Practitioners' Perceptions and Attitudes Towards Inclusion of Children with Special Educational Needs and/or Disabilities [SEND] in a Primary Mainstream School

by

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Abstract

In the 1970s, mounting pressure from the Education (Handicapped Children) Act (DES, 1970), requiring children who were previously deemed 'Ineducable' to attend school, led to a United Kingdom government inquiry into standards of national provision for children with Special Educational Needs (DES, 1978: 6) chaired by Lady Warnock. The Warnock report (1978) proposed three models to integrate children with disabilities: Locational, Social and Functional Integration, marking a major shift in special needs and disability discourse. Warnock (1978) introduced Special Educational Needs as an umbrella term, replacing the ten 'handicap' categories set out in the 1944 'Education Act' regulations. The SEN and SEND acronyms emerged due to the SEND Code of Practices (DfES, 2001; DfE, 2014).

The Salamanca agreement (UNESCO, 1994), a United Nations initiative, introduced the terms 'Inclusion' and 'education for all' (Unesco, 1994: ix), with a vision for all children with Special Educational Needs to be educated in primary mainstream settings. The Salamanca agreement recognised some children with disabilities would be best supported in a special school; however, it also stressed that children attending a special school should not be segregated and, thus, encouraged part-time attendance in a mainstream setting (Unesco, 1994). The notion of Inclusion shifted in light of multiple policies introduced after 1994. Research and this inquiry reveal that Inclusion's success depends on practitioners' attitudes (Brown, 2016), which are grounded in a complex web of training, support, expertise in SEND, specialists' input and the complexity of Special Needs.

This inquiry examined practitioners' perceptions and attitudes towards Inclusion for children with SEND attending a primary mainstream school. This research was conducted in a three-form entry school in England, teaching approximately 750 children with various abilities and disabilities.

The research design was a case study comprising nine interviews and 27 questionnaires. Qualitative data were collected from practitioners [teachers, teaching assistants, learning mentor, headteacher, Chief Education Officer] via semi-structured interviews; the questionnaires accumulated qualitative and quantitative data. This inquiry used thematic analysis (Braun and Clarke 2013), examining themes and patterns of meaning associated with Inclusion and SEND.

Extensive literature was examined, accentuating mixed reviews about Inclusion's success in a primary mainstream school. While practitioners supported Inclusion in a mainstream school, they voiced concerns about the challenges of achieving Inclusion. Practitioners expressed concerns about the expectations of teaching children with diverse/complex SEND, irrespective of practitioner confidence, depleting funding, support, resources, training, and SEND expertise. The unrealistic expectations created challenges, resulting in some children facing Functional Integration, not Inclusion, as practitioners struggled to cater for all children's SEND.

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Chapter 1: Introduction

1.1 My Provenance: Early Associations with Special Needs

This inquiry has been founded, as Stenhouse (1981:3) suggested, in 'curiosity and a desire to understand'. That curiosity is evident in my Provenance (Hill and Lloyd, 2018), which explores my professional practice development and focusses my inquiry on Inclusion. This inquiry is undertaken as a practitioner inquiry (Stenhouse, 1981; Anderson and Herr, 1999) examining my professional practice. Practice is, and can be, perceived as a historical construction that draws both on practitioners' historical perspectives of their practice and the general written bodies of knowledge or discourse related to practice (Kemmis, 2010). General provenance is often evident when a researcher frames the practice they are examining within identified discourses about that practice.

Inclusion and Special Educational Needs and/or Disabilities [SEND] are closely intertwined with my past, present and future because of my association with education. My interest in Inclusion was sparked when my child was identified as having learning difficulties (LD). In 1997, during his Reception year, my son displayed challenging behaviour, including not completing activities and hurting other children. My child's behaviour gradually deteriorated throughout the year; his challenging behaviour was associated with a lack of home discipline by the school and practitioners who taught him. The Reception teachers provided me with strategies to discipline my child's outbursts and lack of conformity. I felt disempowered as my parenting skills were being questioned. Having limited awareness of SEND affected my attitude towards SEND as I tried to understand what it meant. While my son was identified as overactive and full of energy, his Reception teachers eventually identified delayed progress compared to his peers.

As a practitioner, I recognised that identifying LD was challenging. As a parent, I believed that certain differences between children's learning and behaviour could have been identified earlier as

indicators triggering potential LD concerns. Towards the end of my son's Reception year, the teachers' attention shifted towards his poor concentration, challenging behaviour and lack of progress in all curriculum areas. These concerns prompted the teachers to identify SEND indicators, resulting in the school beginning their assessment, monitoring and intervention process. The knowledge teachers utilised regarding my son's behaviour led to him being labelled as uncooperative and uninterested in learning. As a parent with limited education and SEND knowledge, I felt powerless, believing the Reception teachers were the experts. The Reception teachers believed from their assessments that they had developed an accurate reflection of my child. Eighteen months later, my son was diagnosed with LD, which eventually led to a Statement of Special Educational Needs. While there are some doubts concerning the use of labels to describe children's difficulties and the effectiveness of such 'discrete compartmentalisation' (Kirby, Davies and Bryant, 2005:122), in my son's case, the labels aided the identification process.

Once my son had received his Statement of SEND, I was encouraged to look at special provision and advised that my son's needs would be better met in a special school than would be possible in a mainstream setting. He would receive full-time provision in small groups from trained teachers with SEND expertise not possible in a mainstream primary school. Accepting a special school placement was the best decision as my son's challenging outbursts diminished. Fundamentally, he began to flourish as learning was presented in small achievable steps in an environment which worked based on his individual needs. In 2003, while my son was in year six, his school asked me to consider reintegrating him into a mainstream school due to his excellent progress. My son's secondary school had a unit for children with SEND. At this point, I was working as a teaching assistant [TA] and studying to become a teacher. The setting recommended for my child was described in the literature as 'Functional Integration' (Warnock, 1978: 101), which meant that my

son participated in some lessons alongside his peers with access to a differentiated curriculum suitable to his needs.

Despite receiving additional support and small group interventions, reintegration was a huge change and challenge for my son, leading to difficulties adjusting and coping with mainstream school expectations. My son's struggle to cope, learn and conform re-emerged and I felt helpless to support him as I lacked academic knowledge. Adapting socially and academically was difficult as my son lacked proficiency in both areas; I felt I had little choice except to encourage him to try his best and seek additional school support. He struggled in an environment where he did not feel fully included and could not achieve his learning potential. Once again, I felt helpless as, despite being informed by my son's teachers that he was ready to be integrated into a mainstream school, it did not happen. Rather, my child's challenging behaviour and a lack of interest in learning shown during his Reception year re-emerged.

My experiences of being a parent of a child with LD resonated with what I had read in my teacher training about Foucault's (1977) view of power and its relationship to institutions' coercion. Due to my lack of knowledge about special needs and my perception of teachers' power, I felt coerced. My lack of knowledge of Inclusion created a struggle for me to understand and know how to act as a parent. I believed that teachers were advocating a 'truth' about my child's aptitude in their capacity to advise. However, I could see that my son struggled in his new environment and having to remain in a mainstream setting despite the challenges was, in my opinion, a form of power oppressing my child as he struggled during his remaining education.

Over the past 22 years as a teacher, I have witnessed escalating numbers of children with wide-ranging SEND educated in mainstream schools and the challenges children and practitioners confront. Teaching increasing numbers of children with diverse/complex SEND led to my initial

questions about Inclusion and, thus, this inquiry. My perceptions and attitudes of mainstream, special school, Integration, Inclusion and SEND are based on my prior and current experiences shaping as a practitioner while teaching children with SEND. At the outset of my inquiry, questions emerged: What challenges do practitioners face in implementing Inclusion and supporting children with complex SEND? These questions were later devised as part of my inquiry's research question.

Brookfield (1998), referring to a practitioner critically reflecting on their practice, suggested four contemporary lenses. One lens was through looking at the autobiography of an individual's practice. A second was by using literature as a lens to understand one's practice. A third was the lens of learners' eyes, and the fourth was the lens of a colleague's perceptions. Reviewing practice through three of these four lenses made me aware of those submerged and unacknowledged power dynamics that infused all practice settings.

During my research, exposure to Foucault (1972) helped me understand the broader discourses of people feeling empowered/disempowered. It further provided a specific literature lens to understand my sense of powerlessness as a parent and a sense of practitioner power in making decisions about teaching children. Foucault (1972: 49) defined discourse as: 'practices that systematically form the objects they speak'. He believed 'discourses systematise and frame how we think, feel, understand and practice in specific areas of our lives', which could be applied to practitioners' attitudes towards SEND as they found ways to implement Inclusion.

Extensive reading of literature provided a solid foundation of information that gradually developed my understanding at an analytical level for this thesis, as Inclusion in a mainstream school continued to be the heart of practitioners' teaching. Schön (1983: 55) spoke of practitioners 'reflecting in action,' a process initiated with 'some puzzling, troubling or interesting phenomenon' in dealing with it (Schön, 1983: 50). He urged a practitioner to reflect 'on the understandings which

have been implicit in his action, understandings which he surfaces, criticises, restructures, and embodies in further action' (Schön, 1983: 63). SEND and Inclusion in a mainstream school have remained my areas of interest as I continue teaching and understanding children with SEND whilst navigating the complexities of identification, diagnosis, and support.

As a researcher, sharing the provenance of my practice makes transparent the subjectivities I may have about the practice. This researcher process is sometimes referred to as 'bridling' (Vagle, 2010: 396). Bridling helped me as a researcher to become aware of any pre-understandings I might hold about the phenomena/practice I am investigating. It required me to interrogate my understanding continuously. Hence, acknowledging my predetermined notions and experiences about Inclusion and SEND enabled me to analyse my research approach and recognise the probability of subjectivity emerging (Bell, 1993). Remaining reflective helped me to remain mindful of the British Education Research Association (BERA, 2019) guidelines.

Reflecting on my provenance enabled me to appreciate my shifting perceptions about SEND and Inclusion in a mainstream school, which influenced my attitudes. These perceptions and attitudes informed me of the effect SEND had on my life as a parent and as a practitioner. Initially, my link with education was as a parent, with only the knowledge of education and special needs shared with me by my son's teachers. Hence, their imparted knowledge ultimately became knowledge, which I defined as the 'truth' about my child. This awareness of my son's LD remained static until I furthered my knowledge, understanding and other truths concerning education and special needs. I realised that others' power of knowledge, such as that of practitioners, could be exercised, preventing an individual like myself from identifying and recognising their interests (Karlberg, 2005). Usually, however, this was unintentional as practitioners shared their expertise about what they observed, experienced and believed to be true about my son.

I believe that teachers' insufficient knowledge about SEND or their hesitation to label a child with a specific difficulty could complicate the identification process, resulting in implications for some children and teachers. I realised that, along with being set in discourses, Inclusion in a mainstream school was complex; achieving Inclusion has responded to the outplaying of policies that developed iteratively, sometimes with changes that made them difficult to follow.

My inquiry is presented in six chapters. Presented this way, it shows a framework for my inquiry in that chapter 1 introduces my Provenance with a professional practice at the heart of the inquiry (Hill and Lloyd, 2017); chapter 2 shows how that practice is framed in policy discourse and that the constantly shifting policies change the meaning of Inclusion; chapter 3 identifies how the practice I am investigating is framed in the literature discourse and how this presents Inclusion as complex and contested; chapter four details how I undertook this inquiry and chapter five presents my analysis of the data and findings. Chapter six includes my discussion and conclusions that I reached and examines how this inquiry contributes to broader debates about SEND and Inclusion.

Chapter 2: Policy Provenance

2.1 SEND Policies and Definitions: Historical Background

Policy, as Davies (2008) suggested, has provenance in its history leading into a given event, policy or practice. Provenance also helps to establish how different policy decisions and terms informed the notion of Inclusion. In this inquiry, that history has helped identify the changing perceptions of Inclusion and locate the SEND acronyms entrance into the Special Education Needs discourse. Policy is an example of what Foucault (1972: 49) means when he suggests that 'discourses systematise and frame how we think, feel, understand and practise in specific areas of our lives'. The policy provenance for this inquiry proposes that the Warnock Report (1978, Department of Education and Science) initiated the special education policy and, subsequently, advanced it across three government terms (New Labour 1997-2010, the Coalition 2010-15, and the Conservative Government, 2015-21) whilst drawing on international rights and Inclusion agendas. As this chapter does not have the scope to discuss all policies and Acts, I have identified key policies and Acts to be addressed [Table 1].

