 160 additional participants who were present during observations.

The sample raises obvious ethical concerns regarding consent. In order to address these concerns I sent letters to all parents and all staff in both case study schools introducing myself and explaining the purpose of the research. I asked them to contact a named person in school if they did not want themselves or their children to be observed and guaranteed that were they/their child to be observed formally that I would contact them again for additional consent for the data to be included. These actions were in line with the research policies of both schools and I only had positive feedback from staff and parents in both circumstances so assume that these actions were satisfactory. In the case of the four shadow study observations additional consent was sought prior to the observation from the child, their parents and their teaching and support staff as it was known that these observations would be taking place and so consent could be sought in advance (for examples of communications see Appendix 1e).

7.8: Analysis

The case studies produced a mass of data which varied from thick description to reflexive comments to direct quotes from participants. The data was rich and diverse and it has been difficult to make choices about what to include here, to distinguish that which is relevant from that which is interesting and to make decisions about which of those factors are most important. For this reason the analysis process was lengthy and a very personal undertaking, fraught with the challenge of identifying actual description with personal interpretation of a

given event and of course the grey area that lies between these. The analysis of the data set is discussed in Chapter 2.3 and demonstrated further in Appendix 6a.

The data from the case studies was initially analysed separately to enable templates to emerge from each of the different schools. These templates were then combined so that comparisons could be drawn between the two cases and the emergent templates tested on the other case. Initially over 80 working templates emerged which became unmanageable (see Appendix 5e). By searching for links within these templates and between the two schools certain common themes were identified. These tended to be broad umbrella terms such as 'discrimination' or 'staff' which aided the process of beginning to chunk the bulk of the data into smaller more manageable portions. Through repeating this process nine times a set of eight key templates emerged that were consistent across both school data sets but I also had to be careful not to omit pieces of data or one off incidents that seemed to be contra to the emerging findings or were 'critical incidents or events' (Cohen et al, 2007 p.404) which occurred only once but were particularly prominent, controversial or telling. I found that a better overall picture of co-location could be drawn by looking at the two data sets together as a whole but labelling any templates which linked or were distinct to one particular school. For this reason the findings of the study are presented in this same manner below.

7.9: Findings

Essentially eight templates emerged from the data set, however due to the absolute mass of data I feel it is necessary to take that process of analysis one step further to give the reader a better overview of the data set as a whole and to guard from losing meaning in the translation from raw data to the template set. For this reason I have presented the templates overleaf in Table 7.3 alongside a set of related assertions. For the purpose of clarity 'templates' here

refers to the headings that emerged from the data set and were used to sort the data, whereas 'assertions' is used to refer to a set of statements linked with the templates which are essentially a hypothesis or summary of each of the key points within a template and demonstrative of the questioning approach that it is necessary for both myself and the reader to take.

As the data set is extensive it is not possible to discuss every element here at length but it would also be inefficient not to consider in depth some of the most poignant elements of the research. For this reason I have made the decision to focus on particular elements of the data and to omit others. The first template is omitted as it simply provided background information on the two case study schools such as their size and the nature of pupil needs alongside practical issues such as parking and colour schemes. These elements do not really contribute to our understanding of co-location as a form of educational placement. The second template is also omitted as it gathered together any lengthy examples that were given by participants. Whilst this data was interesting there was usually one or more key reasons that the individual was citing an example and these more summarised sentences are included in the remainder of the data set. The third omitted template is Template 8 which again focused on practicalities and did not really contribute to the bigger concept of co-location that we are trying to understand. The assertions shaded in Table 7.3 will be the focus of discussion.

There are a number of overlapping themes which connect elements of different templates and assertions. For this reason the templates are simply presented here in the order that appeared as the most logical to present to a reader that would enable them to make sense of the mass of data. For this reason the Discussion and Findings section are also amalgamated here unlike in previous chapters. I hoped that by taking these actions I would be able to use my authorial voice to better guide the reader through the data set, identifying connections to

other participant comments or relevant literature sources immediately so that themes could be dealt with in an accessible and logical manner. Throughout the discussion the relevant templates and assertions are duplicated in shaded boxes by way of signpost for the reader.

Table 7.3: A table to show the templates and assertions that emerged from the data set

Templates	Related Assertions
Template 1: Background information and Practicalities.	1) There may be frustration due to non-educational issues such as parking and colour schemes.
Template 2: Positive Examples of inclusive activities	
Template 3a: School based issues - Teaching. Template 3b: School based issues - Learning.	2) Co-location can raise many challenges for teachers and the leadership team. 3) Co-location may provide opportunities for staff to work together and learn from each other. 4) Co-location offers an opportunity for flexibility in curriculum design and opportunities for personalised learning.
Template 4: Philosophy, Values, Vision and Ethos.	5) The vision and ethos of the Senior Leadership Team plays a critical role in making a success of the co-location. 6) There is a perceived need for togetherness and equally for separation.
Template 5: Community and Social Impact.	7) The co-location can impact positively on pupil attitudes to disability and those held in the broader community.
Template 6: Discrimination.	8) Currently social attitudes prevent full mainstream inclusion. Co-location can support steps towards this change. 9) Discriminatory attitudes and language must be challenged in an open, sensitive and immediate manner.
Template 7: Parents.	10) 'Catching a SEN' – the challenge of parental, staff, pupil and community prejudice.
Template 8: How challenges have been overcome and practical solutions.	

7.10: Discussion and Findings

7.11	Template 3a: School based issues - Teaching.	Assertion 3: Co-location may provide opportunities for staff to work together and learn from each other. Assertion 4: Co-location offers an opportunity for flexibility in curriculum design and opportunities for personalised learning.

The members of staff from both Cherry Fields and Willow Fields Schools were overwhelmingly positive about the benefits of co-location for the staff in the school. Members of staff from both schools identified that opportunities for staff members to work together and learn from each other was one of the most significant advantages of their co-located status.

*"I think that when you have a special school and a mainstream school together it's really good because you have a chance to share your differences and to learn about each other. You can share the teachers' specialisms and everyone can have more opportunities to learn different things in different ways." (*Deputy, Cherry Fields School, Pupil Researcher Interview)

Similarly members of staff from both schools also identified that in working together in this manner they were able to use the co-location of the two schools to provide a curriculum that was flexible and opportunities for learning which were more personalised than what could be offered were the schools on entirely separate sites.

"The main advantages of being on a co-located site I think is the fact that we can tailor make personalised inclusion packages to meet the needs of individual pupils. ... This is not a 'one size fits all' approach to education." (Head teacher, Willow Fields School, Interview)

This point is further demonstrated by the comments of the deputy head of Cherry Fields School in reference to a previous pupil 'Robbie' who moved successfully through a dual placement to enter into Higher Education (Appendix 5f).

I was able to witness the personalisation of the curriculum across two co-located schools through my observation of a young man called 'Jay' who attended the nursery at Cherry Fields School. I was introduced to Jay as 'a very special visitor'. He generally ignored me and dashed about in the soft play and sensory room, happily doing his own thing. I was informed by one of the members of staff that Jay had needs which are 'related to ASD' (Autistic Spectrum Disorder) and that social interaction was his primary area for support. At the beginning of the observation (reported in full in Appendix 5g) Jay left the classroom and entered into the playground where members of both the mainstream and special schools were taking part in outside free play. The thing that most struck me through this observation was that Jay's needs were being carefully met by a team of teachers who were very aware of his needs and willing to work together to provide a curriculum and placement arrangement that was specifically tailored for him as an individual. It was clear that this meant considering, not only his academic needs but also his social abilities. The staff had obviously supported Jay well as he moved fluidly and happily between the two schools, evidently confident and comfortable with transference between the two spaces. In both areas he was greeted by staff who were knowledgeable, not only of the typical needs of pupils with ASD, but of Jay as an individual and were clearly considering these specific strengths and needs in their interaction with him and their planning for him within the context of the two classes. One member of staff commented that the teachers met at least once a week to plan for the following week and to discuss the 'learning opportunities' that they were able to offer each individual within the nursery. Although this sentence is paraphrased I hope that it reflects the positive outlook that the staff group communicated to me in the time that I spent with them. They appeared to

genuinely relish the challenge of differentiating as broadly as possible and were keenly aware of the minute alterations that they could make to bring about the best possible opportunity for learning for each individual in their care.

7.12	Template 3b: School based issues - Learning.	(Assertion 2: Co-location can raise many challenges for teachers and the leadership team).

The issue of differentiation was one also raised by some members of staff in Willow Fields School. However, here a different approach appeared to be taken.

"It's hard for a mainstream teacher to differentiate to include [all] *pupils...Once a child's needs cannot be met by the curriculum being delivered in a school – well what happens then? How much differentiation can we reasonably ask a teacher to do?"* (Head teacher, Willow Fields School, Interview)

I was introduced to Brandon, a year 5 pupil statemented as having ASD, at the beginning of day two of my time in Willow Fields School. My observation appears to reflect the attitude of the head teacher outlined above. At the beginning of the observation Brandon shook my hand shyly and said 'My name Brandon. Please meet you.' He gestured to a chair on the same table as him but when I sat down he turned slightly away from me and sheltered the jigsaw he was completing from my view. I took the hint and moved my chair further away. This seemed to work and he turned back towards me and said 'You come with me today'. His intonation was such that I was unable to distinguish if this was a question or statement. I replied 'Yes. Will you show me the other school?' Brandon nodded and returned to his jigsaw. Without warning Brandon suddenly pointed to the clock, stood and exited the room. A gesture from the TA indicated that I should follow with her. Appendix 5g documents the

observation that followed. I then proceeded to follow Brandon through the course of his school day. I observed him in class, at break and in the dinner hall. It struck me that Brandon was particularly adept at searching for clues about what he should do in different social circumstances and when he was not being flanked by his TA he was quite successful in beginning to interact with the rest of the group. When we compare the mainstream experiences of Brandon with those of Jay (given in Appendix 5g) it is apparent that there is a stark contrast. Whilst Jay experiences a curriculum that is differentiated individually for him, delivered by professionals who are acutely aware of his needs and work together to try to meet these, Brandon is trying to fit into the mainstream model provided by the link school.

Although he is viewed affectionately by the teacher the responsibility for the quality of educational provision made for Brandon is reliant on the differentiation and actions made by his TA, 'Sue'. It is clear that Sue knows Brandon well and is very capable of making extremely sensitive responses to his social and academic needs however in reflecting back on my observation I am left to question the extent to which this responsibility should lie with a TA above a teacher. The head teacher of Willow Fields School questions 'how much differentiation we can reasonably ask a teacher to do?' and I would concur that there must be a limit to the capacity of one individual to successfully meet the full spectrum of needs. Gibb et al (2007, p.121) comment on the writing of Walberg (1993) who reported that 'in order for an included child to make academic progress there was a need to match instruction closely to their individual needs'. However, Gibb et al (2007) also go on to cite Baker and Zigmond (1995) who report that they 'rarely saw adaptations focused on an individual child'.

Hart et al (2004, p.35) offer an alternative way of looking at differentiation in 'Learning without limits' wherein they suggest that rather than focusing on individual ability and need teachers should explore the 'power of pedagogical inventiveness to bring about significant changes in existing patterns of achievement'. They refer to an article by McDermott (1996)

entitled 'The acquisition of a child by a learning disability'. In my research diary I speculated the degree to which Brandon's label of 'ASD' inhibited the teacher's confidence in differentiating for him. Whilst the rest of the lesson was well planned and clearly differentiated it seemed that a few miniscule actions on the part of the teacher could have been extremely enabling for Brandon, such as the provision of a buddy system or by asking the Willow Fields TA to lead a socially based version of the task in hand with a small group of pupils who would be able to learn together and support each other. In this observation it also seemed to me that the presence of the Willow Fields TA was removing the teacher's responsibility for Brandon and despite her best efforts her presence was physically separating him from his peer group and potentially contributing to the limited interactions Brandon was able to undertake. Nevertheless it was also apparent that Brandon took a lot from his time in the mainstream school. In the small amount of time that I spent with him in the special school Brandon did not interact with other pupils at all and I was told by Sue that this is invariably the case as the needs of his class group are largely more profound than those of Brandon and therefore, even when he does seek interaction, there is a limit to the feedback he is able to receive. In the mainstream school Brandon is learning new models of behaviour, searching for social cues and reading social situations, all of which are critical skills for an individual with difficulties relating to the autistic spectrum. Brandon is hearing complex language structures and beginning to move within certain social circles even if this is currently at the periphery. It was unmistakable that Brandon wanted to interact with his peers and I concluded in my research diary that given appropriate support this could become a more likely reality for him.

In reflecting back on my observations of Jay and Brandon I was left sitting on the proverbial fence with regard to co-location as a form of educational provision. Whilst I had observed the potential of co-location to specifically target the individual needs and strengths

of an individual I had also observed a scenario in which, whilst individual needs were not the responsibility of the class teacher the advantage of mainstream over special school placement had become apparent on the level of social interaction. However, Farrell (2006, p.2) reminds us that 'the prime feature of schools cannot be inclusion; it must be education'. After observing Jay and speaking to the leader of the Cherry Fields Nursery 'Dan', I had recorded in my research diary how I had been given the impression that times of togetherness and separation were actively planned for and specifically used for the gains of the individual child (Appendix 5h). The one thing that I took from this reflection was that similarly to Farrell, Dan was talking about education. He was using the co-location to consider very carefully what the best possible educational opportunities were that the staff could offer to each individual pupil. He used 'education' in the broadest sense of the word to mean learning of both an academic and social nature but nevertheless his focus was clearly on extending the opportunities on offer in the nursery through the use of their co-located model. What was also apparent to me in Dan's comments was not only how passionate he was about the possibilities of the co-located model but also how at ease he was in describing the pedagogical implications of working in such a way which led me to question whether this confidence could be found in the comments of the other staff I had met over the two case studies.

A number of challenges relating to teaching in a co-located school were raised by staff that I worked with throughout the case studies. Not least were practicalities such as parking, uniform, time and timetabling issues. However, by far the most frequently mentioned issue related to the need for Continued Professional Development (CPD) and indeed improvements to Initial Teacher Training (ITT) (See Appendix 5i for examples). As identified through my observations of Jay and Brandon, the issue of differentiation is paramount but in order for teaching staff to be able to identify, plan and teach for individual differences, they must feel

confident to do so. This confidence comes from a mixture of experience, support and training and although these factors are evident in the earlier comments of Dan they are not necessarily so evident in other staff comments.

"The problem is that for many people it [SEN / inclusion] *is their uncomfortable area and that there is a certain fear factor - a fear of the unknown. People don't want to say or do the wrong thing but don't necessarily know what the right thing to do is as they have no training or experience of this. So it just becomes a circle of fear really. But it seems to me that working inclusively actually helps you as a teacher to learn to think creatively and to begin to acknowledge the individual strengths of every pupil so then not only do your special needs kids benefit but your entire class do."* (Senco, Willowfields, Interview)

Further staff comments (cited in Appendix 5i) reflected on the consequence of an absence of this form of training by referring to the ignorance and prejudices that may be present in the attitudes of some teachers. It seems that these prejudices can exist within both mainstream and special schools and, as demonstrated by the emotive language choices made by the Willowfields Senco, can actually pose extreme personal and professional challenges that can be a discomfort and an embarrassment. In co-locating a mainstream and a special school it is apparent that in both schools there is a need for introspective and responsive leadership teams who are aware of the personal challenges being faced by their staff and are willing to invest time and funding into providing staff members with the necessary support.

7.13	Template 5: Community and Social Impact.	7) The co-location can impact positively on pupil attitudes to disability and those held in the broader community.
	Template 6 Discrimination	(Assertion 8 – Currently social attitudes prevent full mainstream inclusion. Co-location can support steps towards this change. Assertion 9 – Discriminatory

		attitudes and language must be challenged in an open, sensitive and immediate manner.
	Template 7: Parents	(Assertion 10 – Catching a SEN – the challenge of parental, staff, pupil and community prejudice)

The issue of discrimination permeated the entire case study with comments relating to bullying and the inhibiting nature of social prejudices being passed by members of staff from the mainstream and special schools in both studies. However, there were three comments in particular that although not 'significant' in terms of quantity were staggering in their communication of the depth of prejudice that can impinge on the co-location of two schools. I referred in the methods section of this chapter to the writing of Cohen et al (2007, p.404) who discuss 'critical incidents or events' and the importance of not rejecting a notion because it is only identified once or twice in a data set. The comments below are an example of this.

"One major issue that we have is some of the negative misconceptions that some people have. For example, when we first co-located the nurseries, we had a couple of parents who removed their [mainstream] children from the nursery and when I asked them about their reasons it turned out it was because they thought that their children would be able to 'catch' the special needs of our children. Although we might laugh or grimace at this ignorance, the fact is that it exists and we need to find ways of overcoming it." (Deputy head, Cherry Fields School, Interview)

"I did wonder in the early days if having the PMLD pupils here would reduce our numbers as parents of the mainstream nursery pupils would think it not the right place to send their children - especially with the ignorance, particularly from pregnant mums, about being able to catch the disabilities." (Nursery manager, Cherry Fields School, Interview)

"Also the co-located site gives us the opportunity to challenge through education, the lack of knowledge about SEN that exists in society. I was asked once by a pupil whether they could

'catch the special need' of another pupil and here we have a golden opportunity to rectify these prejudices and thus prevent them from being transferred repeatedly into the local community." (Head teacher, Willow Fields School, Interview)

From earlier parts of this research involving other stakeholders in my own school and associated mainstream school I was acutely aware of the impact of prejudice and ignorance on the inclusion of special school pupils into mainstream schools and indeed the inclusion of individuals with disabilities into society as a whole but I was simply staggered to hear such similar stories told by three senior members of staff from the two separate schools. Although I write here in a more personal manner than is reflective of the rest of this thesis, I felt such an emotional response to these comments that it is difficult to detach myself from them and as the writer of this piece, feel it necessary to draw the reader's attention to this response. The belief that one could 'catch' a special need or disability reveals a depth of ignorance to which I was naïve and to know that this prejudice was encountered and reported separately by three members of staff perhaps suggests that this level of ignorance is more commonplace that I personally would ever have imagined. If indeed this prejudice is typical the implications and ramifications for the future co-location of the school in which I teach are massive. I was left with an overwhelming sense of bewilderment and deeply puzzled over how our leadership team could begin to address what seemed to me to be a vast and opaque issue.

Despite my emotive and personal response the reader may well note the context of positive phrasing that surrounds each of the comments of these three staff. Despite containing reference to this distasteful prejudice all three of these members of staff spoke positively about how they are working to challenge, deconstruct and rectify such prejudices and furthermore see co-location as the ideal means through which to achieve this purpose. Despite numerous references to bullying and discrimination being peppered throughout the

data set I was unable to locate a single negative statement that was not surrounded by constructive and encouraging comments. Wherever staff referred to incidents of bullying, they would always go on to explain how this incident was dealt with and the positive impact of these actions.

"In the old school, we had a couple of nasty incidents where mainstream pupils had been shouting obscenities and throwing things over the fence or writing on the building. But to my knowledge, we haven't had any incidents like that since we came here. I think the pupils have a bit more respect for the building but also all of the inclusion links that we are doing are tackling prejudice head on and actively bringing down those barriers." (Assistant Head, Willow Fields School, Interview)

Staff from both schools frequently talked about the ways in which they had openly and directly challenged the prejudices of pupils from both the mainstream and special schools. The importance of language and discourse was a recurrent theme. One member of staff from Willow Fields talked about '*myth busting'* by directly challenging the language used by the mainstream pupils and offering them specific alternative wording with which to be able to talk about SEN and disability. Another member of staff in the same school discussed the need to not be '*shocked or fazed'* by the language used unintentionally by pupils (see Appendix 5i for full extracts). The open and positive manner in which these issues were discussed demonstrated tangibly that these staff members really were used to having to tackle these sorts of issues in a candid and approachable manner. Their acceptance of the existence of stereotypes and prejudices was underpinned by a genuine belief that the co-located nature of their schools offered them the best possible circumstance through which to directly tackle the

language and assumptions of their pupils and the enthusiasm and dedication communicated through these discussions appeared to suggest that staff relished this opportunity.

In order to evaluate if incidents of bullying and prejudice were really always enshrined in a positive response I reviewed the direct observations that I had made of several pupils across the two schools. Whilst I could find no concrete examples of bullying or prejudice there were a few incidents in which I questioned the learning taking place in a given situation and the degree to which this deconstructed or reinforced existing social stereotypes. One of these incidents is detailed in Appendix 5g in my observation of Christopher, a boy with Down Syndrome in attendance of Cherry Fields nursery. Although at the time of the observation Christopher's communication with his mainstream peers struck me as a wonderful example of positive interaction between the two pupil groups, in reflecting on the actions of the individuals involved in this observation, I began to consider the power relations in operation. Although enjoying her interaction the first girl that plays with Christopher appears to play in a manner similar to how an adult would play with a toddler. This is not necessarily negative in itself as the interaction is an enjoyable play experience for them both. However, if the mainstream child always takes this adult type role in her engagement with Christopher then it appears that she is not engaging with him as an equal individual and furthermore as the two pupils move up through the school the continual reinforcement of this unequal power relation could lead to the subversive preservation of existent social prejudices which does not necessarily equate to outright bullying, but may lead the mainstream pupil into a instigative, leadership or helper role rather than that of an equal peer. It should be noted that it is the mainstream girl who is told by the member of staff to 'play more gently', that the mainstream boy dominates the beetle situation by taking the leaf from Christopher and the pupils jumping off the climbing frame are seeking to entertain the special school pupils, again in a manner similar to that of an adult with a child.

Contrary to my own interpretation of this observation the staff of both schools argued ardently that co-location impacts positively on the attitudes of pupils and in doing so has the potential to play a significant role in the deconstruction of stereotypes held by the community as a whole.

"Personally I believe that my class gain the opportunity to spend time with children who are 'similar to but different from' themselves and I believe that this encourages them to be more accepting people, who are able to see what people can do rather than what they can't do and essentially to become more tolerant and understanding human beings." (Primary Senco, Willow Fields Primary, Interview)

The above opinion was reinforced by my observation of Robyn, a pupil with cerebral palsy and epilepsy, who attends the Cherry Fields nursery. I observed Robyn during an outdoor free play session which lasted approximately 30 minutes. During this time Robyn interacted extremely positively with both her mainstream and special school peers. She was well liked and appeared to be viewed as an equal by the mainstream pupils. She appeared to interact in a confident and self-assured manner that reflected the equity of these power relations (see Appendix 5g). As well as being included, Robyn sought to include. Although early on in the observation Robyn appeared to take a passive role, when she noticed one of her mainstream peers sitting isolated and upset she was the initiator of contact and maintained a dominant role in the ensuing play, demonstrating a more active role in her interactions with her peer group. This observation added weight to the suggestions of staff interviewed that co-location has the potential to offer pupils with learning difficulties or disabilities opportunities to interact with their mainstream peers as equals and in doing so to begin to challenge and deconstruct stereotypes associated with disability. Unfortunately my observation of 'Charlie',

a year five Willow Fields pupil with difficulties associated with ASD, did little to affirm this positive perception (Appendix 5g) when he was repeatedly ignored by his mainstream teacher and was a potential source of entertainment for two of his mainstream peers. Staff interviewed from both case study schools argued consistently that their co-located status offers them an opportunity to increase the inclusivity of the social and learning opportunities available in their school. My observation of Charlie's experience of 'inclusion' entirely contradicts this positive stance. It appears from this observation that the main thing that Charlie is learning in this situation is to expect to be ignored and whilst being on the periphery in this manner actually suits Charlie's nature more than if he were to be encouraged to interface with his peers, his marginalisation is not the result of a carefully planned and personalised intervention but a by-product of a classroom in which 'inclusion' is defined by physical placement instead of equity. It would be extremely easy to point a finger at the teacher in this observation. However, in undertaking this observation I felt that my perceived failings of this placement were reflective of a much broader issue. I left this classroom thinking reflexively about the school in which I teach and similar to the Executive Director of the Federation School discussed by Lindsay et al (2007, p.58) considering the potential for us develop a 'grace and favour placement' which pays lip service to 'inclusion' (see Chapter 3.12). I was led to question the extent to which the staff in both schools would feel supported and enabled to undertake inclusive placements with confidence and competence and whether the Senior Leaders of the schools would be able to agree a definition of good practice in 'inclusion' that would guarantee the success of interactions between the two schools.

7.14	Template 4: Philosophy, Values, Vision and Ethos.	5) The vision and ethos of the Senior Leadership Team plays a critical role in making a success of the co-location. 6) There is a perceived need for togetherness and equally for separation.

In comparing the experiences of Robyn and Charlie I began to speculate if there was a difference in the values and philosophies underpinning the two case study schools that was reflected in the outcome of their and others' interactions in the classroom. One key theme appeared to emerge and this is reflected in part in the comments of two members of staff who mentioned the issue of how and where the pupils physically enter into the school building.

"Stated that she respects for example – that he [Philip – head teacher] fought for a long time to prevent Cherry Fields School pupils from "*coming in through the back door*" and instead insisted that they would use the main front entrance the same as everyone else. Argued that this is a "*big visual statement that this is their school as much as anyone else's and that they have as much right to be here as anyone else does*". (Chair of Governors, Cherry Fields School, Interview – notes made in research diary, only verbatim where quote marks and italics used.)

"There was a suggestion that everyone should use one entrance as this would look more inclusive. But we were not bothered about how things looked we were bothered about the fact that we didn't want our 2 and a half year olds sharing an entrance with our 19 year olds or that we have 35 minibuses to unload or that we have several pupils who will run if they are not transferred to a secure environment quickly." (Head teacher, Willow Fields School, Interview)

The Chair of Governors at Cherry Field's School was talking about how in the new school all pupils will enter through one large entrance area and then divide off into their separate schools. Whilst she acknowledged that there were challenges for the architects in creating a design that fitted this philosophy she spoke proudly of how the head teacher had been adamant that this should be the case and that, although there would be practical challenges to

be overcome, as a staff they believed that this 'visual statement' of equity was essential. Contrary to this the head teacher of Willow Fields describes how they were more focused on the individual needs of their children, less concerned with appearances and more concerned about serious practicalities. The attitudes underpinning and reflected in decisions made by the two schools about their entrances appear to be indicative of many of the philosophical and value laden choices made surrounding the two schools and brings us to what appears to be a critical discussion point when theorising about co-location; that of autonomy versus inclusivity (which is discussed further in Chapter 8.10). It is apparent from the comments of the Willow Fields School staff that from the beginning of the school build they had chosen to create a school which was fundamentally self-sufficient in that the entire curriculum could be delivered within the boundaries of the special school and that pupil needs could be met without the necessity of contact with their mainstream co-located school. This is not to suggest that they do not value their co-location. In the case of Willow Fields School it appears that links with the mainstream are seen to be provision that is over and above what would normally be available through separate special school placement. So whilst they readily take advantage of this link it is not perceived to be an essential element of the daily workings of the school and instead is perceived to be a route through which learning can be enhanced for targeted individuals or groups. Willow Fields School was designed on this premise and with an ethic that values separate special school provision as equal to any other educational placement arrangement. By approaching the build in this manner Willow Fields staff are not dependent on their co-location to meet the needs of their pupils nor to deliver their curriculum effectively but they are able to take advantage of mainstream contact whenever they perceive it to be advantageous for their pupils.

   In contrast Cherry Fields School is designed with the philosophy of inclusivity at its core. The very purpose of their co-location is perceived to be to provide the best possible inclusive

opportunities for their own and the mainstream pupils. Whilst they acknowledge the value of separate education where necessary they aim to work together with their mainstream counterpart whenever it is advantageous and physically and educationally feasible to do so. Separate provision is only used when a more inclusive option would not offer the best possible educational route for individual pupils. The build of this school was driven by a leadership team that value inclusion highly and accept a definition of inclusion that is not about placement but about quality and equality and involves a constant evaluation of the best possible approach to provision for each individual in each separate instant of learning.

As a result of these two differing philosophical approaches we are able to identify one school which brings all pupils together wherever possible using separate provision only when it is deemed the most suitable arrangement and a second school which focuses instead on delivering educational opportunities in separate arrangements unless inclusive ways of working are deemed to enhance the learning opportunities. Of course these different approaches are reflected physically in how pupils enter the two schools.

7.15: Pupil researchers

The findings of the research undertaken by the pupil researchers have been incorporated into this 'Findings and Discussion' section and labelled as such. However, the pupil researchers themselves passed some comments after visiting the two co-located schools which were demonstrative of their reactions to the two schools and these are recorded in Appendix 5j. The attitudes of the pupil researchers evolved constantly throughout the research process. Initially 'Penny' was concerned about the co-location and fearful that she would be bullied as a direct result of her own special needs (Penny has CLD and a hearing impairment). In contrast initially 'Luke' was positive about the co-location and his outgoing

personality meant that he was looking forward to meeting new people and forming new friendships. However, after visiting Cherry Fields School and taking part in observations, talking with other pupils and interviewing members of staff, Penny and Luke both changed their opinions. Whilst Penny gained confidence through witnessing the pupil groups interacting together, Luke began to question how his own physical appearance may make him the victim of discrimination in the new co-located school (Luke has CLD and a dwarfism).

Visiting Willow Fields School again changed the opinions of the two pupils. After speaking with the Willow Fields Pupils about their experiences of attending the co-located school and sharing learning opportunities with their mainstream peers both pupil researchers seem to become more positive about the co-location. Their differing attitudes were reflected in the conversations about uniform which appears to be a significant visual indicator to pupils regarding their school attendance and the level of inclusion they can expect to attain within their co-located school.

Although Luke's closing comments (Appendix 5j) charge me with responsibility for his future inclusion and are said in jest, they are poignant. It would be easy for the new co-located school to be established and for the two schools to continue on exactly as they have to date, entirely separate and focused on meeting the needs of their own pupils within their own boundaries. It would be much more difficult for the staff and pupils to step outside of this comfort zone and into the no-man's land of co-location; that place in between special and mainstream that is neither claimed nor denied by either side and has the potential to be a vibrant interface or a silent void.

Chapter 8.12 contains further reflection of my experience of working with young people as researchers.

7.16: Summary

Table 7.4: A table to summarise the findings of the case study research

Template 3a: School based issues - Teaching.	• Staff from both case study schools were positive about their co-location • They saw opportunities for staff to work together as a key advantage • Another advantage was the chance to produce a flexible curriculum and individualised learning opportunities • Staff from Cherry Tree School demonstrated the ability to make very small and specific changes to their practice to include individual pupils more effectively
Template 3b: School based issues - Learning.	• Differentiation can be a critical and personal challenge for some staff and management teams need to support them in developing the pedagogical capacity and confidence to achieve this • Co-location can generate scenarios in which individuals are well or poorly differentiated for • Co-location can cause TAs to be held responsible for differentiation for the special school child attending the mainstream environment • Co-location can remove the sense of responsibility that mainstream teachers have for special school pupils in their classrooms
Template 4: Philosophy, Values, Vision and Ethos.	• The entrance to a co-located school can be shared by both schools or both schools can have separate entrances • The method used for entering the school may reflect other philosophical and value based decisions about the school • Cherry Fields School focused on including their pupils wherever possible whilst Willow Fields School used inclusive opportunities to extend their curriculum
Template 5: Community and Social Impact. Template 6: Discrimination Template 7: Parents.	• Staff expressed concern over comments that it is possible to 'catch a SEN' • There is a need to openly and directly challenge prejudice and bullying and to offer pupils an appropriate discourse to talk about SEN and disability • Co-location can deconstruct and challenge stereotypes • It is easy to pay lip service to inclusion in a co-located school

Gordon (2006, p.8) offers two distinct definitions of co-location. The first he terms 'the mixed co-location model' and defines as 'classes from both of the schools may be next door to each other…classes grouped in areas that are immediately adjacent to each other'. The second form of co-location identified by Gordon is 'the two schools under one roof co-

location model'. This model he defines as 'two schools [which] are physically adjoining, but predominantly operate as two separate schools'. Gordon argues that the main advantage of the 'two schools under one roof' model is that the special school is able to maintain its feeling of 'security' for its pupils whilst he suggest that the main advantage of the 'mixed model' is the opportunity for 'constant social integration'.

As demonstrated by Template 4 (Part 14) it is possible to fit the two case study schools quite neatly into Gordon's definitions, with Cherry Fields being comparable with the 'mixed model' and Willow Fields with the 'two schools under one roof model'. However, I would argue that to define these two schools by their physicality in this manner actually limits and simplifies the complex social and educational models that they have developed. The current research has indicated that entirely different value systems underpin the two case study schools. Common to both schools is a belief that co-location has the potential to deconstruct and challenge stereotypes and act as an educational tool for the development of inclusive relations between mainstream and special school pupils (Templates 5, 6, and 7, Part 13). It is also clear that the staff in both schools believe that their co-located status enables them to provide their pupils with unique social and academic learning opportunities that would not be available to them were the schools to be situated on separate sites (Template 3a, Part 11).

However, Cherry Fields School values inclusion highly and strives wherever possible to be educating their pupils in a school which is inclusive by nature. The priority of Willow Fields School whilst not entirely converse, is different. Whilst they clearly value inclusive learning opportunities for their pupils they focus primarily on providing their pupils with a safe and secure learning environment in which their individual needs can be met (Template 4, Part 14).

It is clearly possible to define co-located schools by their physical make up, the actual placement of the schools within their site and the degree to which they are literally connected.

Based on my time in the two case study schools I would argue that a definition of a co-located school has to consider much more than this. It appears that the value systems, definitions of inclusion and educational philosophies underpinning co-located schools impact much more forcefully than their physical layout. The visual impact of a literally linked or divided school should not be underestimated and may well be reflective of the value systems underpinning the initial construction of the school. It seems that co-located schools may be autonomous or inclusive in nature or may place themselves anywhere on a spectrum between these two or equally move between these two definitions on an almost hourly basis.

Nevertheless the consistent message from both schools was that for them, co-location offers the 'best of both of these worlds', that it enables them to meet the individual educational needs of their pupils in a secure learning environment, whilst at the same time offering them inclusive learning opportunities alongside opportunities to deconstruct barriers to inclusion. In this way co-location is unique in that it permits individuals to value both inclusion and the role of the special school and so offers some respite from the constant 'placement debate' which has dominated discussions about the inclusion of pupils with special needs and disabilities.

The following chapter links these thoughts with issues raised by previous sections of the research in a discussion of the research as a whole.

CHAPTER 8: DISCUSSION

8.1: Introduction

This thesis has presented the findings of four essentially separate research pieces. The first, second and third examining the attitudes of staff, pupil and parent groups towards the potential co-location of their mainstream and special schools, and the fourth a case study of two special schools which are already co-located with mainstream schools. The purpose of this discussion chapter is to reflect on these research pieces as a single combined unit of research, to identify common themes across the data sets and to return to the original research questions, examining the responses that can be made to these questions based on the research as a whole. The chapter also reviews key discussions that have emerged through the previous chapters and seeks to draw links between them.