Report/ Policies/Acts/Green Papers	Government
Warnock Report (1978) Special Educational Needs	Conservatives
Education Act (1981)	Conservatives
Education Act (1993)	Conservatives
Salamanca Statement (UNESCO, 1994)	Conservatives
White Paper: Excellence in Schools (1997)	New Labour
Green Paper: Excellence for All Children: Meeting Special Educational Needs (1997)	New Labour
Special Educational Needs and Disability Act (2001) [SENDA] SEN Code of Practice (2001)	Second New Labour
Children Act (2004)	Second New Labour
White Paper: Higher Standards, Better Schools for All (2005)	Second New Labour
White Paper: Your Child, Your Schools, Our Future: Building a 21st-Century Schools System (2009)	Third New Labour

White Paper: The Importance of Teaching: The Schools (2010)	Conservatives-Liberal Coalition
Academies Act (2010)	Conservatives-Liberal Coalition
Education Act (2011)	Conservatives-Liberal Coalition
Children's and Families Act (2014)	Conservatives-Liberal Coalition
Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)	Conservatives

2.2 Warnock Report (1978)

In the 1970s, mounting pressure from the Education (Handicapped Children) Act (DES, 1970), requiring children previously deemed 'Ineducable' to attend school, led to a United Kingdom government inquiry into standards of national provision for children with special educational needs (DES, 1978: 6). The inquiry chair, Lady Warnock, recognised early in the report that quality special education was more than just law and structural adjustment. Rather, change resulted from individuals in settings working collaboratively in children's interests, with quality education resting on practitioners' skills and insight, supported with adequate resources efficiently deployed (DES, 1978).

Warnock (1978) was highly influential in the UK for introducing the terms 'special educational needs' and 'special needs' (DES, 1978: 20) to replace the categorisation of children based on 'disabilities of body or mind' (DES, 1978: 48). Warnock (1978) arguably, was the most comprehensive review of special needs ever commissioned by a UK Government (Webster, 2019). Parents, disability rights groups and educators had questioned the discrimination against children with special needs and/or disabilities, arguing that, where possible, they should receive provision in a mainstream school like their peers (Hodkinson, 2016). The Warnock inquiry was constituted to explore educational provision for 'handicapped' children and challenged the then-dominant medical model by

transforming how disability was articulated, prompting the view that Warnock was a catalyst for Inclusion (Webster, 2019: 3).

2.2.1 Models of disability

For Warnock (1978), education had specific long-term goals, which were two-fold. The initial education goal was to extend a child's knowledge, creative understanding and 'awareness of moral values and capacity for enjoyment' (DES, 1978: 5). The second goal helped children enter the world after completing formal education as active, responsible and contributing social participants. Warnock (1978) recognised that the education obstacles were so daunting that some children would make limited progress even with support (DES, 1978). The medical model dominated the discourse surrounding disability. Warnock (1978, 42) challenged the veracity of this model, suggesting 'Many children suffer from more than one disability and this can present intractable problems of classification, especially as the major disability from a medical point of view may not ….be the most significant educationally'. Warnock (1978) referred to the medical and educational models as providing different ways of integrating children with special educational needs into special or mainstream settings. Medical specialists and educational psychologists supported the assessment process (DES, 1978). However, since the medical model had created barriers for children in a school context, society gradually shifted towards a more social understanding [discussed in chapter 3] of special educational needs (Ekins, 2015).

2.2.2 Models of Integration

Warnock (1978), in line with its second goal, focussed on the placement of children with special needs rather than identifying which placements would support their individual needs. Warnock (1978) introduced three integration models: Locational, Social and Functional integration. These models were designed to integrate and support a wider spectrum of children into mainstream

settings receiving separate special educational provision. Warnock's (1978) recommended integration models were not discrete; rather, they overlapped each rationality to represent the progressive integration stages in mainstream settings. Locational integration involved special and mainstream schools sharing the same site but children with disabilities were educated separately from their typically developing peers. Social integration involved children with special needs attending a special class or unit. They ate and played with peers from mainstream and conceivably shared organised out-of-classroom activities. Functional integration in its fullest form endorsed joint participation in educational programmes, where children with special needs joined mainstream settings part-time or full-time. While Functional integration promoted the greatest collaborative learning, Warnock (1978) endorsed all three integration models resulting in some children's special needs being overlooked in mainstream settings (Slee, 1997). As a result, this led to merely placing children with disabilities in classrooms 'alongside their non-disabled peers in an unchanged system of provision and practice' (Barton, 1997: 234), which was not what Warnock (1978) had envisioned.

Despite the vision of disabled children being placed in mainstream settings with some adaptations and resources on the condition they could fit in with pre-existing structures and generally unaltered environments (Webster, 2019), what emerged from Warnock (1978) was the belief that all children belonged in mainstream settings despite their special needs. Warnock (1978) recognised that integration could only generate the desired benefits if schools ensured that children with special needs were given equal opportunities to participate with sufficient resources to succeed. Effective integration needed to be 'contrived and patiently nurtured' with the need for 'greater discrimination in favour of children with special needs in proportion to the severity of their disabilities' (DES, 1978: 102). Warnock (1978) recognised that practitioners, parents and other professionals required knowledge, skills and sympathetic dedication, as the quality of special education in mainstream

schools would determine attitudes towards integration in future years. While Vaughan and Schumm (1999) did not specifically comment on Warnock (1978), their observations revolved around the education of children with SEND in mainstream settings; they recognised that integration led to growing concerns for practitioners about including children with diverse/complex SEND, resulting in some children being excluded from mainstream primary schools (Norwich, 2000). Consequently, the challenges practitioners confronted affected their attitudes to accommodate diverse/complex special educational needs.

Warnock (1978) posited that labelling children and young people with disabilities was unhelpful in identifying an individual's educational needs, as labels were inclined to remain and children could be stigmatised unnecessarily for the duration of their school career and beyond; instead, the inquiry promoted an umbrella term 'special educational needs' (DES, 1978: 2), which placed all children into the same collective group irrespective of their specific difficulties. Despite their negative connotations, labels could help parents by directing them towards support and relevant voluntary groups (DES, 1978). Though Warnock tried to resolve the situation around labels by introducing the terms 'Special Educational Needs' and 'Special Needs', the debate around labels and labelling has remained at the forefront of education. Controversies have also persisted with the contention that labelling was exclusionary as differences were emphasised, potentially leading to marginalisation in mainstream settings. Alternatively, labels were seen as essential because they made it possible to identify and cater to individual needs (Ravet, 2011).

In summary, Warnock (1978) initiated a shift in terminology from categorisation based on disabilities of body or mind to special educational needs. Educational provision was explored and Warnock (1978) challenged the then-dominant medical model by transforming how disability was articulated. Moreover, despite their needs, Warnock (1978) advocated the belief that children with special educational needs belong in mainstream settings. While Warnock (1978) aspired for more

children to be integrated into mainstream schools, there was no clarification about adapting education for any particular child; rather, it led to superficial adaptations, potentially leading to isolation and marginalisation (Kyriaki, 2012).

There has been some discussion about the significance of Warnock's (1978) proposition of integration models. Warnock (1978) based entry into a mainstream setting on three criteria: whether children could cope, whether entry to the mainstream setting would be a good use of resources and whether a child's integration hindered their peers' education. These criteria highlighted that children with special needs entered an education system primarily designed for their peers and would thus struggle in an already established mainstream system (Brown, 2016). However, for practitioners, the integration of children with special needs into mainstream schools led to a decade of rising classroom diversity without clear guidelines about supporting them after entering the classroom (Brown, 2016). This inequality also existed for practitioners who, while recognising Inclusion led to classroom diversity, wondered about their capacity to support children with special needs (Brown, 2016).

Warnock's (1978) reference to special schools in the UK, Denmark, the United States of America, Holland and Canada highlighted that some children with special educational needs were already being placed in special schools. For decades, special schools have been the pivot for educating children with special needs (Meijer, Pijl and Hegarty, 1997). In many countries in the Western world, educators and administrators have developed a widely accepted system of special schools where all the available expertise has focussed on providing children with quality education. However, mainstream and special education were gradually replaced by a single system that included children with special needs (Meijer et al., 1997). Hegarty (1987) suggested the term 'integration' was misleading and could divert attention from the actual tasks to be done and reforms to be made. Unlike Warnock (1978),

whose focus was on the placement of children with special needs, for Hegarty (1991), integration was about fitting schools to meet all children's needs. Emphasising the need for education over integration, Hegarty (1987: 9) believed that placing children with difficulties in mainstream schools 'is not an end, but a means toward the end of securing them an appropriate education.' There were disparities in integration as schools responded differently to children with complex needs; Hegarty (1987: 9) stated that some schools may send children with special needs to special schools, while others may accept them but hold low expectations. Some schools were hampered by insufficient resources and an unsuitable curriculum, while others restructured their school completely, recognising those children as an 'integral part of the school clientele as any other pupil' (Hegarty, 1987: 9). Variations in how integration was received indicated that some practitioners tended to preserve segregated practices, which emerged as a result of practitioners realising that integration 'implies decentralisation of power and control to communities' and mainstream classrooms (Stangvik, 1997: 32). Another dilemma that resulted from integration was that re-education was provided by educational institutions, who based their education on traditional roles and provided limited opportunities for practising role behaviours required to teach in integrated settings (Stangvik, 1997).

Some researchers were critical of Warnock (1978); for example, Powell and Tutt (2002) argued that using special educational needs as an umbrella term blurred the differences between individual special needs. Children's special educational needs were diverse and many severe disabilities or learning difficulties required more attention and support than others. These blurred differences could result in some children's special needs not being accurately identified or supported. While there was a huge overlap in special educational needs, not all children with disabilities had special educational needs, nor did they all have a disability (House of Commons, 2005- 2006). Thus, a single category to acknowledge children with special educational needs was fundamentally flawed.

Children existed on a much broader continuum, not fitting into neat categories of different types of children: those with, and without special educational needs (House of Commons, 2005-2006). The category was an 'arbitrary distinction' that led to false classifications, arguably causing high conflict levels and frustration with everyone involved (House of Commons, 2005-2006: 16).

Even Warnock (2006: 16), writing with hindsight, was critical of her own 1978 report:

> one of the major disasters of the original report was that we introduced the concept of special educational needs to show that disabled children were not a race apart and that many should be educated in the mainstream…But the unforeseen consequence is that special educational needs has come to be the name of a single category, and the Government uses it as if it is the same problem to include a child in a wheelchair and a child with Asperger's, and that is conspicuously untrue' (House of Commons, 2005-2006: 16).

Despite the shortcomings, the Warnock Committee's report (DES, 1978) was a landmark event for children and young people with special educational needs. The comprehensive review and the Warnock committee's recommendations formed the basis of the 1981 'Education Act'.

2.3 Education Act (1981)

The 1981 'Education Act' (DES, 1981) built on Warnock's (1978) recommendations and introduced a Statement of special educational needs detailing a child's difficulties and support. Statemented children were entitled to an annual review, which monitored each child's progress towards their targets and any further support (DfES, 2001). The 1981 'Education Act' (DES, 1981) reflected Warnock's proposals (DES, 1978), leading to integration in mainstream schools for many children with special educational needs (MacBeath, Galton, Steward, MacBeath and Page, 2006). Parents' rights regarding education for children with special needs were articulated in the already-established Local Education Authorities [LEA]. Schools consulted with and involved parents in the Statement process and the annual reviews. Parents had the right to appeal to the LEA against the Statement content if unsatisfied (Armstrong and Squires, 2012).

The first-ever duty was placed on LEAs to ensure children with special educational needs were educated in mainstream settings, with 'the Act' (1981) stating that this should be the case if:

- this was in agreement with their parents' wishes,
- the child's special educational needs could be met in the mainstream school,
- the education of other children would not suffer and
- the placement was compatible with the efficient use of resources (Section 8(2).