A series of common themes that link the four pieces of research and relate directly to the subject of co-location were identified through a further stage of analysis using the previously detailed 'editing approach' (Robson, 2002, p.458, Chapter 2.3). This resulted in the emergence of seven common themes. Here the word 'theme' is being used to refer to the links identified between each of the research pieces. This term is being used to prevent confusion between these links and the original templates from the four research pieces (see Appendix 6f for clarification).

Alongside the discussion of the seven identified themes is a consideration of four further issues which it seems pertinent to discuss here as they have dominated discussions throughout the thesis and also have the potential to contribute to broader educational research. These four areas are:

1) Autonomy and inclusivity

2) Working with young people and children as active participants and researchers

3) The role of the teacher-researcher

4) Complexity theory and educational research

This discussion chapter therefore is divided into two sections, the first of which examines the findings of the research and therein the seven foremost themes of the research, and the latter which considers the four further issues stated above.

8.2: Findings and research themes

As identified above seven key themes emerged through the triangulation of the data sets from the four pieces of research detailed in this thesis. Appendix 6f shows the way in which the templates from the four research phases have been connected to create the seven themes shown in Table 8.1.

Table 8.1: The themes that link the research pieces

Theme No.	Theme Title
Theme 1	Attitudes towards mainstream, special and co-located schools
Theme 2	Prejudice, discrimination and bullying
Theme 3	Practicalities, solutions and steps towards co-location
Theme 4	Togetherness and positive relationships between co-located schools
Theme 5	Definitions of co-location and inclusion in the context of co-located schools
Theme 6	Inclusion
Theme 7	Communication, consultation and choice

These themes are presented here in the order of the frequency with which they were raised in the data set, with references to 'Theme 1' being the most frequent with 15 associated

assertions across all four research sections, through to issues associated with 'Theme 7' totalling 7 assertions across just two research pieces.

In the review of the literature I also identified seven key areas that had emerged from the literature (Table 3.1). The table below demonstrates how these seven areas link with the themes that have emerged from the current research piece.

Table 8.2: How the themes from this research link with areas from the literature

Theme Title	Areas which emerged from the literature
Theme 1: Attitudes towards mainstream, special and co-located schools	Area 4: References to the extent to which co-located mainstream and special schools can interact together.
Theme 2: Prejudice, discrimination and bullying	Area 5: References to issues of equity and power. Area 6: References to dilemmas of difference and conflicting ideologies.
Theme 3: Practicalities, solutions and steps towards co-location	Area 4: References to the extent to which co-located mainstream and special schools can interact together. Area 2: References to future expectations of co-location and the degree to which co-location is seen as an end or a process.
Theme 4: Togetherness and positive relationships between co-located schools	Area 4: References to the extent to which co-located mainstream and special schools can interact together.
Theme 5: Definitions of co-location and inclusion in the context of co-located schools	Area 7: References to definitions of inclusion and co-location and the links between these.
Theme 6: Inclusion	Area 7: References to definitions of inclusion and co-location and the links between these.
Theme 7: Communication, consultation and choice	Area 3: References to perceptions of Local Authorities decisions to co-locate.
	Area 1: A division in academic and educational sources.

There was clearly much overlap between the areas that I expected to emerge from the research based on the reviewed literature and the actual occurring themes. There were also

many links between the original research questions and the emergent themes as demonstrated further below in Part 3 of this chapter.

8.3: Research questions

Table 8.3 below shows how the seven themes link with the original research questions

Table 8.3: The links between research questions and emergent themes

Research Questions	Themes
Question1) What attitudes do staff, pupils and parents from each school hold towards co-location?	**Theme 1:** Attitudes towards mainstream, special and co-located schools **Theme 4:** Togetherness and positive relationships between co-located schools
Question 2) What research methods enable a researcher to effectively and ethically conduct research with children with SEN?	Additional discussion sections in Parts 11 – 14
Question 3) What definitions of co-location can be found in academic and educational literature? **Question 4)** What can we learn from schools that have already been co-located?	**Theme 5:** Definitions of co-location and inclusion in the context of co-located schools
Question 4) What can we learn from schools that have already been co-located? **Question 5)** How does co-location relate to the wider inclusion debate?	**Theme 6**: Inclusion
Question 6) What are the potential challenges of co-location and are there ways in which these may be overcome?	**Theme 3:** Practicalities, solutions and steps towards co-location **Theme 2:** Prejudice, discrimination and bullying **Theme 7:** Communication, consultation and choice

As is identified in Table 8.3 the key themes link with the original research questions with the exception of Question 2 which has to be answered by myself through a reflection of my

undertaking of the research rather than an analysis of the data set. This is achieved through the latter section of the discussion (specifically Parts 11 to 14 of this chapter). Therefore the following discussion of the findings and additional areas for consideration offers some response to all of the initial questions. For the purpose of signpost for the reader the theme and linking questions are again provided in shaded boxes.

8.4: Theme 1- Attitudes towards mainstream, special and co-located schools

Related research questions:

Question1) What attitudes do staff, pupils and parents from each school hold towards co-location?

Theme 1 gathers together assertions and templates which reflect the attitudes of participants towards mainstream, special and co-located schools. The most dominant topic to emerge from this theme is a general questioning of the need for Penmeadow School to close and co-locate. This notion was raised in the first instance by Penmeadow staff who questioned the need for closure and argued that the school already offered pupils a safe and secure learning environment and access to a set of expert staff who were trained specifically to meet the needs of pupils with SEN (Chapter 4.11, Template 7). This view was sustained by the majority of the group of parents of pupils attending Penmeadow School, most of whom communicated that they wanted their child to continue to attend separate special education, they were satisfied with the provision made for their child and felt that transfer to a co-located school could be detrimental to this (Chapter 6.8, Template 2). The pupils in attendance of Penmeadow School also echoed these concerns. Contrary to this point of view Lowmeadow parents were generally more positive about the co-location raising only practical issues (Chapter 6.7, Template 1) whilst the case study participants tended to argue

for the co-located arrangement on the basis of opportunities for staff to work together, the flexibility in curricular design and the positive impact that co-location can have on the attitudes of pupils and the broader community (Chapter 7.11, Template 3a).

8.5: Theme 2- Prejudice, discrimination and bullying

Related research questions:

Question 6) What are the potential challenges of co-location and are there ways in which these may be overcome?

References to bullying dominated the data set. Penmeadow pupils, staff and parents were all concerned that the mainstream pupils would bully the special school pupils and the mainstream pupils and staff also raised this concern (Chapter 4.9, Template 3, Chapter 5.9, Template 3 and Chapter 6.9, Template 3). Participants in the case studies tended to share examples of incidents of bullying in order to illustrate how bullying had been dealt with effectively between the schools (Chapter 7.13, Template 6).

As a result of this anticipation of bullying several members of both of the staff and pupil groups suggested that '*safe zones*' should be provided where the special school pupils could be offered '*protection*' from the mainstream. It appears that many members of the participating groups perceived the special school pupils as '*vulnerable*' and within this it is implied that they would not '*cope*' in a mainstream environment, included in this group are many of the special school pupils themselves.

The two staff groups, members of the case study schools and the special school parent group also identified that the physical domination of the larger mainstream school over the site could provide a further inhibition to the special school pupils and both the staff and pupils of the special school recognised that the pupils tend to regard the mainstream fearfully,

an emotion that could be reinforced by physical proximity with the larger school (Chapter 4.9, Template 3, Chapter 5.9, Template 3 and Chapter 6.9, Template 3). Slee (2001, p.386) argues that there is a need to recognise in institutions the 'diversity of cultures' and the 'relations of domination that exist between them'. However, in this context it is essential to consider the means by which issues of cultural domination not only within but also between the two schools can be identified and addressed. The pupils in the study regularly commented on the actual size of the mainstream school in comparison to the special school. This physical presence and literal domination of the mainstream school over the site could be a constant visual indication of the mainstream cultural dominance within the co-location that could appear to place supremacy and power in the hands of the mainstream school, thus reinforcing the hegemonic value systems associated with segregated rather than inclusive educational systems. The fear encountered on three occasions in the case study schools that a SEN or disability can be '*caught*' gives further cause for concern (Chapter 7.13, Template 7).

However, amongst all of this trepidation many members of both case study schools, both pupil groups, both staff groups and the mainstream parent group recognised the potential of co-location to identify, tackle and reduce prejudices and stereotypes regarding SEN and disability by challenging them in an open, sensitive and immediate manner (Chapter 4.10, Template 6, Chapter 5.8, Template 2 and Chapter 6.7, Template 1). Most commonly comments conveyed the sentiment '*you don't know until you try*'. Therefore rather than instantly advocating segregation or inclusion, it is prudent to consider Touraine's question (2000, p.6) 'can we live together?' Touraine examines at a global level the potential of the human race to develop a common culture and in doing so refers to Reisman, Glazer and Denney's (1969) notion of the 'lonely crowd' and suggests that in striving to 'live together' we 'simultaneously merge with one another and remain apart'. In the context of this research this would suggest that placing the two schools together on one site will not necessarily mean

that the cultures of the two schools will 'merge' in any way and that although the two schools may be physically connected, until the cultural differences of the two schools are acknowledged, the schools will remain essentially separate. This again leads us to what Norwich (2008, p.1) would term a 'difference dilemma' which questions whether a greater sense of equality is generated by difference being acknowledged and differentiated for or 'not recognised and responded to'. Norwich quotes Minow (1990).

> "When does treating people differently emphasize their differences and stigmatise or hinder them on that basis? And when does treating people the same become insensitive to their difference and likely to stigmatise or hinder them on that basis?"
>
> (Minow, 1990 in Norwich, 2008, p.7).

Norwich and Kelly (2004, p.61) identify that often pupils in attendance of separate special schools experience some 'tensions or dilemmas' which they argue arise over their difference from other children. The references to bullying and the question over whether two culturally diverse schools can genuinely 'live together' reflect this dilemma. Pitt and Curtin (2004, p.393) identify that some pupils with special needs felt that the attendance of a mainstream school gave them the chance to make 'ordinary' friends allowing them to feel 'normal' and to forget about their disability.' Contrary to this they also identified pupils who felt that their attendance of separate special schools reduced their need to worry about their disability and enabled them to begin to hold a more positive attitude towards themselves. It appears therefore that the co-located circumstance of the new school may enable the cultures of the mainstream and special schools to merge thus supporting the pupils in 'living together' and tackling the prejudices that currently exist. But this idyllic state can only be achieved if a solution is found to the 'dilemmas of difference' that may permeate many aspects of the co-location. The leadership teams must question the actions they must take in order to

acknowledge, celebrate and gently amalgamate the cultures of the two schools so that a new culture emerges that reflects both of the original cultures whilst still enabling differences to exist and not be stifled by the emergent culture.

8.6: Theme 3- Practicalities, solutions and steps towards co-location

Related research questions:

Question 6) What are the potential challenges of co-location and are there ways in which these may be overcome?

Throughout the research there were a great many comments made, particularly by staff and parent participants, regarding practical issues raised by the co-location and potential solutions to these challenges. The mainstream staff and parents were concerned about access to the site, traffic and parking and the special school staff comments often related to the size of the school and access issues such as the practicalities of being on more than one level. Similar concerns were confirmed by members of the case study schools who commented on their frustration at the dominance of non-educational issues such as colour schemes and signage.

The widespread mention of practicalities and obvious focus on physical elements of the build throughout all sections of the research has meant that one of the key 'Themes' to emerge relates to the practical issues raised by co-location and potential solutions to these problems. These issues are straightforward and although they may reflect some frustration on the part of the parent and staff groups do not really require extensive discussion. Instead they are listed in Appendix 1c in order of frequency for any reader to whom this may be helpful.

It is clear from the dominance of comments regarding physicality and practicality that the 'building' has become a presiding factor in both this research piece and in the minds of those who are affected by the co-location of the two schools. This point was summarised succinctly

by one member of the special school staff towards the end of his formal interview when he said '*I just hope they build us a practical school and not a beautiful shopping mall!*' which, after the interview, he clarified to mean that he felt that the focus was on the construction of an attractive rather than an educational building, one that would win '*architectural rather than educational awards*' (informal comment post-interview).

It is inevitable that practical issues will be a major concern for staff, parents and pupils alike. One would expect these groups to be interested in the day-to-day running of the school and to need to be confident that fundamental structures will be in place to guarantee that the primary needs of the pupils are met from the first day that the school opens. It is noteworthy that when asked what they were looking forward to most in their new school, the special school pupils always answered '*swimming pool*' and the mainstream pupils '*better ICT*' whilst the mainstream and special school staff both mentioned '*better resources or facilities*' initially before moving on to comment on other elements of the co-location which they spoke more passionately about, such as the opportunity to work together or the potential of curricular extension. In the context of these responses, in particular through the special school staff interviews, it seemed that the physical aspects of the build have been used as a selling point, a means through which the co-location of the two schools can be promoted by a Local Authority which has moved two schools onto one site without truly convincing the staff, parents or pupils that it is educationally the right thing to do. Equally one must question if educational and inclusive opportunities may be overlooked if the focus is so keenly on physical aspects of the co-location.

8.7: Theme 4 - Togetherness and positive relationships between co-located schools

Related research questions:

Question1) What attitudes do staff, pupils and parents from each school hold towards co-

location?

Theme 4 brings together templates which relate to the positive reactions made by members of the two opposite schools towards each other and the co-location of the two schools. The majority of these responses come from the staff and pupil groups and are affirmed by observations and comments recorded as part of the case studies.

The staff of Lowmeadow and Penmeadow schools appeared to observe 'the opportunity to work together' as the key advantage of the co-location. Many staff participants spoke of their excitement at the opportunity to work alongside their counterparts in the opposite school, either on projects with the children or in terms of their own professional development. Most staff members mentioned the need to begin to forge links between the two schools as early as possible and to begin to consider strategies for effective communication. There appeared to be an attitude that solutions needed to be found for problems as not working together would be a failure of the project (Chapter 4.10, Templates 5 and 6).

The mainstream pupils were more positive about the co-location than the special school pupils and as a result of their involvement in the research began to raise questions regarding pupil placement and the line drawn between the two schools. Although they said that they felt they would need support in interacting with some of the special school pupils they were largely complimentary about them, in particular commenting on how friendly, welcoming and non-judgemental they had been during the time the two pupil groups were together (Chapter 5.8, Template 2).

The mainstream pupils, both staff groups and members from the case study schools all acknowledged that, although there would be challenges in bringing the two groups together, nurturing the growth of affirming relationships was critical if the co-location was to be a success and if the co-location was successful it would be possible to witness the impact of the

co-location on attitudes to SEN and disability held by stakeholders and the broader

community (Chapter 4.10, Templates 5 and 6, Chapter 5.8, Template 2 and Chapter 7.13,

Template 5).

8.8: Themes 5 and 6 - Inclusion and issues of definition

Related research questions:

Question1) What attitudes do staff, pupils and parents from each school hold towards co-location?
Question 3) What definitions of co-location can be found in academic and educational literature?
Question 4) What can we learn from schools that have already been co-located?
Question 5) How does co-location relate to the wider inclusion debate?

Although initially two separate themes, Themes 5 and 6 are addressed here together as they

have many overlapping and linking elements which giver a fuller picture when considered

jointly. Theme 6 is entitled 'inclusion' and Theme 5 'Definitions of co-location and inclusion

in the context of co-located schools' however the first of these two themes had a tendency to

end up focusing on definition as the participants attempted to clarify their comments.

Themes 5 and 6 were most prominent in templates from the staff and case study research

pieces but both the terms 'inclusion' and 'co-location' proved to be problematic across all of

the research sections as the meanings attributed to these terms by participants varied greatly.

It seemed that the majority of parents (Chapter 6.12), pupils (Chapter 5.14) and staff

(Chapter 4.12: Template 8) of Lowmeadow and Penmeadow schools were confused about the

extent to which inclusive links between the two schools were to be integral to the co-location.

Views ranged from a perception that the two schools would be entirely separate to a belief

that the schools could merge completely and many misconceptions were communicated, such

as the special school staff worrying about redundancies as a result of the complete

mainstream inclusion of the special school pupils (Chapter 4.12: Template 8) or the discrepancies in parental questionnaire responses reflecting confusions about the extent to which inclusion would be a feature of the new school (Chapter 6.8: Template 2). Whilst the majority of members of both staff and both pupil groups argued that the literal division of the site by a fence would be against their view of co-location (Chapter 4. 13), the special school pupils communicated clearly their desire to be able to be separate whenever they chose to be (Chapter 5.11) and the case study schools demonstrated that the levels of interaction between the special and mainstream schools in a co-location can be diverse and equally fluctuant, as is demonstrated by my observation of Robyn (Appendix 5g) and Charlie (Appendix 5g), which despite being in the same playground of the same school (Cherry Fields) demonstrate very different experiences of 'being included'.

In fact the only concrete definitions of 'inclusion' or 'co-location' offered were those identified by members of the case study schools who were actually just describing their own schools and the terminology used therein rather than offering a broader definition on which discussions could be based. Even in this section of the research, and certainly across the other three pieces, it was apparent that some participants were referring to inclusion in terms of placement or 'integration' whilst others appeared to be defining 'inclusion' more broadly. As it is difficult to ascertain what definitions are being attributed to 'inclusion' by the various participants it is also difficult to establish the degree to which inclusive links will come to be part of the future characteristics of the new co-located school.

It would be incorrect to think that the staff and case study participants on the whole defined inclusion in terms of placement. Although placement inevitably formed part of their definition due to the physical nature of co-location (see Chapter 4.7, Template 1, Chapter 4.12, Template 8 and Chapter 7.14, Template 4) there was also an acceptance of the moral imperative of inclusion. They viewed working together as vital to the success of the co-

location and although they accepted some degree of challenge, they showed a willingness to use their respective co-locations to support steps towards change in the mainstream and more broadly at a societal level.

Flewitt and Nind (2007, p.440) investigated the views of parents towards the combining of mainstream and special school placements and argued that many parents perceived shared placement as a support to their children in developing 'fluid identities, able to juggle contrasting school and societal cultures, belonging everywhere'. In contrast Bjarnason (2003, p.85) argued that parents could perceive shared placements as creating a 'wasteland' in which their 'nomadic' child will:

> "...wander about in the wilderness between these two roads, sometimes aiming for one and sometimes the other, but belonging to neither."
>
> (Bjarnason, 2003, p.85)

Despite positive attitudes and a willingness to challenge stereotypes there was evidence of some hesitancy on the part of the staff groups (Chapter 4.11, Template 7, Chapter 4.9, Template 3) and also from the comments made by the two pupil groups (Chapter 5.10, Template 4). The majority of the special school pupils and staff made some justification for the retention of the special school above a full merger of the two schools. It seemed that there were members of these groups who believed that there's a need for both togetherness and equally separation, a notion also confirmed by some of my observations in Cherry Fields School (such as Jay, Appendix 5g) and the comments of 'Dan' the Nursery Manager (Appendix 5h).

Norwich (2008, p.3) uses the term 'dilemma' to describe a moral circumstance which has more than one ideal or no definitive solution. The findings of this research reflect this division and in this way co-location appeared to present many of the participants with a dilemma as they attempted to reconcile their perceived potential of the co-location with

practical and theoretical uncertainties. Whilst some participants were hesitant about the co-location it was not unusual for the same participants to also see great potential in the forthcoming changes.

Staff in the case study schools tended to explain their co-location through a broader definition of inclusion. They argued that accepting co-location as a form of educational provision permits professionals to acknowledge openly that one type of school will not 'fit' all children and instead to concede that there are times when separation is beneficial for the meeting of individual needs (Chapter 7.11, Template 3a). This group tended to perceive the special school as inclusive in itself and acknowledged that the special school environment enables its pupils to experience feelings of inclusion as they are accepted as individuals on an equal level with their peers and thus have heightened opportunities for social interaction.

It appears then that co-located schools can be linked with definitions of inclusion that are not limited by references to mainstream placement. The only consensus that emerges from the data sets of all elements of the research with regard to the definition of co-location is that placing a special school and mainstream school on the same site can lead to an increased interaction between the two schools but it should not be assumed that it automatically will. So in striving to 'build a school for the future' the schools which are the focus of this thesis are in the extremely privileged position of being able to construct for themselves a school based on the definition of inclusion that they believe to be most appropriate and to create a vision of a co-located school which fits within the limited or extensive parameters of this definition.

8.9: Theme 7: Communication, consultation and choice

Related research questions:

Question 6) What are the potential challenges of co-location and are there ways in which these may be overcome?

The topics of 'communication, consultation and choice' were dominant throughout comments made by the special school parent and staff groups and present a clear challenge for the co-location of the two schools. The majority of the special school parents identified that they were against the co-location and all of the special school staff identified some concerns. Both of the groups insinuated, and at times spoke bluntly about, a perceived lack of consultation or disregard of concerns communicated to the BSF team and architects involved with the build. This disquiet was confirmed by the clear lack of understanding of the difference between co-location and merger on the part of the parents, the fact that almost half of the mainstream staff interviewed were unaware of the 'co-location' element of the re-build, the confusion communicated by the special school staff over the levels of interaction expected between the two schools, the concerns of the special school staff over redundancies and the reference of one senior leader to a '*total meshing of the two schools*' whilst another in the same school commented that he did not '*realistically believe*' that staff would work together. It is difficult to ascertain whether these comments reflect differences in opinion or simply poor communication between the senior leaders.

Members of both the special school staff and parent groups used the term '*helplessness*' in reference to the co-location, stating that they felt disempowered by what they perceived as a deficient consultation period and their lack of influence over whether the co-location should go ahead or not (Chapter 4.11, Template 7 and Chapter 6.10, Template 4). By looking at the school records I have been able to identify two letters to parents which invited them to visit the school to '*look at plans of the new school*' and '*see the final design*' of the new school. They were also invited by the head teacher by letter on five occasions to contact the school if they had any questions. One training day was devoted to consultation with staff during which they were asked to identify their vision of the curriculum in the new school and with '*blue*

sky thinking' the facilities and resources they would like to have access to. According to my own records four staff meetings were devoted to discussions of the potential of ICT in the new school, one to colours and signage and one to environmental possibilities. The reader may judge for themselves whether this is 'sufficient consultation' but I would like to comment on my own observation that staff involvement appears to have focused on practical elements of the build which is analogous to Theme 3, whilst parental involvement appears to have begun after what might be perceived as the time of genuine consultation. Nevertheless, although foreboding has been communicated through parental and staff comments in this research piece, as far as I am aware no action has been taken by any parent or member of staff to oppose the co-location. Therefore, whilst one can assume a sense of apprehension or annoyance based on the findings of this research it appears that this unrest has not been significant enough or communicated with enough commotion to in any way prevent or delay the build. This perhaps insinuates that the sample associated with this research piece may in some way have been biased towards those stakeholders who were particularly negative towards the co-location. The nature of the sampling makes this less likely in the research pieces which focus on the staff and pupils but it is very possibly the case in the parent research piece and for reasons outlined in Chapter 6 (Part 13), this remains an issue.

'*Choice*' became a key word through the analysis of the parental and staff group data sets and although the actual word was used less by the pupils many of their comments also held a similar sentiment. In following these threads there emerged a sense that teacher, parent and pupil choice had been disregarded due to a failure to acknowledge their preference of special school placement over co-located or mainstream placement (Chapter 4.11, Template 7, Chapter 5.10, Template 4 and Chapter 6.10, Template 4). Some teachers commented that they did not want to teach in a mainstream school whilst others were more concerned about how the special school pupils would '*cope*' in the new environment but felt that there was no

'*choice*' in this. With the exception of two parents, the special school parent group were annoyed that their right to choose a special school place for their child was being removed, although obviously there are other special schools in the area none of the parents made reference to these. Half of the members of the Penmeadow pupil group talked about wanting to maintain their special school place and feeling that it was '*not fair*' that they would be moving to the new site. Equally, after participating in the research they began to mention opportunities to move between the schools, a sentiment which was also raised by the mainstream pupil group who were eager to design a school which offered '*choice*' to its pupils in that it retained the special school for those that needed it but also enabled pupils to move between the two spaces if that was their preference (Appendix 3b).

Farrell (2006, p.17) ardently argues the case for the maintenance of separate special schools. The 'right to choose' features highly in his arguments and he refers to 'an over-zealous inclusion agenda' which prioritises mainstream inclusion over the educational needs of a child. I am not convinced that pro-inclusion writers would agree with Farrell's interpretation but it leads us to question whether we can prioritise a child or parent's right to inclusion above their right to choose between mainstream or special schools. Until subjugated individuals feel powerful enough to challenge their placement or until society alters enough to facilitate this challenge, it is necessary that the option of separation exists. We should not force pupils into mainstream schools any more than we should force them out of them as by doing so we are being equally disrespectful to the rights of the individual.

Slee (2001) makes reference to the term 'democratic schooling' which he argues is the bigger picture into which the programme of 'inclusive education' fits. In a democratic school difference is 'recognised, respected and represented' (Slee, 2001, p.385) and instead of debating how best to graft resources and staffing onto the side of mainstream schools discussion focuses on considering ways in which schools can move towards the creation of

'social settlements', essentially clusters of different forms of educational placement (Slee, 2001, p.386), which concern themselves with the unique wants, rights and needs of the community that they serve. I assume from the term 'democratic' that an element of individual choice is integral to this form of education. If our ultimate goal is to enable individuals who share both schools and communities to 'live together' (Touraine, 2000, p.6) in a democratic context 'there is a need to re-conceptualise the aims, structure and content of schooling' (Slee, 2001, p.393), so that the education of our young people would be one in which every pupil had the right to a voice and were provided with means through which they were able to express their personal learning needs and preferences. Fundamentally this is not to do with placement but to do with choice.

In this sense a co-located school can offer us the 'best of both worlds'. Whilst gentle moves towards inclusive education can challenge current societal status quos with regard to disability, refuge can still be found in the quiet and secure space of the special school and in the meantime, a more democratic approach will have been taken to educational placement as the voices of those involved in this project will have been listened and responded to through the provision of both inclusive and separate environments.

8.10: Further issues for discussion

As outlined in the introduction this chapter is divided into two sections. Above the findings of the four research pieces have been discussed by addressing the emergent themes which linked the data sets and relating these to previously examined literature and the original research questions. However, throughout the research there have been a number of other issues which, whilst not necessarily connected directly to the data, have had an impact on my thinking about the research, either in terms of my data analysis, the focus of the write up or in

the design and undertaking of the methods and associated ethical agenda. The four most prominent of these themes are now discussed below.

1) Autonomy and inclusivity

2) Working with young people and children as active participants and researchers

3) The role of the teacher-researcher

4) Complexity theory and educational research

Related research questions:

Question 2) What research methods enable a researcher to effectively and ethically conduct research with children with SEN?
Question 3) What definitions of co-location can be found in academic and educational literature?

8.11: Autonomy and inclusivity

In returning to the data sets produced by the two case study schools and in particular the comments made by the head teachers about the circumstances surrounding their moves to co-located schools, one notices that Willow Fields was instructed by the Local Authority to co-locate whilst Cherry Fields moved to a co-located arrangement by request, a process initiated by their head teacher and the head of the nursery. After spending time in these schools and studying the data sets extensively I have come to conclude that there is a fundamental philosophical difference in approach between the two schools (initially observed in Chapter 7.14, Template 4). Essentially Willow Fields holds educational provision as its first priority and views links with the mainstream as 'additional opportunities' (their terminology) which take place alongside the usual curriculum which is delivered daily within the special school. They reserve the term 'inclusion' to refer to the sense of belonging that pupils feel to the

special school. In the case of Willow Fields School the curriculum is delivered in the special school unless there is a reason to do otherwise, such as the use of resources or access to teaching for a specific qualification. In contrast with this is the view communicated by staff at Cherry Fields School. In this circumstance special school pupils and mainstream school pupils working together inclusively is the norm and the mainstream and special school teaching staff strive to work together every lesson unless there is a specific reason for doing otherwise.

Penmeadow School, which is the focus of the current research piece, was informed by the Local Authority that they would be co-locating. This was not a choice. And in this way the circumstance is similar to that of Willow Fields School. It is interesting that in Cherry Fields School the staff refer to the head teacher 'fighting' for the special school pupils to be able to enter the building through the main entrance the same as the mainstream pupils, whilst in Willow Fields (as will be the case for Penmeadow School), pupils come in through other entrances which the head teachers suggest is to prevent there being any issues with discrimination, bullying or intimidation on the part of the mainstream pupils towards the special school pupils (Chapter 7. 14, Template 4).

It seems that the entrance pathways into the school may be demonstrative of other more philosophical underpinnings to the school design which dictate the degree to which interaction between the mainstream and special schools is central or additional to the daily workings of the school. Through this line of thought one could argue that, based on the Local Authority led co-location of Penmeadow and Lowmeadow Schools and the deliberate selection of separate entrances into the school, the two schools are likely to view themselves as separate entities capable of delivering their own curriculum on their own area of the site using their own staff expertise. For this reason it appears unlikely that there will be significant contact between the two schools once they move onto their shared site and any

contact between staff and pupils will be viewed as 'additional learning opportunities' that supplement the main curriculum.

On the basis of this study it is possible to speculate that there are at least two different types of co-located schools, firstly those which are co-located with the intent of increasing inclusive opportunities and secondarily those which simply physically share one site. Some authors have used the term 'locational' integration or inclusion to refer to schools which are able to increase their inclusion opportunities by sharing the same site (Zoniou-Sideri, 2000; Vlachou-Balafouti, 2001; Vlachou, Didaskalou and Argyrakouli, 2006). However Gordon (2006) repurposes the term 'locational' inclusion to refer specifically to schools which have two separate buildings on a shared site and so the term becomes less useful in distinguishing between the two types of co-located school that I suggest above.

The use of the term 'inclusive' to refer to a type of co-located school is also problematic. Labelling two co-located schools which work together for the purpose of inclusion as 'inclusive co-locations' links the term inclusion with mainstream placement and in doing so devalues the attempts of the individual schools to achieve inclusivity within themselves.

With the above issues of definition in mind I propose that the terms 'autonomous' and 'collaborative' may contribute to the developing discourse relating to co-located schools, where an 'autonomous co-located school' would refer to schools which are self-contained and only link with their partner school to enhance their curriculum opportunities. Whereas a 'collaborative co-located school' would communicate a sense of shared responsibility for inclusion and would be a school where inclusive links between the two schools were integral to the daily working of the two schools and a critical element of the curricular opportunities made available to the pupils. 'Autonomous co-located schools' would have separate governance, staff and leadership and two distinct schools, irrelevant of the number of buildings, sharing one site. In opposition to this 'collaborative co-located schools' would

perhaps opt to have a governing body which contained representatives from both schools, senior managers who met regularly, possibly one head teacher or executive head and some pupils who were dual registered.

However, to refer to 'autonomous' and 'collaborative' co-locations as 'opposite' is not necessarily accurate as although they could be viewed on a spectrum it also seems that the appearance of a co-located school as 'collaborative' or 'autonomous' could change on a regular or even hourly basis, as although key structures such as those described above would be fixed, the level of interaction taking place between the two schools could ebb and flow from one lesson to the next as teachers manipulated the opportunities to learn together or separately according to individual and curricular needs.

8.12: Working with young people and children as active participants and researchers

Most recently discussions have emerged from the literature surrounding research with children which criticise the tendency for participatory methods to be perceived as ethically superior as they accept children as primary experts on themselves. Spyrou (2011, p.151) criticises children's voice research for 'failing to scrutinise itself' and Hunleth (2011, p.82) supports this notion in identifying that where methods are 'child-led and child-orientated [this] effectively circumvents the need for further discussion' and, she goes on to argue, can 'obscure' the power relations at play between an adult researcher and child participant (Hunleth, 2011, p.84). Within this context I feel that it is necessary to offer some reflexive comments on my experience of researching with the mainstream and special school pupil groups through Chapters 5 and 7 (see also Chapter 2, Parts 4, 7 and 8 for further consideration of related issues).

Mand (2012. p.151) identifies that emancipatory research involves the participants taking 'control of the research process' however Lomax (2012) argues that this is rarely the case as she suggests that when working with children it is always the researcher who ultimately controls and directs the research.

> **"**[Research is] inevitably driven by adult research agendas, time frames and priorities... much of what passes as creative participatory methods with children are in fact highly managed encounters between adult researchers and children...children's efforts to portray their lives in ways which are meaningful to them may be curtailed by the constructions of children and childhoods deployed by the adults around them."
>
> (Lomax, 2012, p.106-7)

As the researcher and author of this piece I cannot contradict the writing of Lomax (2012). As I proceeded in working alongside the pupil researchers in the case studies it became apparent that the research agenda that I had set was simply different to that in which they held interest. This notion is further reinforced by Spyrou (2011).

> "The research agendas children prioritize, the research questions they frame and the way in which they collect data are also quintessentially different from adults' (Kellett, 2010: 105)."
>
> (Spyrou, 2011, p.155)

Whilst I was attempting to pick apart the workings of the two co-located schools to understand ways in which they could work together and the challenges they had to overcome the pupil researchers were focused entirely on the interpersonal relations between the mainstream and special school pupils. Although they were in part interested in the physical design of the build they were almost wholly fixed on the subject of bullying and repeatedly raised questions around this area which they asked all of the participants (and anyone else

that would answer) in a manner that, as an educational and research professional, I found at least unabashed. To then utilise the findings of this pupil research in the context of this thesis became very challenging as I found myself trying to balance the findings emerging from my own lines of enquiry with the findings of the pupils' research which I knew to be more biased simply by the nature and focus of their questioning. So in writing this thesis I have faced continual dilemmas about which findings to present and thus have become aware of how I have been 'driving the research agenda and priorities' and indeed 'curtailing the constructions of [the] children' (Lomax, 2012, p.107) with whom I worked.

   Nevertheless I would argue that working with pupils in either a pupil-researcher role or as 'active participants' who are empowered to direct and manipulate the research methods and foci is critical so that children, and particularly those with SEN, are able to permit us insight into their lives and perceptions of the world in which they live. There are however writers that challenge the use of the term 'empowerment' in relation to participatory research with children, most notably Gallacher and Gallagher (2008).

   "Most strikingly, it assumes that children require to be 'empowered' by

   adults if they are to act in the world.... This stands in direct contradiction to

   the wealth of work in childhood studies that has sought to draw attention to

   the ways in which children actively shape and organize the world around

   them – often independently of adults, and sometimes in spite of them"

   (Gallacher and Gallagher, 2008, p.503)

   Amongst others (such as Lomax, 2012 and Holland et al, 2010) Gallacher and Gallagher (2012, p.507) argue that in their experience of research children do not require empowerment but instead are able to 'act in ways beyond the limits prescribed by 'participatory' techniques'. Contrary to the experience of Gallacher and Gallagher I would argue that children, and particularly those in attendance of special schools are rarely given opportunities

to explore their own attitudes to their educational placement nor the chance of developing their discourse in this area. Children are not often encouraged to reflect on or discuss their experiences of inclusion and separation and are seldom granted an audience with whom to share their views should they have the occasion to form them. I agree that children 'actively shape and organise the world around them' but I would question what the strictures of their world are and what limits are placed on that world by adults. Based on this argument I suggest that participatory methods are less to do with 'empowering' children per se and instead are more intricately bound with the attitude of a researcher who is searching for ways to observe and review the existing power differentials and intends to pursue means through which these relations can be deconstructed thus enabling children to walk beyond these boundaries. The term 'enabling' may well be synonymous with 'empowering' but essentially we are here considering a scenario wherein a researcher is willing to relinquish their power to a child participant in order to engage them wherever possible as equals in the research. Thus the initial onus to act is retained by the researcher and this act involves the transfer or giving of power. In working alongside the two pupil groups and the pupil researchers I have come to view participatory methods as a means to achieve this end.

I must assert that this is not to suggest that using participatory methods with a focus on the child voice makes a research piece inexorably ethical or more reliable or valid than any other research method. In this research piece I found that the participatory elements of the research were predominantly beneficial, supporting the children I worked with in understanding the research context and methods, offering me a variety of strategies to achieve clarity in my understanding of the pupils' opinions and indeed assisting pupils in developing and articulating their own opinions. For example in Chapter 5, which details the pupil research, one pupil commented that the research process had caused a shift in his opinion from wanting

separation to wanting inclusion. This change of opinion is contrary to predictions made by other writers.

"It is suggested that these techniques are designed to 'elicit competence' (Langston et al., 2004: 155), a view which suggests that children's views are already formed and that what is required solely is the appropriate means of enabling them to be expressed."

(Lundy and McEvoy, 2011, p.131)

In fact I would argue that in using participatory methods in this piece of child voice research both myself and the pupil groups that I worked with experienced a feeling of learning and development in that our opinions were in a constant process of review as we experienced the research together. For the pupils I think this was most evident in the final group interviews when in both groups a conversation emerged about how their perceptions of the other school had changed as a result of the research. For myself I found the construction activity to be most poignant as the polar arguments of the two groups constantly impacted on my own attitude towards the co-location and my expectations of the levels of interaction that could be achieved between the two schools.

Gallacher and Gallagher (2004) critique the work of O'Kane (2000) and Greenfield (2004) by arguing that the methods that they use are not participatory as the data that these researchers focus on is the discussions that they have with the children taking part in the research rather than the active or participatory elements. Gallacher and Gallagher (2004, p.506) go on to argue that these techniques are simply ethnographic in nature 'in so far as ethnography is understood as more than a straightforward 'interview, focus group, participant observation package'. The construction activity which was part of the research outlined in Chapter 5 (Part 11) works to contest the argument of Gallacher and Gallagher (2004) as it was a valuable tool and led to the generation of a unique data set which I was able to use a

part of the triangulation process. Based on my observation of the pupils doing the construction activity and my use of the data set produced, I would argue that the reactive nature of participatory methods such as this makes them more sensitive and responsive to the needs of children who are participant in research scenarios. I believe that the construction activity offered myself and the pupils a distinctive opportunity to communicate in an alternative way about the co-location giving rise to data which was equally distinct in nature.

A further observable advantage of participatory methods was simply that the pupils enjoyed doing them and in responding positively to the activity appeared to become more open and expressive. Gallacher and Gallagher (2008, p506) also critique the use of methods such as those outlined as helpful in Chapter 5 (Part 13) arguing that in using these methods researchers are 'expressly taking advantage of children's schooled docility towards such activities'. This appears to be phrased in the negative and the obvious power imbalance is used to suggest that to use such methods is exploitative in some way. There is clearly validity in the argument presented by Gallacher and Gallagher (2008) as indicated by Lomax (2012) it is essential that waving the flag of participatory or child centred research does not reduce our commitment to rigorous research methods. However, I would argue that the best possible research scenario we can offer to children is one that is familiar to them and one that uses methods which are within their control. I do not believe that this has to equate to a dilution of the quality of the research.

Based on the argument presented above and my experience of using elements of participatory methods with the pupils in this research I would argue that the use of participatory methods in pupil voice research can be a powerful and enriching research tool which can engage children in positive research experiences whilst also meeting the needs of a researcher who aspires to an emancipatory design. However, I feel it naive to suggest that the use of participatory and emancipatory methods in any way reduce the methodological and

ethical dilemmas that will be faced by the researcher and indeed in the light of current discussions in the literature those of us that endorse such methods should be absolutely rigorous and reflexive of the methods we employ, ethical stance that we assume and data analysis processes that we follow. This notion is supported by Holland et al (2010) who conclude,

> "...this type of participatory research is a valuable way to carry out research because it is based on a critical and reflexive ethical framework, supports the political impetus of children's rights and can generate rich and valuable data. However, we caution against the assumption that this approach necessarily produces 'better' research data..."
>
> (Holland et al, 2010, p.372-3)

Nor I should add is using participatory child focused methods an easy route. In fact there were times amidst the research with the pupil groups that I pondered hard on why I hadn't used some more customary methods. Researchers using these methods need to be absolutely responsive, entirely willing to give over their research and completely and constantly reflexive. I cannot claim to have achieved these aims even in part. I have been too unwilling to surrender my research to my participants, too concerned with bias to share some pupil research findings even explicitly and too distant as a researcher to enable pupils to really challenge the power differentials caused by my teacher-researcher role. Essentially what I had not expected was that using participatory methods with the children as part of this research piece would change who I am as a researcher and would fundamentally challenge my perceptions of what constitutes good research.

Working alongside two pupil researchers was also a unique research experience. Involving the pupils in the research raised a number of challenges for the research design for example how best to communicate effectively with the two pupils about the research, how to

guarantee their understanding of some basic research principles and ethics and how to support them in their own research design and implementation. These issues had to be addressed specifically and directly and this was achieved by spending a lot of time with the two pupil researchers, practising research all of the time by setting ourselves mini research projects within almost every lesson, talking openly about research techniques and having a go at using questionnaires, carrying out formal and informal interviews with the children's class mates and trying to observe for short periods of time such as sitting together during a break or lunch time. Obviously these actions were time consuming but they were also fun and I felt the pupils were gaining essential life skills and as well as learning about research techniques. The research experience offered them the chance to extend their speaking and listening skills, their social interaction and communication skills as well as to increase their confidence in a range of different situations. The pupils were also afforded the opportunity to become more aware of their own opinions towards co-location and then to test these opinions out and to change these opinions in response to the research data that they generated.

The involvement of the pupil researchers in the research unexpectedly generated three different levels of data, primarily that which was brought about by their own research efforts, secondly that which was generated by their interaction with and comments on the two cases and thirdly my own observations of their reaction to and interaction with the case study schools. These levels of data were insightful as on occasions they could be used to verify or challenge my own findings. Equally there were elements of the data which alerted myself to assumptions I had made mistakenly and therefore forced an additional level of reflexivity on my part that would not have been present were the pupil researchers not involved. These incidents had an inevitable impact on my own focus for example during observations or in forming questions to ask during an interview and also acted as a constant reminder that my

priorities for this research were not necessarily the same as those of the pupils and that this invariably needed to be borne in mind.

The data produced by the pupil researchers was particularly insightful when they had the opportunity to work with other pupils from the two case study schools. In these circumstances issues of equality and power were addressed and the data generated by these moments frequently held an openness and honesty that I felt I could not duplicate in my teacher-researcher role, such as Luke being frequently hugged and drawn into play by the children in the nursery and Penny being asked for an email address by the girl who showed her the sports day picture so that she could mail her some more photographs the next time the two schools got together. The pupil researchers also often asked searching questions that may have seemed impertinent of an adult researcher such as the explicit phrasing of the questions used during interviews such as 'Will the mainstream pupils bully us?' and Luke incredulously asking the head teacher of Cherry Fields school 'Really?' when he answered in the negative resulting in a much more extensive and detailed reply (quoted in Appendix 5j). Although these questions could result in a knowing glance between the adult interviewee and myself the questions were answered nevertheless and again often in a direct, frank and honest manner that was accessible to the pupil researchers themselves.

I believe that the research would have greatly benefitted from an increased number of pupil researchers and also from the inclusion of some of the mainstream pupils from the focus school. In this manner I believe it would have been possible to better access the opinions of pupils in attendance of the case study schools and thus to have collected a broader, more diverse range of data. It would also have been advantageous to consider more closely the different ways in which the pupils would record their own opinions and reactions to their research. Whilst some notes were made in their research diaries, these comments had a tendency to be about practicalities such as the colour and design of the school. It would have

been valuable to encourage some reflexivity on the part of the pupils perhaps through the use of a diary camera rather than a written or oral record.

The table below summarises the advantages and challenges that I found in using participatory methods in child-voice focused research with child participants and researchers with SEN.

Table 8.4: The advantages and challenges of participatory methods and working with pupil researchers

Advantages	Challenges
Working with pupil researchers and undertaking participatory data analysis gave an alternative perspective and interpretation to the data set and of the research piece as a whole.	Very difficult to maintain a good standard of research across all of the elements of the mosaic as each presented its own ethical dilemmas.
The data produced by pupil researchers was a source of both challenge and verification for my own findings.	Setting the research within a critical and reflexive framework is essential and means the researcher has to be very transparent in their write up.
The pupil researcher and participatory methods gave rise to a unique data set which may not have been generated in other more formal research circumstances.	Can be difficult to surrender the research over to the pupil group and to give up control of the research process and outcomes.
The participatory methods forced the research to focus more clearly on pupil priorities.	Because of the above although we claim to be doing 'participatory / child voice research' the researcher is still ultimately in control of the research focus and methods.
The participatory methods gave the pupils opportunities to communicate in a broader range of ways rather than being over-reliant on their skills in oral communication.	We will always be left to question if we really managed to hand over the research to the pupils as their focus, approaches and priorities will always be very different to our own.
The inclusion of pupil researchers often acquired more open and frank responses from some adult participants.	The researcher may experience some discomfort in working with pupil researchers when they ask questions which were particularly direct or impertinent.
All of the strategies helped me to feel a more balanced power distribution with the pupil participants.	It was challenging to balance the findings of my own research with that generated by pupil researchers.
The participatory methods assisted pupils in developing and articulating their own	I will also continue to question whether more formal methods would have been as

opinions and helped me to support them in perceiving that their opinions were of equal value to my own.	successful in generating the data set.
Both myself and the pupil participants and researchers had a feeling of learning together and that our opinions were in a constant process of review.	Including pupils in data analysis was a challenging yet beneficial element of the research.
The pupils enjoyed the participatory methods and in using them appeared to become more open, forthcoming and expressive.	

Based on the summary presented in the table above if I were to repeat the elements of the research which involved pupil participants and researchers I would certainly still endeavour to approach the research within an emancipatory ethical framework and therefore would wish to maintain the participatory components of the research. However, in writing reflexively I am very aware of my own naivety towards the importance of really scrutinising the methodological and ethical decisions I was making during the process of the research and also of the lip service I have paid to some of the very real involvement issues, such as handing over the research focus and providing the pupil researchers with enough training in research skills to equip them to effectively research their own priorities. These criticisms largely stem from my own confidence as a researcher and my ability to follow my convictions with regard to ethical and methodological decisions when more frequently faced with more conventional or formal research methods. I believe that framing the research within the participatory and emancipatory agenda was the correct decision but taken too late in the research process to have had the absolute impact on the research that I would have liked. This would be a key area for development if I were to repeat the research and an experience I will take forward with me into future research projects.

8.13: The teacher-researcher role

Intertwined with issues of power and working with children is the role of teacher-researcher that I have adopted throughout this research piece. Spyrou (2011, p.156) identifies many potential advantages of working for prolonged periods of time with children and thus draws us to some of the gains that may be made by the teacher-researcher, however he also highlights the challenge that committing lengthy periods of time can pose for the researcher.

> "...in practice pressures of time in research often prevent researchers from
>
> truly building rapport with children and in this way accessing deeper layers
>
> of children's voices."
>
> (Spyrou, 2011,p.156)

I found that the teacher element of my teacher-researcher role prevented a suspension or dissolution of the relationships I held with the pupils and if anything as the academic year went on these relationships grew stronger meaning that I was better able to understand and interpret the comments and actions of the children with whom I worked. I became better able to understand quickly the comments of those pupils who had speech or language difficulties and gradually felt more able to access the layers of meaning potentially linked with the comments of a child. However, I found this actually to raise an additional challenge in this research context as on occasions I found that what a child articulated was not always in accord with previously expressed opinions or outward behavioural displays.

Another concern related to my teacher-researcher role was raised as part of my discussion of the pupil research piece in Chapter 5 (Part 13). During this chapter I commented on the issue of pupils looking up to me in my teacher role and therefore trying to understand what answer I wanted them to give. Although throughout the research I emphasised that there were no right or wrong answers and that indeed I was yet to formulate my own opinions about the

research foci, this did not prevent pupils from constantly asking what my opinions were and whether I thought '*the two schools would work together'* or if '*there would be bullying'* or if it '*meant that our school was closing and they would have to go to a mainstream school'*.

However, I question if replacing myself with another adult or equally another pupil researcher would alter the apparent power relations at play. I suggest that in this research context it would not. Kellett (2010) identifies that children are not free from power differentials in a research context. Whether an alternative adult researcher or a child researcher was the initiator of the piece there is still the possibility that the pupils participating in the research would perceive this person to be more knowledgeable on the research topic than themselves and therefore would still continue to take a questioning approach. Equally however it could be perceived that in this way the teacher-researcher relationship I established in this research piece was helpful to the pupils and it enabled them to take this questioning approach and therefore encouraged them to develop and evolve their own opinions as they worked their way through the phases of the research.

A further difficulty that I encountered in my teacher-researcher role was simply keeping the research a priority. As in all teacher-research time was a constant issue as was balancing my teaching commitments and curricular delivery with completion of the research tasks. I wish therefore to put my researcher role momentarily to one side and comment purely from the perspective of a teacher involved in a piece of research. Although I must acknowledge the challenges that the teacher-researcher role brings to a research piece and equally those brought to teaching by research, I also wanted to acknowledge the benefits that I feel I have gained as a teacher through undertaking this research piece and that the research piece has gained by having a teacher as its researcher. Primarily I would argue that participating in research in this way has made my classroom one in which research is constant. I have had continuous access to the special school pupils who participated in the research and together

we have been on a constant look out for data. We have encountered endless spontaneous research opportunities and generated numerous intentional ones, both linked and aside from this research piece and have relished the opportunity to learn together. I have come to conclude that participating in research scenarios such as this permits pupils to alter their perceptions of you as their teacher, reducing your association with a traditional authoritative adult who bestows knowledge, to that of a curious individual who is keen to learn whilst also being someone who is predictable, secure, trusting and trusted.

My interaction with this research piece has also undoubtedly increased the level of reflexivity I undertake as a classroom practitioner and has made me more aware of the assumptions and preconceptions that I bring with me to the classroom on a daily basis and indeed has forced me to have to reflect on these, notions affirmed by Brown and England (2010) in their writing about a teacher-researcher.

> "Writing thus became both a method of recording and a way of developing professional practice. The researcher was located within the research but also attempted to move outside the context of the research to become at the same time observer and observed.... the interactions challenged the [teacher] researcher's own understanding and assumptions."
>
> (Brown and England, 2010, p73)

The role of the teacher-researcher is indisputably demanding; requiring the teacher to balance often conflicting academic and professional interests, locate a voice and opinion which reflects the dual role which is being assumed and be able to switch between the two roles or hover somewhere between the two, unable to extricate the priorities of one from the other, or attempting to assume an entirely new role which embraces the facets of both. Clarifying your authorial voice to the reader is essential and yet I find in discussing this piece I am not the teacher nor the researcher I thought myself to be having had my perspectives

perpetually altered throughout the course of the research. Writing retrospectively at this point I would argue that undertaking research as a teacher-researcher is a challenging yet empowering experience and, to bring the discussion full circle, I believe that using participatory methods within the context of teacher-research is particularly emancipating for teachers and pupils alike. This is not because of their shared 'schooled docility' (Gallacher and Gallagher, 2008, p.506) towards such techniques but because of their familiarity with these techniques which puts pupils at ease and empowers teachers to believe that they are capable of research as they have the techniques at their fingertips and thus a context is generated which gives both the pupils and teacher alike the courage to take the risk of research.

8.14: Complexity theory

Throughout this thesis I have made reference to complexity theory and have claimed that this theory has impacted on my planning and execution of the research piece. The threads of complexity theory have run throughout the research at times being obvious and at other times less evident. However, in writing reflexively I do not think I can claim to have planned and undertaken this research piece entirely within the discipline of complexity theory; in fact I think it would be more pertinent to assert that the research 'tinkers around the edges' of complexity theory and fails to make a true commitment to the ideology (Hargreaves, 1999, p.246). This is for a number of reasons and in reflecting back on the research piece I feel it necessary to review the role of complexity theory in this research and to consider, were the piece to be repeated, changes that may take place relevant to the theory.

Primarily I would like to consider the methodological and theoretical links between participatory methods, child voice research, the teacher-researcher role and complexity

theory. Through undertaking this research piece and the reflexive process that followed I have come to conclude that complexity theory has sat comfortably with these other major elements of this research. For example in his writing about the methodological challenges of child voice research Spyrou (2011, p.136 and p.152) comments that it is critical for researchers to recognise the impact of 'the 'here' and 'now'' on a child's response and to undertake research in ways that account for the many 'constraints' and influences that shape children's voices. He identifies how a child's comments are constantly and entirely influenced by contexts and relationships and how they continually vary according to the impact of one factor or another.

> "During the actual encounter with the adult researcher, the child's utterance (which is only partly hers), relates both to what has preceded it and to what is anticipated to follow it (Bakhtin, 1986: 94, 293–4). These utterances reflect particular social languages, speech genres and voices appropriated by the child at different times, which enter into dialogue with the child's own particular voice and are reformulated accordingly only to once again enter into dialogue with the social languages, speech genres and voices of the adult researcher to create meaning (Wertsch, 1991: 65)."
>
> (Spyrou, 2011, p.159)

Through this quote one can witness two particular elements of complexity theory. Firstly the notion of a learning web (Morrison, 2008) which similar to any complex ecological system is in a constant process of adaptation to its environment. Through approaching research design through this perspective the researcher will use a mosaic approach (Clark and Moss, 2001) and rigorous triangulation processes in research with children, as this design may begin to account for the child's natural need for adaptation, as they evaluate which answers to give according to which social factor is having the greatest influence in any one

context. Secondarily it is possible to observe the 'hive mind' phenomena (Kelly, 1994) which sees the mind as in a constant state of flux and adjustment according to each new piece of knowledge that it gains. Here is an example of where this research has failed to full take account of the writing of complexity theorists. If it is accepted that the 'hive mind' phenomenon exists then research methods and a philosophical standpoint that account for this should be adapted. However, in my child-voice research I accepted the writing of Tangen (2008, p.158) who argued that children should be perceived as 'beings rather than becomings' and I went on to argue that children, like adults, should be viewed as 'competent experts in their own lives'(Chapter 5.1). In applying complexity theory to this assertion it is possible to argue that every person, adult or child, should be perceived as 'becomings' rather than 'beings' (Jorg, 2000). From the perspective of complexity theorists every person alters relentlessly and therefore we can never truly be 'experts in our own lives' as at any point in time we could interact with an influence that will entirely change our perspective of what has come before. This process of transformation is certainly evident throughout this research piece not least in my alterations to my own self perspectives in both my teacher and researcher roles as identifiable in my reflexive comments earlier in this chapter.

Accepting this element of complexity theory is challenging for research as to a degree it discredits the research process and means that data can only ever be seen as a 'touch downs in time' (Pramling Samuelsson and Pramling, 2009, p.205). Drawing on Pramling Samuelsson and Pramling's (2009) writing about assessment with children one can witness a sway in the child voice literature towards this perspective.

> "What is seen in an assessment is observing how something appears to
>
> children at a particular moment, something that could change if given a new
>
> task, in interaction with other teachers or three days later when the child has
>
> discerned new dimensions. The child's abilities do not reside entirely

within him/herself. Rather, a child's abilities are contingent on the interactional space in which he or she is engaged."

(Pramling Samuelsson and Pramling, 2009, p.214)

To account for the impact of the intricacy of these interactions on learning Jorg (2000) outlines a non-linear generative theory which focuses on 'interaction as a process of producing knowledge'. The implications of this theoretical perspective on research methods and design is convoluted as methods must then account for the way in which participants and researchers can 'co-construct' knowledge 'exerting an influence' on each other through their 'individual and shared agency' (Taylor, 1995 in Jorg, 2000). I do not feel that this research piece went far enough to really examine how each of the participants had been influenced by each other, by myself as the researcher and by the range of other variables such as the research context, the documentary context and the opinions of influential others such as the senior leadership team for the staff, the parents of the pupils and the local community for the parent groups. Were I to repeat this research piece I feel it would be beneficial and enlightening to view the research process as a learning opportunity for all of those involved, including myself. From this perspective I would expect attitudes and opinions to fluctuate throughout the research and attempt to design methods which would be flexible enough to trace the alterations in the perspectives of an individual and possibly to trace the lines of this change through flux in the opinions of other participants. Methods designed in this manner would enable a researcher to monitor the way in which 'one may co-construct not only the development of the other, but of the self also, simultaneously' (Jorg, 2000) and thus account for the reciprocity of a research piece.

The challenge therefore is to produce research in an educational context which has its roots in complexity theory and I have found this particularly problematical, not least because although there is a lot of writing about complexity theory in itself (see Morrison, 2008 for

extensive references), there is very little writing which relates complexity theory to research in an educational or social context. Stevens and Cox (2008) use complexity theory in their writing about child protection. This article is particularly useful as it demonstrates how using non-linear theoretical systems in social work can account for the capricious nature of human interaction rather than expecting a predictable cause and effect reaction. This highlights how complexity theory can be used to improve the design of research methods to reduce our focus on the individual and instead to account for the often abrupt and ever changing nature of our interactions and perspectives. Radford (2008) summarises the methodological implications of such a change in theoretical standpoint.

> "A recognition of social systems as complex will incline us to step back
> from current reductionist methodologies and associated aspirations to
> control. Research, rather than vaunted as prescriptive, may be seen to take
> on a more passive role, one of description and critical explanation."
> (Radford, 2008, p.152)

The writing of Radford here also alludes to a reduction on the use of research to make predictions about how 'social systems' will react in a given scenario. This links with the writing of complexity theorists such as Phelps and Hase (2007) who write about the process of emergence in complexity theory arguing that as new systems emerge the reaction of individuals to that system is unpredictable and can be quite different to what is expected. Davis and Sumara (2010) clarify this point.

> "As new systems arise, so do new possibilities and new laws that cannot be
> anticipated, even with the most intimate knowledge of the components or
> agents comprising the new system. This insight is, of course, significant to
> any social enterprise that is attentive to adaptive, learning forms."
> (Davis and Sumara, 2010, p.857)

When applied to the context of this research piece this quote becomes particularly relevant. Here the emergent system is the arrangement of a new co-located school and although this research piece has investigated the attitudes of the two schools as separate entities, in their new emergent state it is extremely difficult to make predictions of what 'possibilities and new laws' should be anticipated and although the case study research piece gives an overview of the ways in which two other co-located schools function, one cannot suppose to overlay expectations based on these schools onto the new school. Therefore as the author of this piece I am cautious in drawing implications from the research and those that are found through this discussion piece are only suggested in the acknowledgement of research as a 'genuinely human affair' (Jorg, 2000) and that the nature of the new co-located school will be dependent entirely on the 'reciprocal relationships' (Jorg, 2000) present at the time of its emergence.

8.15: Summary

Very little is known about the educational and inclusive opportunities offered by co-located schools and as indicated in the review of the literature (Chapter 3.4) whilst many Local Authorities endorse co-location as a form of inclusive educational placement these claims are not affirmed by academic nor professional research. Table 8.5 below summarises the main findings of the research and the original contribution that I am able to make to research relating to the main topic of co-location and the sub-topics of how co-location relates to the broader inclusion debate, participatory pupil research methods, the role of the teacher-researcher and complexity theory in educational research.

Table 8.5: A summary of the findings across the four research pieces

Theme 1: Attitudes towards Mainstream, Special and Co-Located Schools	- There was a general questioning of the need for Penmeadow School to close and co-locate - Special school parents largely wanted their child to continue to attend separate special education - The main advantages of the co-location were seen to be opportunities for staff to work together, the flexibility in curricular design and the positive impact that co-location can have on the attitudes of pupils and the broader community
Theme 2: Prejudice, Discrimination and Bullying	- With the exception of the mainstream parents members of all other participant groups were concerned that the mainstream pupils would bully the special school pupils - There was a feeling that the special school pupils may need protection from the mainstream - Concerns were raised regarding the physical domination of the larger mainstream school over the site - Most participants recognised the potential of co-location to identify, tackle and reduce prejudices and stereotypes regarding SEN and disability by challenging them in an open, sensitive and immediate manner
Theme 3: Practicalities, Solutions and Steps towards Co-location	- Many practical issues have been raised as a result of the proposed co-location - There was a clear focus on physical as opposed to educational elements of the build in staff, pupil and parental comments - I questioned if educational and inclusive opportunities may be overlooked if the focus is so keenly on the physical aspect of the co-location.
Theme 4: Togetherness and Positive Relationships Between Co-located Schools	- Opportunities to work together was seen to be the key advantage of the co-location for staff and case study participants - Staff acknowledged there was a need to begin to forge links between the two schools as soon as possible - The staff need to be solution rather than problem focused - Staff and pupils perceived not working together as a failure of the project - The mainstream pupils and parents were more positive about the co-location than their special school counterparts
Themes 5 and 6: Inclusion and issues of definition	- The terms 'inclusion' and 'co-location' were problematic across all of the research sections as participant usage varied greatly - The majority of parents, pupils and staff were confused about the extent to which inclusive links would form between the two schools - The special school pupils communicated clearly their desire to be able to be separate whenever they chose to be - The case studies demonstrated that the levels of interaction between the special and mainstream schools in a co-location can fluctuate - There seems to be a general consensus that there is a need for both togetherness and separation and that this can be provided by a co-

	located school • Co-located schools tend to be linked with definitions of inclusion that are not limited by references to mainstream placement • Placing a special school and mainstream school on the same site can lead to an increase interaction between the two schools but it should not be assumed that it automatically will
Theme 7: Communication, Consultation and Choice	• Parents and staff from the special school perceived a lack of consultation and involvement in plans surrounding the co-location and some used the term 'helplessness' to refer to how they felt a lack of control in the situation • Special school teachers, parents and pupils argued that their right to choice had been disregarded by a failure to acknowledge their preference of special school placement
Additional Discussion: Autonomy and Inclusivity	• There was a contrast in the philosophies and attitudes in the two case study schools resulting in different levels of inclusion and interaction between the mainstream and special schools • The routes by which pupils enter the building appears to be an indicator of the sort of attitudes towards togetherness taken by the mainstream and special sections of a co-located school • It appears that there are at least two different types of co-located schools and I labelled these as 'autonomous' and 'collaborative' • In 'autonomous co-located schools' the mainstream and special pupils are separate unless there is a perceived advantage in working together • In 'collaborative co-located schools' the pupils are together unless there is a perceived advantage to working separately • It appears that the level of inclusion observable in a co-located school can ebb and flow constantly
Additional Discussion: Working with young people and children as active participants and researchers	• The research agenda that I had set was simply different to that which was of interest to the pupils • It was difficult to utilise the findings of this pupil research in the thesis due to the manner in which some of the questions were asked • This resulted in continual dilemmas about which findings to include • Although there were many challenges I found the participatory elements of the research to be predominantly beneficial
Additional Discussion: The teacher-researcher role	• My teacher-researcher role prevented a dissolution of the relationships I held with the pupils over the research period • There was an issue with the pupils looking up to me in my teacher role and trying to understand what answer I wanted them to give • It was also challenging to simply keep the research a priority as well as meeting my usual teaching commitments
Additional Discussion: Complexity theory	• Complexity theory sat comfortably with other major elements of this research such as the mosaic approach for with the pupils and enabling participant views to evolve over time • Complexity theory also accounted for the co-construction of knowledge and the way in which participants and researchers influence each other's views

	• Complexity theory suggests that the nature of the new co-located school will be dependent entirely on the relationships established between the two schools at the time of their initial co-location

The title of this thesis asks if co-location is the 'best of both worlds' or a 'compromise policy' for the inclusion of pupils with SEN. The title questions if co-location will offer children who have previously attended separate special schools increased opportunities to be included in the mainstream whilst retaining all that is good about special schools or if instead the existence of a co-located school is actually reflective of a Local Authority which is failing to commit fully to inclusion and instead is providing pupils with learning difficulties with a half-way house that is neither fully inclusive nor educationally sound. The staff, pupils and parents associated with this co-location communicated clearly a range of concerns about the co-location of their school. Primarily they were worried about the special school pupils experiencing bullying but they were also concerned that the quality of education should not suffer and they wanted to make sure that the ethos and security of the special school were maintained. Equally they were confused. Many participants did not understand the levels of interaction expected between the mainstream and special school and failed to hold a shared vision of how the two schools will work together. Staff and parents felt ill-informed about the co-location and were frustrated by a perceived lack of communication and a removal of their right to choose an educational placement for their child. Despite all of these concerns there is a glimmer of hope and a ripple of excitement over the potential of this co-location. Regardless of considerable anxieties the pupils are curious about each other, the parents are trying to trust the staff and the staff believe that working together is the ultimate purpose of the project and show a determination to bring this purpose to fruition. However, the construction of this building and the philosophies underpinning the move to co-locate have not previously been researched and the staff of the two schools have questioned the degree to

which the move is motivated by inclusion or education over other more practical factors such as finances, facilities or physical space. Ultimately the philosophies and ideologies underpinning the move to co-locate will impact on the extent to which the mainstream and special school are able to interact to provide educational and inclusive opportunities for the children they serve. It seems that practical solutions and an absolute dedication by the senior leaders of the school must be in place to prioritise the development of inclusive links with the partner school and to develop a shared vision of 'togetherness' as an ultimate goal for the two schools. If this is not achieved the co-location will refer to a physical placement and two autonomous schools rather than two schools which have a sense of collaborative responsibility for the educational and inclusive experiences of every child.

CHAPTER 9: CONCLUSION

Participating in this piece of research has been a captivating learning journey for me and I have been aware that my own attitude towards co-location has been in a constant state of flux. I was initially persuaded by the arguments of Thomas et al (1998) that co-location is a 'compromise policy' which reflects the attitude of a Local Authority committed to the rhetoric but not the actuality of inclusion. However, I have also accepted (for example in Appendix 5h) that co-location could offer 'the best of both worlds' (Gordon, 2006) in terms of social and academic opportunity. Having researched the opinions of parents, staff and pupils from both the mainstream and special school I have been forced to continually examine my own opinions. Although not completely, but very emotively, members of these groups urged caution in moving towards more inclusive placement arrangements and communicated a common fear of bullying and educational failure as a result of the future co-location of the two schools whilst at the same time speaking with enthusiasm about the potential of the co-location to deconstruct prejudices and offer staff and pupils opportunities to learn together. I arrived at the co-located case study schools with a degree of cynicism due to a questioning of the possibilities of co-location and the level of educational and inclusive opportunity that could be found therein. I left the case study schools with the realisation that actually co-location can become whatever it is that its participating schools want it to become.

The findings of this research seem to suggest that co-location is extremely difficult to define as what it is depends entirely on what two schools turn it into. Co-location can offer the opportunity to maintain schools in a separate or 'autonomous' manner. Equally it can offer a gentle step towards more inclusive ways of working through staff developing a 'collaborative' sense of shared responsibility for every child. Curriculums can be delivered

separately or together and boundaries can be constructed or deconstructed dependent on the philosophies that underpin or the cultures that emerge.

Ypinazar et al (2004, p.434) identify that Special Education Units (the terminology used in North Queensland to refer to co-located schools) can create 'the illusion of being part of a regular school' and identify that although 'the geographic spaces of special schools have shifted, the segregated and bounded practices often continue'. Runswick-Cole (2008, p.174) supports this notion in identifying that the Audit Commission (2002) and Ofsted (2004) both found that although pupils with special educational needs may be physically placed on a mainstream site, 'their opportunities for interaction with their peers were often limited'. It is clear from this research piece and from the associated literature that simply 'co-locating' a school will not automatically lead to increased inclusive opportunities for pupils with learning difficulties. Priestley and Rabiee (2002, p.381) refer to co-location as a 'partnership model' and go on to identify how the inherent flexibility of these arrangements can be their natural strength.

> "Partnership does not commit parents and pupils to an all-or-nothing transfer to mainstream, where they might be expected to `sink or swim' with limited resources. The potential flexibility of Partnership provided some reassurance to parents about their child's ability to `cope' in mainstream, while allaying concerns about the perceived risk of losing access to special school resources."
>
> (Priestley and Rabiee, 2002, p.381)

Contrary to this Ypinazar et al (2004, p.432) argue that in a co-located circumstance the mainstream classroom is the perceived norm and the special school will always exist outside of this. They refer to spaces as being 'in' or 'out' and cite Sack (1993) who argues that this refers to the 'territorial control' and 'power' associated with a space. This assertion is

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confirmed by the doubts and concerns of the participants in this research, such as the fear of the physical, financial and philosophical dominance of the mainstream school over the shared site expressed by the special school parent groups and both staff groups. These concerns are also borne out by the writing of D'Alessio (2012),

> "…the use of space and place in schools may contribute to the reproduction
>
> of forms of micro-exclusion"
>
> (D'Alessio, 2012, p. 519)

D'Alessio (2012, p.519) goes on to verify the worst fears of the parent and staff groups associated with the special school in stating that educational spaces are designed in a way that will 'control and contain those deemed likely to disturb the social order' and that the maintenance of separate spaces for pupils with special needs serves to 'perpetuate' discrimination.

Morgan (2000, p.273) offers a more positive perspective through his 'critical pedagogy of space' which perceives spaces as social constructions.

> "Spaces are made in the living of our lives, and since they are always being
>
> made, the possibility remains for them to be made differently. The
>
> challenge for those of us who want to develop a critical pedagogy is to
>
> suggest to students that they can reconstruct spaces in new ways and
>
> articulate their future in previously unimagined ways."
>
> (Morgan, 2000, p.285)

Morgan's words lead me to a more optimistic conclusion as he identifies the potential for spaces to empower and liberate individuals in their thinking about their lives. It appears therefore that the future co-location of the special school in which I teach could reinforce segregation and maintain current power structures. Equally it could offer the pupils the

opportunity, security and confidence to step beyond the four walls of their usual school and thus to consider 'their future in previously unimagined ways'.