The Centre for Studies on Inclusive Education [CSIE], an independent centre and registered charity based in the UK, surveyed parents in 1985 to ascertain how LEAs interpreted the 1981 Act and what they chose to share and not share with parents. Caught in the Act (CSIE, 1986) found that only eleven per cent of all English education authorities integrated children with special needs into mainstream schools. Similarly, only one-third of LEAs informed parents about their right to a full consultation by the authority. Thomas and Vaughan (2004) criticised the 1981 'Education Act', believing this legislation was frail and those in power were not legally bound to move towards integration if they did not wish to. The appeals process worked against integration and in contradiction to what parents favoured. Section 8 of the 1981 Act gave parents the legal right to appeal to the Secretary of State if they were unsatisfied with the outcome (DES, 1981). However, the 1981 Act's appeal was controlled by the LEAs, who, in effect, 'investigated themselves and found in favour of their proposed special school placements in most cases' (Thomas and Vaughan, 2004: 125). Thomas and Vaughan (2004) deemed the system created by the 1981 Act unfair as it denied parents a proper grievance hearing. The LEAs exercised power over decision-making, while children and parents exercised less power by acting on the decisions. Manipulation of power was evident at the national appeal level, coming into effect when the government officers insisted to parents that the appeal should be heard as an 'informal hearing' rather than as a 'legally based formal appeal' (Thomas and Vaughan, 2004: 125). For integration to be effective for children with Statements, practitioners needed appropriate training supported by funding and additional

resources for education to be successful. However, the availability of resources in mainstream schools was generally well below the levels commonly supporting special schools (Labon, 1997). As a result, practitioners felt disempowered owing to the barriers created by a lack of support, training, knowledge, skills and practices (Porter, 1997). The 1981 ‘Education Act’ lacked effectiveness because as the 1980s progressed, the advancement of integrative educational provision increasingly focussed on a narrow conceptualisation (Hodkinson, 2016). Thus, while the 1981 Act should have provided a continuum of educational provision, the absence of a robust lead from the central government over placement policies for children with special educational needs (Dyson and Millward, 2000, cited in Hodkinson, 2016) created a system where huge discretion over the development of integrative practice was determined by the local education authorities (Jones, 2004, cited in Hodkinson, 2016).

In summary, despite its challenges, the 1981 Education Act paved the way for the integration of children with special educational needs. Statements of special educational needs were introduced for children requiring additional support and resources. Parents' rights were also increased, highlighting positive changes for children with various disabilities and their parents.

2.4 Education Act (1993) [England and Wales]

The ‘Education Act’ (1993) continued to discuss special educational needs and provision, triggering major expectations for the LEAs regarding the ‘Special Educational Needs Code of Practice’ [CoP] on the Identification and Assessment of Special Education Needs (1994), which was introduced the subsequent year. ‘The Act’ (1993) specified how LEAs were expected to carry out their duties, placing the onus on schools and LEAs to ensure this happened. Introducing a Special Educational Needs Tribunal accompanying the revised legislation was a move in the right direction; yet, while the ‘main legislation covering integration had been in force for ten years, the

government still refused to remove the provisos inhibiting integrated placements' (Thomas and Vaughan, 2004: 125). The revisions changed the education system's power structure, giving parents a greater voice in their child's education, schools more autonomy, and the central Government greater power (Thomas and Vaughan, 2004). While this autonomy for parents was vital, it led to more children with diverse/complex SEN in mainstream settings; this created difficulties for schools and many practitioners who felt they did not have sufficient training and support to meet many of the challenges that children with SEN presented (Wearmouth, 2001). As a result, while parents' voice was heard, it did not necessarily equate to effective Inclusion for their children. The government's drive for higher education standards created challenges for many practitioners and, as a result, created stressful environments for many practitioners who felt unprepared to cater for the diverse/complex SEND (Wearmouth, 2001).

The CoP (1994) provided LEAs and the governing bodies of all maintained schools guidance on their responsibilities towards all children with special educational needs. The CoP (1994) provided the first usage of the SEN acronym, replacing the term 'special educational needs.' The CoP (1994) defined a child as having SEN if he/she:

> (a.) has significantly greater difficulty in learning than the majority of children the same age,
> (b.) has a disability which prevents or hinders the child from accessing educational facilities provided for children of the same age (Department of Education (DoE), 1994: 16).

However, insufficient guidelines to manage children with SEN created challenges as schools interpreted and implemented the policies from their perspective. Ball (1993) drawing on a Foucault lens to critique educational policies; for example, the CoP (1994) suggested that 'relations of power are not in super-structural positions, with merely a role of prohibition or accompaniment; they have a directly constructive role wherever they come into play' (1981: 94). Thus, the imposing

power flowing through the architecture, organisational arrangements, professional expertise and knowledge systems of classification, 'dividing practices' (Ball, 2013: 6), questioned how power operated and affected mainstream schools. Ball (2013) drew on Foucault (1979: 194) as a lens, who wrote, 'Power produces, it produces reality'. The 'Education Act' (1993) and policies like the CoP (1994) characteristically suggested a reshuffle, redeployment, and interruption of power relations so that different stakeholders, like practitioners, are provided with a foundation of guidance and expectations on implementing policies.

The CoP (1994) set out a five-stage model; schools and practitioners were left to decide when to proceed to the next stage with no specific time frame (DoE, 1994). The five-stage model commenced following initial concerns by a practitioner or professional from health or social services that a child should be placed on the SEN register [stage 1] and receive in-class support. Once on the school SEN register, the child was monitored; insufficient progress led to formulating an Individual Education Plan (IEP) [stage 2] by the class teacher, who supported the child and monitored progress. Persistent lack of progress led to informing the LEA and Support Services, who helped draw up a new IEP [stage 3]. If concerns continued, the child was considered for a formal assessment conducted by the LEA if it felt the child required a statement [stage 4]. Following the formal assessment, if the LEA decided it needed to ascertain the SEN provision the child required, a Statement of SEN was prepared [stage 5] (Tutt and Williams, 2015).

While the Audit Commission and Her Majesty's Inspectors [HMI] welcomed the Education Act's (1993) changes, simultaneously, they voiced concern for the 18% of children with special needs without SEN 'Statements,' who received little attention (Audit Commission and HMI, 1992). The challenges with these children (18%) were diverse, as practitioners taught children with physical disabilities, LDs and language/or behavioural problems. However, unlike Statemented children, this group had limited identified components that permitted them to be considered for extra

resources to meet individual needs (Sinclair, Grimshaw and Garnett, 1994). Sinclair et al. (1994) believed the thrust of the 'Education Act's' (1993) legislation presented inconsistencies in the education system, resulting in vulnerable children being overlooked. These consistencies filtered into increasing expectations and workload created by the CoP (1994); as a result, educational environments became stressful and demanding, with a decline in the willingness of some practitioners to work proactively with children with SEN (Wearmouth, 2001).

Nonetheless, the 'Education Act's' (1993) contributions led to significant key revisions in SEN areas: 'the curriculum, discipline, quality assurance, rationalisation of provision and alternative arrangements for the education of excluded pupils' (Harris, 994: 252). Changes were made to the appeals committee, strengthening parents' and children's rights with SEN via introducing a new independent appeals system. However, the assessment procedure and the issuing of SEN Statements were tightened' (Harris, 1994: 252), underlining the imposed power, as obtaining a Statement was difficult, suggesting more children with complex SEN would be taught in mainstream settings, with practitioners requiring greater knowledge to achieve Inclusion. Lunt and Norwich (1999) believed the 'Education Act ' (1993) failed to resolve the unclear definitions of SEN carried over from the 1981 Act, raising the question: which children required additional resources? The amendments stemmed from the Act's accompanying SEN Tribunal and all schools were required to have SEN policies, taking account of procedures and practices specified in the CoP (1994). Challenges arose, as while the CoP (1994) set out guidance on special provision, it failed to recognise that the required provision for children with diverse/complex SEN was not always available in mainstream establishments (Warnock and Norwich, 2010).

Furthermore, interestingly, while the CoP (1994) focussed on procedures for statutory assessment and issuing Statements, it failed to address the question of which children would be issued with

Statements (Warnock and Norwich, 2010). Rather, it was the long process of placing children on the SEN register, supporting, monitoring, assessing and reviewing. Although policies like the CoP (1994) were introduced to provide practitioners with guidance to assess, identify and support children with SEN, the imposed expectations created challenges, affecting Inclusion's success (Warnock and Norwich, 2010). Ainscow and Sandill (2010: 407) noted: 'practitioners' beliefs, attitudes and actions create the contexts in which children and young people are required to learn. Therefore, while policies are required, practitioners' voices must be heard; they will feel empowered as they are engaged in enacting Inclusion in practice (Ekins, 2017).

For Loomba (2015: 60), 'knowledge is not innocent, but profoundly connected with the operation of power,' suggesting that policies enforce changes, making them contested since policies are interpreted and enacted in different fields of practice and the 'rhetorics, texts and the meanings of policymakers do not necessarily translate directly into institutional practices' (Ball, 2017: 10). Educational policies are 'inflected, mediated, resisted, misunderstood, and sometimes prove unworkable'(Ball, 2017: 10). Ball (2017: 10), adopting a Foucault lens (1979: 204), referred to educational policies, asserting that 'Knowledge follows power advances, discovering new objects of knowledge over all the surfaces on which power is exercised'. While the power of knowledge was crucial, it can create a sense of disempowerment and affect practitioners' attitudes, as while children were identified as requiring additional support, the level of support varied from school to school across the country. Inevitably, various SEN were identified; however, 'professionals, resources and policy judgments in the decision-making process continued to leave room for inequality' (Wearmouth, 2017: 38). While from one lens, the 1993 Act seemed beneficial from a different lens, it appeared less effective due to challenges such as advocating for more children with diverse/complex SEN into mainstream settings and difficulty in obtaining a Statement of SEN. Although the 1993 Education Act replaced the 1981 Education Act, it lacked significant

amendments, with minor details reiterating the 1981 ‘Education Act’s’ recommendations (Wearmouth, 2017). Commenting on the introduction of the SEN acronym in the 1994 CoP, Ekins (2017: 26) suggested that the acronym had become too familiar in the discourse and was read-only as an acronym without understanding what it meant.

2.5 Salamanca Statement (UNESCO, 1994)

The ‘Salamanca Statement’, issued by the United Nations, reaffirmed the right to education for all children as ‘enshrined in the 1948 Universal Declaration of Human Rights. Salamanca renewed the pledge made by the world community at the 1990 World Conference on Education for All to ensure rights for all regardless of individual difference’ (United Nations Educational, Scientific and Cultural Organization, 1994: vii). The Salamanca agreement (1994: 1) suggested that the guiding principle of Inclusion is ‘that schools should accommodate all children irrespective of their physical, intellectual, social, emotional, linguistic or other conditions,’ which included the ‘Inclusion of children with special needs into regular schools’ (1994: 18). The UK was a signatory to the Salamanca Agreement (1994) as it had similarly been a signatory to the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 1989) rights of the child convention [UNCRC]. The UK policy was not independent of the international agenda of driving change concerning children's education with SEN. Legislation concerning SEN gradually aligned with European and wider international agendas and globally initiated mainstream and special education transformation. The ‘Salamanca Statement’ on Principles, Policy and Practice in Special Education and a Framework for Action recognised the need to work towards 'schools for all' where schools included 'everybody, celebrated differences, supported learning, and responded to individual needs' (UNESCO, 1994: i). Inclusion was initiated and advocated by Salamanca, who confirmed that: ‘Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights’ Education (UNESCO, 1994:18).