A school is more than a building and a co-location is more than a form of educational placement. Whilst it is undeniable that space is a critical element of this 'school for the future' it is clear that 'the culture of the school… [is] more important than the fabric in facilitating inclusion' (Thomas et al, 1998, p.115) and ultimately the level of inclusivity experienced by pupils will depend on the extent to which inclusion is perceived to be a critical factor in evaluating the success of the co-location. Of course it is possible that the origins of this particular co-location lie in the decision of a Local Authority which 'hedges its bets' and adopts a 'compromise policy' on inclusion (Thomas et al, 1998) but the construction of this school is really only the beginning of this project. As the school fills with pupils and staff who are ready to explore their new space and the potential that it offers them, new expectations, definitions and discourses will also be built, new relationships will be forged and cautious steps towards an emergent culture will be made. Although the space of the school can influence this momentum, it is the attitudes of parents, staff and pupils that will have the ultimate impact on the ethos communicated throughout this new school. The extent to which the co-location offers 'the best of both worlds' (Gordon, 2006, p.19) in terms of educational and inclusive opportunities, will be dependent on the attitudes and actions of those involved in both the physical and philosophical construction of the school.

APPENDIX 1

Appendix 1 contains general background information and summaries relating to the four research pieces contained in this thesis.

The appendix is split into 4 parts:

- 1a: Summarises the methods and samples used throughout the research

- 1b: Shows how the literature searches were conducted

- 1c: Summarises the practical issues which emerged across the four research pieces

- 1d: Gives an overview of any consultation undertaken by the school or the BSF team prior to the co-location.

- Appendix 1e: Letters and other forms of communication used to fulfil the ethical agenda set out in Chapter 2 (table 2.1)

APPENDIX 1A: A SUMMARY OF METHODS AND SAMPLES USED THROUGHOUT

THE RESEARCH

Research Focus	Relevant Chapter	Research Methods	Sample
Staff Research	Chapter 4	• Formal 1-1 filmed interviews • Research Diary	36 participants (18 from each school)
Pupil Research	Chapter 5	• Group interviews • Photographs / discussions • Observation • Discussion of product • Observation / filmed group discussions • Formal 1-1 interview • Construction activity • Research diaries	24 participants (12 from each school)
Parent Research	Chapter 6	• Questionnaires with range of open and closed questions • Research Diary	38 participants (19 from each school)
Case Studies	Chapter 7	• Field observations using stream of consciousness • Formal 1-1 filmed / sound recorded interviews • Shadow observations • Informal interviews • Research diary • Pupil researchers	8 formal interviews and 12 formal observations in each school. 4 formal pupil researcher interviews in each school and 3 formal observations.

APPENDIX 1B: AN OVERVIEW OF THE SEARCH STRATEGIES USED

The search strategies used were:

- Electronic library searches, for example accessing a variety of online journals using 'SwetsWise' or 'Wiley online' and searching key bibliographic data bases such as the British Education Index and ERIC often using 'Boolean' key word searches (Powers et al 1998).

- Using 'Google' to locate more generally accessible sources such as Local Authority websites and articles in the press and 'Google Scholar' to locate extracts of academic literature.

- A constant review of most recent articles in both academic and professional journals plus literature which was sent directly into the school in which I teach such as articles by the National Association of Special Educational Needs (NASEN) and news letters from the BSF group.

- Constant monitoring of all school documentation relating to BSF and the new school.

- Constant monitoring of relevant web sites such as the now archived BSF web site, Local Authority and council web sites and press web sites such as the Times Education site.

- Annual trawls of Ofsted, DfES and HMIE publications both of physical and digital sources.

APPENDIX 1C: PRACTICAL ISSUES TO EMERGE FROM THE RESEARCH

In several areas of the research practicalities were identified which tended to dominate the data sets. However, these issues do not really add to our understanding of co-location and so are omitted from the thesis. They are included here for any reader that might find them helpful or of interest.

Staff Research	Pupil Research	Parent Research	Case Studies
1) The size and lay out of the school 2) An improved variety of available facilities and resources 3) Original buildings were insufficient 4) Curriculum is limited by current buildings 5) There is not sufficient in the current building 6) Current school is not suited to meeting the needs of special school pupils 7) Parking 8) Stairs may be challenging for special school pupils 9) Suitability of site and issues of site management 10) Access	1) The mainstream school feels too crowded 2) The mainstre4am school has better facilities 3) The mainstream school is too big 4) The small space of the special school feels friendlier 5) The special school feels better looked after 6) Pupils liked modern airy spaces 7) The special school lacked facilties	1) Mainstream school too big for special school pupils 2) Larger mainstream school will dominate the site 3) Equity of facility and resource access 4) Too many mainstream pupil on the site 5) Stairs may be difficult 6) parking 7) Access	1) Staff frustrated by non-educational issues 2) Importance of CPD 3) Times of school day don't always match up 4) Whether to have the same or different school uniforms 5) Whether to share governance or not 6) Parking

APPENDIX 1D: AN OVERVIEW OF THE CONSULTATION UNDERTAKEN BY THE SPECIAL SCHOOL AND THE BSF TEAM PRIOR TO THE BEGINNING OF THIS RESEARCH (4 YEARS PRIOR TO THE CO-LOCATION)

With whom	By whom	Actions
Parents	School	2 letters which invited parents to visit the school to 'look at plans of the new school' and 'see the final design' of the new school.
Parents	School	Invited by letter on five occasions to contact the school if they had any questions.
Staff	School and BSF team	One training day was devoted to consultation with staff during which they were asked to identify their vision of the curriculum in the new school and with 'blue sky thinking' the facilities and resources they would like to have access to.
Staff	School	Four staff meetings were devoted to discussions of the potential of ICT in the new school, one to colours and signage and one to the 'environmental' possibilities.

APPENDIX 1E: LETTERS AND OTHER FORMS OF COMMUNICATION USED TO FULFIL THE ETHICAL AGENDA SET OUT IN CHAPTER 2 (TABLE 2.1)

Letter of informed parental consent for pupil participation in research (special school)

Dear parent / carer of:

If your child chooses to, they have the opportunity to take part in a piece of research about the future co-location of 'Lowmeadow' and 'Penmeadow' schools.

The purpose of the research is to find out pupil opinion about the co-location, including identifying any concerns they may have and looking for ways to alleviate these.

The findings of the research would be used within the two schools to inform staff of actions they should take. The findings may also be published as a PhD thesis, but in this case the pupils and schools would remain completely anonymous.

The research activities would include group and individual interviews (some of which may be filmed or recorded) and a visit to the other school. (Additional consent will be sought for this visit).

Your child would be able to opt out of the research at any point if they felt they needed to.

If you would like your child to be able to participate in this research please complete and return the attached consent form.

<div align="center">

Kind regards,

Mrs E. Griffiths

(Head of inclusion)

</div>

I _____ (parent name), parent / carer of _____ (pupil name) consent for them to take part in the research into pupil opinion of the co-location of Lowmeadow and Penmeadow schools.

	(Tick)
I consent for photographs of my child to be taken during the research.	
I consent for recordings of my child to be taken during the research.	
I consent for film of my child to be taken during the research.	
I consent for data collected to be used within school and in published work.	

I understand that my child's information will be treated confidentially.	
I understand that my child will remain anonymous at all times.	

Letter of informed parental consent for pupil participation in research (mainstream school)

Dear parent / carer of:

My name is Eve Griffiths. I am a senior teacher at Penmeadow school and a PhD student at the University of Birmingham.

Over the next month I will be conducting some research with a group of year 8 pupils from Lowmeadow school.

If your child chooses to, they have the opportunity to take part in this research which will focus on the future co-location of 'Lowmeadow' and 'Penmeadow' schools.

The purpose of the research is to find out pupil opinion about the co-location, including identifying any concerns they may have and looking for ways to alleviate these.

The findings of the research would be used within the two schools to inform staff of actions they should take. The findings may also be published as a PhD thesis, but in this case the pupils and schools would remain completely anonymous.

The research activities would include group and individual interviews (some of which may be filmed or recorded) and a visit to the other school. (Additional consent will be sought for this visit).

Your child would be able to opt out of the research at any point if they felt they needed to.

If you would like your child to be able to participate in this research please complete and return the attached consent form.

<div align="center">

Kind regards,

Mrs E. Griffiths

(Head of inclusion)

</div>

I _____ (parent name), parent / carer of _____ (pupil name) consent for them to take part in the research into pupil opinion of the co-location of Lowmeadow and Penmeadow schools.

	(Tick)
I consent for photographs of my child to be taken during the research.	

I consent for recordings of my child to be taken during the research.	
I consent for film of my child to be taken during the research.	
I consent for data collected to be used within school and in published work.	
I understand that my child's information will be treated confidentially.	
I understand that my child will remain anonymous at all times.	

Informed parental consent letter for pupil researchers

Dear parent carer of: _____

On [date given] I will be visiting [Cherry Fields School / Willow Fields School] in [location given] in order to continue my research into co-located schools. On this day I would very much like to take two pupil researchers with me.

The pupil researchers would have the opportunity to:

- Learn about using research methods such as conducting interviews and doing observations
- Meet and speak to pupils with SEN who already attend a co-located school
- Interview teachers who work in a co-located school
- Do observations of lessons and play times in a co-located school
- Feedback to me about what they have found out about co-location

Your child has shown an interest in being a 'pupil researcher' for the day. If you would like your child to visit the school with me please complete the attached form which details the arrangements for the day, the travel plan and the usual school risk assessment.

Many Thanks

Mrs E. Griffiths

(Head of Inclusion)

Memo sent to staff in my own school

To all staff:

As you are aware I have recently started to research co-location and am interested to know your opinions on the future co-location of our school with Lowmeadow school.

I am looking for a group of teaching and non-teaching staff who would volunteer to be interviewed on their feelings about the future move. Your comments would be treated confidentially and only discussed anonymously in my thesis and with SLT.

If you have any questions please come and speak to me directly.

I look forward to hearing from you,

Eve

Letter sent to staff in 'Lowmeadow' school

To all staff:

My name is Eve Griffiths. I am a senior teacher at Penmeadow school and a PhD student at the University of Birmingham.

I am currently researching attitudes towards the future co-location of Lowmeadow and Penmeadow schools and would really like to interview some of Lowmeadow staff so that I can understand your feelings about the move, including your expectations and any concerns that you may have.

The findings of the research would be treated with complete confidentiality and although they would be shared with the SLT and possibly published as part of my thesis this would be done with absolute anonymity including the omission of titles and any information that is specific to an individual.

You will shortly be contacted by email by a member of your senior management with a list of days and times that I will be in school conducting interviews. If you feel that you could contribute please sign up to any slot and cover will be provided for your lesson for the duration of the interview.

If you have any questions please contact me directly on the details given below.

Many Thanks,

Eve

Letter to staff in case study schools

Dear staff,

My name is Eve Griffiths. I am a senior teacher in a special school which is about to co-locate with a mainstream secondary school. I am also a PhD research student at the University of Birmingham.

As you can probably imagine the staff and senior leaders of the school in which I teach have many questions about the possibilities and challenges of co-location and indeed the journey that we are about to begin from separate to co-located. We are hoping that you and your colleagues may be able to help us to answer some questions, understand what it's like to teach in a co-located school and get us started on this journey.

In the week beginning [date given] I have been granted permission by your head teacher to visit your school to undertake a piece of case study research. As part of this research I will be interviewing staff and pupils, undertaking observations and having informal conversations and meetings. I will also be bringing two pupil researchers from my own school so that they can experience a co-located school for themselves.

An approximate schedule is attached including a list of who I may be observing or interviewing and when. If your name appears on this timetable please do not feel obliged to take part in the research. You are welcome to opt out at any point and obviously where you do choose to participate anonymity and confidentiality will be guaranteed at all times.

The data collected will be used to support my own school and our mainstream partner in preparing a set of actions that we will aim to implicate prior to our co-location. The data may also be published in a PhD thesis. Again I reiterate that complete anonymity for both the school and any participants will be a priority.

If you have any questions please contact me directly on the details given above.

Many thanks,

Eve

Informed consent for parents of pupils in case study schools

A letter was also sent to parents by the head teacher of each of the case study schools. The letter informed the parents of the dates that I would be in school undertaking the research and asked parents to contact the school if they did not want their child to take part in the research.

Both head teachers were satisfied that this action was enough to satisfy the criteria of their research policies. However, to be as ethical as possible I requested that the following letter was sent to any parent of any child who was observed or interviewed as part of the research.

To the parent / carer of_____.

My name is Eve Griffiths. I am a senior teacher at Penmeadow school in [LA given] and a researcher at the University of Birmingham.

As you are most likely aware I have been visiting your child's school this week to conduct some research into teaching and learning in a co-located school.

As part of this research I met your child and was able to [observe them individually / observe them in a group / interview them in a group]. During the [interview / observation] your child [one sentence of simple detail about the observation / interview].

I would very much like to use this information as part of the data for the research. Your child and the school will be guaranteed complete anonymity at all times.

If you do not wish for the data to be used or if you would like to see the full [observation / interview] please contact the head teacher prior to [date given] and I will then contact you directly to make arrangements.

Many Thanks

APPENDIX 2

Appendix 2 contains all of the additional information that relates to chapter 4 which presents the staff element of the four research pieces.

The appendix is split into 3 parts:

- 2a: This gives the questions which were used during the staff interviews.

- 2b: Includes the 7 models of co-location designed for this research piece which aimed to stimulate discussion with staff. A key is also provided.

- 2c: Gives additional responses made to the models of co-location by the staff group for any reader interested in reading further about this method and the responses it generated.

APPENDIX 2A: STAFF INTERVIEW QUESTIONS

1. What are your initial thoughts about the co-location of the schools?

2. In what way could co-location be beneficial for:
   A) The special school pupils?

   B) The mainstream school pupils?

3. How do you see the move affecting:
   A) Your own role?

   B) The role of mainstream staff?

   C) These two groups working together?

4. What do you think the implications will be for management?

5. What concerns do you have about being co-located with a mainstream secondary school / a special school?

6. How do you feel teaching and learning and the curriculum will evolve as a result of the move?

7. What actions do you feel we need to take to guarantee the success of the move?
   A) In terms of academic outcomes

   B) In terms of social outcomes

8. What does the term 'inclusion' mean to you – how would you define it within this context?

9. (Using provided models) Which model of co-location do you see as:
   A) Most desirable?

   B) Most practical?

   10. Time to give any further comments, ask questions, discuss additional forms of educational provision.

APPENDIX 2B: THE MODELS OF CO-LOCATION USED AS A DISCUSSION STIMULUS WITH STAFF AS PART OF QUESTION 9 DETAILED ABOVE IN APPENDIX 2A

This appendix contains a key followed by the 7 diagrammatic models of co-location created for the purpose of stimulating discussion with staff.

Key to models of co-location:
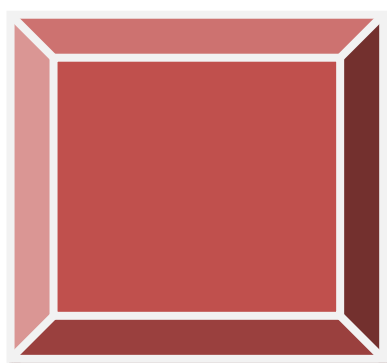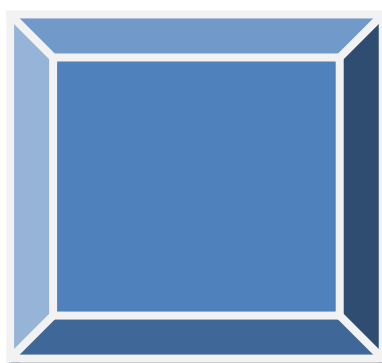
Mainstream School	Special School
M	S
Mainstream School Pupil	Special School Pupil
M	S
Mainstream School Staff	Special School Staff

Model 1: A mainstream school attended fully by pupils with special needs.
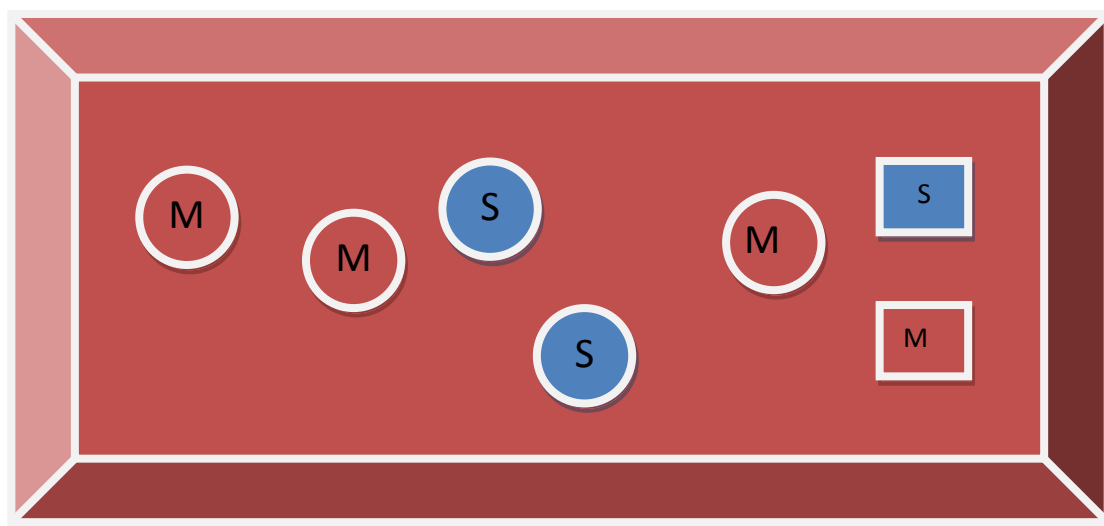
Model 2: A mainstream school with an entirely separate unit or class for pupils with SEN.
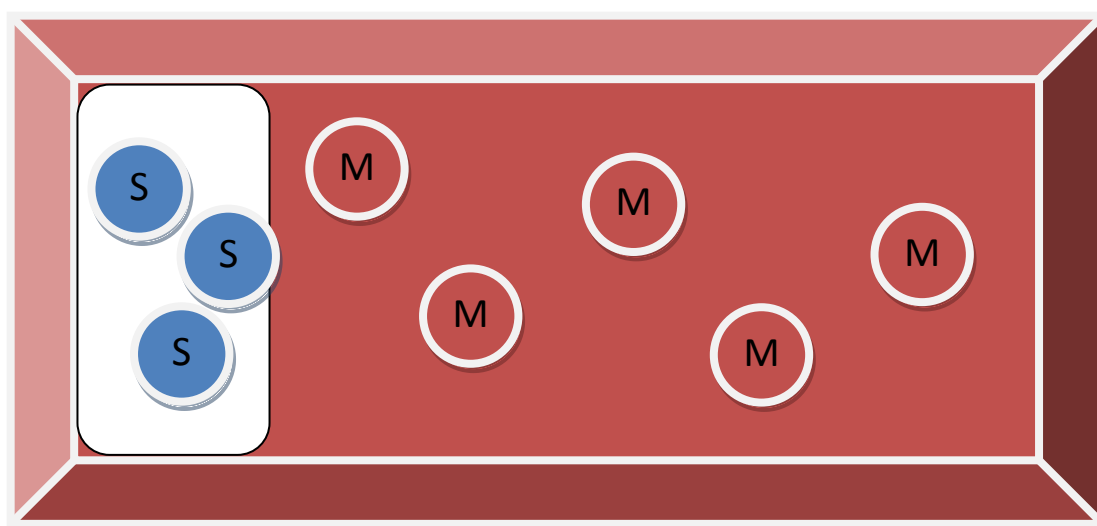
Model 3: A mainstream school with an SEN unit or class and some pupil transference.
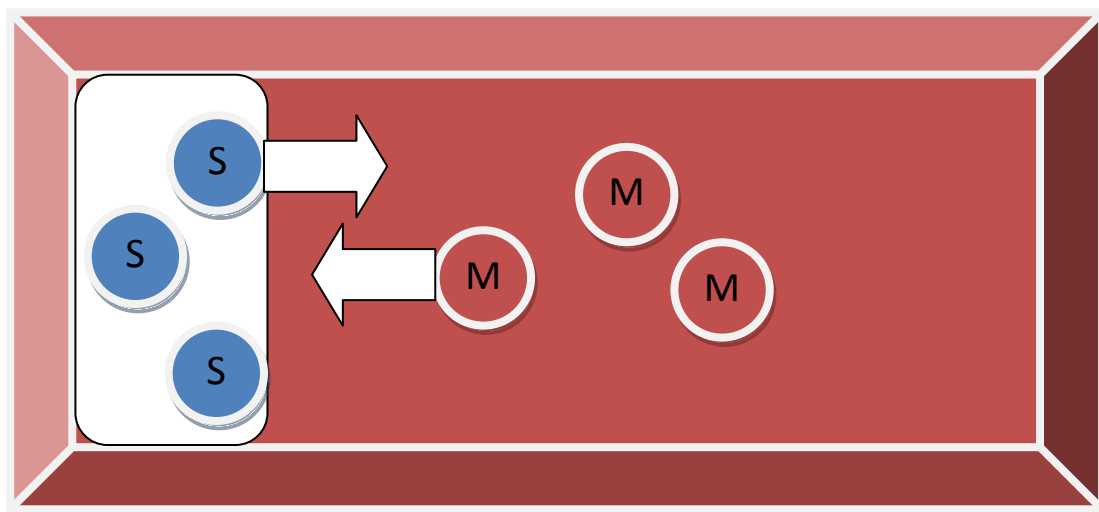
Model 4: A mainstream and special school on the same campus with shared facilities and areas.
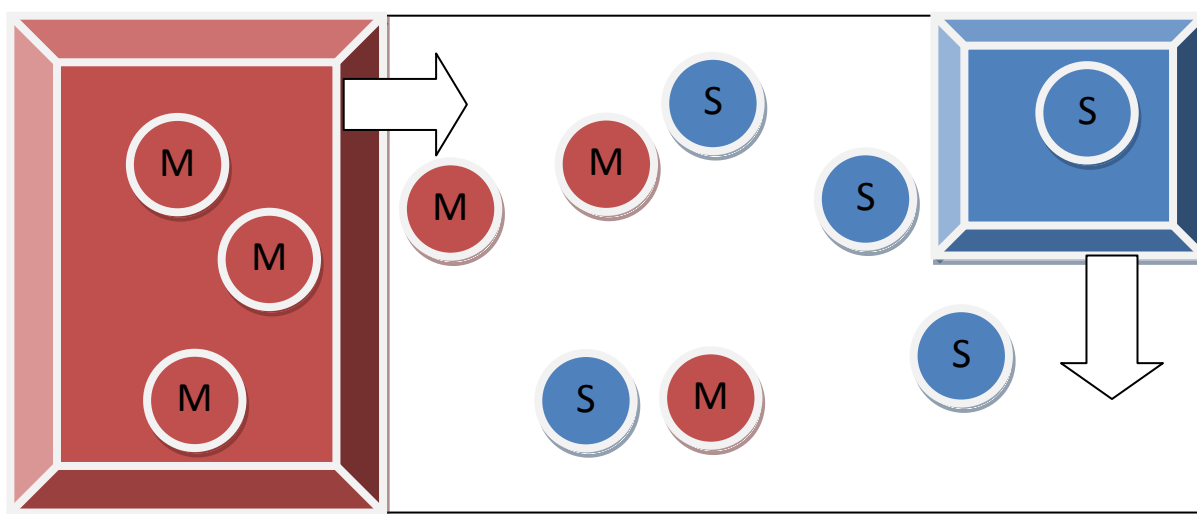
Model 5: A mainstream and special school on the same site and accessible in a fluid manner
to all pupils (Reciprocal Inclusion, Attfield and Williams, 2003, Ref 29)
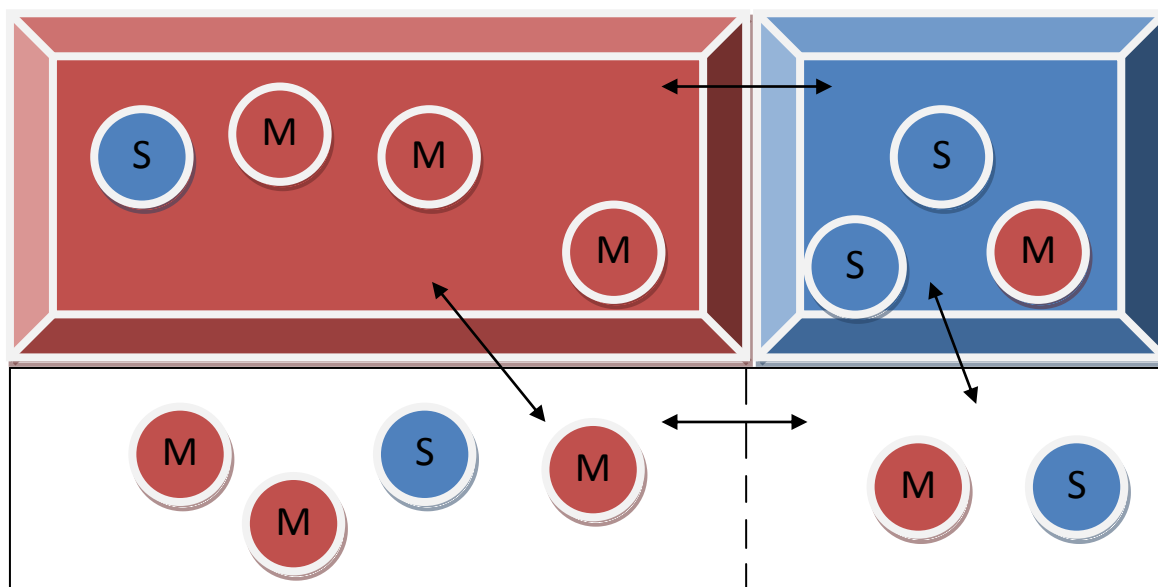
Model 6: A mainstream and special school on a shared campus but with separate facilities
and areas.
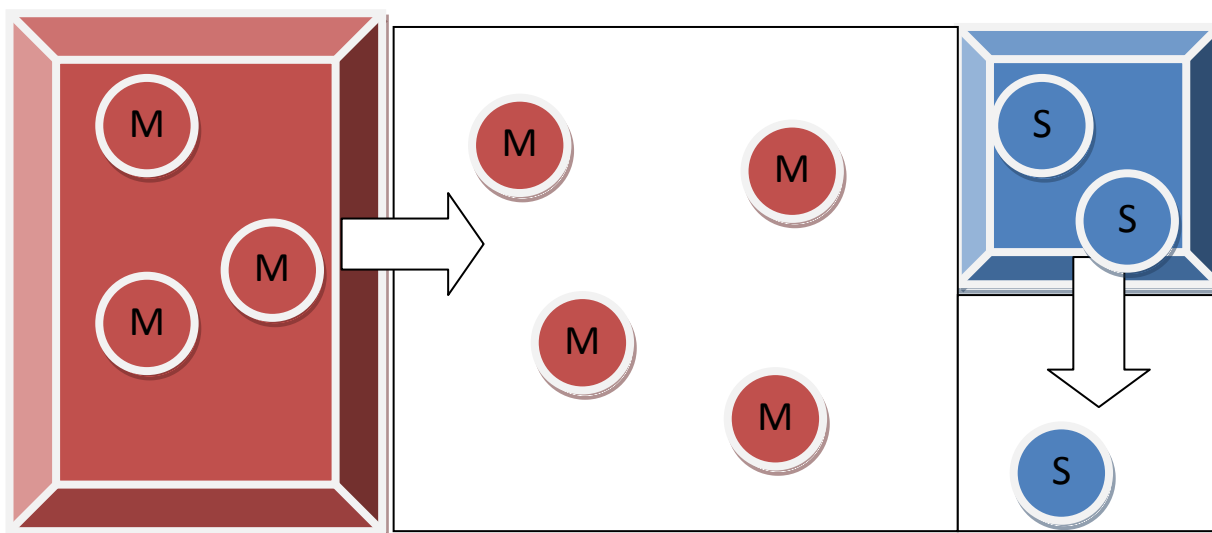
Model 7: Mainstream and special schools on entirely different sites.
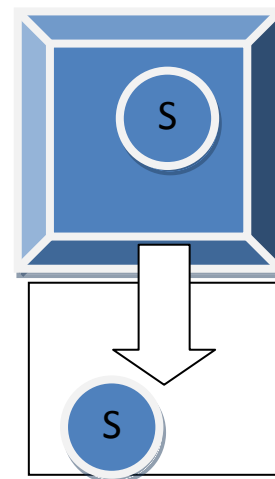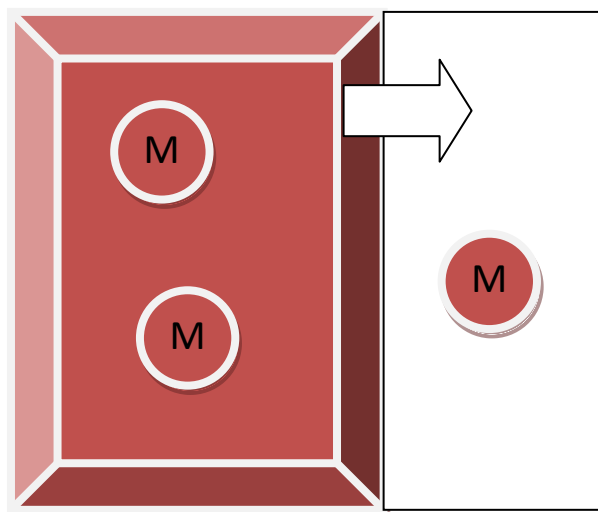
APPENDIX 2C: AN OVERVIEW OF STAFF RESPONSES TO THE MODELS

OF CO-LOCATION

Each of the models showed a differing level of inclusivity, where inclusion is defined as the increased interaction of the mainstream and special schools pupils.

Although most staff enjoyed the set up within which the schools currently function, compatible with model seven, they were unanimous in identifying the lack of inclusive opportunities as the key downfall of this model. The staff were also all agreed on the idea that creating a co-location based on Model 6 would be nonsensical as it would make no real difference to how the two schools function and nor would it increase the levels of inclusivity available to the pupils in attendance of the two schools.

The special school staff all expressed caution towards model four, whilst models six and seven were deemed not to be inclusive enough, model four was viewed as too much too soon.

*"And I think that without preparation if you were to suddenly impose that (4) you know, two separate schools one day and the following this was in place then that would create problems as well…[Sighs] It just gives me nightmares. It does give me nightmares that. I worry about our children being bullied."(*Special School Staff)

Whilst the mainstream staff were on the whole less concerned about model four than the special school staff, some staff made similar comments regarding the challenge that instantly implicating this sort of significant change would hold and also urged caution. The mainstream staff and special school staff were however, unanimous in their outright rejection of model six. Their comments are best summed up by this member of the special school staff.

"And this one with that barrier across it! Reject it! It really don't like that one. I mean – why put a barrier up? What message does that give to everyone? You know – they're behind closed doors – their animals! We've got to keep them in a pen!"(Special School Staff)

The shared rejection of model six by all members of both staff groups reinforced the intention of the two groups to focus on offering inclusive opportunities to the pupils with whom they work through the process of co-locating the two schools. The desire to promote an inclusive ethos was further communicated through the vast majority of staff identifying model one as their 'ideal', however there was a constant disregard of this model as a real possibility for a way forward for the co-location. An acceptance of model one would redefine the bringing together of the two schools as a merger rather than a co-location and would mean the closure of the two schools in the parameters of their current identities and the opening of one all-encompassing school in their place. Whilst the ideology of this action was accepted, the staff identified a particular practical constraint that persuaded them not to select this model as their way forward.

"Model 1 I think is idealistic. It is my ideal – but – I do think we've got a lot to go through before we begin to achieve that…I think that in our current space and time, and with our understanding of special needs and how people view disability and learning difficulties, I think that this model [model 5] could present inclusion in a way that's manageable. This [model 1] this to me is total inclusion but I think that it is idealistic at the moment until we've moved on a bit and changed some of these attitudes that exist. So yeah, model 5 as a realistic step for us at the moment." (Special School Staff)

APPENDIX 3

Appendix 3 features additional information which relates to the pupil research which makes up chapter 5 of this thesis.

The appendix is broken into 4 parts:

- 3a: Special school pupil comments from second group interview which give further demonstration of the preconceptions they have of the mainstream pupils

- 3b: Further details of pupil responses to the construction activity

APPENDIX 3A: SPECIAL SCHOOL PUPIL COMMENTS FROM SECOND

GROUP INTERVIEW WHICH GIVE FURTHER DEMONSTRATION OF THE

PRECONCEPTIONS THEY HAVE OF THE MAINSTREAM PUPILS

"Josh: I think that if there is a visitor in school the Lowmeadow pupils might let us down and make people think it wasn't a nice school.

Penny: And they might drink beer and do drugs but we don't do things like that here.

Asher: And wagging it or skiving off school. And they might fight each other and maybe they'll want to fight us even if we don't want to fight them and there's going to be graffiti at that school. I think that we'll have to have cameras everywhere at the new school and tell them that we don't want them to wreck our new school.

Sanjay: Do you think they'll have knives and guns?

Asher: yeah, so I don't think we should have their bad students with us – like the ones that have detentions.

APPENDIX 3B: FURTHER DETAILS OF PUPIL RESPONSES TO THE CONSTRUCTION ACTIVITY

The photographs below show the designs created by the pupils and essentially show the pupils divided into four groups.

- Group 1: Two separate schools
- Group 2: Two separate schools with some shared facilities
- Group 3: Two schools placed next to or inside of each other to enable easy transfer from one school to the other
- Group 4: Complete closure of the special school and the full inclusion of the special school pupils and staff into the mainstream school.

The table below shows the distribution of mainstream and special school pupils over the four groups.