Despite endorsing Inclusion for all children, the 'Salamanca Statement' (1994), like Warnock (1978), recognised that special schools were required for some children with complex SEN. While specialist knowledge, expertise and facilities were vital, segregation became undesirable for children with SEN (Meijer et al. 1997). Thus, mainstream schools were encouraged to include all children irrespective of their SEN, which shifted views about a separate system for vulnerable children, resulting in more children with SEN in mainstream schools. According to Meijer et al. (1997:1), with Inclusion, 'inclusive education' emerged as an educational system that included children with diverse SEN and differentiated education according to their needs. Salamanca (UNESCO, 1994) argued for all children with SEN to have access to mainstream education, and schools were accountable for making adjustments to meet their needs. Inclusion in a mainstream school and an inclusive education system was the only way to achieve an inclusive society and combat discrimination (Connor, 2016: 20). How Inclusion is defined and interpreted through government policy directly impacts the development of inclusive policy and practice in schools (Ekins, 2017). While the 'Salamanca Statement' has been perceived as the bedrock of international discussion of Inclusion, there were concerns that the 'Salamanca Statement' focussed on empowerment, Inclusion and quality education but failed to clarify who had an obligation to do what and how Inclusion could be successfully implemented in all schools (Ekins, 2017). Ball (2013: 30), inspired by Foucault (1980), posited that while we cannot remain outside of power relations, we can change them. Ball (2013) did not discuss Salamanca (1994); however, like other policies, the Salamanca agreement endorsed expectations, highlighting that power is as much about what can be said and thought about (Ball. 2013). Loomba (2015: 57) proclaims: 'no utterance is innocent as every utterance tells us something about the world we live in; but equally, the world we live in is only comprehensible to us via its discursive representations'.

The ‘Salamanca Statement’ and Framework for Action on Special Needs Education (UNESCO, 1994), in contrast to the Warnock Report (1978), has been a noteworthy international document in the field of special education; it endorsed the notion of inclusive education as a right for all children, becoming a major influence in subsequent years (Ainscow, Slee and Best, 2019). The ‘Salamanca Statement’ (1994) recognised that every child has unique attributes, interests, abilities and learning needs. Educational settings were expected to make changes to accommodate children’s needs, making the ‘Salamanca Statement’ (1994) the most significant document on special education appearing in the international discourse (Ainscow et al., 2019).

In summary, Conner (2016) argues that, despite the advances in Inclusion since Salamanca (UNESCO, 1994), the education system has fallen short of the expectations outlined in the document. While there have been efforts to reduce segregation between special and mainstream schools, such as the formation of resourced provisions, schools have faced challenges when considering Inclusion for children with SEN (Conner, 2016). While there were significant changes in policy direction, particularly for children with SEN (Ainscow et al., 2019), Mittler, a professor at the University of Manchester, chairing the final session of the Salamanca conference (1994), expressed disappointment towards UNESCO (1994) and the governments. Mittler argued that the governments failed to follow up on Salamanca concerning the number of children with disabilities who remained excluded from primary and pre-primary education (Ainscow et al., 2019). Ainscow et al. (2019: 5) noted that while the Salamanca legacy had a major impact on thinking, policy and practice in the education field, there were contradictions that created uncertainties about what the legacies imply. Consequently, the ambiguities meant that ‘moving in an inclusive direction continues to involve struggles for practitioners to find the most appropriate ways of moving forward’ (Ainscow et al., 2019: 5).

2.6 Excellence for All Children: Meeting Special Educational Needs (1997)

The Green paper, 'Excellence for all children' Meeting Special Educational Needs (DfEE, 1997), is an official consultation document published by the Government in 1997. The Green paper allowed people inside and outside Parliament to provide the department with feedback on its policy or legislative proposals about raising standards, relocating resources to practical support and increasing Inclusion. Quality provision for SEN was not about 'a sympathetic acceptance of low achievement' (DfEE, 1997: 4); rather, there was a need for a 'tough-minded determination', proving that children with SEN could attain excellence (DfEE, 1997: 4). In addition to setting high expectations, the Green Paper (1997) took the first step in a vital reappraisal of how children with SEN were supported, challenging some prevalent beliefs about SEN and what could be achieved. The challenge to include children of all abilities in mainstream settings became a reality; 'Excellence for All Children' made clear that 'the ultimate purpose of SEN provision is to enable young children to flourish in adult life. There are, therefore, strong educational, social and moral grounds for educating children with their peers' ((DfEE 1997: 43).

Robertson (1999:169) suggested 'Excellence for All Children' (1997) envisioned all children with SEN to thrive by increasing the quality of Inclusion in mainstream schools. SEN provision was designed to provide extra support, different from additional support usually available to children of the same age. Marshall (2008), referring to a debate about teaching standards, argued that defining standards for children with SEN was difficult, as what was suitable for one child might be unsuitable for another with similar SEN. While frameworks were devised to assist the inspection process, assessing if children with SEN had achieved appropriate standards remained complex. Lloyd (2000) criticised 'Excellence for All Children' (DfEE, 1997), positing that the underpinning assumptions failed to understand social justice and address access to equal educational opportunities. The fundamental assumption was that what was available in mainstream

schools was, with minor adjustments and minimal redistribution of resources, a means to ensure educational excellence and equity (Lloyd, 2000).

Many of the proposals in the Green Paper (DfEE, 1997), aiming to create a radically different system to encourage better life outcomes for children with SEN, were considered, resulting in a white paper: Excellence in Schools (DfEE, 1997).

2.6.1 Excellence in Schools (1997)

'Excellence in Schools' (1997) was New Labour's first Education policy after coming into office in 1997. Labour aimed to equip individuals for the 'challenges of the future with a commitment to equality of opportunity and high standards for all' (Department for Education and Employment, 1997:3). While 'Excellence in Schools' (1997) was for all children, sections of the policy applied unequivocally to children with SEN, setting out the government's goals to create a multi-representational National Advisory Group on SEN supporting Inclusion in mainstream schools. Labour's proposals aimed to benefit all children by setting high targets for most to achieve. SEN was a vital part of the wider programme to raise standards as the policy recognised that schools often failed to identify and encourage children with SEN; rather than aiming for excellence, schools accepted average performances (DfEE, 1997). Ending cutbacks and supporting best practice was vital to achieving Inclusion in mainstream schools for children with SEN; thus, Labour pledged a greater proportion of national revenue to education (DfEE, 1997). The policy proposals aimed to tackle problems that many children faced early and prevent further difficulties developing into SEN. Sections of the policy focussed on SEN, outlining the benefits of the CoP (1994: 33), which provided a framework to identify and assess (DfEE, 1997), leading to classified labels for a child's identified SEN. Practitioners' collaboration with LEAs and others to make the

CoP (1994) a reality helped them monitor, assess, identify and label children's difficulties to support Inclusion in mainstream schools.

'Excellence in Schools' (DfEE, 1997) echoed Salamanca's (1994) view that for children with SEN, there were strong educational, social and moral grounds to educate in mainstream schools. Placing children's needs first was vital and, for some children, specialist provision was necessary. The policy acknowledged parents as a 'child's first and enduring teacher' as they played a vital role in their children's learning (DfEE, 1997: 53). Further help was advocated to increase practitioners' expertise via ongoing professional development to support Inclusion (DfEE, 1997). New Labour identified specialist facilities as resources to support mainstream settings, resulting in the need for 'planning on a cross-LEA and regional basis' to ensure that specialist support services were available, with a rational spread of provision across the country (DfEE, 1997: 34). Family learning was considered a powerful tool to reach some of the most deprived societies. Learning together could change attitudes towards education, build robust communities, and widen participation in learning, thus supporting Inclusion. Effective family learning involvement was fostered from the early years and continued into the primary phase. Schools were urged to develop home-school links to underpin sound partnerships (DfEE, 1997).

'Excellence in schools' (DfEE, 1997) confirmed its pledge by reviewing and endorsing many of the issues raised in 'Excellence for all children: Meeting Special Educational Needs '(DfEE, 1997) to raise standards for all children with SEN. While Labour underlined the importance of SEN provision, support and resources to help children achieve, like previous policies, 'Excellence in Schools' (DfEE, 1997) focussed on resources as a strategy to give children with SEN access to mainstream education to create an inclusive environment. However, Plewis and Goldstein (1997) found that allocating additional resources, which were scarce to support children in areas where

schools were underperforming and had the highest levels of disadvantage, was ineffective; most underprivileged children and children with SEN did not live in poor areas and attend disadvantaged schools. Plewis and Goldstein (1997) also identified a tendency to blame schools and practitioners for all children not achieving the expected levels, with further challenges for mainstream settings to raise expectations and overall performances for all children substantially. The pressure of 'zero tolerance of underperformance' (DfEE, 1997: 12) was unrealistic as resources were scarce and the required support was unavailable. While the policy of allocating relatively more resources to those groups identified as disadvantaged was sensible in principle, the difficulty remained in deciding how much more they were to receive (Plewis and Goldstein, 1997). Plewis and Goldstein (1997) believed that careful attention to the optimal policy was needed; otherwise, there were possibilities to misuse resources, depriving the very children who required them. Lloyd (2000) was critical of the prominence placed on parental involvement, which failed to consider modern society's reality. Families are often dysfunctional and disparate, with some parents unwilling, unable, and even unsuitable partners in their children's education. Along with the disparities, other complexities included inconsistencies in unequal resource allocation, widespread differences in the number of Statements issued, and inadequate funding. Consequently, this caused further tensions and disputes between parents, schools, practitioners and LAs (Warnock and Norwich, 2012).

2.7 The Special Educational Needs and Disability Act [SENDA] (2001)

The turn of the century saw the introduction of the 2001 'Special Educational Needs and Disability Act' [occasionally referred to as 'SENDA'] and a 'Special Educational Needs Code of Practice' (DfES, 2001), updated from a previous version. While wider literature referred to the 'Special Educational Needs and Disability Act' as 'SENDA', 'the Act' (2001) used 'Special Educational Needs and Disability', not the acronym. Since the overlap between SEN and disability has never been clearly defined, both acronyms [SEN/SEND] are used (Tutt and Williams, 2015). In line with

this significant policy-driven shift in terminology, from this point, the SEND acronym will be used for children with special educational needs and/or disabilities.

The ‘SENDA’ (2001) placed a duty on mainstream schools to educate all children even if they held a SEN Statement unless it was incompatible with the child’s parents' wishes or with the provision of efficient education for other children (DfES, 2001). By revising section 316 of the 1996 ‘Education Act’, ‘SENDA’ (2001) strengthened the rights of children with SEND to be educated in mainstream settings. Consequently, mainstream settings could not refuse access to a mainstream placement because they could not cater to children’s individual needs (Frederickson and Cline, 2009). ‘SENDA’ (2001) prompted a revised CoP (DfES, 2001), providing advice to LEAs, and educational settings on carrying out their statutory duties to identify, assess and make provision for children's SEND. The CoP (2001) provided advice and expectations about educating children with SEND. However, like its predecessor, decisions about managing children’s SEND were left to schools (Lehane, 2017), creating difficulties as practitioners' expertise in SEND varied. Early identification was vital as preventative measures could support children from the onset of any concerns, thereby raising every child’s attainment via continuous assessments and interventions. The CoP (2001) emphasised partnerships between parents, schools, LEAs and health and social services (DfES, 2001). However, despite the partnerships, the CoP (2001) allowed inequality as children with similar degrees of need did not all receive a Statement, as the outcome of a Statement can depend on the attitude and persistence of parents and the range of supporting evidence that they can provide (Nind, Sheehy and Simmons, 2003).

Furthermore, as a result of increasingly diverse classrooms, effective teaching requires more than a general understanding of best practices in teaching; rather, specialised instruction for children with SEND (McGhie-Richmond, Underwood and Jordon, 2007) is required, along with an

inclination and commitment to persevere despite the challenges. Similarly, the engagement and achievement of children with diverse/complex SEND rested on the environment, practitioners' management skills and patience (Erten and Savage, 2012). With the development of SEND provision and rising numbers of children with diverse/complex SEND, there was also a progressive understanding that all schools may or may not be inclusive of all individuals with SEND, along with an awareness that each school may have different ways of being inclusive (Tutt and Williams, 2015).

The CoP (DfES, 2001: 52) reduced the SEND five-stage model to four stages. Stages two and three became the 'School Action and School Action Plus'. 'School Action' came into effect when a child was identified as having SEND (DfES, 2001: 52). The model's change introduced a graduated response, intending to help practitioners provide support through early identification, assessment and provision for any child with SEND. The Cop (2001) stipulated that schools must use available resources before accessing outside help: LEA support services or staff training (DfES, 2001). The CoP's (2001) proposed demands required practitioners to have the confidence, expertise and skills to manage challenges associated with SEND (Carroll, Choo, Dunlap, Isenhour, Kerr, MacLean and Rosson, 2003) and were accountable for supporting any child identified at School Action (Ellins and Porter, 2005).

Despite the CoP's (2001) changes, the graduated approach remained lengthy, stretched budgets, resources and caused anxieties amongst practitioners concerning the rising numbers of children with increasingly diverse/complex SEND (Lehane, 2017). In spite of the difficulties, Inclusion led to an education in mainstream settings for most children with SEND and lower-attainers who required additional support and resources to progress (Tomlinson, 2015). The 2001 CoP, like the 1994 CoP, expected practitioners to use inclusive approaches and adapt teaching to support all

children's learning and engagement with the curriculum, irrespective of their abilities (Westwood, 2013). However, like the previous 1994 CoP, the 2001 CoP failed to consider what inclusive practice may resemble, lacking concrete examples; rather, the guidance was abstract (Lehane, 2017). For Lehane (2017: 63), SEND approaches 'are a specialist undertaking, but what that specialism and expertise might address is always obscured'. Lehane (2017) was somewhat critical of the CoPs (1994, 2001) owing to their vagueness and placing all the responsibility on schools and practitioners to monitor, assess, identify and accommodate all children with diverse/complex SEND. Clear guidance and support to successfully identify children with SEND were absent (Lehane, 2017). Moreover, increasing expectations and responsibilities to provide the required provision to include all identified SEND successfully was deficient and, thus, created challenges (Lehane, 2017). Practitioners, as a result, struggled to accommodate some children with more complex SEND, resulting in the likelihood of integrative practices being implemented rather than inclusive practices (Hodkinson, 2020).

Despite Labour expressing their commitment to sustaining high standards, Armstrong (2005: 136), critiquing policies such as the revised CoP (2001), asserted that it was easy to 'oversimplify the nature of special education as a humanitarian resource and as a system of control'. Rather, special education developments highlighted the system's complexity and the discourse underpinning it (Armstrong, 2005). Also, greater accountability for practitioners lacking specialist knowledge and skills in a system that failed to provide the necessary training and professional support created challenges (Razer, Friedman and Warshofsky, 2013).

A policy promoting inclusive education that only assimilates those with SEND into mainstream establishments without addressing the exclusionary nature of a disabling society will reinforce the very 'exclusionary process that it seeks to overcome' (Armstrong, 2005: 142), resulting in

integrative practices. Armstrong (2005) argued that while disability legislation introduced via 'SENDA' (2001) by New Labour was welcomed, it focussed almost exclusively on matters associated with physical access to public spaces. Thus, the policy implies a technical solution to achieving educational equity, positing that if individuals with disabilities can physically access educational spaces, the barriers to participation will be resolved, which 'at best is idealistic and at worst disingenuous' (Armstrong, 2005: 142). While the most prominent contribution of the 'disability movement to framing debates about inclusive education has been to politicise disablement in terms of these broader processes of cultural representation and social exclusion,' Labour's disability legislation failed even to acknowledge the politics of exclusion (Armstrong, 2005: 142), raising concerns about Inclusion in mainstream settings for children with SEND.

2.8 Children Act (2004)

'The 2004 Children Act' was a reworking of the earlier 1989 'Children Act' following an investigation into Victoria Climbié, a child who suffered abuse and whose death sparked a Lord Laming inquiry into safety for all children. 'The Act '(2004) provided a legislative spine on which reforms of children's services were based, intending to improve local services to safeguard and promote children's well-being. 'The Act' (2004) emphasised that all practitioners and settings supporting children must safeguard and promote their welfare in the UK. While 'The Act' (2004) was for all children, specific sections of 'the Act' (2004) applied to children with SEND.

'The Act' (2004) sought to improve and integrate children's services, endorse early intervention, provide robust leadership and merge different professionals into multi-disciplinary teams. The aim was to achieve positive outcomes for children, including children with a 'learning disability,' defined as a 'state of arrested or incomplete development of mind which induces significant impairment of intelligence and social functioning' (DfES, 2004: 7). Several reports discussed in

this section were formalised as a result of 'the Act' (2004): the Laming Report (2003) about safeguarding children, the 'Keeping Children Safe Report' (DfES, 2003), 'Every Child Matters' (ECM) (Department for Education and Skills, 2003) and 'Removing Barriers to Achievement' (DfES, 2004). Building on the proposals for reforming children's ECM services, 'Removing Barriers to Achievement' (2004) set a new agenda for improvement and action at national and local level. New Labour aimed to provide all children with opportunities to achieve their potential. Labour recognised children with SEND faced barriers to education and support unduly, with available provision contingent on where children with SEND lived rather than their specific needs (DfES, 2004). Continuous provision created possibilities for early support, reducing long-term underachievement, disaffection risks and creating possibilities for effective Inclusion.

One of the 'Children Act's' (2004) initiatives was to increase Sure Start centres, introduced some years earlier as part of an anti-poverty initiative, leading to improved outcomes for the underprivileged and better chances of effective Inclusion. Sure Start was a 'flagship' Labour policy, revealed in 1998 in Parliament, launched in 1999 as an area-based programme to deliver services and support to children and their families (Bouchal and Norris, 2015: 2), thus supporting educational outcomes. Integrating the services and information, 'the Act' (2004) aimed for early identification to intervention before a child's needs became severe (Bouchal and Norris, 2015), promoting successful Inclusion in mainstream schools.

'Removing Barriers to Achievement' (2004) identified that improving education outcomes and raising attainment for children with SEND required radical changes in the complete system of children's services. 'Removing barriers to achievement' (DfES, 2004) set out the Government's vision to provide children with SEND educational opportunities to achieve. Building on the proposals for the reform of children's services in ECM, this policy set a new agenda for

improvement at national and local level by presenting an ambitious programme of sustained effort and review in four key areas:

- Early intervention – ensuring children facing SEND received the required support,
- Parents of children with SEND had access to suitable childcare,
- Removing barriers to learning via embedded inclusive practice in educational settings,
- Raising expectations and achievement by developing teachers' skills and strategies in SEND (DfES, 2004: 5).

'The Common Assessment Framework' [CAF] (DfES, 2004) was a key component of ECM (2003) and ECM: 'Change for Children' (2004) and was used for issues requiring support from various agencies. The assessment process required collaboration and sharing of pertinent information. For New Labour, effective Inclusion in a mainstream school entailed supporting children with SEND and helping practitioners offer appropriate interventions. The CAF helped practitioners identify SEND through a four-stage process: early identification, assessing those needs holistically, delivering coordinated services, and reviewing progress.

The Audit Commission (DfES, 2004) raised doubts about the SEND funding systems' compatibility in promoting early intervention for children. They discovered that over two-thirds (68%) of SEND resources focussed on pupils with Statements, leaving little scope for wider preventative work. Also, the statutory assessment was a 'costly and bureaucratic process', which could divert specialist staff from working in schools. There were disparities in delegating resources between authorities; some delegated resources for children with Statements, resulting in schools taking swift action. Funding, for example, was invested in staff training and supporting children's specific SEND. This approach facilitated a reduction in Statement demands (DfES, 2004) and supported the Inclusion of children with SEND.

Examination of ‘Removing Barriers to Achievement, The Government Strategy for SEND’ (2004) revealed a failure to recognise Inclusion's complex and controversial nature in previous policies. There was ‘no attempt to address the curriculum's exclusiveness, assessment procedures, and mainstream provision practice. The strategy was founded on normalisation, compensation and deficit approaches to SEND’ (Lloyd, 2008: 221). Lloyd (2008) suggested that removing barriers to participation focussed on providing early intervention and support. Individualised learning, training and, occasionally, extra resources were provided (DfES, 2004). While these measures were admirable towards developing good practice, they involved compensatory and deficit strategies ‘geared towards normalisation and standardisation of groups and individuals, rather than contributing to the de-normalisation of the institutions, systems and rules, including education and school’ (Lloyd, 2008: 228). Children with SEND were educationally disadvantaged and, in many cases, disaffected by the ‘system of schooling’ (Lloyd, 2008: 228). Providing similar educational opportunities by ‘enabling individuals to fit into the same rule and norm governed school system is unlikely to contribute towards genuine Inclusion’ (Lloyd, 2008: 228).

Labour aspired for high-quality, integrated universal services that would work together with targeted and specialist services for children with SEND (DfES, 2003). Children’s lives were affected as: ECM (DfES, 2003) was committed to their development and education, encouraging educational settings to adopt a multi-agency focus via a collaborative approach (Cheminais, 2009). Labour aimed to reduce educational failure by improving attainment and supporting more children with SEND (Lupton and Obolenskaya, 2013). However, despite the revisions to help children with SEND, problems continued, as many children came from diverse socio-economic backgrounds, and the ecological factors could exacerbate difficulties in learning and Inclusion.

2.9 Higher Standards, Better Schools for All (2005)

With 'Higher Standards, Better Schools for All' (2005), New Labour aimed to change the school system, ensuring every child received an excellent education (DfES, 2005). 'Higher Standards, Better Schools For All', First Report of Session (2005–06) increased education spending and aimed to place parents in the 'driving seat for change in all ability schools' (DfES, 2005: 1).

While this policy was for all schools, specific sections applied to children with SEND, who were part of the changing education system via expert advice to help children achieve in special and mainstream settings. Labour proposed several initiatives to ensure that less affluent parents were part of a fairer system and not disadvantaged in school selection, prioritising the most vulnerable groups. Thus, many children not attaining expected levels across the curriculum were identified as having SEND (DfES, 2005: 49), resulting in New Labour introducing academies in areas of greatest challenge. The aim was to invest in practitioners and resources to reduce attainment gaps and improve outcomes for all children, particularly children with SEND (DfES, 2005). However, despite improving the quality of education for all children, attainment gaps between high and low-achieving schools and challenges for practitioners remained significant (DfES, 2005). Thus, being inclusive revealed the challenges Labour faced even with the interventions; many children struggled to be included, with practitioners battling to teach children with more diverse/complex SEND, which affected their willingness and motivation to persevere continuously. Labour was keen to give parents greater autonomy in their child's decision-making. However, giving parents a greater voice could create difficulties for practitioners; endorsing this approach could become counterproductive, as parents had the right to refuse special provision, irrespective of its aptness for their child (Waddington and Reed, 2006). Wing (2007: 28) argues from an empathetic point for some children with diverse/complex SEND; he questioned the dogma of putting a 'vulnerable child through the ordeal of a mainstream school, making their anxiety and social isolation

significantly worse, because of the theories of idealists who have no knowledge of or empathy for children with autism.' Despite the positive notion of Inclusion, not all scholars endorse inclusive education as beneficial. For example, Law (2007: 9) questions whether a society 'undertaking all the transformations that would be required to accommodate' all the groups who have SEND is a feasible prospect.

2.10 Your Child, your Schools, our Future: Building a 21st-Century Schools' System (2009)

'Your child, your schools, our future: building a 21st-century schools' system (Department for Children, Schools and Families, 2009), continued supporting the creation of multi-agency teams in schools and bringing together many 'children's services professionals' (DCSF, 2009: 9). The policy reviewed parents' confidence in the SEN system; thus, reviewing the Lamb inquiry (2009) with Ofsted, which is discussed in this section. Through their policy, New Labour aimed for excellent teaching by providing the support required for every child to achieve. As a result, Labour increased its focus on children with SEND by funding different programmes to transform educational services, ensuring that all children received the best possible support to be included in mainstream or special schools. Labour's vision was for all children with SEND to succeed in mainstream settings, which resulted in further financial investment to support schools to improve children's attainment and engage parents (DCSF, 2010).

Labour wanted children with SEND to receive a range of provisions in their area – mainstream schools (with/without specialist units) and special schools by working collaboratively. High expectations, developing skills, confidence and independence were integral for children with SEND (DCSF, 2010). Thus, the Government aimed to support schools and LAs to provide children with SEND opportunities to achieve their potential. New Labour also sought to determine which practices would improve outcomes to promote inclusive practices and Inclusion in mainstream

schools. Labour continued investing in schools to 'progressively break the link between deprivation, disadvantage, disability and low educational attainment' (DCSF, 2009: 96). Parental engagement in their child's learning was key to their success (DCSF, 2009), as children could only flourish with parental support in their education (Wearmouth, 2017).