Group	Mainstream Pupils	Special School Pupils
Group 1: Two separate schools	1	6
Group 2: Shared facilities	6	2
Group 3: Adjacent placement	0	2
Group 4: Mainstream inclusion	5	2

Group 1: Two separate schools
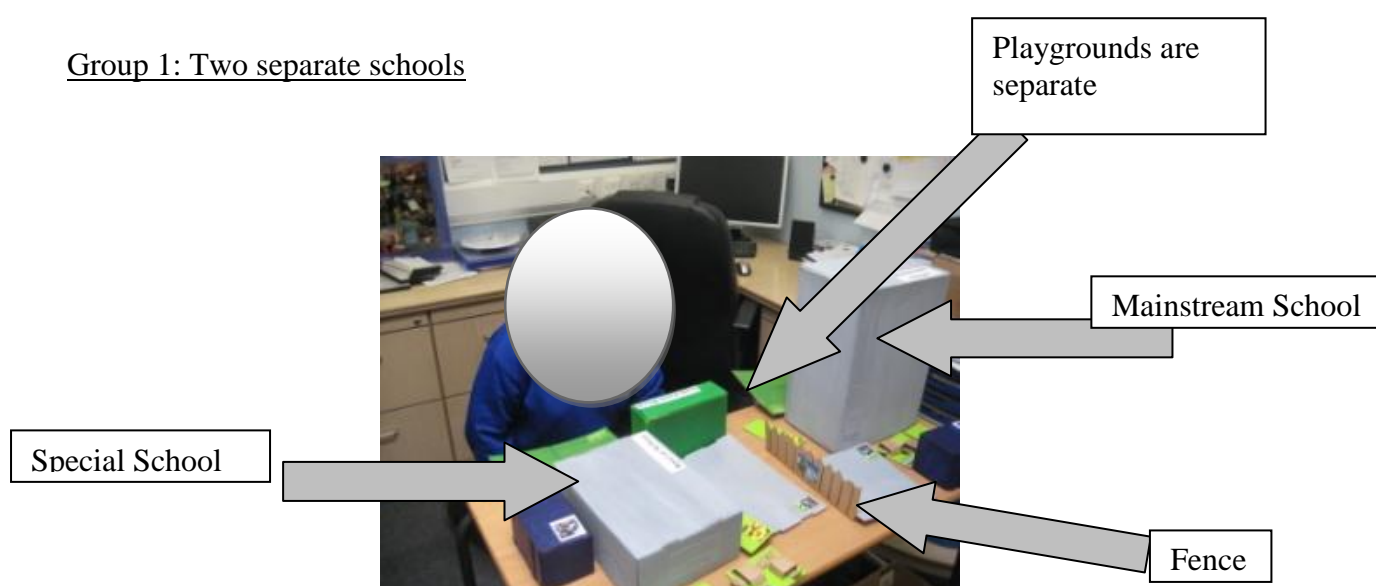
Group 1- example photograph

The first group of pupils argued that the two schools should be kept entirely separate. The mainstream pupil in this group explained his preference for this lay out in terms of offering protection to the special school pupils for whom he felt the daily routine of the mainstream school would be both threatening and challenging.

All of the remaining pupils in this group were members of the special school who justified the separation of the two schools in terms of their social wellbeing and fear of the mainstream pupils and environment.

Group 2: Separate but linked

Mainstream School

Adjoining facilities

Special School

Playgrounds are close together and not separated
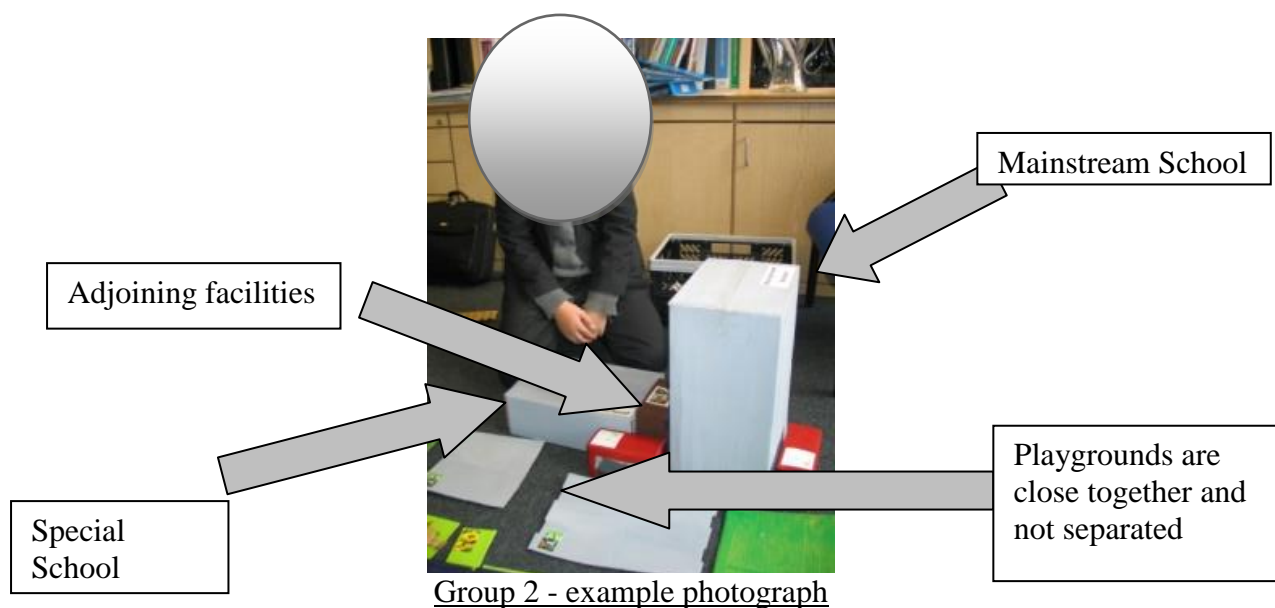
Group 2 - example photograph

This group suggested that the schools should be essentially separate but connected in many ways such as through shared facilities or a common sixth form.
All of the pupils in Group 2 were eager to emphasise that the flexibility they were trying to offer in their design was for the benefit not exclusion of the special school pupils.

Group 3 – Together but maintaining some separation

Mainstream and special schools are physically connected together

Shared facilities and playground areas.
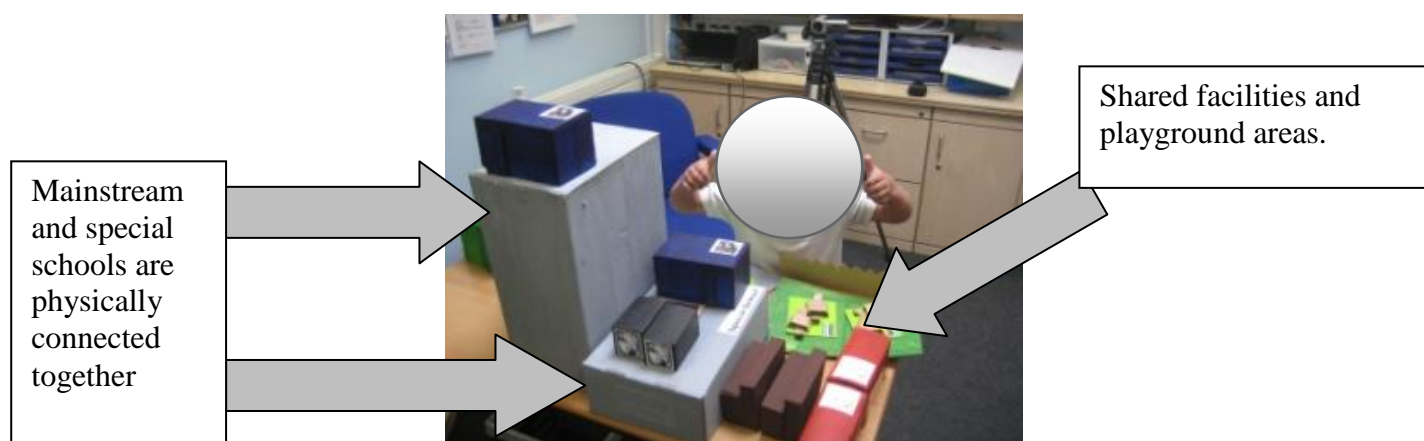
Group 3 - example photograph

This design was distinct to the previous in that pupil intention was for the two groups to usually be together and only move into the two separate schools when individual needs required something over and above that provided in the mainstream school.

Group 4 – Full mainstream inclusion

There is no special school. Only the mainstream school was used.

All play grounds and facilities are shared .

Group 4 example photograph

Pupils in this group argued that all pupils from both schools should attend just one school; that there should be no co-location and instead a complete merger of the two schools into one fully inclusive school. Pupils argued that the only way for them to really get to know one another is to be together.

APPENDIX 4

Appendix 4 features additional information which relates to the parent research which makes up chapter 6 of this thesis.

The appendix is broken into 5 parts:

- Appendix 4a: The cover letter sent home to the parents of children attending the mainstream school

- Appendix 4b: The questionnaire sent home to parents of mainstream pupils

- Appendix 4c: The cover letter sent home to the parents of children attending the special school

- Appendix 4d: The questionnaire sent home to parents of special school pupils

- Appendix 4e: A summary of the triangulation of special school parent participant responses.

- Appendix 4f: The original questionnaire shared with the pilot group

APPENDIX 4A: THE COVER LETTER SENT TO THE PARENTS OF CHILDREN

ATTENDING THE MAINSTREAM SCHOOL

Dear Parents / Carers

My name is Mrs Griffiths and I am a teacher and member of Senior Management at Penmeadow school.

As you are probably aware, discussions are currently taking place with the 'Building Schools for the Future Group' to begin the re-location of Penmeadow School into a new purpose-built school that will be located on the Lowmeadow site. This move is being referred to as a 'co-location'.

I have no doubt that many of you have questions about this move and what it might mean for both schools.

Attached is a short questionnaire. The purpose of the questionnaire is to begin to understand how you feel about the co-location and to highlight any questions or concerns you may have. The questionnaire also aims to note any contributions you would like to make towards the new make up of the school.

The questionnaire is part a piece of research I am conducting into how we can create the best possible school for both pupil groups. It will be followed up by meetings, formal consultation periods and on-going discussions led by the BSF team.

Please complete the questionnaire as accurately as you can and return it to school as soon as possible. You do not have to put your name on the questionnaire, but please do so if you would like to be involved in future discussions about the new school.

APPENDIX 4B: THE QUESTIONNAIRE SENT HOME TO PARENTS OF

MAINSTREAM PUPILS

Building Schools for the Future – Parent Questionnaire.

You do not need to put your name on this questionnaire. All responses will be treated with confidentiality. Please feel free to answer all or part of the questionnaire.

Some questions about your son / daughter…

Please circle one answer.

1) How old is your son / daughter?

4-6   7-11   12-14   15+

2) How long have they attended Lowmeadow School?

Less than 1 year   1-3 years   4-6 years   7+ years

Some questions about co-location…

---

3) What advantages do you see in the co-location of Lowmeadow School with Penmeadow Special school?

Please tick all relevant boxes

1	Improved facilities and resources	
2	Improved teaching and learning opportunities	
3	Opportunities to share learning with special school pupils	
4	Possibility of reducing stereotypes of disability and special needs	
5	Greater flexibility in movement between the special school and the mainstream school	
6	Opportunities for a broader curriculum and more varied qualifications	
7	Opportunities for teaching staff to work together and support each other	

8	Opportunities for mainstream pupils to mentor or have work experience with special school pupils	
9	Improved support and options for Lowmeadow pupils who have learning difficulties.	
10	Opportunities for Lowmeadow pupils to learn about disability and special needs.	
Any other advantages? (Please state)		

6) What concerns do you have about the co-location of Lowmeadow School with Penmeadow School?

Please tick all relevant boxes

1	Capacity of the new building and its ability to cater for pupils from both schools.	
2	Allocation of facilities to either school.	
3	Special school pupil safety on site.	
4	Bullying or fighting between the two schools.	
5	Range of special needs and behaviour of special school pupils.	
6	Needs of special school pupils detracting attention from the needs and education of Lowmeadow pupils.	
7	Change management issues such as consistency in curriculum delivery.	
8	Special school pupils having more access to facilities or resources	
9	Concern over losing ethos of Lowmeadow School.	
10	Negative attitudes towards special needs and stereotypes of disability causing difficulty in pupil interaction.	

Any other concerns? (please state)

7) What facilities and resources would you like to see in the new co-located school?

8) Which of these social experiences would you want the new school to provide for your child?

Please tick all relevant boxes

Shared play times with special school pupils.	
Shared lunch times with special school pupils.	
Shared after school clubs with special school pupils.	
Shared breakfast clubs with special school pupils.	
Shared school trips with special school pupils	
Shared fund raising events between schools.	
Mentor or work experience opportunities.	
Opportunities to be only with other Lowmeadow' pupils.	

Other social experiences (Please state)

9) Which of these learning experiences would you want the new co-located school to provide for your child?

Please tick all relevant boxes

PE, art or drama lessons with special school pupils.	
Literacy, numeracy or science lessons with special school pupils.	
Themed or topic based days or Project Based Learning with special school pupils.	
Shared use of library or ICT base.	
Movement between two schools based on abilities in different subjects,	
Other learning experiences (please state)	

And finally…

Do you have any further questions or comments about the project? Write overleaf if you need more space.

If you would like more information on the project or if you might be interested in expressing your opinions in a discussion group, please write your name below.

Name: _____

Pupil Name: _____

Thank you for completing the questionnaire. Please return it using the pre-paid envelope.

Dear Parents / Carers

As you are probably aware, discussions are currently taking place with the 'Building Schools for the Future Group' to begin the re-location of Penmeadow School. This will involve closing our school and moving the pupils to a new purpose-built school that will be located on the same site as Lowmeadow Secondary School.

We have no doubt that many of you have questions about this move and what it might mean for your children. Equally we understand that you may have contributions you would like to make towards the creation of our new school.

Attached is a short questionnaire. The purpose of the questionnaire is to begin to understand how you feel about the move and to highlight any questions or concerns you may have. The questionnaire also aims to note any contributions you would like to make towards the new make up of the school.

The questionnaire is part a piece of research into how we can create the best possible school for Penmeadow pupils and is being led by a member of our Senior Management Team. It will be followed up by meetings, formal consultation periods and ongoing discussions.

Please complete the questionnaire as accurately as you can and return it to school as soon as possible. You do not have to put your name on the questionnaire, but please do so if you would like to be involved in future discussions about the new school.

APPENDIX 4D: THE QUESTIONNAIRE SENT HOME TO PARENTS OF SPECIAL

SCHOOL PUPILS

Building Schools for the Future – Parent Questionnaire.

You do not need to put your name on this questionnaire. All responses will be treated with confidentiality. Please feel free to answer all or part of the questionnaire.

Some questions about your child…

Please circle one answer.

1) How old is your child?

   4-6   7-11   12-14   15+

2) How long has your child attended Penmeadow School?

   Less than 1 year   1-3 years   4-6 years   7+ years

Some questions about schools…

Please circle one answer

3) Which school would you prefer your child to attend?

A mainstream   A special   A school with   Not

                school   school   both together   sure

4) Why would you prefer this type of school for your child?

Some questions about co-location…

5) What advantages do you see in the co-location of Penmeadow School with Lowmeadow school?

Please tick all relevant boxes

1	Improved facilities and resources	
2	Improved teaching and learning opportunities	
3	Opportunities to share learning with mainstream pupils	
4	Opportunities to visit the mainstream part of the school	
5	Possibility of reducing stereotypes of disability and special needs	
6	Chance to improve relations between mainstream and special schools	
7	Opportunity to make friends with mainstream pupils	
8	Greater flexibility in movement between the special school and the mainstream school	
9	Opportunities for a broader curriculum and more varied qualifications	
10	Opportunities for teaching staff to work together and support each other	
Any other advantages? (Please state)		

6)What concerns do you have about the co-location of Penmeadow School with Lowmeadow School?

Please tick all relevant boxes

1	Size of new school building	
2	Number of pupils in mainstream school	
3	Bullying or victimisation	
4	Mainstream pupil negative attitudes towards special need or disability	
5	Mainstream staff negative attitudes towards special need or disability	
6	Concern over your child's ability to cope in a shared school	
7	Want child to only attend a special school and not a mainstream school	
8	Mainstream school having more access to facilities or resources	
9	Pupil safety and security on a shared site	
10	Concern over losing ethos of Penmeadow.	
Any other concerns? (please state)		

7) What facilities and resources would you like to see in the new co-located school?

8) Which of these social experiences would you want the new school to provide for your child?

Please tick all relevant boxes

Shared play times with mainstream pupils.	
Shared lunch times with mainstream pupils.	
Shared after school clubs with mainstream pupils.	
Shared breakfast clubs with mainstream pupils.	
Shared school trips with mainstream pupils	
Shared fund raising events.	
Opportunities to be only with other Penmeadow' pupils.	
Other social experiences (Please state)	

9) Which of these learning experiences would you want the new co-located school to provide for your child?

Please tick all relevant boxes

PE, art or drama lessons with mainstream pupils.	
Literacy, numeracy or science lessons with mainstream pupils.	
Themed or topic based days with mainstream pupils.	
Shared use of library or ICT base.	
Movement between two schools based on abilities in different subjects,	
Other learning experiences (please state)	

And finally…

10) Do you have any further questions or comments about the project? Write overleaf if you need more space.

If you would like more information on the project or if you might be interested in expressing your opinions in a discussion group, please write your name below.

Name: _____

Pupil Name: _____

Thank you for completing the questionnaire. Please return it using the pre-paid envelope.

APPENDIX 4E: A SUMMARY OF THE TRIANGULATION OF SPECIAL SCHOOL

PARENT PARTICIPANT RESPONSES

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Ps No.	Advantages (Out of 10)	Concerns	Positive comments	Negative comments	Neutral comments	Total Positive	Total Negative
1	1	8	0	2	0	1	10
2	0	8	0	2	0	0	10
3	10	10	2	3	1	12	13
4	1	5	1	2	2	2	7
5	3	7	0	3	0	3	10
6	0	2	0	3	0	0	5
7	2	4	1	2	0	3	6
8	2	9	0	2	0	2	11
9	1	6	0	3	0	1	9
10	0	5	1	2	1	1	7
11	5	5	3	1	1	8	6
12	0	10	0	3	0	0	13
13	10	10	1	1	1	11	11
14	0	10	1	2	0	1	12
15	0	10	0	2	0	0	12
16	2	10	0	3	0	2	13
17	10	8	2	2	1	12	10
18	4	7	0	3	0	4	10
19	3	6	2	2	1	5	8

■ = Positive response   ■ = Negative response

■ = More negative than positive responses   ■ = More positive than negative responses

■ = Tended to be more neutral

The above table summarises the findings of the triangulation process undertaken with the data produced by the special school parent questionnaires. This triangulation was undertaken as there were many discrepancies and contradictions identifiable in the data regarding parental attitudes towards the co-location.

All of the special school parents' data is included here. The participants were given a participant number (Ps No.) shown in column 1 and the number of positive, negative and neutral or indistinguishable comments were then totalled in columns 2 to 5 along with any identified advantages and concerns. The final three columns summarise the degree to which the parent comments tended to be positive, negative or neutral.

Although rudimentary this process enables an overview of participant attitudes to be accessed at a glance and in particular identifies that participants 2, 6, 12 and 15 were consistently negative about the co-location through their entire questionnaires whilst no participants were consistently positive. Although able to identify a small number of advantages, participants 1, 5, 7, 8, 9, 10, 14, 16 and 18 made predominantly negative comments and identified more challenges than advantages to the co-location. Participants 3, 4, 13 and 19 appeared to be more neutral, identifying both advantages and concerns and making both positive and negative comments whilst participants 11 and 17 appear the most positive although again, both of these participant have ticked at least half of the possible concerns. This final group consisted of two of the parents who expressed a preference for their child to attend a mainstream or co-located school.

APPENDIX 4F: THE ORIGINAL VERSION OF THE QUESTIONNAIRE SHARED WITH

THE PILOT GROUP

Building Schools for the Future – Parent Questionnaire.

You do not need to put your name on this questionnaire. All responses will be treated with confidentiality. Please feel free to answer all or part of the questionnaire.

---

1) How old is your child?

 4-6   7-11   12-14   15+

2) How long has your child attended 'Penmeadow' School?

 3) Which school would you prefer your child to attend?

4) Why would you prefer this type of school for your child?

5) What advantages do you see in the co-location of Penmeadow School with Lowmeadow school?

6) What concerns do you have about the co-location of Penmeadow School with Lowmeadow School?

7) What social experiences would you like the new school to provide for your child (such as lunch time clubs)?

8) What learning experiences would you like the new co-located school to provide for your child (such as lessons with the mainstream pupils)?

9) Please use the attached blank sheet to add any additional comments you would like to make about the co-location or this research project.

<u>If you would like more information on the project or if you might be interested in expressing your opinions in a discussion group, please write your name below.</u>

Name: _____

Pupil Name: _____

Thank you for completing the questionnaire. Please return it using the pre-paid envelope.

APPENDIX 5

Appendix 5 features additional information which relates to the case study research which makes up chapter 7 of this thesis.

The appendix is broken into 10 parts:

- Appendix 5a: Diagrammatic presentation of the two case study schools

- Appendix 5b: Overview of the research schedule for case study 1 (Cherry Fields School)

- Appendix 5c: Overview of the research schedule for case study 2 (Willow Fields School)

- Appendix 5d: Questions which were used in interviews and informal discussions for both case studies

- Appendix 5e: Moving from working templates to templates using the data from the 2 case study schools

- Appendix 5f: Interview comments of the deputy head of Cherry Fields School regarding 'Robbie'

- Appendix 5g: Observation records

- Appendix 5h: Research diary extract – Personal reflection on the comments of 'Dan' the nursery leader at Cherry Fields School

- Appendix 5i: Additional Staff comments that verify comments made within the thesis

- Appendix 5j: Comments made by staff when speaking to pupil researchers and comments of pupil researchers

APPENDIX 5A: DIAGRAMMATIC PRESENTATION OF THE TWO CASE STUDY

SCHOOLS

Case Study 1: Cherry Fields School

Mainstream School

Removable screen

Children's Centre

Special School

Case Study 2: Willow Fields School

Special School

Locked Doors

Mainstream Secondary School
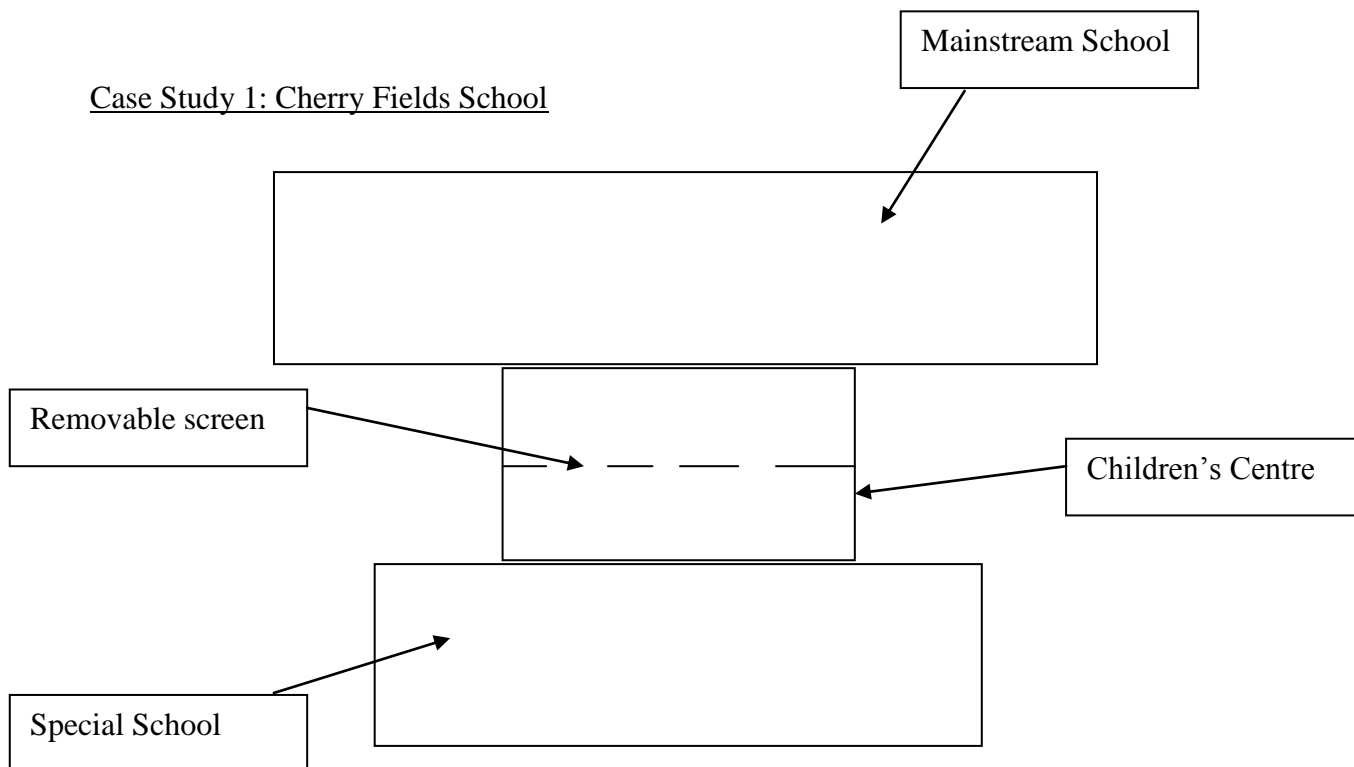
Mainstream Primary School

APPENDIX 5B: OVERVIEW OF THE RESEARCH SCHEDULE FOR CASE STUDY 1

(CHERRY FIELDS SCHOOL)

Day 1	• Tour of school and introductions (Morning) • Interview with Deputy Head (2 hours) • Interview with KS3 teacher involved in inclusive activities with mainstream school (1 hour) • Informal discussion with special school pupil group.
Day 2	• Interview with school Governor involved in supporting links and inclusion with mainstream school (1 hour before school) • Shadow study of one child moving between two schools (whole school day) • Informal discussions with TA supporting this child (ongoing throughout day) • Interview with teacher of shadow study child (1 hour after school) • Informal discussion with deputy head (30 minutes after school)
Day 3	• Interview with head teacher (2 hours) • Attendance of meeting with BSF group regarding new co-located building (2 hours) • Visit to second half of site and group interview with three teachers involved in inclusion with mainstream at key stages four and five (Full afternoon and interview one hour after school)
Day 4	• Interview with nursery manager (2 hours) • Shadow study of one child moving between two schools (Full school day) • Informal discussions with TA supporting this child (ongoing throughout day) • Interview with teacher of shadow study child (1 hour after school) • Informal discussion with deputy head (30 minutes after school)
Day 5	• Pupil researcher day (Full school day) • Pupils met by deputy head. Tour of school (1 hour) • Pupils interview deputy head, group of key stage three pupils who have taken part in inclusive activities with mainstream school and head teacher (Each interview approximately 30 minutes except pupil interview which was 1 and half hours long) • My interview of pupil researchers (40 minutes)
Day 6	• Meeting with head teacher and deputy to discuss findings and implications (2 hours)

APPENDIX 5C: OVERVIEW OF THE RESEARCH SCHEDULE FOR CASE STUDY 2

(WILLOW FIELDS SCHOOL)

Day 1	• Tour of school and introductions (Morning) • Interview with Head of Inclusion (2 hours) • Group interview with TAs who move between the two schools (1 hour) • Group interview with mainstream teachers involved in inclusion activities (2 hours) • Informal discussion with special school pupil group
Day 2	• Shadow study of one child moving between two schools (whole school day) • Informal discussions with TA supporting this child (ongoing throughout day) • Interview with teacher of shadow study child (1 hour) • Interview with two teachers who swapped schools for a term (1 hour) • Interview with deputy head of special school (1 hour)
Day 3	• Interview with teacher based in mainstream secondary school who has been working with special school pupils. (1 hour) • Informal discussion with Head of Inclusion (30 minutes) • Group interview with SENCOs from each section of the school (1 hour) • Group interview with special school teachers involved in inclusion (1 hour)
Day 4	• Shadow study of one child moving between two schools (whole school day) • Informal discussions with TA supporting this child (ongoing throughout day) • Interview with teacher of shadow study child (1 hour) • Informal discussion with Head of Inclusion (30 minutes after school) • Interview with head teacher of special school (2 hours)
Day 5	• Pupil researcher day (whole school day) • Pupils met by Head of Inclusion and group of 6th form pupils. Tour of school. (Morning) • Pupil researchers interview 6th form pupil group (1 hour), Head of Inclusion and head teacher (30 minutes each). • My interview of pupil researchers (30 minutes after school)
Review day	• Meeting with Head of Inclusion and head teacher to discuss findings and implications (2 hours)

APPENDIX 5D: QUESTIONS WHICH WERE USED IN INTERVIEWS AND

INFORMAL DISCUSSIONS FOR BOTH CASE STUDIES

- What are the inclusion / separation arrangements on the site?

- What links are already in place? What has worked previously? What are the plans for the future?

- What are the perceived advantages and challenges of co-location?

- What are the challenges in transfer from separate to co-located?

- What advice would they give us? What advice would they give BSF?

- How have parents / pupils reacted to the change?

- How do they define co-location / inclusion?

- What evidence of 'inclusion' can I see?

- How does the physical set up of the school influence the 'inclusion' in terms of definition and practicalities?

- Can staff give an example of when things have worked / gone wrong? Can staff 'tell a story' about their experience.

APPENDIX 5E: MOVING FROM WORKING TEMPLATES TO TEMPLATES USING

THE DATA FROM THE 2 CASE STUDY SCHOOLS

The table below lists the initial working template set to emerge from the data from case study 1. The colours show where there are potential links between the different working templates.

The working templates for case study 1

Importance of having all staff on board	Importance of staff involvement in planning	Definitions of inclusion (positive)	Fear and discrimination
Belief in witnessing previous success of co-location / inclusion	A general belief in inclusion	Importance of teachers spotting inclusive opportunities	Importance of being together whenever possible.
Acceptance that the pupils can't be together all the time	Co-location perceived as a version of inclusion	A vision of inclusion can be achieved through co-location	The possibility that co-location will create a caring ethos
Bullying prevented by co-location	There is no bullying in this co-located school	There is an ethic of respect between the two schools	The co-location can be used to deconstruct prejudices
The co-location can led to broader social change	There is a need for Disability Awareness Education	There is a need for increased teacher training	There is a sense of togetherness
The are many opportunities for staff to share expertise	Participant generally speaking positively about co-location	Examples of projects undertaken between schools	The mainstream pupils tend to take on a caring role
Positive comments about previous links	The need for visionary leadership who are positive about inclusion and co-location	Social reform can be a result of the co-location	The ethos of the school is important, unique and must be carefully transferred
Co-location can give a broader sense of community	Discussions regarding the potential amalgamation of the 2 schools	Leadership need to agree a definition of inclusion and co-location and drive this forward	General background information about the schools
Judgements of other staff ionwho have experienced the co-locat	Notes to self / personal reflections	Descriptive comments about the build or move to co-located school	

Following on from the working templates shown above the following provisional templates were teased out and then applied to the data set from case study 2.

The templates for case study 1

Staff and Training	Philosophy, inclusion and co-location	Positive examples	Social interaction and impact	Leadership
General / Practical / Background info	Personal reflections	Descriptive	Fear and discrimination	

However, these templates proved to be unsatisfactory as in the process of analysing the data from case study 2 many more working templates emerged which could then be linked back to the working templates from case study 1.

The working templates for case study 2

General / background info	Positive examples	Learning opportunities	Practical challenges	Equality of access
Mainstream domination of site	Multi-agency approach	Time Tabling issues	Easier to link with primary	Enthusiastic staff
			Easier to link with primary	
Disability Awareness Education	Challenging stereotypes	Language / discourse	Bullying	Actions
		Language / discourse		
Social / community issues	Who to include	Co-location reduces practical challenges of inclusion	Inclusion and definition	Importance of good will
Staffing and teaching issues	Longevity	Curricular links	Practical challenges	Spaces
Resources / facilities	Maintenance of routines	Philosophy	Impact of Disability Awareness Eduction	Impact of inclusion
Reciprocal inclusion	Aspirations	Dual advantages	Initial Teacher Training	Fear of SEN
Projects	'Self-contained' school	Challenge of inclusive links	Prejudice	Barriers to inclusion
				Barriers to inclusion
Mainstream 'exclusion'	Personalised learning / curriciculum	Definitions of inclusion	Does mainstream placement mean inclusion?	Meeting individual needs through co-lo
	Personalised learning / curriculum			
Parental choice	Quality education	Health and safety	Celebrating individual achievement	Teaching and learning issues
Differentiation	Acceptance of difference	Developing relationships between schools	Time	Example projects
Parental issues	Minimising change	Consistency	Advantages of autonomy	Pupil relationships
"myth-busting"	Tackling prejudice	Respect	Protection of SEN pupils	Community interaction
Community impact	Curricular links (Embedded)	Leadership	Catching a SEN	Collaboration
Community	Autonomy	Educationally informed design	Communication	Other professionals
Exclusion	Communication	Equality of resources access	School size	Separation

By reviewing both sets of working templates as a whole and applying each of these to the data for each of the case study schools a further set of templates emerged.

The second set of templates from case study 1 and 2 combined

General / background info	Positive examples of working together	Teaching and Learning	Practicalities	Mainstream size and dominance
Multi-agency approach	Teaching and Staffing	Disability Awareness Education	Discrimination	Philosophy
Space and Buildings	Parents			

From the above set of templates a final set emerged. This set consisted of many templates which were a direct transference but also included some templates which were amalgamations of several of the previously separate templates, such as 'community and social impact' which was made up of 'mainstream size and dominance, space and buildings and multi-agency approach'.

The final template set for case study 1 and 2 as seen in thesis chapter 7

Template 1: Background info and Practicalities.	Template 2: Positive Examples of inclusive activities	Template 3a: School based issues - Teaching. Template 3b: School based issues - Learning.	Template 4: Philosophy, Values, Vision and Ethos.
Template 5: Community and Social Impact.	Template 6: Discrimination.	Template 7: Parents.	Template 8: How challenges have been overcome and practical solutions.

APPENDIX 5F: INTERVIEW COMMENTS OF THE DEPUTY HEAD OF CHERRY FIELDS SCHOOL REGARDING 'ROBBIE'

"A good example would be Robbie, to be honest, we're so proud of him! Robbie has aspergers, he came to be dual registered with us because he was kicking off all the time at our primary partner school. He was failing there badly and on the verge of being kicked out. But the Head approached me to see if we could help. We tried giving him some structure in his primary school, a picture timetable and so on, but that didn't really solve the problem so we started to split his day between here and our partner school and gave him some autonomy in choosing which school he wanted to attend when so he could opt out of the particular lessons or times of the day that he was finding difficult. It worked really well and by continuing his dual placement through KS4 and 5 he managed to achieve outstanding GCSE and A-Level results. He's just gone off to university to study economics! So... and I'm thinking about what you mentioned here about your thesis title... to me, co-location can offer the best of both worlds, as it allows schools to work together to create a circumstance which is ideal for the individual learner. I think that without a shared placement Robbie would have failed – well, I mean the system would have failed Robbie. Without the partnership across the schools he could never have achieved his potential in this way. So I'm looking forward to our move to being fully co-located, because I'm sure that there are many more pupils that we will be able to design placement arrangements for so that they can really achieve their best…. We have to face that 'one size doesn't fit all' in education and that every child is going to need something different at some point in their education. Inclusion can only happen when society is ready for it to happen and this will involve coming to respect what's right for every individual – which actually might not be trying to fit all pupils into one type of school."

APPENDIX 5G: OBSERVATION RECORDS

Cherry Fields School: 'Jay'

Jay exited boldly into the play area. He went straight to a bike, got on and began to ride around the perimeter of the bike area as fast as he could. He ignored the calls of other children around him to follow them or race them… Jay continued to cycle around the perimeter of the bike area on the same bike until the teachers called for the pupils to return to the indoor areas…

The playground activities were followed by separate maths lessons with the screen dividing the mainstream and special school areas of the nursery being put back into place for the start of the session. I noticed that Jay had joined the pupils entering into the mainstream area and so followed him to see what would happen, expecting that a member of staff would fetch him back into the special school area. I was wrong and Jay quickly demonstrated why through his participation in the starter session, where he demonstrated counting and computing skills that were on occasions, quicker and more consistently accurate than the mainstream children. This was further demonstrated by the game 'beat the robot'. For this game a child was called up to the front and donned a box painted silver to become the 'counting robot'. The other children in the group then had to try to answer simple number questions quicker than the robot. Jay participated well in the group, patiently waiting his turn and raising his hand to show that he knew the answers. When it was his turn to play the robot the questions got harder and no child was able to beat 'Jay the amazing computing robot' in the affectionately spoken words of the teacher.

At the end of the starter activity I followed Jay back in to the special school section of the nursery. Here the staff ration was higher and Jay was greeted by a TA who then worked 1-2 with Jay and one other child on drawing numbers, using a range of mark making tools and a tray of sand. I am told that at this point the mainstream children had moved on to other number based tasks, the social nature of which Jay found challenging at the moment. I observed the rest of the special school pupils in their segregated area of the nursery taking part in very simple counting activities which were all multisensory, sung and with objects of reference, such as singing about current buns and doing 'dragon counting'. It was clear that this session would have been inappropriate for Jay.

Cherry Fields School: 'Christopher'

My attention was then drawn to back Christopher who was standing outside of the play house. He was laughing and shrieking loudly as he pushed the windows closed and a young girl from the mainstream nursery pushed them back open from inside and shouted 'boo' as she did so. Every time she did this Christopher would jump and then laugh. They played like this for at least a minute repeating the same activity. The girl then 'made tickling claws' with her fingers and teased 'I'm coming to get you Chrissy'. She moved slowly towards the window and then crawling on her belly went through the window and onto all fours in a crawling position the other side. Christopher laughed and began to run away. The girl chased him, caught up with him and they fell to the ground together tickling each other. A member of staff came over and separated the two pupils, telling the girl to play more gently.

A few moments later I noticed Christopher sitting by himself in a corner of the play area, looking at something on the floor – possibly a bug. He was approached by a boy from the mainstream nursery. He held out his hands to Christopher as if to offer to help him up. Christopher ignored him and carried on looking at the floor. The mainstream child repeated his gesture and Christopher shook his head. Three other mainstream pupils arrived. The four

boys sat down next to Christopher. They looked at the floor. Christopher pointed and the boys moved in closer, all pointing and prodding at the thing on the floor. Concerned in case it was a wasp or bee, I walked over to the group and looked over their shoulders. They were looking at a large beetle that was on its back with its legs wriggling in the air. Each one of the boys was pointing, but none of them actually touching the beetle. One mainstream boy noticed me and asked what it was. I told him it was a beetle. Christopher reached out his finger and prodded the beetle. Two of the mainstream pupils said 'no Chrissy!'. One added "It might bite you." I pulled a large leaf off the bush next to where I was standing and suggested to the boys that they could move the beetle off the playground so that it didn't get squashed. Christopher held down the leaf whilst one of the mainstream boys used a stick to push the beetle up right and onto the leaf. Another mainstream pupil took the leaf from Christopher and pushed it through the bottom of the fence. The boys gathered round the fence together watching the beetle make its way off into the undergrowth. Christopher sat down on the floor cross legged staring at where the beetle had gone. The other boys gradually drifted off or waved and then ran away…

…Christopher and another special school pupil were sat on rocking horses in front of the climbing area accompanied by a member of staff who was rocking them. Two mainstream pupils were stood on the lowest level of the climbing frame. They were shouting the name of the one special school pupil. 'Chrissy, Chrissy look, watch out!' After this they would jump off the climbing frame, jumping high, stretching their arms upwards and then landing low, curled up in a ball. Christopher and the other pupil would watch them and then scream and laugh in joy. When the mainstream pupils noticed this reaction, they began to repeat their actions, jumping higher and faster and shouting louder. After about eight times of repeating this, Christopher became distracted and was looking away. The mainstream pupils then began to climb onto higher areas of the frame and to shout louder, jumping closer to him in order to capture his attention back and make him laugh again. At this point one member of staff called 'math time' and began to sing a math time song. The pupils stopped what they were doing and began to run towards their respective areas of the nursery which was now sectioned off again.

Cherry Fields School: 'Robyn'

On returning to the nursery, the group were told it was play time and they went out into the play area. This area is shared with the mainstream children who were already in the area. When the special school pupils entered this area many of the mainstream pupils came rushing over to meet a friend. Robyn was met by a young mainstream girl in a pink dress. They held hands and went skipping around the playground together – the mainstream child skipping slightly ahead and half pulling half encouraging Robyn to come along as quickly as is possible with her walking difficulties. The two girls went to the play house together and went inside. Robyn sat and watched as the other girl pretended to cook dinner. Robyn laughed and appeared to be 'talking' to the girl although as yet Robyn is unable to 'speak' per se. The two girls then ran back out of the play area, with Robyn initially leading the way but soon overtaken. They went to the climbing area…

Just across in the opposite corner, another mainstream child was sat cross legged in the shade (it was a hot and sunny day) sucking her thumb. Robyn approached her. Robyn got into the line of vision of the mainstream child by crouching down and then did a thumbs up sign to her. The mainstream pupil looked away. Robyn shuffled position back into her line of vision and repeated his sign. Again this was ignored. Robyn then sat right next to the mainstream pupil, (almost on her!) and they sat next to each other silent and passive for the next 30 seconds or so. Robyn then stood up and began to walk around the perimeter of the play area,

running her hands along the fence. The mainstream pupil stood and after a couple of seconds hesitation began to follow her around the playground, copying her actions. Robyn left the fence and began to follow the wiggly lines on the playground floor. The mainstream child stayed leaning against the fence looking sullen. Robyn noticed that she wasn't following her and went back to the mainstream child, taking her hand and gesturing to the lines and to follow. The mainstream child pulled back her hand and folded her arms, leaning against the fence again. Robyn went back to following the lines along the playground which led her to a hula hoop. She picked up the hula hoop and ran back across the playground to the mainstream girl who was still looking upset and leaning against the fence. Robyn put the hula hoop over her own head and then over the head of the mainstream child. She then pulled the hula hoop down to her own waist and tried to move forward pulling the mainstream girl along behind her. The mainstream child laughed and got into the hula hoop properly. They moved precariously across the playground together roughly following the lines and both smiling and 'chatting'. The mainstream child then turned round in the hula hoop and tried to pull Robyn backwards across the playground back towards the fence. A member of staff joined them and turned Robyn round the right way to prevent a fall.

Willow Fields School: 'Brandon'

Brandon led the way from Willow Fields School to the mainstream area and entered the class calmly. He was greeted by the teacher who was giving the introduction to the math lesson. He was invited to choose a seat and did so quietly without any disruption to the rest of the class. Sue (TA) stood to one side with me for a while. She said she tried to do this to give him some settling in time so if he did want to interact with another child he had the opportunity to do so. At this point Brandon did not really have time for any interaction however, as the teacher continued immediately with the lesson which was on symmetry. Brandon was attentive to the lesson and sat passively in the group listening to the teacher's input.

The teacher then gave an instruction to move to group work and Brandon immediately reacted by taking out his work book, pencil case, ruler etc ready for work. The TA then moved to sit with him along with another TA from the mainstream school who was leading on the activity in his group. 4 pupils from the mainstream school moved into Brandon's group. They did not acknowledge Brandon nor he them. Instruction began separately in the group, with the mainstream TA instructing the mainstream pupils and the TA from Willow Fields School relaying simplified versions of these instructions to Brandon. The pupils in the group drew shapes and used a mirror to mark on their lines of symmetry. Brandon focused on drawing shapes under TA instruction….

At the end of the session when the teacher moved to the plenary, I was surprised to see Brandon raise his hand to offer an answer to the question 'what have you learnt today?' Brandon said 'I use mirror.' He spoke confidently and received praise for his input.

Brandon then exited the room independently to visit the toilet.

When Brandon returned to the room, one of his peers had just won a prize as part of a reward scheme. The teacher asked the pupils to collect their PE kits. Brandon approached this pupil and asked 'what did you win?' The pupil led Brandon to his peg and took his prize from his bag to show Brandon. Brandon said 'well done' and smiled.

The pupils then began to change into their PE kit. Brandon had forgotten his kit so took off his jumper and put it on the back of the chair then came over to stand with his TA who was stood with me, whilst the rest of the group changed for PE.

TA commented to me that she felt it was essential that Brandon only had opportunities to succeed here and that attendance must be a positive opportunity for Brandon. She wanted to guarantee that he experienced no failures so felt is essential that she differentiate effectively

for him in this time. However, she also felt it important to balance this with opportunities for independence, particularly in relation to decision making and social interaction.

The teacher then instructed the pupils to line up by the door. But once the group were lined up he asked those without kit to return to their seats. At this point it was apparent that Brandon did not know what to do. He knew he didn't have his full kit so should sit down but he did have on his trainers and a t-shirt so for that reason thought he should stay in the line. He stepped backwards and forwards a couple of times trying to decide what to do. He looked to the TA who intentionally looked away so that he had to make his own decision or ask for help. He looked at the teacher and gestured to his trousers but the teacher did not notice this. He then looked at the children either side of him. One child was wearing black jogging bottoms and Brandon appeared to decide that these were sufficiently similar to his own trousers as at this point he made a decision and turned to line up properly. The teacher then led the group out to PE. Technically Brandon should have remained behind, but the teacher and TA were pleased that he had made his own decision so permitted him to continue with the rest of the group.

On the field, Brandon sat with the other children to listen to the instructions given by the teacher. He sat to the middle of the group but an appropriate distance from others. He did not interact as such, but had clearly become more confident in being away from his TA and made no effort to contact her. She took this as a cue and stood away from the group.

Brandon was paired with another child by the teacher and given the task of being a 'martial' for the first race. He was instructed to stand by the gate and make sure that people went round him not in front of him. Brandon and his partner walked together to the gate. The child said to him 'do you want to race there?' Brandon nodded and they ran to the gate together. The child then proceeded to explain again to Brandon what he had to do and demonstrated how Brandon should stand with his arms spread out and pointing the right way so people knew where to go. Brandon listened and tried to stand in the position described by the child. The child modeled and Brandon copied more successfully. Brandon then stayed in this position and talked to the pupil as the race went ahead.

Brandon was then called to participate in the second race. The teacher asked him to go and warm up and gestured to an area where other children were doing simple stretching exercises. Brandon moved to this area and stood still looking at the child he had worked with earlier. The TA intervened to show him some stretches but he turned his back on her and walked over to the boy he had worked with previously. He then copied the stretches that this boy was doing. He looked around at the rest of the group, apparently looking for other social cues on what he should do next. He found several cues and followed them appropriately such as when and where to line up, how to stand on the starting line and when to begin to run. However, despite being faster than several others in the group, Brandon continued to take social cues and I was able to observe how he was trying to copy the running style of the child in front of him and also mimicked when this child stopped to rest and began to run again.

Brandon appeared significantly more independent of support during his time outside. The TA identified that there is one child that Brandon has got to know well through this inclusion link. She identified that often he interacts more confidently on days when this child is in the class. Towards the end of the PE lesson, this child arrived and there was an instant observable increase in Brandon's level of interaction with the group as a whole. Through this child he began to interact with up to four other children at a time as if the child gave him the confidence to do so and equally as if the child's interaction with him gave permission for others to interact with him socially also.

Willow Fields School: 'Charlie'

Charlie led the way to the mainstream area of the school independently and entered the room by himself confidently, whispering good morning to everyone in a friendly manner but so as not to disturb the learning that was already taking place. I was unable to see the response of the class group.

Charlie walked into the room then directly across to the far corner. When he got there he paused then walked to a mainstream TA. 'Where are the guinea pigs?' he asked. He was informed that they had been moved next door now. He sighed then replied 'ok'. He then chose a seat in the room and sat down. The mainstream teacher had not yet acknowledged him nor given him any directions.

Charlie's Willow Fields School TA approached the teacher and discussed what was happening in the lesson. The teacher outlined the work that was taking place and both the teacher and TA agreed this was too hard for Charlie. They then discussed alternatives. The teacher offered for Charlie to use the computer which the TA refused on the grounds that Charlie would just want to use the internet. Teacher and TA agreed on Charlie doing a simplified version of the measuring task set for other pupils in the group which included measuring his own legs, arms and head. Others in the group had been measuring each other's legs and comparing lengths.

Charlie collected a tape measure then returned to his seat. He sat next to two mainstream boys who were working on their task. Charlie said 'Hello, what you name?' to the boy closest to him. The boy didn't reply and instead turned to the other boy and giggled. The boy was then instructed by Charlie's TA to reply, which he did immediately and politely.

Charlie measured his arms, his legs and head with TA support and made a record of these in his work book.

When he had done this, the TA suggested to him that he could ask one of the other children if he could measure them. Charlie turned to a girl sat on the next table and with direction from the TA asked her name and if he could measure her arm. She replied and agreed immediately and pleasantly. Two boys watching on the table giggled again with their heads together. Gestured towards Charlie but I was unable to hear what they were saying. The behaviour of the two boys went unnoticed by staff.

Charlie completed recording the girl's measurements and judged his activity as finished. He closed his work book and leaned over to take a reading book from the shelf. He looked at the book for two or three minutes with the TA but then began to get bored. The teacher stated that the group had 5 minutes to complete their work. Charlie stood and began to wander around the classroom. He was not disruptive nor did he interact with others just wandered around the edge of the room until the teacher gave the instruction to the class to sit with books open and arms folded if the work was completed so they could go out to break.

Charlie eagerly and quickly returned to his seat. Rummaged through his bag and took out the appropriate work book. Opened it to the relevant page and folded his arms. He sat up straight and waited for the teacher who was looking at other children's work. The teacher walked past him and did not acknowledge his completed work, so he raised his hand and then when she didn't respond again, he called 'Miss, Miss I've finished too' in a loud voice. The teacher did not return to Charlie and so he left his seat taking his work book with him. By the time he got to the teacher she had 5 other mainstream pupils with her and Charlie hovered at the edge of the group for a minute or so, saying miss and opening his book to the teacher. Again he received no acknowledgement so instead he returned to his seat, put his work book away and lined up with the pupils who had been told they were going out to break.

At this point in the observation the TA approached me. She commented on her frustration that Charlie had not received any acknowledgement for his completion of his work. She said that

previously this might have caused Charlie to kick off and that he certainly would have shouted louder. She was pleased that he had taken it so well but was disappointed for him that he hadn't been given the credit he deserved for either his work or his behaviour. She commented that in the special school, this wouldn't have been the case and that these achievements would have been celebrated but that in this situation with so many children in the class it was inevitable and in a way, was actually teaching Charlie a valuable lesson about what life is going to be like in the real world when he leaves Willow Fields.

The pupils were sent out to break. Charlie collected a ball from the mainstream TA and began to bounce it around the playground by himself. He was followed by 3 other pupils who wanted to play with the ball. He engaged with them and they began to throw and then kick the ball between them. Charlie soon lost interest in this game and moved off from the group. He was approached by 2 boys who wanted to look at the pass he was wearing [to open doors between schools]. He took it off and gave it to them. They looked at it then gave it him back then ran off.

During the play time Charlie approached several groups of pupils. He stayed and played alongside each group for a short amount of time. For example running around amongst a group of boys playing football or climbing on some steps in parallel to another boy. None of the pupils acknowledged him as such. They continued to play their game. He entered, parallel played for a while and then exited again without interacting directly.

He spent a little of the play time talking to the mainstream TA but did not approach his own TA at any point during the play time. His TA commented that when he first started to come over for inclusion he would spend the whole break time stood with her but now goes off to play in this manner quite confidently.

His TA acknowledged that no one had really gone up to him and approached him to play at any point during the session. She said she thought it would be nice if the teacher acknowledged that and put some kind of buddy system in place that could address this issue.

Charlie then moved to the corner of the playground alone and stood facing the fence. He flapped his hands in front of his eyes. The TA said that this used to happen a lot when he came to the mainstream area of the school and she was worried about his anxiety levels, particularly when some of the mainstream pupils would copy his behaviour. She said that she thinks they need to "sit them down and prepare them a bit more for the inclusion of our kids [Willow Fields School children]. Let them know about the ASD behaviours in particular such as flapping, shouting and that."

Another Willow Fields TA then came over to join us. She commented "I'm surprised at his lack of interaction with the other pupils. I thought they would have adopted him a bit by now since he started coming over in September".

This TA approached Charlie and said "Who are your friends here Charlie?" He replied "Aaron" and then shouted to this boy, waved at him and ran across to play with him. He was ignored by Aaron.

The TA returned to standing by myself and Charlie's TA and commented that really Charlie's level of interaction is similar here to at the special school as in that circumstance he demonstrates similar behaviours at break times. She stated that he tends to stand alone or mirror play in a manner typically associated with ASD. "Just here he has the opportunity to interact with others if he wants to which he doesn't have so much when he's over with us [at the Willow Fields School]".

APPENDIX 5H: RESEARCH DIARY EXTRACT – PERSONAL REFLECTION ON THE COMMENTS OF 'DAN' THE NURSERY LEADER AT CHERRY FIELDS SCHOOL

Spoke to leader of the nursery (Dan Farthing) at the end of the session and questioned, why if pupils interact so positively during play time, did he feel the need to teach them separately for math. He explained that in his opinion, that for the purpose of good educational opportunities, there are times for these groups to be together and times for them to be separate. Registration for example, needs to be separate for toileting and so there is enough time for pupils to be welcomed individually in to the special school area. To check individual needs for that day, medication, feeds etc. Then for more formal learning times, he feels that during the counting sessions if the groups were together the level would have to be either too high / too low for one half of the group at any one time and that the special school pupils would not get to give answers due to the interjections of the mainstream pupils. Also the multisensory approach would not work so effectively in such a big group. However, having the mainstream nursery right next door meant that differentiation for individual needs was made much easier as demonstrated by Jay.

I found myself becoming more convinced by his arguments – mostly because I could see that he so passionately believed in having the pupils together <u>every</u> time that it was appropriate and beneficial for learning but also that he used separation at very specific times and each time for a given purpose. The separation <u>was not</u> there due to laziness, lack of belief in inclusion or fear of the pupils being together. It was used because it served a very <u>specific purpose</u> for learning and was manipulated on a carefully planned and considered manner throughout the school day. [Underline shown as used in original research diary comments.]

APPENDIX 5I: ADDITIONAL STAFF COMMENTS THAT VERIFY COMMENTS MADE WITHIN THE THESIS

Deputy (cherry fields) interview comments about teacher training and development

One thing I do believe is that stereotypes, fear and ignorance of pupils with PMLD exist in mainstream schools due to fundamental flaws in initial teacher training. Almost all trainee teachers leave their university having never spent any time working with PMLD / SLD pupils. Placements are rarely arranged and so there is lack of knowledge and consequent fear. These are issues that need to be overcome in initial teacher training at a national level but at Cherry Fields School these issues also have to be overcome before the co-location can be successful. So we have been busy establishing strong links with the head of CPD at the Partner school so that they can develop some understanding of the needs and abilities of the pupils from Cherry Fields School…I think that the main priorities for your school have to be, positive leadership, really good communication and a clear focus on quality CPD – and by that I don't just mean courses! Those things to me, are the things that have the most significant impact… You need a leadership team that constantly give out positive messages about the change to get people on board. You need all of the schools to be buzzing and talking to each other and you need to provide the staff with opportunities to learn about co-location and inclusion but also time to be together to get to know each other, to enthuse about the idea and to begin to plan projects and ways of working together. The better they know each other the more willing they will be to being to work together….For us the next steps are to put in place consistent CPD opportunities for our partnership school staff and to establish a programme of links to prepare pupils for the shared site. We are constantly looking at what we need to achieve in the long term, medium term and now. We have had lots of CPD and link projects but they have had a tendency to be a bit haphazard and so we are keen to get some structure behind them now – get them formalised a bit more and find some way of sharing the best practice between the schools.

Senco (Willowfields) interview comments about teacher training and development

I must admit though, it always surprises me how many teachers can go through their entire career without any SEN training or experience. I mean, when I was training I didn't have any additional support for moving into SEN teaching even though I knew that was what I wanted to do. And you would have thought with the inclusion agenda being such a big thing that all teacher training courses should kind of be teaching – well it's the mantra isn't it? 'Every teacher is a teacher of special needs pupils'. I just think that it's a disappointment really teacher training doesn't amalgamate SEN provision even today – the NQTs that come here are grateful of the opportunity to go over to the Willow Fields School because it's the only special needs experience they're going to get on their course. And well – I think for a lot of them it's a bit of a shock!

Mainstream Primary Teacher (Willow Fields) interview comments about teacher training and development

The inclusion projects that we run are all about upping people's knowledge. I think sometimes mainstream teachers can find working with SEN kids quite scary so they need

support to be able to have the Willow Fields School kids in their rooms. I have a bit of a background in SEN so I think I'm quite open minded because of my experiences and insight. But for others it's the fear factor and this is true of parents too who are reluctant because of their lack of knowledge of SEN. It needs a teacher to have skills in flexibility and not to over complicate things but just to make sure that that child is able to take an active part in the classroom activities.

Head of Inclusion (Willow Fields) interview comments about the language used by children

Then I led an assembly in the mainstream school discussing with pupils what special needs are and what difficulties are faced by the children at Willow Fields School. We called this 'myth-busting'! The point was that we knew, for example that there were inappropriate words that the mainstream kids would use to refer to our kids. But we believed that this was more from ignorance than unkindness and we thought that if we provided them with the correct vocabulary and more information about the Willow Fields School pupils then it might start to deconstruct some of the stereotypes and remove some of the barriers...What we have found is that the only way to overcome stereotypes is talk openly with mainstream pupils and not to be shocked by the questions they ask. To discuss the words and names they use for Willow Fields pupils and to provide them with alternative language. Often these words are just what they've learnt at home and they are not meant offensively... The problem that we have currently in society is that people in general, adults I mean, do not know how to react when they meet a person with learning difficulties in the community and they are either offensive or frightened or they ignore them entirely. In our school we have the opportunity to teach children explicitly about how to react to individuals in the community and so that they are better equipped to deal with a situation like that and to react in a sensitive manner.

Head (Willow Fields) interview comments about the language used by children

I think the thing is not to assume that people know anything about SEN. The Year 10 pupils for example, didn't think that the Willow Fields School would be like a school. They thought it would be more like a hospital or even a prison! But the thing is you have to develop trusting relationships in the first place and over a long period of time, so that people can come to a point where they can be open and honest about their fears and prejudices so that you can begin to unpick them and address them directly.

Another issue is that, as teachers, we try to use appropriate language and words that are PC – and yet often the people that we are trying to educate are not familiar with these words and actually this causes more confusion so it's really important that we are not embarrassed about language but use language openly in a way that can inform and expand the understanding of others. There was a parent once who came to me and complained about a psychologist who had said that his child had 'developmental delay'. He didn't know what this meant and asked if this meant his child was a retard. This word was not used offensively but frankly and in a manner that expressed genuine concern. As an SMT, we have to be ready and armed with a strategy for challenging prejudice and ignorance but also we have to know exactly how we are going to develop an ethos of dignity and respect. I believe that a co-located school lends itself to the development of this sort of ethos better than any other sort of school.

Nursery Manager (Cherry Fields) interview comments about the management's vision for the school

"Phil [head teacher] and I have always shared the belief that mainstream and special school pupils can work together given the right support and circumstance and given well trained and positive staff led by an enthusiastic leadership team. We wanted the opportunity to prove this, to show that these kids can learn together… It was a big statement in that design – which said we are going to be together. This is how we are going to learn and it sent a clear message across both schools really about how things were going to change. I know that not everyone liked it – in fact to be honest – most people thought we were mad – well we couldn't accuse them of being wrong! I think it was mad! A mad thing to do. We really stuck our necks on the line and if it had failed then we would have been in trouble. But really we knew – well we believed - that we could make it work."

Head of Inclusion (Willow Fields) interview comments about management's vision for the school

"Originally it was planned that the schools should be fully integrated into one large school but our previous head teacher fought against that and argued for a school in which the curriculum could be delivered in its entirety with separate budget, staff etc. So – yes – our curriculum can be delivered here and we can function as an essentially separate school. However, we see that our curriculum and our learning opportunities can be enhanced by links with the mainstream and that's what we call it – not inclusion but 'enhanced learning opportunities'. And that term works both ways for pupils moving either way between the two schools."

Assistant head (Willow Fields) interview comments about management's vision for the school

"Personally I'm against the idea of one school with one management structure as there is a danger of the level of expertise on either side of this management group biasing things towards one school or losing sight of what is important to one school. This could lead to funding dilution, class size being eroded etc. We fought hard to make sure that we were essentially two separate schools on one site not one amalgamated school."

APPENDIX 5J: COMMENTS MADE BY STAFF WHEN SPEAKING TO PUPIL

RESEARCHERS AND COMMENTS OF PUPIL RESEARCHERS

Head (Cherry Fields) interview comments when asked 'Will the mainstream pupils bully the special school pupils?' by the pupil researchers

I think that is a very very difficult question to answer. But I will give you my opinion. It's an interesting question because when I met the parents and families of the children who will be moving into the new school, that was singularly the most important question that they asked. And they asked that question several times. I think, quite rightly, that some of the parents are worried that their children will be bullied by some of the older children in a mainstream school who won't have experienced children like our children before. What are we going to do about that? Well, I have the head teacher of the mainstream secondary school coming in to talk to our parents next week and I know that the first question she will be asked will be about bullying. And I also know, by talking with her and talking with the head teacher at the primary school, and having been into the two schools myself, I know what their stance on bullying is. They have a zero tolerance of bullying. And if they ever see any bullying then they deal with it straight away. And they deal with it in many ways. Children have been excluded and expelled because they have bullied other children. And on a day to day basis, they have a withdrawal area where children are put to reflect on their own behaviour because they have bullied other children. But the most important thing is that they will not condone bullying.

Every teacher that I know, the one thing that would be absolutely abhorrent to them is children being bullied, because it is against their human rights and it isn't the way that we want people in society to behave.

Conversations with pupil researchers after visiting Cherry Fields School

Notes from research diary

I was unable to speak to the two pupil researchers during the time at the school as they were engaged in activities of their own but on the way back to school, I was able to talk in depth with them about their day, Unfortunately at this time I was driving and therefore unable to make notes. Next time I take pupil researchers with me to visit a case I will make sure I use recording equipment at this point in the day. These notes therefore are from memory and were recorded in my research diary as soon as I had stopped driving.
Initially the pupils talked through events of the day – going into the soft play area, Luke being hugged all the time, going into the dining hall etc. It was clear that coming from a school that caters predominately for pupils with MLD and SLD, the pupils had been quite taken aback by the needs of the pupils with PMLD and repeatedly stated that it must be hard having to be in a wheel chair / tube fed etc.
After a while I was able to lead them on to talking about the building. Both said that the best part of the school was the nursery area because of the way that everyone could be together or separate.

Penny commented that it was really interesting to see how the pupils interacted together and that it had made her change her mind a bit – she had previously asserted that she did not want her school to co-locate and that if it did she didn't want the two pupil groups to mix together. She communicated a fear of bullying to be the source of this anxiety.

Penny said that after visiting the nursery for the morning she was less worried about being bullied and felt that mainstream and special school pupils could get on together. She said that it was interesting that after a while you forgot which child was from which school.

She said that she didn't want the schools to have different uniforms or to be kept completely separate any more as she thought this would make the bullying worse rather than better. She thought that if everyone had the same uniform and worked together more often it would just be "like we all went to the same school but we could get some extra help if we needed it."

Luke was positive about the co-location before the visit. He stated from the beginning that he was looking forward to meeting new friends and working "with the kids from that big school".

However, Luke was a little quiet as we left the school and when I asked him why it took a while for him to explain. Luke said that he was worried now about his size (Luke has a dwarfism). He said that he hadn't really thought before about how different he was going to be to the "kids from that big school". "At our school everyone knows me and they just accept me for me but today that kid kept hugging me 'cos he thought I was the same as him – the same age I mean and so what if the kids from that big school think that as well." Luke went on to say that he was more concerned now not so much about direct bullying, but about how people would not know who he was and how he would have to "start all over again at getting to know everyone". I pointed out to Luke that he was "a little man with a big personality and that the kids at that big school ought to watch out!" He laughed at this and replied "Yeah! I'll soon show them whose boss!"

Conversations with pupil researchers during and after visit to Willow Fields School

Extracts from research diary and audio recorded interviews

The pupils met Kim then went to the Key Stage 5 common room where we were met by 3 students – members of the school council. They greeted the pupils then served them with refreshments. Pupils had time to talk to each other socially. They spent some time talking about the things they liked about the school in comparison to their old school. The pupils liked the shared facilities (pool, theatre etc) and some of their own facilities (ICT room, sensory rooms, common room and horticultural areas). They talked about times when they had been involved with projects with the mainstream school. These discussions were unanimously positive but focused largely on a recent sports day where the two schools had worked together with mixed teams.

Luke asked one pupil 'Do they ever bully you?'. The pupil replied 'No! They wouldn't dare. I'm harder than them!" The pupils had a good laugh about this but one other pupil went to her tray and took out a picture. It was of her team from the previous sports day. In the picture she is centre with two Campus school pupils leaning on her shoulders and wheel chair. They are laughing together. "We get on good". Was her comment about the picture.

After lunch I spent some time discussing the school with the pupils. I asked them to list the things that they liked about the school. They stated:
1. It's big
2. There is lots of space in the corridors and no one seems to push and shove when they walk around

3. The mainstream and special school pupils can meet together easily. They don't have to go on a minibus or anything, they just walk through those doors and they're together.
4. The design is bright and clean
5. The facilities are good especially the library, pool and theatre
6. There's windows everywhere
7. I like the machines and the resources in the D and T room, like the laser and the sander that they showed us.
8. I like the way that the sinks and the ovens move up and down so I can reach them
9. I think the staff have all been really nice and friendly
10. I like the shared area and the community zone with the cafe in
11. The hair salon is cool and so is the common room. We should have those in our new school.
12. I like the white and dark sensory rooms. They were good for relaxing in.
13. There is carpet all the way through the whole schools so it's not echoey and loud for my hearing aids like it is at our school.
14. All the kids were nice. They all said hello to us when we walked around both schools.

When I asked the pupils to state things they did not like about the school they stated:
1. I don't really like the locks on the doors because it's keeping people separate a bit. I can see why they need them for some of their children like the little ones and that but I don't think we'd really need to lock the doors between us and the mainstream school. I think you should just be able to walk through if you want to.
2. The only problem is 'cos it's so big I think we might get lost if our school was this big so we'd need to know how to find our way around like with arrows on the floor or something like that.
3. The other thing is, it looks like the mainstream school has got more good stuff than the special school and that's not very fair really. I think that in our new school we need to have a think about how we can either like share stuff or have two lots of everything so that we've got the same.
4. Yeah – like I think we should have either two theatres or like one big theatre in the middle with a moving wall so we can be together if we want to but also so if we want to use the theatre we can and it's not just taken over by the mainstream school all the time and we don't get to use it.

On the way back to their own school I discussed the day with the pupil researchers, this time recording their comments using a Dictaphone.

Me: So have you had a good day?
Luke: Yeah it was wicked!
Me: Oh good – why?
Luke: That school was sick man! It was massive and they got loads of good stuff there. I hope our new school looks like that.
Penny: Yeah, it was a bit big though. I think I could get lost walking round that school. It all just seemed to go round in circles all the time and I'd be worried about getting lost.
They have got loads of good stuff though.
Luke: Yeah and I like their uniform it was cool. You know when we go to the new school will we have a new uniform?
Me; Probably yes. I'd think so.
Penny: Do you think we could design it?

Me: I don't know. We'd have to ask [name of Head teacher given].
Luke: I think we should and I'd make it bright green with black stripes.
Penny: No the boys could have blue and the girls could have pink.
Luke: Whatever!
Me: So when we move to the new school should we have the same uniform as the mainstream pupils?
Penny: Yeah I think so.
Luke: No, cos they have to wear a tie and a blazer and I don't want to wear all that.
Penny: Yeah but if we don't wear the same as them then we'll look different and they might bully us because of that and it will make them notice that we are special needs.
Luke: Look at me! [He refers to his size]. I think they'll notice that I'm different don't you!?!
Me: Yes! Especially when they see your bright green stripy uniform!
All laugh.
Me: But just because they notice you're different does that mean that they will bully you?
Penny: No. I mean – the girl we met this morning. She was in a wheel chair so she stuck out in that picture she showed us but she was happy in the picture.
Luke: Yeah she wasn't being bullied. So maybe they won't bully me.
All Quiet.
Penny: Miss, what do you think? Do you think they'll bully us?
Me: To be honest Penny, I don't know. What we've seen in the two schools we've been too seems to show us that they won't, that if the teachers do a good job of getting everyone together then no – they won't.
Luke: Well – it's down to you then miss! You better do a good job! Pressure!
Me: Yeah – thanks for that Luke!
Luke: My pleasure!

APPENDIX 6

Appendix 6 outlines the process of analysis undertaken throughout all sections of research presented in this thesis. The appendix gives an example of how the raw data was converted into Working Templates, Templates, Assertions and eventually the key Themes that overarch the four pieces of presented research. As the pupil data was amongst the most complex collected it is this data set which is the focus of the example.

The appendix is broken into X parts:

- Appendix 6a:A diagram to demonstrate data analysis

- Appendix 6b:Raw data

- Appendix 6c: An example of pupil participation in data analysis

- Appendix 6d: Working templates

- Appendix 6e: Templates and assertions

- Appendix 6f: The themes which link all four pieces of research

APPENDIX 6A: A DIAGRAM TO DEMONSTRATE DATA ANALYSIS

Participatory Data Analysis: Unique to the data set produced by the pupil research was an opportunity for participants to clarify their opinions through participatory data analysis.

Cyclical review of data analysis

Raw Data

Working templates: The term used to describe the words used early in the analysis process to begin to chunk the raw data set.

Working Templates

Templates

Assertions: A short hypothetical or summary sentence which emerged through the templates and connected certain elements.

Assertions

Themes

Themes: A set of key themes that draw together the data from all areas of the research.

The purpose of this appendix is to demonstrate the process of analysis used on all of the data sets produced by this research piece. Robson's (2002, p.458) 'Editing Approach' was used for all data. This meant that the raw data would be analysed to identify a set of 'working templates' which would be compared to create a final set of templates which could be drawn back over the raw data through a constant process of review, as shown in the diagram above.

APPENDIX 6B: RAW DATA

As the analysis of the pupil data was amongst the most complex undertaken and example is given using this data.

Initially the raw data would be sorted into a chart such as that given below. This identified the data produced by each individual child (special school pupils shown here) within the various methods used throughout the study. In this example the data includes pupil spoken comments, images, written comments (from pupil research diaries) and my own comments (from research diary or observations).