'Your child, your schools, our future: building a 21st-century schools' system (2009) considered the Lamb Inquiry's (2009) recommendations on parental confidence in the SEN system to ensure sufficient focus on SEND in the accountability and inspection framework. The implications for inspectors' skills, experience, and training on safeguarding recommended by Lord Laming were considered. The Lamb Inquiry, under the chairmanship of Brian Lamb, the Chair of the Special Educational Consortium, was asked to investigate how parental confidence in the SEND assessment process and provision could be improved (DCSF, 2009). The SEND assessment framework included the CoP (2001), statutory guidance for educational settings supporting children with SEND. The findings, emerging from meetings with parents, identified key failures to provide the statutorily required information. The failure to conform to statutory obligations revealed a deep-rooted culture where parents and carers of children with SEND were seen as the problem, resulting in parents losing confidence in schools and professionals.

While the SEND framework was generally found to be sound, the experience of its operation varied: some parents had positive experiences, while others experienced difficulties (DCSF, 2009). The Inquiry (DCSF, 2009) discovered that parents' desired to be listened to, with the education system needing to be more ambitious, as some children with SEND were well-supported, while other parents fought for their child's SEND to be identified and met. Practitioners also faced challenges as some children were partially supported. Schools needed to build stronger relationships and honest, open communication with parents. The Lamb Inquiry (2009) responded

to parents' concerns via two commitments in the Children's Plan: 'to improve outcomes and provision for children with SEND, increasing parental confidence that children's needs were being met' (DCSF, 2010: 4). The inquiry identified that some children with SEND were integrated rather than included as their SEND were not always supported effectively.

Including all children with diverse/complex SEND is challenging and will remain a barrier if practitioners are not fully committed to its principle (Glazzard, 2011). Consequently, integration emerges because the teaching approaches associated with the specific areas of SEND cannot always be differentiated enough from those utilised with all children, as some children with sensory, cognitive and physical disabilities require specialised teaching and systematic methods to access and partake in learning effectively (Norwich, 2013). Escalating numbers of children with diverse/complex SEND demands stronger investments, support and professional development (Mulholland and O'Connor, 2016). Also, effective inclusive practice requires collaborative engagement to ensure positive outcomes for children with SEND (Mulholland and O'Connor, 2016). However, assessments for EHCPs, which draw additional funding, are delayed (Tickle, 2017) or refused (Porter, 2018). Therefore, the rise in the proportion of children identified with diverse/complex SEND, which demands specialist support and funding (Weale and McIntyre, 2018), denies children the support they need to be effectively included as practitioners struggle to accommodate. The additional funding can improve practitioner-child ratio and facilitate the delivery of high-quality provisions for equitable outcomes (Done, Knowler, Warnes and Pickett-Jones, 2021). Reduced funding, EHCPs and support, create barriers to effective Inclusion, resulting in increased workload, stress, and anxiety as practitioners struggle to include all children, particularly children with diverse/complex SEND (Warnes, Elizabeth, Done and Knowler, 2022).

2.11 New Labour's Era and Influence on Inclusion

In summary, Labour's three terms in office saw radical measures to achieve ambitious policy objectives to improve every child's education and long-term outcomes (Chowdry, Muriel and Sibieta, 2010).

For Whitty (2002), the effect of Labour's policies during their first term in office had been relatively weak in overcoming difficulties and tackling disparities; rather, Whitty (2002) argued that Labour's policies had deepened inequalities. Similarly, Armstrong (2005: 143), critiquing Labour's policies that affected Inclusion, alluded to an anomaly linked with an agenda intended to empower people but which, inadvertently, disempowered those very individuals. Moreover, while Armstrong (2005) praised Labour's movement for advancing Inclusion into socially just policies in their first term of office, he was equally critical that the need to build rhetoric into policy inadvertently harmed clarity. Armstrong (2005: 136) believed the 'identification, Statementing and placement' of children with SEND during New Labour's term in office did not suggest any 'radical transformation of social practices of Inclusion /exclusion in a mainstream setting.' Rather, policy on Inclusion was characterised by inconsistencies with a wider 'reconceptualisation of educational values about performativity, uncritical notions of academic standards and the role of education as the producer of human capital' (Armstrong, 2005: 136). The disability activists argued that disability is not a 'product of impairment but a social act of discrimination embedded in the power relations of society,' muted by the 'SENDA' (2001) legislation (Armstrong, 2005: 143). Thus, the political model of Inclusion, and the 'wider social question that asks why discrimination and disadvantage are so embedded in the system, is lost in legislation, representing Inclusion in terms of impairment-friendly schooling' (2005: 143), resulting in challenges to implementing Inclusion effectively in mainstream schools.

New Labour showed ‘rhetoric and a commitment to reform the manner’ in how children with SEND were educated (Hodkinson, 2012: 5). Inclusion became a political process, a vital factor of governmental planning that pursued employing a ‘top-down implementation approach’ (Hodkinson, 2012: 5). There was a notion that Labour masked the political imperative of the top-down approach by presenting decisions relating to Inclusion as ‘rational and ordered’ (Hodkinson, 2012: 5). Nonetheless, the changes to education benefitted many children with SEND. While mainstream schools saw additional support, evolving policies resulted in more children with SEND creating difficulties. Labour gave parents a voice and greater choice in their child's school selection, recognising special schools' benefits for some children with complex SEND (Ball, 2017).

Tomlinson (2015) presented an alternative assessment of Labour policies, suggesting 'Labour's short-term ameliorative policies in socially disadvantaged areas…had positive effects for many individuals' (2001: 169). Ball’s (2018) analysis of Labour’s educational policies added substance to this view, suggesting that they empowered children with SEND and their parents. The Education Company SchoolDash’s (2016) analysis highlighted that families utilising power were usually ‘alert and well-resourced middle-class parents,’ maintaining social advantages in educational settings where others were like them (Ball, 2018: 226). In contrast, a family living close to a school rated as inadequate by Office for Standards in Education (Ofsted) was over 60 percent more likely to be poorer than a family living next to an ‘Outstanding’ school (Ball, 2018). As a result, the schools most likely available to them were sponsored-led academies or those with poor Ofsted ratings, resulting in a less inclusive approach for children from poor demographic backgrounds with SEND. The language of policy used in this context created confusion and paradoxes (Ball, 2017), resulting in segregation for children with SEND from deprived socio-economic backgrounds. Thus, policies like the CoP (2001), and ‘Excellence for all children’ (1997), were

seemingly embedded in struggles over languages and practices, over what was ‘special’, Inclusion and ‘appropriate’ forms of provision (Ball, 2013: 113).

2.12 The Academies Act (2010) [England and Wales]

The Conservative coalition government and Liberal Democrats introduced the ‘Academies Act’ (2010), encouraging all schools, including special schools, to apply to become academies as the Government intended to promote greater school autonomy. Schools that failed Ofsted inspections and could not move out of a failing or inadequate category after interventions became forced Academies (DfE, 2010). Academies were government-funded independent state schools with various sponsors and replaced most underperforming schools (DfE, 2010).

While the ‘Academies Act’ (2010) was written for all schools, there was a specialist application for special schools; they would continue to be specially organised to make special educational provisions for pupils with SEND. Special schools were urged to apply to become Academies in their own right for the first time. The Coalition emphasised individual schools' importance rather than the system to promote educational improvement (Abbott, Rathbone and Whitehead, 2013). While, since 2009 the attainment gap between the most and least disadvantaged children had narrowed, it persisted. In 2016, children from underprivileged backgrounds were, on average, 18.9 months behind their peers at the end of secondary school in terms of their relative progress (National Pupil Database, 2017). Hutchinson, Reader and Akhal (2020) found that, while the disadvantage gap had halted for a few years, the inequalities gaps had widened. Academisation encouraged schools to act more like businesses by creating ‘quasi-market’ systems, fostering competition between providers (Ball. 2017). Unfortunately, quasi-market systems created difficulties for lower-achieving schools that influenced the league table scores (Bradley, 2020); schools with higher intakes of children with SEND did not attain as well as the higher-achieving

schools. Focussing on results led to the segregation of the lower-achievers and children with SEND (Bradley, 2020).

Academies were duty-bound to permit any child with an Education and Health Care Plan (EHCP) if the school was named in the plan (DfE, 2014). Although academies had autonomy, they could not select children by attainment or abilities (Black, Bessudnov, Liu and Norwich, 2019). Allen and Parameshwaran (2016) argued that this economy generated multiple forms of social segregation. The competition encouraged schools to seek children holding greater academic value from homes with supportive and informed parents with high attainment. In contrast, children with SEND and behavioural issues were seen to add negative value to a school's academic results and were, where possible, avoided (Ball, 2017). While the Government stated that academies would generate greater autonomy, academies and quasi-markets created challenges as competitiveness came into play, resulting in mainstream segregation for some children with SEND.

2.13 The Education Act (2011)

'The Education Act' (2011) was introduced to address inequality in educational provision for children. 'The Act' (2011) pursued applying legislative proposals from the Government's White Paper, the Importance of Teaching (DfE, 2010). The Coalition advocated the need for improving education in Britain by reforming education for all and closing the attainment gaps between the richest and poorest children, asserting: 'the most vulnerable children deserve the highest quality of care. We will… prevent the unnecessary closure of special schools and remove the bias towards Inclusion' (Cabinet Office: 2010: 29). The Equality Impact Assessment of the 'Education Act' (2011) identified unacceptable attainment gaps between children with and without SEND. Nonetheless, the Coalition focussed on reforming schools by improving performance and raising standards (Stewart, 2012).

Austerity measures echoed in the Coalition's approach as reducing the country's record debt was a priority (Conservative Manifesto, 2010). Cost-cutting was a key feature of the Coalition's education policy, yet the education reforms continued (Abbott et al., 2013); this resulted in reduced services, support and interventions for children with SEND, resulting in challenges for practitioners to teach effectively (Chowdry and Sibieta, 2011). However, even with austerity measures, the Coalition proposed that Inclusion did not constitute an automatic mainstream placement; Inclusion was about mainstream or special school provision, providing the vital resources and support for each child's SEND (DfE, 2011), yet the government was reducing support which contradicted their aspiration to include, as continuing austerity and policy revisions have served to exacerbate the tension between the ideals and realities of educational inclusion (Warnes et al., 2022). Children with Autistic Spectrum Disorder (ASD) were more likely to receive a Statement (Hutchinson et al., 2020), while other identified SEND became a school's responsibility with no extra support, potentially leading to integration (Williams-Brown and Hodkinson, 2020) rather than Inclusion.

2.14 Children's and Families Act (2014) – [England]

The 'Children and Families Act' 2014 (DfE/ Department of Health and Social Care, DOH, 2014) signalled the most comprehensive revamp of the SEND framework, also referred to as the 'biggest shake-up of the system' since Warnock (1978) (Tutt and Williams, 2015: 2). 'The Act' (2014) formalised other related reports, including 'Support and Aspiration: a New Approach to Special Educational Needs and Disability' (2011) and like previous policies, produced a revised SEND CoP (2015). 'The Act' (2014) reformed services for vulnerable/children with SEND to give every child an equal chance to succeed despite their start in life (DfE 2014). 'The Act' (2014) also raised schools' legal duties to help children with medical conditions (DfE/DOH, 2014).

The Coalition claimed to give children the best possible chance to succeed via early identification of SEND. Thus, services were amalgamated, bringing early education and childcare into a 'single assessment with a single plan covering education, health and care' to make the system less stressful as services and expertise were readily available locally (DfE, 2011: 2). The new assessment system introduced by 'the Act' (2014) was intended to be simplified to improve cooperation among all services responsible for providing health or social care, giving parents and children with SEND greater choice and control over their entitled support (DOH, 2014). The Government introduced a 'Local Offer', claiming that the preceding SEND system was complicated and expensive with poor outcomes. It was fragmented, with parents struggling to find support and repeating their stories. The Local Offer helped parents, children and young people with SEND to get the vital information to make meaningful choices over available provision at a single point (Tutt and Williams, 2015). Despite the policy initiatives, access to a school of preference was difficult for parents from disadvantaged backgrounds and children with SEND (Ball 2018), contradicting the government's positive intent to support Inclusion in mainstream schools. Ball (2018) believed that the rules and procedures intended to protect the education system were manipulated for the desired outcome, which allowed agile and well-resourced middle-class parents and others like them to maintain social advantage in educational settings. As a result, children from less affluent backgrounds and children with SEND were disadvantaged (Ball, 2018). Ball (2018) also highlighted evidence of schools manipulating exam entry policy to the detriment of student preference to improve their ranking.