(Abbreviations used throughout table MS = Lowmeadow mainstream school and SS = Penmeadow special school)

***** = Adam
Initial group Discussion Adam: what about the stairs though? It would be hard for M and A. Maybe we could have escalators and travelators to move you along from one school to another. Actually I think we shouldn't really move school at all. I think this one's in quite good condition so there's no need really to move us. They might get confused though and think we're part of them and we're not 'cos we're not the same. We should have a different uniform. I know that the pupils we met are friendly and that the deputy head was too, but I think they will know I have special needs because I don't act normal like they do and then I think they'll stop being friendly when the teacher's aren't there. And they might be racist about our special needs. And there might be bigger students there who pick on you even when you just go there to visit. So if we're attached to Lowmeadow School does that mean that if you're bright enough you can go there for some of your lessons? So! They'll know we're different because of how we behave. I think we might need to be completely separate from Lowmeadow because they might pick on us because we've got special needs.
Research diary comments : Today I went to MS school. We met the deputy head and met some pupils. The pupils showed us around the school. The one thing I hated was the chewing gum on the stairs. That was disgusting! I think we should not move our school because it is a friendly school and we don't have nasty things like that at our school because we look after our school and they don't I think they should not move our school. They should knock down our school then rebuild it again on the same site. They should build a bigger school on our yard. Why are they going to move our school? Could our school be a MS? Could we have vending machines in the new school? Could we have a cafe at our new school? Could you separate MS form us? I think we should not move our school because it is a friendly school.
Posters / PPT / Photos: Students identified that they liked the art work. They said that Lowmeadow is a friendly school. They liked the timber tangle which they said would keep them busy and they also photographed the trophy cabinet saying that this showed pride in the school's achievements. They liked the cookery room and the nature area, both of which they felt were missing from Penmeadow. They photographed a member of staff as they felt he was friendly. The teachers are nice but I would like to go to Lowmeadow. We have got a good school. We work hard. The pupils photographed members of staff, display boards, the field and other pupils.
1-1 Interview and construction: I would like to put Penmeadow School inside Lowmeadow school like this because it will make it easy for us to get around the school and people will get to know each other. But I still think we should have different lessons. I would give them separate facilities because I think we should be taught separately.
Presentation : I have been considering the co-location of Penmeadow and Lowmeadow school. I think the good things about Penmeadow is that everyone is friendly including the staff. However we don't have a cookery room and we don't have very good technology, for example, we have no lap tops. So when we transfer to the new school I hope we have these things. I hope that the new school is far away from Lowmeadow because I think they will pick on us. I know that the pupils we met are friendly and that the deputy head was too, but I think they will know I have special needs because I don't act normal like they do and then I think they'll stop being friendly when the teacher's aren't there.
2ⁿᵈ group interview: Adam: (Very immediate response) Yeah they should. You're right there, you're right there. They should just leave our school

here where it is.

Adam: Yeah, I think we shouldn't be together, because they are so much bigger than us so they can hurt us more than we can hurt them and there's so many of them too.

Notes
1. Against co-location in initial interview.
2. Identifies movement around mainstream school difficult for pupils with physical disabilities.
3. Argues we shouldn't move schools as special school is in good condition.
4. Identifies need for different uniforms so pupils know who belongs to which school.
5. Fear of bullying mentioned in initial interview, letter and final interview.
6. Like idea of opportunity of going to a 'mainstream school' – links with intelligence.
7. Identifies special school pupil behaviour will make them stand out and therefore be targets for bullying in initial interview and reinforces this in letter.
8. In initial interview wants school to remain in situ, reinforces in final interview.
9. Wants Lowmeadow pupils to be separate to Penmeadow.
10. Visiting Lowmeadow was a positive experience – labels as a friendly school.
11. Contradiction in Penmeadow poster says he wants to go to Lowmeadow.
12. Contradiction in building of school as puts Penmeadow inside of Lowmeadow then states pupils should have separate lessons and facilities. Again contradicted in letter by saying that he wants two schools to be far away from each other.
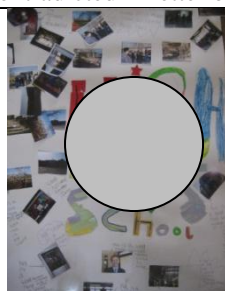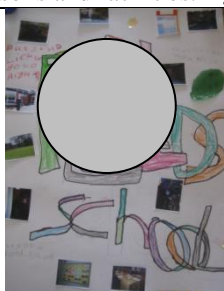
****** = Alice

Initial group Discussion

A swimming pool! We might have a swimming pool! We need a designer who can design a good school for us. Alice: I think there'll be rubbish all over the floor and when they've finished with their food they'll just dump it on the floor. Can we have a new library and some new books?

Research diary comments :

The school was big and too crowded to walk around in. The good thing about it was the lessons and the big hall.

The bad thing about the school was the litter on the floor and not many bins.

The toilets were not that good either and it would be good if they were done again.

The art work was good because it stood out.

How many pupils will there be if SS and MS are together?

How big will the classrooms be?

Will every pupil have the same uniform?

What are you moving our school?

Will we all still be together or will we be separate?

Posters / PPT / Photos:

The hall is bigger and better than Penmeadow and so is the playground. I think we should go to Lowmeadow because we can get to know them and make new friends. Penmeadow don't have relaxing seats like Lowmeadow and they would love to have them. I would like friends like this because together we could do lots of sports.

I think we should clean this out (storage area). I think every pupil should have a new sports outfit. I think Penmeadow and Lowmeadow should play together. We should have a bigger science room. I think the changing rooms should be bigger. I want a bigger playground and new school gates. The hall should be bigger and we should have a drama hall.

1-2 Interview and construction:

I think we should keep both schools but we should put them together in the middle so we get to know each other and we can do different things together. But I don't think we should get rid of our school and all be together because if anyone in the other school has got special needs then they could come and hang around with us and do some lessons with us as well then that might help them. I think some of our facilities, like the gym and the library, they should be together and one big one so everybody can share them together so we get to know each other more then when we go to 6th form we can all be together.

Presentation :

I think Penmeadow is a good building but our rooms are a bit small. Lowmeadow is very big and they have allot more classrooms than us. One problem with Lowmeadow was the rubbish on the floor because there wasn't many bins. I think that the two schools should be together because we can get to know each other and make new friends.

2ⁿᵈ group interview:
Alice: I think the school is big yeah, but when we go there it will be too crowded because we'll be in it as well. So it won't be much better than here. Alice: I think it is a good idea to move, because we'll have more things than what we have here.

Notes
1. Benefits of co-lo in terms of physical facilities mentioned in initial interview and final interview.
2. Neg expectation of MS
3. MS too big and crowded concern mentioned in letter and reiterated in final interview and diary.
4. Neg MS litter / dirty mentioned in research diary and reiterated in letter.
5. Pos MS work
6. Uniform
7. Question need to move school
8. Questions over level of togetherness.
9. Opportunity to meet new friends.
10. Growing in confidence as experiences develop.
11. Need to maintain two schools.
12. 6ᵗʰ form together.
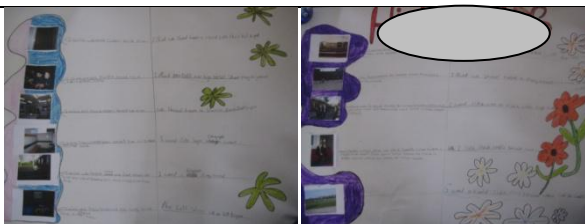
*** = Natalie

Initial group Discussion
And a cafeteria I'd like to be able to learn different sports like hockey and I'd like us to have bigger PE halls and a basketball court and a running track. Could we have a 6ᵗʰ form. I won't be here and I'd like to stay on in a 6ᵗʰ form but at the moment I can't and I have to leave in year 11 but I don't really want to have to leave to go to college. What about the school uniform? I think we should have like a different uniform but with the same badge. But at Lowmeadow they're strict on uniform. You have to wear a tie, shirt, jumper and blazer but I think that's smart. I'd like to have the same as them but with a different badge. They bring in phones into school too. Will we get to meet the other pupils – will we be joined together? No I want us to be together because I've known some of them all my life and you'll get to meet new people too and once you know them you'll see that they're nice really. The only thing is as well that Lowmeadow is huge. Maybe when the two schools are there they could just give us a choice about going to Lowmeadow or Penmeadow.

Research diary comments :
I like MS because I know lots of people there and I just live around the corner. I would like to go to MS and I would like there to be a 6ᵗʰ form for me.
I would like our new school to be big and I'd like to meet lots of new people there.
Will we all be together or separate?
Will it be big or small?

Posters / PPT / Photos:
The hall is bigger and better than Penmeadow and so is the playground. I think we should go to Lowmeadow because we can get to know them and make new friends. Penmeadow don't have relaxing seats like Lowmeadow and they would love to have them. I would like friends like this because together we could do lots of sports.

1-1 Interview and construction:
I would put the two schools separate like this because I think it would be too crowded for us with them both close together but I think there should be like a little door there between them or something so you can get through. So we would have one library for each school and one gym each but we would go together when we wanted to.

Presentation :
Penmeadow school is good, but Lowmeadow is better because they have more stuff and you can learn more different subjects there. I am looking forward to the move because we will make new friends and so we should have the schools together so we can get to know everyone properly.

2ⁿᵈ group interview:
Natalie: It's going to be a lot bigger so we can do more stuff there.

Notes
1. Physical advantages of co-lo.
2. 6ᵗʰ form.
3. School uniform
4. Negative perception of MS.

5. Want to be together mentioned in initial interview and in diary.
6. Socialise with MS peers outside of school mentioned in initial interview, again in diary
7. Size of MS school.
8. Wanting a choice of MS / SS attendance.
9. Pos towards co-lo and sharing of site due to already knowing pupils at the school.
10. Opp to meet new people.
11. MS range of subjects
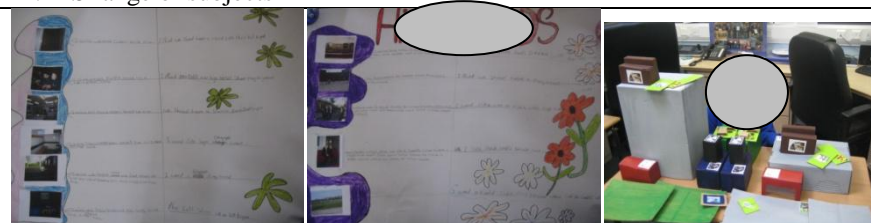
***** = Nicholas

Initial group Discussion
 Nicholas: I think they'll have bigger rooms because the rooms are small here. Nicholas: And some of the pupils like if you're walking around, they might tell you to do something bad that you don't want to do and they'll try to get us into trouble.

Research diary comments :
 I liked seeing MS today because I liked some of the paces like the science room, the outdoor theatre and some of the sport equipment and even the cafe and the library area.
Are we actually going to be allowed more stuff at the new school?

Posters / PPT / Photos:
There should be a 6th form some people don't like college. This 6th form is good. This room is good, you can use pocket surfer. This is the outside orchestra (theatre). It is quite a good area. In the hall you can do drama and singing. I think they should take some of the stuff away. This is the playground it is a bit big. I think it could be a bit smaller.
The D and T room is really small. The books in the library are ole. The outside of Penmeadow school could be a bit bigger.

1-1 Interview and construction:
 I think we should just have the one school and we should all go there together. I don't think we should be separate from the other school. We should share everything together.

Presentation :
 I think that the good things about both schools is that they've got some good staff. Penmeadow is just too small. I think the two schools should be together because it would be better than being separated and it would be better to be one big school because if one person gets bullied then there could be more people to help out.

2nd group interview:
 Nicholas: No, I am, because it will be better than being here because we'll be able to do lots of different lessons and have lots of nice new stuff that we don't have now.

Notes
1. Physical advantages of co-lo.
2. 6th form.
3. School uniform
4. Negative perception of MS.
5. Want to be together mentioned in initial interview and in diary.
6. Socialise with MS peers outside of school mentioned in initial interview, again in diary
7. Size of MS school.
8. Wanting a choice of MS / SS attendance.
9. Pos towards co-lo and sharing of site due to already knowing pupils at the school.
10. Opp to meet new people.
11. MS range of subjects
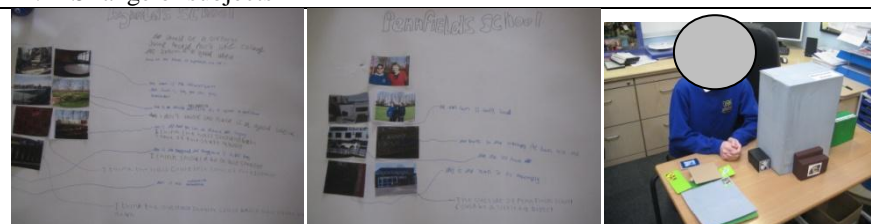
**** = Asif

Initial group Discussion
 Yeah like rugby pitches. But I think all the children will be studying hard if we move and there'll be big halls for assemblies

and drama. I think the teachers might be strict to the students so if we're talking they might say 'you two – get out of my classroom!' How's about if the big students might pick on us because I'm small and Penny is deaf! I agree with Penny – we like it here at this school – we have fun with the teachers.

Research diary comments :

I think that MS was good but I saw some children that were silly so I think that our school and their school should be separated.

Why are they knocking our school down? Are we going to have a bigger school?

Will we have the same teachers? Are we having a cooking room?

Posters / PPT / Photos:

6th form. The people are nice, the park looks nice. The bike racks are good. The library was nice and they have a big field. The building is a bit big for me.

We are going to need a bigger place for the coats. We have polite pupils. Some of us like drama. We need smaller door handles (lower down for younger / smaller pupils). We have nice gardens but the toilets are a bit of a mess. We have a nice basketball area. Will we have a new football team? Staff who help us.

1-1 Interview and construction:

I want the schools to be together in the middle like this. So then we can meet new friends from Lowmeadow school. And I think when we make new friends like, if some friends want to do drama together then they can. So I'll put the drama studios together like this. But Lowmeadow might be hard for me and some subjects like PE, I might get squashed because they wouldn't see me because there's too many people but the libraries would be fine, so they could be together.

I think they were nice when we met them but I don't think they'll always be like that so I think they should have security gates there to keep us safe. How's about if Lowmeadow students climb over? They need to have something they can't climb over

Presentation :

Absent on day of presentation

2nd group interview:

Asif: They've got loads more stuff than us – like their play area is massive and they've got loads of classrooms. Asif: We don't really know what they're going to be like. If they be kind or be bullies. So we could be by them or we could be away but we have to see what they're like first.

Notes

1. Physical benefits of co-lo.
2. Neg preconceptions of MS (strict teachers)
3. Fear of bullying
4. Liking SS (teachers / fun)
5. Use of fence for physical safety.
6. Wanting separation
7. Questioning movement of school.
8. 6th form.
9. SS polite pupils.
10. Physical challenges of moving around school.
11. Changed mind after visit. At beginning fence to keep them separate by 1-1 int wants to be together.
12. Opp for new friends.

*** = Josh

Initial group Discussion

Josh: I hope we've got a proper gym.

Josh: We might be able to have separate fields to one another because we don't really want to be with Lowmeadow so they can have one field and we'll have another. Josh: the Lowmeadow pupils might pick on us because we've got special needs.

Josh: I was thinking as well – will we have busses still to pick us up? Because I don't want to have to go on the busses with them. Josh: because we need an extension. Josh: Yeah – that's why I wanted a separate field in the first place because there will be bullies and I know there will. Josh: we'll just have to make it as safe as we can. Josh: But the teachers are too strict at Lowmeadow. You just get a detention all the time even if just you ties wrong. Josh: What's going to happen to the name of the school? Will we still be Lowmeadow and Penmeadow or something like high Penn, like a mix? Josh: The size of the school worries me. Josh: But the problem is we've all got special needs so we can't go to a mainstream school.

Research diary comments :
The school was really big for me so I don't think I would be confident in the school. I knew some people at MS. Some of the MS pupils showed us round and they were really kind. They have nice displays.
Will we have a different logo?
Will we have a different school uniform?
Is each school going to have a different field.

Posters / PPT / Photos:
6th form. The people are nice, the park looks nice. The bike racks are good. The library was nice and they have a big field. The building is a bit big for me.
We are going to need a bigger place for the coats. We have polite pupils. Some of us like drama. We need smaller door handles (lower down for younger / smaller pupils). We have nice gardens but the toilets are a bit of a mess. We have a nice basketball area. Will we have a new football team? Staff who help us.

1-1 Interview and construction:
Are they going to mix our logo's together? That would be good and we could have a competition to design one.
I will put the schools separately but I wouldn't want to use the fence to put between them because it would probably make people feel that it wasn't a very nice school and people might not choose to go there. I think it would look like Auschwitz or something, like with that lot over there and us lot over here. I think we'd have to change our uniforms to striped pyjamas and shave our heads so then we'd really look different and everyone would know where we belonged
I think our facilities should be separate because, if we were outside, I think they're pretty rough at playing football and so I think we should stay separate. But maybe our dining rooms we could put them so we can see them if we want to but we don't have to. I think maybe for drama, we might be able to do some lessons together because we're pretty good at drama and if the teacher was there it would probably be ok and we could probably make a better play. I think that by the time people are 16, they should be grown up enough not to be bullies so I think the 6th form should be together and then people could make new friends. I don't know what it would be like but it's worth giving it a try. I think that if there is a visitor in school the Lowmeadow pupils might let us down and make people think it wasn't a nice school.

Presentation :
I think Penmeadow school is good because it is easy to get around and the staff here are really kind and caring. But we don't have a cooking room and we don't have a bike rack. Lowmeadow have lots of different things that we don't have but I am worried because they might pick on me because I have special needs. I think the two schools should be separated by putting a fence down the middle of them because they still might make fun of us.

2nd group interview:
Josh: Well, I think that there might be some kids that are bullies. Because like Penny said, when they see we've got special needs, some of them might be kind, but some of them might just be nasty to us and take the mickey out of some of the things about us.
I wouldn't like to be in their school because in my old school the teacher never had time to help me so I would like our new school to be separate to them so we can carry on getting good help

Notes
1. Physical elements
2. Wanting separation
3. Fear of bullying
4. Need to make safe
5. Neg preconceived ideas about MS
6. School size a concern
7. Spec needs so can't go to MS
8. Visit broke down some barriers.
9. Concern of physical movement around school
10. Logos / uniform
11. MS play rough
12. Some lessons together
13. 6th form
14. SS pupils better behaved than MS pupils.
15. Contradict – fence or no fence? Building in comparison to letter.

****** = Sunil

Initial group Discussion

Sunil: I think there would be enough space because I've seen Lowmeadow before and they've got this garden area and it's all scruffy and rubbishy so they could get rid of that to make space for us. Because the garden is just dumped on, it's just messy and dirty. Sunil: And wagging it or skiving off school. Sunil: And they might fight each other and maybe they'll want to fight us even if we don't want to fight them and there's going to be graffiti at that school. I think that we'll have to have cameras everywhere at the new school and tell them that we don't want them to wreck our new school. Sunil: yeah, I don't think we should have their bad students with us – like the ones that have detentions. Sunil: Yeah but the once I went to the shop to get some milk and I saw three of the Lowmeadow pupils there and they said 'what you looking at?' and stuff like that to me – so I don't want to go to that school. Sunil: They'll already know we've got special needs because we come from this school.

Research diary comments :

It was brilliant at MS today. It was the best school I have ever been to! The school is allot bigger than ours. Are we going to have a football pitch and a cricket pitch?

Posters / PPT / Photos:

The pupils liked the Lowmeadow unifrom and logo. They photographed many outdoor spaces, such as the playground and the glass building. They enjoyed looking in the science and D and T rooms.

The library is good for people. We are friends. The playground is good because it's got the football area. We have a nice basketball pitch. The toilets are good because we can wash our hands.

1-1 Interview and construction:

I want to put the schools separate and divide them using this fence. No, hang on, I think we should be together. Oh, I don't know. It's a bit hard to choose. I'm thinking, that my cousins are in Lowmeadow school, so really I want to be able to visit them but some of the other Lowmeadow pupils might be a bit cruel so that maben me want to keep them separate. But I do definitely know one really bad bully that goes there so I think I'll put the fence there so he can't come and get me and my friends.

Presentation :

I have been making some posters about Penmeadow and Lowmeadow school. Lowmeadow school is cool because they have football pitches and nets but in their school they don't have enough space in the rooms because there are too many children in each class. I wouldn't like to be in their school because the teacher would never have time to help me so I would like our new school to be separate to them.

2ⁿᵈ group interview:

Sunil: Well mine is a bit the same as Penny, because I don't really want to stay here because there's not enough space and you know, if there was a bit more space then it would be ok for us to stay but I don't think that there's really enough space and at the moments we're missing out on all these things that we would like to have and that most schools have already got.

Notes

1. Family / friends at MS
2. MS scruffy
3. Neg preconceptions of MS pupils
4. Fear that MS pupils will wreck new school
5. Need for separation from 'bad students'
6. Neg previous experience of MS
7. Repeated fear of bullying.
8. Visit completely changed opinion between initial interview and diary entry.
9. SS friendly school
10. Undecided over level of separation.
11. SS too small
12. SS limits opps

****** = Robert

Initial group Discussion

Robert: I'd like to have three gardens. One for art, one for gardening and nature for trees and birds and animals.

Robert: And some easels for when we do art work because we don't have anything like that at the moment. Robert: Yeah we don't want to be part of there because they just keep you working all the time and don't give you break times. Robert: Would

we get to keep all our stuff and like Mr Y – the art teacher – well, Lowmeadow have already got lots of art teachers so will they need him too? Robert: You might get lost. Robert: Yeah but no one is perfect. They're not perfect either.

Research diary comments :

I liked MS school very much. The people are very good and I saw my cousin's friend and I really want to go there and I want to go there when I leave SS. The art room is very very good. The fruit salad smelt very good. The art work is very good. When our school is knocked down will it be something useful? Will we have a swimming pool? Will we have an ice skating rink?

Posters / PPT / Photos:

Students identified that they liked the art work. They said that Lowmeadow is a friendly school. They liked the timber tangle which they said would keep them busy and they also photographed the trophy cabinet saying that this showed pride in the school's achievements. They liked the cookery room and the nature area, both of which they felt were missing from Penmeadow. They photographed a member of staff as they felt he was friendly.

The teachers are nice but I would like to go to Lowmeadow. We have got a good school. We work hard. The pupils photographed members of staff, display boards, the field and other pupils.

1-1 Interview and construction:

I think we should have two gyms but have different facilities in each, like one will have weights and the other will be for training. Then we'll all just share and use the areas we needs to. And when we do PE we can all play together. I would just use the fence to keep everyone safe not to separate the two schools so if we want to mix we can but if you don't want to you don't have to.

Presentation :

Over the past two weeks I have done a poster of Penmeadow and Lowmeadow. The good things about Penmeadow are it is good here but the bad thing is it is too small. I think we should have Lowmeadow and Penmeadow together because it will make a good school with better facilities.

2nd group interview:

Robert: Hopefully we'll get on well, I mean they seem quite nice. The ones we met were nice so, yeah, hopefully.

Notes

1. Physical advantages
2. Neg preconceptions of MS (level of work)
3. Visit changed mind
4. After visit entirely positive.
5. Shared facilities.
6. Choice over level of mixing.
7. SS too small and not enough facilities.
8. MS students seemed nice.
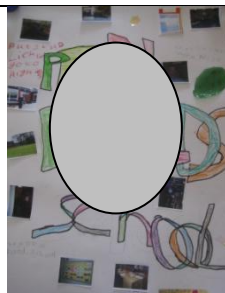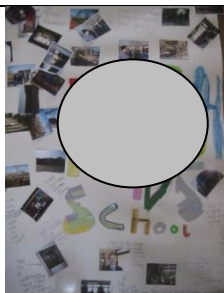
***** = Penny

Initial group Discussion

Penny: I think it will be good because we might have a dance studio so we can learn to dance. Penny: O think we should have little doors for Asif and Glenda so they can reach and get around better. Penny: And they might drink beer and do drugs but we don't do things like that here. Penny: Why are we moving school anyway? Penny: Well why can't we just build on our field or something? It doesn't really martiner about the field what martiners is where we learn and that and how we learn too. Really I like it here because when we move to Lowmeadow it might be noisy and busy. Penny: And is our school going to turn into Lowmeadow School or will we just be next to them. Penny: how's about Asif too – walking up the stairs when all the other people are pushing to get get down them. It could be really dangerous for him.

Research diary comments :

It was big but it was nice but there's not many bins and there was rubbish.

Why are you moving our school?

What is our school going to be when it is knocked down?

Posters / PPT / Photos:

I think the school was dirty. The D and T teacher looks like Mr Johnson. I don't like their hall because I think they should have one room as a hall and another as a dining room. The playground is very big and boring. The display was very good but

the room was messy. There was some rubbish on the floor. The work and displays were very good.

The books are not tidy. There is a table for the little ones. The teachers are very nice. The blue room is very small. We have a play area. This is the ICT room and the children are learning. The field is quite big. We have school rules.

1-1 Interview and construction:

I would like Lowmeadow to be over there and Penmeadow to be over here just in case they pick on each other.

Presentation :

I think that Penmeadow school is a nice place, but there is not allot of stuff here like a drama studio or a cooking room and the classrooms are a bit small. I want the two new schools to be separate because the pupils from Lowmeadow might bully us because we're not like them and they will know that so they will bully us.

2ⁿᵈ group interview:

Penny: No, I don't think they should leave it here, because it's too small. Penny: I don't think that's a good idea to put us all together just in case there are any fights or something. Penny: But I think it depends really on whether they be nice to us, because I think they might bully us because we've got special needs.

Notes

1. Physical aspects
2. Movement around school.
3. Neg precon of MS school
4. Q need to move
5. MS busy / messy / dirty
6. Bullying
7. Resources / facilities / uric at SS limited by space.

********* = Shanta

Initial group Discussion

Shanta: We might get some new things like we've never had before. Sharanjit: But we will have separate grounds won't we? I mean one for older pupils and one for younger? Sharanjit: And they might be smoking

Research diary comments :

The classes were big and the hall was very large. These are the good things about the school. The bad things were I don't like the carpets and I didn't like the computer room. The children and teachers were kind and polite. There were allot of teachers around. Why can't they rebuild the school here? Why do we have to have the school knocked down? Can we have a drama hall? Can we have a football pitch?

Posters / PPT / Photos:

I think the school was dirty. The D and T teacher looks like Mr Johnson. I don't like their hall because I think they should have one room as a hall and another as a dining room. The playground is very big and boring. The display was very good but the room was messy. There was some rubbish on the floor. The work and displays were very good.

The books are not tidy. There is a table for the little ones. The teachers are very nice. The blue room is very small. We have a play area. This is the ICT room and the children are learning. The field is quite big. We have school rules.

1-1 Interview and construction:

I think that some of the teachers could work together to teach us some subjects like drama and cooking but it would be better if they just built it here instead.

I think that all the buildings should be separate because we don't want them to have our good teachers.

So it would be good if we were together but separate so we can still have some contact but we don't have to be in that school all the time if we don't want to

Presentation :

At Penmeadow school everyone is always happy. But at Lowmeadow school they have lots of room and we don't. So it would be good if we were together but separate so we can still have some contact.

2ⁿᵈ group interview:

Shanta: I think we should put a fence in the middle to stop everyone being together. That would be safer for us. Then we could just be together and have contact when the teachers are there and they can't just come wondering through our school and laugh at us and bully us and look at us. So if we were separate then we got to know some of them we might be friends a

little bit then it would be ok if we got to know them slowly and they didn't just wonder in and stare at us. Sharanjit: Yeah like then we can have a sixth form and we can all stay together and be in the sixth form together.

Notes
1. Physical
2. Concern for younger pupils
3. Neg precon
4. MS visit pos
5. Q need to move
6. MS school dirty and playground boring
7. Some lessons together
8. Contradiction in letter and build activities in comparison to final interview.
9. Fence for safety
10. Fear of bullying
11. 6th form

********** = Tanya

Initial group Discussion

And we might be able to have swimming lessons there. And cooking – we don't hardly get to do any cooking at the moment because we don't have a cooking room. Tam: re you going to ask us for any questions? Tamm: I don't think they'll care about their school like we do.

Some of our kids get really angry and they need anger management – so what will they do to help him? Will there still be teachers there to help him and what about the other kids at Lowmeadow because they might get him angry just for fun and they won't understand him and how he really feels.

Because there's not enough space.

I think the schools should be apart because then we've got a special school for the ones that are daft and don't know what to do and we've got the mainstream for all the normal kids who can do everything and learn stuff easily. If the schools are separate then we won't hold them back and stop them from learning the stuff they need to learn.

Josh: But the problem is we've all got special needs so we can't go to a mainstream school, if they move us there and we have to be together it's going to be hard for everyone

But miss, is it going to be a mainstream or a special school? Tanya: And will it be a special school or a mainstream school?

Research diary comments :

It was big and it was messy. I did not like it. I didn't like the art room because everyone was crammed in.
Will our new school be a special school or a mainstream school?

Posters / PPT / Photos:

I don't understand – is it going to be a mainstream or a special school?

I think the school was dirty. The D and T teacher looks like Mr Johnson. I don't like their hall because I think they should have one room as a hall and another as a dining room. The playground is very big and boring. The display was very good but the room was messy. There was some rubbish on the floor. The work and displays were very good.

The books are not tidy. There is a table for the little ones. The teachers are very nice. The blue room is very small. We have a play area. This is the ICT room and the children are learning. The field is quite big. We have school rules.

1-1 Interview and construction:

I think they can change school to school to visit but usually they must be separate. They could be together when they leave school like if they go to college or 6th form. (Initially places two 6th form black together, but at the last minute changes her mind and separates them again.)

I don't understand – is it going to be a mainstream or a special school? But Miss, I mean, what is it going to be? Is it going to be a mainstream or a special school? And will it be for us or for them? And anyway, where will we belong then? Because, we won't belong here anymore but we don't really belong there either so, well, yeah ... where do we belong? Is there still going to be a place for us

Presentation :

Didn't speak during presentation

2nd group interview:

I'm not looking forward to it, because you know this schools better and it's big enough for everyone and their schools a mess. They don't look after it you know, they just chuck rubbish and stuff.

Yeah, I think we should be separate. I don't want to be too close to them bullies.

Notes
1. Physical
2. MS pupils will wreck school
3. SS pupils care more about their school
4. Q support available to them at MS
5. Q will it be a MS or SS? (Repeated question)
6. MS messy and crammed
7. Neg percep of SS in comparison to MS – separate issue

*******= Sanjay

Initial group Discussion
Sanjay: I bet there are after school clubs like an ICT club and that.

And a kick boxing arena.

Yeah – you can't wear trainers or anything.

Do you think they'll have knives and guns? What if they climb over the gate?

They should have a competition to see whose best 'cos our teachers would win! Sanjay: It's not a good idea to knock the school down, it's nice here.

We should just make separate schools so we don't get bullied and angry but they should give us facilities that are as good as theirs.

Research diary comments :
MS has good computers. SS school needs to be bigger. In some lessons we should use MS classrooms – for D and T and art. How big will the school be? Will the education be good? Will the new school have new computers? Will the new school be bigger? How will it effect us? Will the security be good and will we be safe? Will we have a 6th form?

Posters / PPT / Photos:
There should be a 6th form some people don't like college. This 6th form is good. This room is good, you can use pocket surfer. This is the outside orchestra (theatre). It is quite a good area. In the hall you can do drama and singing. I think they should take some of the stuff away. This is the playground it is a bit big. I think it could be a bit smaller.

The D and T room is really small. The books in the library are ole. The outside of Penmeadow school could be a bit bigger.

1-1 Interview and construction:
I think we should have two separate schools but everyone should go to 6th form together.

Presentation :
I have been thinking about what Penmeadow school should look like in the future. Penmeadow playground is good but our classrooms are too small. I like Lowmeadow outdoor theatre and their apple computers. But the school is a bit grey and boring looking. I hope the new school has vending machines, a swimming pool, bike sheds and a cafeteria but i don't think the two schools should be too close together in case we get bullied.

Notes
1. Physical
2. Neg precon of MS
3. Remain in situ
4. Equality of facilities
5. Safety
6. SS too small
7. MS better facilities
8. Fear of bullying

APPENDIX 6C: AN EXAMPLE OF PUPIL PARTICIPATION IN DATA ANALYSIS

'Adam' was a year 8 special school child who participated in the research detailed in Chapter 5. Adam took part in the analysis of his own data set.

The first table presented below outlines the raw data gathered through Adam's participation in the research.

Relevant comments recorded by myself in my own research diary:	Initial group interview (Adam's comments contributed by typing onto screen):	Adam's research diary comments:
1. Against co-lo in initial interview.	Adam: what about the stairs though? It would be hard for Minisha and Asif. Maybe we could have escalators and travelators to move you along from one school to another.	Today I went to Lowmeadow school. We met the deputy head and met some pupils. The pupils showed us around the school. The one thing I hated was the chewing gum on the stairs. I think they should not move our school. They should knock down our school then rebuild it again on the same site. They should build a bigger school on our yard. Why are they going to move our school? Could our school be a mainstream school? Could we have vending machines in the new school? Could we have a cafe at our new school? Could you separate them from us? I think we should not move our school because it is a friendly school.
2. Argues we shouldn't move schools as special school is in good condition.		
3. Identifies need for different uniforms so pupils know who belongs to which school.	Actually I think we shouldn't really move school at all. I think this one's in quite good condition so there's no need really to move us. They might get confused though and think we're part of them and we're not 'cos we're not the same. We should have a different uniform.	
4. Fear of bullying mentioned in initial interview repeatedly.		
5. Likes idea of opportunity of going to a 'mainstream school' – links with intelligence.		
6. Identifies special school pupil behaviour will make them stand out and therefore be targets for bullying in initial interview.	And they might be racist about our special needs. And there might be bigger students there who pick on you even when you just go there to visit.	
7. In initial interview wants school to remain in situ, reinforces in final interview.		
8. Wants mainstream pupils to be separate to special school pupils.	So if we're attached to Lowmeadow School does that mean that if you're bright enough you can go there for some of your lessons?	
9. Visiting mainstream school was a positive experience – labels as a friendly school.		
10. Contradiction in his poster design as says he wants to go to mainstream school.	So! They'll know we're different because of how we behave. I think we might need to be completely separate from Lowmeadow because they might pick on us because we've got special needs.	
12. Contradiction in building of school as puts special school inside of mainstream then states pupils should have separate lessons and facilities.	I think we shouldn't be together, because they are so much bigger than us so they can hurt us more than we can hurt them and there's so many of them too.	
Observation of Adam visiting the mainstream school: Identified that he liked the art work. Said that Lowmeadow is a friendly school.	Comments from construction activity: I would like to put Penmeadow School inside Lowmeadow school like this because it will make it easy for us to get around the school	Final group interview (Adam participated by writing the following onto the computer whilst listening to the other's talk) I have been considering the co-location of Penmeadow and

Liked the timber tangle which he said would keep them busy. Photographed the trophy cabinet saying that this showed pride in the school's achievements. Liked the cookery room and the nature area, both of which they felt were missing from Penmeadow. Photographed a member of staff as they felt he was friendly. Said "The teachers are nice but I would not like to go to Lowmeadow". We have got a good school. We work hard.	and people will get to know each other. But I still think we should have different lessons. I would give them separate facilities because I think we should be taught separately.	Lowmeadow school. I think the good things about Penmeadow is that everyone is friendly including the staff. However we don't have a cookery room and we don't have very good technology, for example, we have no lap tops. So when we transfer to the new school I hope we have these things. I hope that the new school is far away from Lowmeadow because I think they will pick on us. I know that the pupils we met were friendly and that the deputy head was too, but I think they will know I have special needs because I don't act normal like they do and then I think they'll stop being friendly when the teacher's aren't there.

Adam has a statement which identifies him as experiencing difficulties related to the ASD spectrum (and more specifically Asperger's Syndrome). Adam's social communication skills limited the extent to which he was able to interact fully with the group so instead he would often choose to use a computer to communicate how he was feeling.

To respond to this chosen method of communication I presented Adam with a summary of the data above reworded into more appropriate language for him. I then asked him to sort the statements into a table on the computer. We designed the table together and his response is given below.

The grid produced by Adam during his participatory data analysis

I still think this	I have changed my mind
I think they shouldn't close and move our school. The Lowmeadow children will know I'm different because of how I behave. Our facilities are not very good so that will be one good thing about the new school. I think the Lowmeadow pupils will stop being friendly when the teacher's aren't there.	We should have a different uniform. I think we should have all our lessons separate.
I'm not sure	**Delete this please**
The Lowmeadow pupils might be nasty about our special needs. There might be bigger students there who pick on you. I think we might need to be completely separate from Lowmeadow because they might pick on us because we've got special needs. I would give them separate facilities because I think we should be taught separately.	I would like to put Penmeadow School inside Lowmeadow school like this because it will make it easy for us to get around the school and people will get to know each other. Now I think our two schools should just be side by side and not inside each other because that might be a bit too close.

APPENDIX 6D: WORKING TEMPLATES

With reflection on the participatory data analysis, the data from the raw data chart would then be transferred into an individual chart (as shown below). The data would be divided by data type (according to method used) and then a suggested set of working templates would be generated.

Although the actual templates used are identified here (in column 5 entitled 'Template') This final stage of analysis was not completed until all of the data had been analysed (as is shown in the following section of this appendix).

Pupil Name: *****	Pseudonym: Adam	No: 1	School: SS

Data Type:					
D = Initial discussion	P / RRD = Pupil / Researcher Research diary	1 = 1-1 interview / construction	P = Photos / Poster / PPT / End product (including discussion)	Pr = Presentation to BSF	I2 = Interview 2

Data type	Ref	Pupil Comment		Working Templates	Template
D	SS1/C1	Adam: what about the stairs though? It would be hard for M and A. Maybe we could have escalators and travelators to move you along from one school to another.		Physical / practical / concerns for others in using space	Template 6: Practical
D	SS1/C2	Actually I think we shouldn't really move school at all. I think this one's in quite good condition so there's no need really to move us.		Reasons not to move	Template 1: Attitudes to environments
D	SS1/C3	They might get confused though and think we're part of them and we're not 'cos we're not the same.		Separation of pupils	Template 3: Bullying
D	SS1/C4	We should have a different uniform.		Separation of pupils	Template 6: Practical
D	SS1/C5	I know that the pupils we met are friendly and that the deputy head was too, but I think they will know I have special needs because I don't act normal like they do and then I think they'll stop being friendly when the teacher's aren't there. And they might be racist about our special needs. And there might be bigger students there who pick on you even when you just go there to visit.		Expectation of prejudice / bullying	Template 3: Bullying
D	SS1/C6	And there might be bigger students there who pick on you even when you just go there to visit.		Expectation of prejudice / bullying	Template 3: Bullying

D	SS1/C7	So if we're attached to Lowmeadow School does that mean that if you're bright enough you can go there for some of your lessons?	Separation of pupils by ability?	Template 1: Attitudes to environments
D	SS1/C8	So! They'll know we're different because of how we behave.	Separation of pupils / distinguishing between pupils	Template 3: Bullying
D	SS1/C9	I think we might need to be completely separate from Lowmeadow because they might pick on us because we've got special needs.	Separation of pupils (literal)	Template 3: Bullying
PRD	SS1/C10	The one thing I hated was the chewing gum on the stairs. That was disgusting! The one thing I hated was the chewing gum on the stairs. I think we should not move our school because it is a friendly school and we don't have nasty things like that at our school because we look after our school and they don't. Could you separate Lowmeadow from us? I think we should not move our school because it is a friendly school. I think they should not move our school.	Separation of pupils (Literal) Reasons not to move	Template 1: Attitudes to environments
PRD	SS1/C11	I think they should not move our school. They should knock down our school then rebuild it again on the same site. They should build a bigger school on our yard. Why are they going to move our school?	Questioning reasons for moving	Template 1: Attitudes to environments
PRD	SS1/C12	Could our school be a mainstream school?	Misunderstanding co-location	Template 1: Attitudes to environments
PRD	SS1/C13	Could we have vending machines in the new school? Could we have a cafe at our new school?	Practical / physical / facilities	Template 6: Practical
P	SS1/C14	Students identified that they liked the art work.	Practical / physical / facilities	Template 1: Attitudes to environments
P	SS1/C15	They said that Lowmeadow is a friendly school. They photographed a member of staff as they felt he was friendly.	Liking current school / Ethos of special school?	Template 2: Attitudes to each other
P	SS1/C16	They liked the timber tangle which they said would keep them busy and they also photographed the trophy cabinet saying that this showed pride in the school's achievements. They liked the	Practical / physical / facilities	Template 1: Attitudes to environments

		cookery room and the nature area, both of which they felt were missing from Penmeadow.		
1-1	SS1/C17	**Removal requested:** *I would like to put Penmeadow School inside Lowmeadow school like this because it will make it easy for us to get around the school and people will get to know each other.*	Togetherness?	Template 5: Exploring togetherness
1-1	SS1/C18	But I still think we should have different lessons. I would give them separate facilities because I think we should be taught separately.	Separation?	Template 5: Exploring togetherness
Pr	SS1/C19	I think the good things about Penmeadow is that everyone is friendly including the staff.	Ethos of special school / Attitudes?	Template 4: Friendship Template 2: Attitudes to each other
Pr	SS1/C20	However we don't have a cookery room and we don't have very good technology, for example, we have no lap tops. So when we transfer to the new school I hope we have these things.	Practical / physical / facilities	Template 6: Practical
Pr	SS1/C21	I hope that the new school is far away from Lowmeadow because I think they will pick on us.	Expectation of prejudice / bullying	Template 3: Bullying
I2	SS1/C22	I know that the pupils we met are friendly and that the deputy head was too, but I think they will know I have special needs because I don't act normal like they do and then I think they'll stop being friendly when the teacher's aren't there.	Expectation of prejudice / bullying	Template 3: Bullying
I2	SS1/C23	Adam: (*Very immediate response*) Yeah they should. You're right there, you're right there. They should just leave our school here where it is.	Wanting separation	Template 5: Exploring togetherness
I2	SS1/C24	Adam: Yeah, I think we shouldn't be together, because they are so much bigger than us so they can hurt us more than we can hurt them and there's so many of them too.	Expectation of prejudice / bullying / Wanting separation	Template 3: Bullying

Summary

Adam is against the co-lo and states this in the initial interview. He identifies movement around mainstream school difficult for pupils with physical disabilities and argues we shouldn't move schools as special school is in good condition. He identifies need for different uniforms so pupils know who belongs to which school. He has a clear fear of being bullied by the mainstream pupils which he mentions in initial interview, letter and final interview. Adam likes the idea of opportunity of going to

a 'mainstream school' which he links with intelligence but is worried that special school pupil behaviour will make them stand out and therefore be targets for bullying, a notion he mentions in initial interview and reinforces in letter.

Adam wants Lowmeadow pupils to be separate to Penmeadow but finds visiting Lowmeadow to be a positive experience – labels as a friendly school. He contradicts himself in poster says he wants to go to Lowmeadow and again in building of school as he puts Penmeadow inside of Lowmeadow then states pupils should have separate lessons and facilities. Again contradicted in letter by saying that he wants two schools to be far away from each other.

The Working Templates generated in the individual grids (as shown in the previous part of this appendix) would then be brought together as shown below. Links between the Working Templates would be identified using the process demonstrated in Phases 2 and 3 below and then colour coding would be used on the Working Templates to link into the final set of Templates.

These Templates would then be worked back over the individual pupil grids (shown in the previous part of this appendix) to see if each piece of data sat comfortably within one of the templates. Where necessary the Templates were reviewed repeatedly until this was the case.

It was these Templates that were analysed at the end of the research to generate the set of overarching themes presented in the Discussion chapter (Chapter 8).

Finally a set of Assertions would be generated. These Assertions were generated to make sure that no points were lost in the single word / phrase nature of the Templates and thus were used to guide the write up of the data into the findings presented in the thesis.

Phase 1: Identification of working templates from raw data **Special School Pupils**									
1. Bullying Expectation of prejudice / bullying	2. Difficulties of MS school for SS pupils (physical movement)	3. Positive elements of SS (teachers / polite pupils) intelligence	4. Positive elements of MS (work, friendly, subject range) together.	5. Negative elements of SS (too small)	6. Negative elements of MS (litter / dirty / crowded)	7. Discussions about uniforms	8. MS pupils are rough / will wreck school	9. Wanting schools to remain in situ as they are / questioning need to move to MS / Liking current school / Ethos of special school?	10. Wanting schools to be separate / Reasons not to move / Questioning reasons for moving
11. Wanting MS and SS separation on site. (fence for physical safety / need to make safe / away from 'bad students')	12. Contradictions made by individual pupils	13. Ethos of special school / Attitudes	14. Growing more keen / confident through the research phases / pos impact of MS visit	15. Opportunity to meet new friends	16. Questions over level of togetherness / undecided on levels	17. Benefits of co-lo in terms of physical facilities Physical / practical /	18. Negative preconceived ideas about MS (strict teachers / naughty pupils / work levels)	19. Pupils with friends / family at MS school	20. Discussion about size of schools / SS too small / MS too big
21. Wanting a choice	22. Misunderstanding of co-location (expect full merger)	23. Could have some particular lessons together (drama / PE)	24. Previous negative experiences of MS	25. SS limits opportunities (e.g. for subject range / facilities / resources space)	26. Questioning whether the new school will be a special or mainstream school.	27. Questioning support MS school will be able to offer them.	28. SS pupils care more about their school	29. MS school better facilities. Need for equality of facilities etc in new schools	30. Exploring togetherness
Phase 1: Identification of working templates from raw data **Mainstream pupils**									
1. SEN makes life more challenging	2. Feel they need to meet PF pupils and visit PF school	3. No point in schools being co-located if pupils	4. Wanting to be with PF pupils	5. Concern over how PF pupils are	6. Wondering if PF pupils want them	7. Questioning if it's a good idea to	8. Negative HF (Big focus on HF crush	9. Positive HF Facilities	10. Positive PF (PF more inviting

		aren't together		feeling	to be together	put the two schools together	in corridors / HF clicky friendship groups / HF dirty)		than HF / PF pupils more friendly than HF / PF clean)
11. Negative PF Facilities	12. Separate schools that link by facilities	13. Particular lessons together	14 Need to learn how to react to pupils with SEN / Need to understand SEN and disabilities (citizenship)	15. Some SEN pupils surprisingly able	16. Some SEN pupils a challenge	17. Long time to settle in	18. Respect for care PF pupils have of their school and how this is different from HF	19. Need to establish friendship groups between two schools	20. Need for SEN pupils to have their own space
21. Concern over level of possible interaction between schools	22. Danger for SEN pupils who do not conform to social conventions of MS school	23. Choice	24. Not knowing how to react to SEN pupil	25 Questioning if there will be friction between the two schools	26. Fear for safety of PF pupils	27. Wanting to make PF pupils feel welcome	28. Need for HF pupils to change their behaviour to accept PF pupils	29 Questioning how the two schools will work together and how physically they will be joined	30. Getting on well with PF pupils
31. Need to care for SEN pupils	32. Uniform	33. PF pupils normal	34. SEN pupils learn in different ways to MS pupils	35. Minority of HF pupils are bullies	36. PF pupils want to be treated the same as everyone else	37. Learnt not to judge by disability	38. There will be friends and enemies but that's life	39. Introduce schools slowly	40. 6th form
41. PF pupils more accepting / less judgemental	42. HF can be a bit rough for PF pupils	43. Togetherness as a way of breaking down stereotypes	14, SS pupils may feel less able / notice SEN more	45. Hard for 'normal kids' to come to SEN school	46. SEN pupils can be intimidating	47. SEN pupils don't want mothering	48. Invisible disabilities increase probability of bullying	49. Expectations of physical disabilities	50. No fence
51. School will be too crowded	52. Separate for lessons together for social								

Phase 2: Identification of links between emerging themes within each school (1st attempt)

Special School	Possible Template Title
1. Bullying	Bullying

16. Questioning level of togetherness / how things will work + 23. Particular lessons could be together + 26. Questioning if new school with be MS / SS	Exploring togetherness
13. 6th for	Exploring togetherness
10. Wanting schools to be together + 15. Opportunity to meet new friends + 11. Wanting schools to be separate on site + 12. Contradictions made + 14. Increasing confidence through research process	Exploring togetherness Friendship
9. Q need to move and wanting to stay in situ	Attitudes to environments
7. Uniform	Practical
3. Positive SS + 4. Positive MS + 5. Negative SS + 6. Negative MS	Attitudes to environments
2. Difficulties of mainstream school for pupils with SEN	Attitudes to environments
17. Benefits of co-location in terms of facilities + 29. MS better facilities and need for equality	Practical
18. Negative pre-conceptions of MS + 24. Previous negative experiences of MS + 8. MS = intelligence	Attitudes to each other
20. School size	Practical
21. Choice	Choice
22. SS pupils better behaved than MS pupils + 28. SS pupils care more for their school than MS	Attitudes to each other
25. SS limits opportunities	Attitudes to each other
27. Questioning level of support available in MS	Attitudes to each other
30. No fence	Exploring togetherness

Mainstream School	Possible Template Title
1. SEN makes life more challenging	Attitudes to each other
19. Need to establish friendship groups + 27. Wanting to make PF pupils feel welcome (note to self: Both sets of students see this as PF moving onto HF site. Issues of ownership) + 38. Friends and enemies but that's life	Exploring togetherness
18. PF pupils care for school	Attitudes to each other
17. May take a long time to settle in + 21. Concerns over possible levels of interaction + 25. Q friction between schools + 39. Need to introduce schools slowly	Exploring togetherness
15. SEN pupils able + 16. SEN pupils a challenge	Attitudes to each other
14. Need to learn about SEN + 24. Not knowing how to react to pupils with SEN + 46. SEN pupils intimidating	Education
8. Negative HF (crush / clicky / hygiene) + 9. Positive HF + 10. Positive PF (inviting / friendly / hygiene) + 11. Negative PF	Attitudes to each other
5. Concern over how PF pupils feeling + 6. Wondering if PF want to be together	Attitudes to each other
3. No point in co-lo if pupils are separate + 4. Wanting to be with PF pupils + 13. Particular lessons together + 9. Separate schools that link by facilities + 20. Need for SEN pupils to have own space + 43. Togetherness will break down stereotypes + 52. Together for soc separate for lessons	Exploring togetherness
22. Danger for SEN pupils who disobey social conventions + 26. Fear for safety of PF pupils + 18. Need for HF to change their behaviour + 32. Need to care for PF pupils + 35. Minority of HF pupils are bullies + 42. HF a bit rough + 48. Invisible disabilities may be cause for increase in bullying	Bullying
23. Choice	Choice
29. Q how co-lo will work.	Exploring togetherness
30. Got on well with PF pupils + 33. PF pupils normal + 36. PF pupils want to be treated same as everyone else + 17. Learnt not to judge by disability + 47. Don't mother PF + 49. Expecting physical disability	Attitudes to each other

31. Uniform	Practical
40. 6th form	Exploring togetherness
41. PF more accepting and less judgemental	Attitudes to each other
44. SEN can't do same – rubbing nose in it	Attitudes to each other
45. Hard for 'normal kids' to come to a SS	Attitudes to each other
50. No fence	Exploring togetherness
51. Too crowded	Practical

Phase 3: Identification of links between two schools

1. Positive / Negative elements of each school	Attitudes to environments
2. Choice	Choice
3. Uniform	Practical
4. Wanting to be together (6th form / no fence / particular lessons together) Questioning levels of togetherness / how things will work / Need for SS to have own space / 10. Separate schools linked by facilities	Exploring togetherness
5. Friendship	Friendship
6. Bullying	Bullying
7. Evaluation of facilities	Practical
8. School size	Practical
9. SS pupils care more for their school / more caring / accepting	Attitudes to each other

Phase 4: Based on the above analysis 7 templates emerged:

Template 1: Attitudes to environments
This template explores the positive and negative elements identified by pupils towards each of the educational environments.

Template 2: Attitudes to each other
This template considers the positive and negative attitudes that pupils communicate towards the pupils in the opposing school, including previous experiences that impact on these attitudes.

Template 3: Bullying
Identifies any issues relating to poor or failed social interactions and bullying.

Template 4: Friendship
In opposition to template 3 this template collects together positive social interactions and friendship.

Template 5: Exploring togetherness
Template 5 identifies any pupil discussion that explores the extent to which the two schools could or should be together. It records incidents of pupils saying that they would or equally would not like to be together and collects together their justifications for these attitudes.

Template 6: Practical
Template 6 collects together all of the practical elements of the co-location including issues such as school size, facilities and uniform.

Template 7: Choice

This template identifies any arguments presented by pupils that relate to choice, particularly in relation to school attendance.

<u>Phase 4: Within these 7 templates some assertions were identified:</u>

Template 1: Attitudes to environments
- Consideration of whether a fence should be included (See construction activity photographs)
- Discussion of uniform and whether pupils should have same / different uniforms (See discussion 1 and final group interview)
- The mainstream school has better facilities than the special school. Pupils questioned whether this would continue to be the case (See end products / posters / power points etc)
- There was some confusion over what a co-location was and whether the schools would be completely merging or not.
- Most pupils felt MS school was too big

<u>Assertion 1:</u> Both the mainstream and special school pupils preferred the environment of the special school. They perceived this environment as smaller, friendlier, cleaner and better cared for than the mainstream environment.
<u>Assertion 10:</u> Both groups were against the literal separation of the schools with a fence

Template 2: Attitudes to each other
- SS pupils negative perceptions of MS pupils (rough, aggressive, naughty) resulting in them wanting to be separate. Lots of preconceived ideas about MS.
- MS pupils very positive about SS pupils (Wanting friendship, liking way they interact, seeing them as less judgmental) but feeling that they may need some support with how to interact with certain pupils.

<u>Assertion 2:</u> The mainstream pupils perceived the special school pupils as less judgemental and generally friendlier and more accepting of difference than their mainstream counterparts
<u>Assertion 6:</u> The mainstream pupils argued that they would need some Disability Awareness Education so that they would be better able to interact with the SEN pupils.

Template 3: Bullying
- SS pupils expected to be bullied (Mostly based on previous experiences – see group discussion 1) so wanted to stay separate.
- MS pupils thought there could be bullying but by a minority and that disability awareness education would help to prevent this.

<u>Assertion 3:</u> The special school pupils appeared to harbour some fears and misconceptions of the mainstream and based on these wished to remain in a segregated special school.
<u>Assertion 5:</u> Both the mainstream and special school pupils agreed that the co-location of the two schools may lead to bullying of the special school pupils due to their differences and SENs.

Template 4: Friendship
- MS pupils believed that they could develop friendships with SS pupils but this feeling was not returned by the SS pupils whose misconceptions / fear of the MS was overriding.

Assertion 4: The mainstream pupils questioned the need for separate special school education and questioned why pupils with SEN could not be fully included in the mainstream.

Template 5: Exploring togetherness
- Confusion over levels of togetherness expected / possible on both sides.
- MS pupils more keen for schools to be together than SS pupils and feel little point in schools being together if they don't interact. Questioning of need for separation.
- Both groups suggest that co-location could improve relationships (reduce stereotyping).

Assertion 7: Both pupil groups believed that the co-location could help to reduce stereotypes and prejudices associated with SEN and disability.

Template 6: Practical
- Uniform is symbolic of belonging (pupils discussed extensively in 2nd interviews)
- MS environment generally disliked as dirty and uncared for. Contrasted with SS environment.
- Need to bring pupils together soon to start developing links.

Assertion 8: Both groups believed that projects that brought the two schools together were essential and should start straight away but in a gradual and sensitive manner.

Template 7: Choice
- MS pupils felt SS pupils should have a choice about how much interaction there should be between schools (provision of safe zones)
- SS pupils felt they should have a choice over whether the co-location took place at all.
- Both groups need for some separation

Assertion 9: Both groups justified the need for some form of separate educational provision for the special school pupils based on their need for protection from the mainstream and the necessity of a school, staff and curriculum that could meet the needs of this pupil group.

APPENDIX 6F: THE THEMES WHICH LINK ALL FOUR PIECES OF RESEARCH

As demonstrated above, the data analysis process led through working templates into templates, then into assertions and finally into themes. Chapter 8 (table 8.1) lists the 7 key themes that emerged as overarching the 4 research pieces and details of this process are given in Chapter 8.1.

The table below shows how the assertions from each of the research pieces were linked to generate the 7 themes and the number of assertions are identified so that some understanding of the frequency of occurrence can be demonstrated.

Staff Research	Pupil Research	Parent Research	Case Study Research
THEME 1: Attitudes Towards Mainstream, Special And Co-Located School Including Teaching And Learning = Total 15 Assertions			
Template 2: The advantages and disadvantages of different forms of educational provision. (Safety and security. Ethos, Identity and Belonging.) Assertion 4: Special school staff identified that an element of choice needs to be incorporated into inclusion for parents, teachers and pupils. They argued that there is a need to remember that parents have chosen a special school for a reason. Assertion 5: The special school staff questioned the need for closure. They argued that the special school offers pupils a safe and secure environment in which the needs of SEN pupils are better met because of the knowledge base and skill set of the teaching staff therein. They also felt that the special school has a strong sense of identity and ethos that needs to be maintained. Assertion 14: Members of both staff groups identified that the co-location will offer support for lower ability mainstream pupils and will increase the range of curriculum and accreditation and allow pupils access to a wider range of specialist teaching. Some members of the mainstream staff also suggested that the role of mentor / buddy may be explored for mainstream pupils and that work experience opportunities may arise. Assertion 7: Both staff groups appeared to link passivity, helplessness and vulnerability	**Template 1: Attitudes to the environment** Assertion 1: Both the mainstream and special school pupils preferred the environment of the special school. They perceived this environment as smaller, friendlier, cleaner and better cared for than the mainstream environment. Assertion 10: Both groups were against the literal separation of the schools with a fence.	**Template 3: Gathers together reasons for special school parental attitudes towards the co-location.** Assertion 3: The special school parents communicated that they want their children to continue to attend separate special school education and were predominately against the co-location as they are satisfied with the current provision made by the special school and do not believe that this same standard will be maintained on transfer to the co-located site. Assertion 5: The special school parents believed that their children will be made vulnerable and bullied as a result of the co-location. Assertion 4: Many of the special school parents appeared to have a misconception that there will either be no contact between the two schools or that the two schools will become fully integrated. Template 7: The special school parents believed that the mainstream school will be dominant in the context of the co-location; through its literal size and presence on the site but also through the mainstream pupils and their educational needs prevailing over those of the pupils with SEN. **Template 1: The mainstream parents are more positive about the co-location of the two schools than the special**	**Template 3a: School based issues - Teaching.** Assertion 4: Co-location offers an opportunity for flexibility in curriculum design and opportunities for personalised learning. Assertion 3: Co-location may provide opportunities for staff to work together and learn from each other. **Template 3b: School based issues - Learning.** Assertion 7: The co-location can impact positively on pupil attitudes to disability and those held in the broader community.

with the special school pupils and implied that there would be a need for them to 'cope' in the mainstream environment. They argued that the special school pupils may experience bullying and that there will be some negativity and barriers between the two groups. Issues relating to labelling, stigma, misconceptions and difference may arise and because of this 'safe zones' would need to be provided for special school pupils		**school parents.** Assertion 1: The mainstream parents were more positive about the co-location of the two schools than the special school parents. Assertion 2: The primary concerns of the mainstream parents were associated with physical elements of the site, such as access, traffic and parking and were not associated with the special school element of the co-location.	

THEME 2: Prejudice, Discrimination and Bullying = Total 14 Assertions

Template 3: Issues of stigma, power and barriers Assertion 5: The special school staff questioned the need for closure. They argued that the special school offers pupils a safe and secure environment in which the needs of SEN pupils are better met because of the knowledge base and skill set of the teaching staff therein. They also felt that the special school has a strong sense of identity and ethos that needs to be maintained. Assertion 6: Both staff groups identified that there could be a power imbalance between the two schools. Assertion 7: Both staff groups appeared to link passivity, helplessness and vulnerability with the special school pupils and implied that there would be a need for them to 'cope' in the mainstream environment. They argued that the special school pupils may experience bullying and that there will be some negativity and barriers between the two groups. Issues relating to labelling, stigma, misconceptions and difference may arise and because of this 'safe zones' would need to be provided for special school pupils Assertion 9: The special school staff identified that the special school pupils hold negative perceptions of the mainstream that could impinge on their willingness to partake in inclusive activities.	**Template 3: Bullying** Assertion 3: The special school pupils appeared to harbour some fears and misconceptions of the mainstream and based on these wished to remain in a segregated special school. Assertion 5: Both the mainstream and special school pupils agreed that the co-location of the two schools may lead to bullying of the special school pupils due to their differences and SENs. Assertion 6: The mainstream pupils argued that they would need some Disability Awareness Education so that they would be better able to interact with the SEN pupils. Assertion 7: Both pupil groups believed that the co-location could help to reduce stereotypes and prejudices associated with SEN and disability.	**Template 3: Gathers together reasons for special school parental attitudes towards the co-location.** Assertion 5: The special school parents believed that their children will be made vulnerable and bullied as a result of the co-location. Template 7: The special school parents believed that the mainstream school will be dominant in the context of the co-location; through its literal size and presence on the site but also through the mainstream pupils and their educational needs prevailing over those of the pupils with SEN.	**Template 6: Discrimination.** Assertion 9: Discriminatory attitudes and language must be challenged in an open, sensitive and immediate manner. Assertion 8: Currently social attitudes prevent full mainstream inclusion. Co-location can support steps towards this change. **Template 7: Parents.** Assertion 10: 'Catching a SEN' – the challenge of parental, staff, pupil and community prejudice. Assertion 7: The co-location can impact positively on pupil attitudes to disability and those held in the broader community.

THEME 3: Practicalities, Solutions and Steps towards Co-location = Total 11 Assertions

Template 4: Practical elements of the co-location Assertion 10: The mainstream staff were concerned about practical issues such as traffic and parking. **Template 5: Steps towards co-location** Assertion 2: Both staff groups identified that the establishment of inclusive links between the two schools will be challenging and the mainstream school must change to allow inclusion of	Assertion 8: Both groups believed that projects that brought the two schools together were essential and should start straight away but in a gradual and sensitive manner.	Assertion 2: The primary concerns of the mainstream parents were associated with physical elements of the site, such as access, traffic and parking and were not associated with the special school element of the co-location.	**Template1: Background info and Practicalities.** Assertion 1: There may be frustration due to non-educational issues such as parking and colour schemes. **Template 8: How challenges have been overcome and practical solutions.** Assertion 5: The vision and ethos of the Senior Leadership Team plays a critical role in making a success of the co-location. Assertion 8: Currently social

special school pupils. Inclusion will be possible and beneficial for some but not all students. Assertion 12: Members of the mainstream staff stated that some staff will need training in regard to awareness of pupil needs, SEN strategies and co-location and that the mainstream pupils would also benefit from learning about SEN and disability. Both staff groups agreed that there was the potential for staff to train together and learn from and support each other. Assertion 13: Members of both staff groups suggested that the management of the two schools will need to be effective in their handling of change, communication and planning.			attitudes prevent full mainstream inclusion. Co-location can support steps towards this change. Assertion 9: Discriminatory attitudes and language must be challenged in an open, sensitive and immediate manner. Assertion 2: Co-location can raise many challenges for teachers and the leadership team.
THEME 4: Togetherness and Positive Relationships Between Co-located Schools = Total 11 Assertions			
Template 6: Interchange, sharing and togetherness Assertion 11: Both staff groups argued strongly that teamwork will be an important element of the co-location. Staff will need to begin to forge links and communicate effectively between the two schools. They stated that introductions would need to be undertaken slowly and with caution but should begin immediately. Staff will need to work together to reduce the level of difference between the two groups of pupils. They argued that there is a need to make things work, grasp opportunities, think positively and find solutions to problems. They perceived the key advantage of the co-location as the opportunity to work together. Assertion 12: Members of the mainstream staff stated that some staff will need training in regard to awareness of pupil needs, SEN strategies and co-location and that the mainstream pupils would also benefit from learning about SEN and disability. Both staff groups agreed that there was the potential for staff to train together and learn from and support each other.	**Template 4: Co-location and togetherness.** Assertion 4: The mainstream pupils questioned the need for separate special school education and questioned why pupils with SEN could not be fully included in the mainstream. Assertion 8: Both groups believed that projects that brought the two schools together were essential and should start straight away but in a gradual and sensitive manner. Assertion 9: Both groups justified the need for some form of separate educational provision for the special school pupils based on their need for protection from the mainstream and the necessity of a school, staff and curriculum that could meet the needs of this pupil group. **Template 2: Attitudes to each other** Assertion 2: The mainstream pupils perceived the special school pupils as less judgemental and generally friendlier and more accepting of difference than their mainstream counterparts	Assertion 1: The mainstream parents were more positive about the co-location of the two schools than the special school parents.	**Template 5: Community and Social Impact.** Assertion 7: The co-location can impact positively on pupil attitudes to disability and those held in the broader community. **Template 4: Philosophy, Values, Vision and Ethos.** Assertion 8: Currently social attitudes prevent full mainstream inclusion. Co-location can support steps towards this change. Assertion 6: There is a perceived need for togetherness and equally for separation. **Template 2: Positive Examples of inclusive activities** Assertion 3: Co-location may provide opportunities for staff to work together and learn from each other.
THEME 5: Definitions of Co-location = Total 8 Assertions			
Template 8: Definitions, perceptions and purposes of co-location Assertion 8: Staff from both schools argued that the placing of physical barriers between the two groups would be problematic and both staff groups were against the division of the two schools by a fence. Assertion 7: Both staff groups appeared to link passivity, helplessness and vulnerability with the special school pupils and implied that there would be a need for them to 'cope' in the	Assertion 10: Both groups were against the literal separation of the schools with a fence Assertion 9: Both groups justified the need for some form of separate educational provision for the special school pupils based on their need for protection from the mainstream and the necessity of a school, staff and curriculum that could meet the needs of this pupil group.	Assertion 4: Many of the special school parents appeared to have a misconception that there will either be no contact between the two schools or that the two schools will become fully integrated.	**Template 4: Philosophy, Values, Vision and Ethos.** Assertion 8: Currently social attitudes prevent full mainstream inclusion. Co-location can support steps towards this change. Assertion 6: There is a perceived need for togetherness and equally for separation.

mainstream environment. They argued that the special school pupils may experience bullying and that there will be some negativity and barriers between the two groups. Issues relating to labelling, stigma, misconceptions and difference may arise and because of this 'safe zones' would need to be provided for special school pupils Assertion 1: Both staff groups identified that the co-location would facilitate inclusion and they demonstrated an acceptance of the moral imperative of inclusion. Both staff groups argued that functioning as two separate schools would be a missed opportunity and a failure of the project.			
THEME 6: Inclusion = Total 7 Assertions			
Template 1: Inclusion Assertion 1: Both staff groups identified that the co-location would facilitate inclusion and they demonstrated an acceptance of the moral imperative of inclusion. Both staff groups argued that functioning as two separate schools would be a missed opportunity and a failure of the project. Assertion 2: Both staff groups identified that the establishment of inclusive links between the two schools will be challenging and the mainstream school must change to allow inclusion of special school pupils. Inclusion will be possible and beneficial for some but not all students. Assertion 3: Members of staff from both groups argued that the social element of inclusion will be important in challenging the social stereotypes associated with SEN and current Separation (in special education or in co-located school) limits opportunities for inclusion and maintains social divisions.	Assertion 9: Both groups justified the need for some form of separate educational provision for the special school pupils based on their need for protection from the mainstream and the necessity of a school, staff and curriculum that could meet the needs of this pupil group.		**Template 4: Philosophy, Values, Vision and Ethos.** Assertion 8: Currently social attitudes prevent full mainstream inclusion. Co-location can support steps towards this change. Assertion 6: There is a perceived need for togetherness and equally for separation. **Template 5: Community and Social Impact.** Assertion 7: The co-location can impact positively on pupil attitudes to disability and those held in the broader community. **Template 2: Positive Examples of inclusive activities**
THEME 7: Communication, Consultation and Choice = Total 7 Assertions			
Template 7: BSF and communication Assertion 4: Special school staff identified that an element of choice needs to be incorporated into inclusion for parents, teachers and pupils. They argued that there is a need to remember that parents have chosen a special school for a reason. Assertion 15: Both staff groups argued strongly that the BSF team need to communicate more with staff and listen and respond to staff requests. They stated that there is a need for transparency in communication and several members of the special school staff identified a feeling of helplessness with regard to the co-location. Currently staff from		**Template 4: Special School parents feel that they have not been appropriately consulted on the co-location and there is a sense of helplessness with regard to parental choice.** Assertion 4: Many of the special school parents appeared to have a misconception that there will either be no contact between the two schools or that the two schools will become fully integrated. Assertion 6: Parents feel that there has not been enough consultation. They feel helpless and lacking in choice. **Template 2: The Special School parents want their children to continue to attend**	

both groups feel they lack information on co-location and the levels of inclusion involved. Staff raised queries about these issues and would like them to be discussed further and decisions made. It is important to note that the staff clearly hold different views on the levels of inclusion and working together to be attained through the co-location. Assertion 16: Several members of staff from both staff groups questioned and indeed challenged the principles underpinning the move to co-locate and argued ardently that it is necessary that both staff teams make the focus stay on education. Assertion 17: Staff are concerned about their new roles and have different opinions on the extent to which their roles will alter. There is a fear that redundancies will be caused as a result of duplication of roles across the two schools.		**separate special school education.** Assertion 3: The special school parents communicated that they want their children to continue to attend separate special school education and were predominately against the co-location as they are satisfied with the current provision made by the special school and do not believe that this same standard will be maintained on transfer to the co-located site.	

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