Despite the Coalition's assertion that schools were available on the principle of parental preference (Allen, Burgess and McKenna, 2014), Ball (2017: 141) argued that in practice, there was a somewhat swift recognition that 'choice' was easy to offer politically but far more difficult to operationalise in practice. As a result, many parents faced difficulties navigating the 'segmented

market' (Ball, 2018: 226), suggesting that Inclusion benefited children who were already at an advantage, while children with SEND or from deprived backgrounds remained excluded from schools that would benefit their education and potential.

The 'Children and Families Act' (2014) introduced a new SEND CoP 0–25 years (2015), statutory for supporting children and young people with SEND (DfE, 2015). The CoP (2015) identified four broad areas of SEND [chapter 6: 97-98]: Communication and interaction; Cognition and learning; Social, emotional and mental health; Sensory and/or physical needs. A school must provide evidence that a graduated response has been put in place for each child displaying difficulties in learning in any of the four broad areas of SEND: for example, assessments, interventions, support and resources available through the Local Offer. Schools were accountable for assessing and supporting children not progressing in line with national expectations; thus, they needed to develop specialists' skills in their team (DfE, 2015; Reid and Peer, 2016). As part of this provision, like Statements, EHCPs were proposed for children with complex SEND requiring educational provision, with trained specialist teachers likely to be key players in the process (Bell and Mclean, 2016). With terminology changes, SEND in England was defined as including all children or young people with a:

> Significantly greater difficulty in learning than many others of the same age, or…a disability which prevents or hinders them from making use of facilities of the kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (DfE and DH 2015: 16).

The revised CoP (2015) also recognised children and young people with SEND with a disability under the Equality Act 2010 as:

> …a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities (DfE, 2015:16).

The CoP (2015) replaced Statements with EHCPs, which extended the age from 0-25, endorsing a seamless transition from pre-16 to post-16 (Tutt and Williams, 2015). Initial views about replacing the Statement with the EHCP in 2015 were welcomed by Porter (2017), who was part of the feedback group assisting with its formation. Similarly, Hoskin (2019: 269) proposed that the changes in legislation and the effect of the EHCP appeared as 'aspirational reforms,' indicating that the new SEND structure was tackling many of the old system's limitations (DfE and DoH, 2015).

However, progressively, parent complaints to the Local Government and Social Care Ombudsman (LGSCO) concerning EHCPs doubled between 2015/2016 and 2016/2017. While Inclusion was about children with SEND being fully included in mainstream schools, concerns about the difficulties obtaining EHCPs fell in contradiction to the CoP (2015), which recognised that Inclusion did not just occur in a mainstream setting but in a setting conducive to learning (Conner, 2016). Also, a quarter of requests made for the support offered by the EHCP did not reach the assessment stage, while one in four of those asking for an EHCP assessment for their child was declined. Other concerns included expectations for practitioners to assess children struggling via the graduated approach (DFE, 2015) to identify their SEND, such as ASD; the difficulty with these labels was that ASD did not always provide funding, with many not even reaching the assessment stage (Porter, 2017). Effective Inclusion for children with SEND in a mainstream setting requires parental involvement, which has been consistently advocated in various policies by successive governments [e.g., DfEE, 1997;' SENDA', 2001; DOH, 2014]. Ball (2013), inspired by Foucault (1980), suggested that while we cannot remain outside of power relations, power can be changed: for example, by supporting parents with their child's education through different policy initiatives. However, as this inquiry and wider research highlighted, despite practitioners' eagerness for parental involvement, many parents could not utilise the power of academic knowledge to support

their children's education. Thus, while power is everywhere, it operates in various relationships (Foucault, 1980) and can filter through partnerships between practitioners and parents; some parents cannot support their children despite practitioners' support, thus making Inclusion unachievable for some children.

While the legislation aimed to underpin wider reforms that enabled all children to succeed in mainstream settings (DFE, 2014), budget cuts unduly affected children with SEND as, rather than dispersing the burden, the cuts were directed at those with the most severe SEND (Beatty and Fothergill, 2016). The Ombudsman's report noted that some 'families had to persist and go well beyond the call of duty to confirm the type of support they should receive' (LGSCO, 2017: 1) for their child with SEND. Santry (2017) found that the proportion of children in primary schools with SEND without an EHCP had risen. Along with an annual rise in the number of children with SEND from 228,785 [January 2016] to 1,244,255 [January 2017], increasing requests for EHCP assessments were refused in 2016 (Santry, 2017). ASD remained the most common type of need for pupils with an EHCP, which continued to increase (Santry, 2017). Porter (2017: 1) felt the child-centred EHCP bringing in all the diverse aspects of a child's care from health to social had 'turned into this complex, opaque minefield' with no direction'; with budget cuts affecting children with SEND disproportionately (Hoskins, 2019). Schools confronted disparate challenges due to children with diverse/complex SEND not receiving their EHCPs, along with a decline in the number of EHCPs issued. As a result, Inclusion in mainstream schools remains a complex and contested concept (Webster, 2022) as practitioners struggle to accommodate. Since each child's educational experience is unique, these experiences are shaped by the environmental contexts in which children are educated (Webster, 2022). Most children with SEND (77 per cent) are classified as 'SEND support' and have additional needs, but they fall short of the criteria required to secure an EHCP. As a result, many practitioners expressed uncertainty about managing the challenges

and complex difficulties posed by children with complex SEND, often indicating a lack of training and support (Webster, 2022), creating pressure and dissatisfaction towards the ideology of Inclusion.

While the Coalition expressed that Inclusion was a key aspect of their policies, the CoP (2015) refuted this notion as the assessment process for an EHCP did not guarantee attached funding and could be rejected at any point. Therefore, parental pressure was essential to ensure children received their entitled funding and support. Porter (2017) argued that children with SEND should not be discriminated against because of their SEND, and parents should not be fighting for the EHCP. What made Inclusion difficult to be effective was securing an EHCP since waiting for an EHCP hindered a child's education as underachievement continued and learning gaps increased (Santry, 2017). Robinson, Moore, and Hooley (2018), examining EHCPs, were critical of the new process. Along with the policy placing undue focus on paid work as an unrealistic outcome for some children, the resourcing in LAs was too limited to operationalise policy successfully. An EHCP could be refused even if the learning gap was markedly greater than the child's peers, highlighting that, despite huge learning gaps, good progress was sufficient to decline an EHCP, creating environments unconducive for some children as their SEND was inadequately supported. Brown (2018) believed that while the purpose of introducing EHCPs was to simplify the system, identifying a SEND like dyslexia without other health or social needs made the identification process complex. As a result, Inclusion became less effective as the additional pressure on practitioners to include and cope with the mounting workload created anxieties, which led to exclusionary practices emerging in the classrooms with more children with diverse/complex SEND (Done and Andrews, 2020).

The National Association of Headteachers [NAHT] union survey noted mounting funding cuts and reduced SEND resourcing (Parr, 2018), challenging the 'Children and Families Act's' (2014, DOH) vision to help all children achieve the best possible outcomes as depleting funding, resources and support created less inclusive mainstream settings. Reductions in funding and an unsystematic approach meant that schools faced a losing battle; as a result, the CoP (2014) became nothing more than an empty government promise to parents and children (Parr, 2019), highlighting Inclusion's complexity in practice. While the Coalition iterated support for Inclusion in a mainstream school, their policies and austerity cuts made it difficult for settings to include children with diverse/complex SEND, questioning the true ideology behind Inclusion because if inclusive education is a serious goal of any education system, it must be appropriately legislated, (Webster, 2022) supported appropriately and funded to ensure practitioners are equipped with the knowledge and expertise and support to include all children with diverse/complex SEND.

2.15 The Conservative-Liberal Coalition and subsequent Conservative Government's Policies and Inclusion

During the Government's two terms in office, children with SEND faced many challenges against the backdrop of high standards and outcomes (Hodkinson, 2010). Although David Cameron spoke about high expectations and raising standards, the Conservatives continued shrinking the economy's debt (DfE, 2010), affecting Inclusion in mainstream schools. Rising austerity, budget cuts and more children with SEND without EHCPs in mainstream settings typified some challenges schools faced (Abbott et al., 2013). Following the 2015 general elections, the Coalition continued as a single-party Conservative government.

In practice, most of the time, policy functioned through accretion and sedimentation as new policies added to and overlapped old policies, with the influence that new doctrines and innovations were amalgamated with older rationales and preceding practices; practitioners were

frequently left to solve the resulting discrepancies and ambiguities, facing criticism if they failed to resolve and implement the ever-evolving policies effectively (Ball, 2017). While the Conservatives asserted that academies would improve outcomes for the poorest schools across the country, no evidence suggested 'academy status' improved these schools or that they were better than their LA counterparts (Ball, 2017: 223). While the social and economic inequalities grew under Labour, the Coalition allowed those disparities to continue (Ball, 2017), affecting children with SEND and questioning Inclusion in mainstream settings. Rather than investing in schools and Inclusion, the government attempted to achieve Inclusion cheaply by not providing the finances, training, support and resources required for successful Inclusion (Conner, 2016). In a critical discourse analysis of the CoP (2014), Burch (2017) posited that the new legislation's focus on employment had been developed as a Government tool supporting their national economic and political demands, not addressing children's needs: resulting in integrative practices in mainstream settings for some children with SEND and creating additional challenges for practitioners.

2.16 Conclusion

To conclude, this chapter draws attention to policy analysis's provenance and how special needs education took shape since Warnock (1978) initiated education for children with disabilities via the Integration models, which later emerged as Inclusion for All, as a result of the 'Salamanca Statement' (1994). Policies and Acts have continued to evolve, such as the three CoPs (1994; 2001; 2015) and The 'Children's and Families Act' (2014) to support children with SEND. As the policies and analysts have suggested, education evolved from integrating children via the three models: Locational, Social and Functional Integration, without rights to Inclusion in a mainstream school for all children except those with the most complex SEND and then Inclusion in a setting conducive to learning. However, evolving policies and government ideals led to austerity measures in education, creating challenges for mainstream settings and practitioners, resulting in some

children with SEND facing Integration; this questioned the true effect of Inclusion in a mainstream school for some children with SEND, with a lack of investment in practitioners, resources and support (Conner, 2016).

Despite the challenges, since Warnock (1978), successive governments have introduced and implemented various policies that have been prominent in shaping Inclusion and, as a result, affecting education, practitioners, Inclusion and SEND in mainstream settings. While the governments' shaping of policy and Inclusion offered parents a greater voice, choice and children with rights, policy and legislation equally created difficulties for mainstream settings, which resulted from reduced support, resources and expectations of higher standards that were unrealistic for some children with SEND. Thus, practitioners felt that the demands, unrealistic expectations, and limited opportunities to develop competencies arose because practitioners were deprived of diverse knowledge, skills, understanding, values, and attitudes and, as a result, a desire to make Inclusion a success for all children (Bukvic, 2014). The success of any policy requires commitment from individuals towards its application (Firestone and Pennell, 1993), as practitioners' performance relies on their motivation (Elkins, 1992), commitment and resilience to accommodate children with SEND. The policy provenance ascertained a shift in language: introducing the term 'Special Educational Needs' and applying the 'SEN' and 'SEND' acronyms. Labels identifying SEND surfaced as useful for some and controversial for others. Though each Government iterated their commitment to support children with SEND, the policies did not support this notion as mainstream settings faced austerity measures and depleting support. While Inclusion requires practitioners to be able to alter the learning plan of each pupil to enhance the prospect that they can participate in learning to their ability, government policy does not reflect this attitude through policy as austerity and cut-backs remain at the forefront (Sharma and Nuttal, 2016). As a result,

there is no guarantee that practitioners will accept the concept of Inclusion and, in turn, implement inclusive practice constantly and consistently (Sharma and Nuttal, 2016).

Policy is affected by beliefs and attitudes situated in discourses, affecting school policy by engendering or restraining educational policy options, with 'serious political implications in individuals' everyday decisions (Pillow, 2009: 9). Policies are also influenced by different stakeholders' perceptions of the core issue of Inclusion; however, as they contain different and sometimes conflicting interpretations, policies create a context of multiple perceptions of Inclusion (Graham and Slee: 2008). The different policies underlined the current push for the execution of inclusive education where 'policy development and philosophical thought outpaced practice,' placing children with SEND in danger of becoming 'crushed by the weight of political policy, philosophical thought and ideological doctrine that seemingly dominate the current educational discourse' (Hodkinson, 2010: 61). The Government, via their policies, expect the education system to support the policy intentions and practices of Inclusion and inclusive education from national policy to practitioners' experiences and learning. The diverse components support one another, thus improving the prospects of achieving ambitious policy objectives. However, the lack of consistency weakens these policies irrespective of Inclusion's definition (Haug, 2015). Haug (2015), citing Hardy and Woodcock (2015: 162), argued, 'Respect for difference can only be cultivated in educational systems if those responsible for enacting educational practices are supported by consistent and coherent policy messages which value diversity and challenge deficit'. Policies and Acts resulted in major changes in educational settings to include more children with diverse/complex SEND; yet, despite advocating Inclusion for all, many children with SEND were still more likely to be excluded than children without SEND (Broach, Clements and Read, 2016). All practitioners are responsible and accountable for children with diverse/complex SEND and can make a huge difference to Inclusion's success; however, practitioner expectations of some children

with SEND can negatively affect Inclusion, particularly when the SEND is complex and the required support is absent (Markova et al., 2016).

Critiquing Labour and Conservative policy, a consistent theme highlighted the ambiguity that, while Inclusion arose out of social justice initiatives, it was often analysed from the viewpoint of disempowering those whom it intended to support. Thus, much of this critique emanated from drawing on a Foucault lens. Robinson and Diaz (2005: 36), highlighting Foucault's (1972; 1977) 'regimes of truth', observed how some discourses achieved dominance and power over others', arising through policies. Ball (2014: 11) posited that we are faced with various interpretations and what Rizvi and Kemmis (1987) called 'interpretations of interpretations' at all stages in the policy process. These attempts to represent or re-represent policy sediments spread confusion, allowing for play in the playing-off of meanings. Thus, the physical text popping through the school letterbox, for example, does not arrive 'out of the blue'; it has an interpretational and symbolic history. The history of Inclusion policies and the term SEND, foundational in this inquiry, reflect this array of interpretations (Ball, 1993: 11). Foucault (1975) posited: 'knowledge can never be free from ideology because all knowledge is biased, incomplete and linked to the interests of specific groups of people', such as practitioners (MacNaughton, 2005: 22).

Although the evolving policies and Acts were meant to support and empower educational settings and practitioners, there have been numerous challenges; for example, the 'Children's and Families Act' (2014) was a piece of legislation that set out reforms to strengthen the voices of young people and foster working collaboratively with children and families. The EHCP's underlying focus was to improve outcomes for children and young people with SEND, and while the initial reviews concerning the policies and practices meeting the needs of those with SEND and their families were promising, the policies were in contradiction (Porter, 2017; Hoskin, 2019). This was due to

austerity and budget cuts, marring the power of LAs and schools to innovate and develop. EHCPs were inevitably seen as the only means of accessing support for children with SEND, leading to challenges in assuring that schools could provide the required support. Fundamentally, separating Inclusion from personal values is difficult; practitioner values influence how Inclusion is implemented in the classroom (Glazzard, 2011). Unfortunately, although Inclusion is the way forward, the barriers that practitioners confront daily create significant challenges for them, which can negatively affect children displaying diverse/complex SEND (Glazzard, 2011). Moreover, rising expectations, curriculum outcomes and accountability have made it increasingly difficult for mainstream settings to be consistently inclusive; occasionally, practitioners can lower their expectations for children with SEND (Markova et al., 2016) as practitioners struggle to include some children with diverse/complex SEND and ensure all children achieve.

During their term in office, different governments utilised power to produce specific forms of truth, filtering through their policies and verifying how their ideologies benefited and challenged (Gaile, Cannella and Soto, 2010), Inclusion in mainstream settings. The policies revealed no fixed definition for Inclusion; rather, subsequent policies shaped multifaceted definitions of Inclusion. Foucault (1980) did not always correlate power with conflict or oppressiveness but as empowering relationships between nurturing practitioners and children with SEND. Foucault (1979: 204) believed ‘knowledge follows power advances, finding new objects of knowledge over all the surfaces on which power is exercised’. For instance, evolving policies provided guidance and expectations to assist children and developed practitioners' SEND knowledge via training. Ball (2013), citing Barton and Armstrong (2007: 9), argued that 'the history of the concept of SEND is a fine example of the complexities and contradictions involved in imposing new discourses on deeply rooted traditions and practices’, manifest through various policies.

Throughout this thesis, I have drawn on several analysts who utilised Foucault (1980) as a lens and discussed power in their policy analysis; for example, Ball (2017), Robinson and Diaz (2005) and Armstrong (2005), who suggested that power is not always negative, coercive, or repressive. Rather, power can be applied to policies with government expectations for schools to empower practitioners with the knowledge to facilitate Inclusion in mainstream schools. Unfortunately, these same powers can be oppressive when information is withheld, or parents are coerced into their decisions.

This chapter argues that Inclusion is constructed by policy, and the shifting policies have generated a contested notion of Inclusion – it means different things to different people. The policy provenance reveals the multiple influences on Inclusion and clarifies the mixed perceptions and understandings concerning Inclusion. As a result of this policy provenance, the research question was refined from 'what challenges do practitioners face implementing Inclusion and supporting children with complex SEND?' to 'What challenges do practitioners face in implementing Inclusion and supporting children with diverse/complex SEND?'

Chapter 3: Literature Review

3.1 Introduction

This chapter aims to frame Inclusion in the literature review: a second discourse that illuminates the practice. The literature review explores why Inclusion emerged as multifaceted, complex and contested. This chapter reviews extensive literature in the field of Inclusion, providing an insight into issues experienced by practitioners in mainstream schools in the UK associated with including children with SEND. While Inclusion in mainstream schools is seen as creating a diverse society, respecting everyone for who they are and what they can do, the challenges for support in all areas persist and remain disputed.

The extensive literature explores practitioners' perceptions and attitudes towards Inclusion in mainstream primary schools. The 'Salamanca Statement' [policy provenance chapter] (UNESCO, 1994) provided the impetus for Inclusion to become a right for all children with SEND in primary mainstream schools. Consequently, a wave of policies [policy provenance chapter] emerged, providing guidance and expectations for practitioners to understand and follow to include children with diverse/complex SEND in mainstream schools. However, the literature reveals that although practitioners' understanding did develop, they continuously confronted numerous challenges as they struggled to make Inclusion work. As a result, this affected practitioners' perceptions and attitudes towards Inclusion in a mainstream school.

3.2 Research Aims

The purpose of the study was to address the following aims:

- To explore practitioners' [teachers, headteacher, Chief Executive Officer [CEO], TAs] perceptions, attitudes and resilience towards the Inclusion of children with SEND in one primary mainstream school in England.
- To examine the theoretical constructs of Inclusion and models of disability and their effect on practitioners' attitudes towards Inclusion for children with SEND in a primary mainstream school.

- To explore alternative ways of thinking about SEND in a primary mainstream school context.
- To apply a Foucault lens to analyse power issues practitioners encountered while dealing with inclusive practice in a primary mainstream school.

The European Agency for Special Needs and Inclusive Education (2014: 5) supports the notion that: 'the current debate is no longer about what Inclusion is and why it is needed; the key question is how it is to be achieved?' Inclusion's success – how Inclusion is achieved - depends on practitioners' perceptions and attitudes, which revolve around confidence, competence, expertise, training and support. Nonetheless, Inclusion surfaced as complex with challenges, carrying various meanings without a shared understanding of what constituted Inclusion by different stakeholders. Thus, the term Inclusion has emerged as complex and ambiguous, as it has been mentioned in 'passing in many policies' (Hardy and Woodcock 2015: 117), without explicit strategies of how to implement it in practice.

As this chapter highlights, expectations to achieve Inclusion have increased, yet the required investments remain a concern. To fully understand Inclusion practices, coherence is needed, which means the different parts of the educational system are connected and consistent with Inclusion (Ferguson 2008) being implemented. Inclusion's success rests on the absence of doubt and conflicts linked with aspiring activities and practices, as policies are only effective if mainstream settings and pedagogy are inclusive (Haug, 2017). Inclusion is about 'all children…included socially and educationally in an environment where they are welcomed…can thrive and progress' (Lauchlan and Greig, 2015: 70).

The preceding chapter highlighted that the constant policy changes created a complex view of Inclusion in a mainstream school. Ambiguity in SEND policies concerning the translation of Inclusion in practice was perceived as a major challenge facing the education system (Pollard, Anderson, Maddock, Swaffield, Warin, and Warwick, 2008). Essentially, the ever-evolving

policies highlighted that policy can be 'written, spoken or enacted', with each mode emerging with complexities (Thomas and Loxley, 2007: 103). Inclusion came into effect in 1994; as a result, the literature accessed can be seen as potentially dated text (Dyson, 1990). However, the presence of these texts is essential because they provide insight into how Inclusion evolved and brought an accumulation of changes, expectations and challenges for schools and practitioners. The dated texts also reveal that the challenges in education were recognised from the onset of Inclusion and have continued to materialise despite Inclusion becoming a right for all children. Rather, as the literature unveils, an influx of children with diverse/complex SEND has led to greater demands and pressure for schools and practitioners, making Inclusion difficult to achieve in practice. Hence, examining literature pertinent to mainstream Inclusion can shed light on the shifting interpretations operating alongside relevant policy development. This literature review includes five studies in the Inclusion discourse exploring practitioners' attitudes to Inclusion: Avramidis, Bayliss and Burden (2000a; 2000b), Sutherland and Burke (2004), Leatherman and Niemeyer (2005) and Glazzard (2011).

3.3 Complexities of Inclusion

While the 'Salamanca Statement' (UNESCO, 1994) was highly influential and unequivocal in endorsing Inclusion in a mainstream school for all children as a matter of right and becoming enshrined in local-level policies adopted globally (McMenamin, 2011), the evolution of inclusive education has been closely observed by some researchers who had serious reservations.

Different researchers maintained that Inclusion is a complex practice while discussing Inclusion; for example, Thomas and Vaughan (2004) maintained that practitioners and educational settings must embrace systems, routines, and attitudinal changes. Karlberg (2005: 4), who described achieving Inclusion as a 'web of influence', drew on a Foucault lens to posit that Inclusion was

complex due to power use and abuse; Foucault's lens of power and knowledge is drawn on throughout this thesis, forming the basis of power being prevalent in education. Different stakeholders hold this power at distinct levels; for example, the government developing policies hold the power to implement these policies in mainstream settings; however, their effectiveness in practice remains with individual practitioners' knowledge, competence, confidence, expertise and available support. Thus, while schools and practitioners are accountable and required to implement those policies, power resides in how they perceive and execute them. Parents hold power via their collaborative approaches with mainstream settings supporting Inclusion, and children's power resonates with how they react towards inclusive practices. Thus, practitioners' policy interpretations affect their practice and, as a result, how Inclusion is implemented and achieved in the classroom (Sikes, Lawson and Parker, 2007).

Warnock (2010) joined other theorists in defining Inclusion as complex, positing that complexities arose from the disparate provision for children with SEND and practitioners' struggles due to the absence of support. Given the existing confusion and ambiguities for policy-makers and practitioners trying to make sense of the differing viewpoints, advancing towards enacting inclusive education has been problematic (Ainscow and Sandill, 2010). The disputes and incongruities required attention as varied, inclusive methods created difficulties in achieving Inclusion. Complexities also involved not assuming all practitioners accepted Inclusion fully (Ainscow and Sandill, 2010). Wide-ranging/complex SEND and changing purposes of Inclusion add to this complexity (Brown, 2016).

Inclusion has become a common 'parlance' in educational discourses, emerging with multiple definitions and described as mystifying and illusionary (Hodkinson, 2016). Such complexities have raised questions about Inclusion and the level of inclusiveness, with concerns about whether the education system is predisposed to change and factors of practitioners' well-established

interests and attitudes (Hodkinson: 2016). Inclusion is experienced and understood in complex ways, resulting in practitioners taking their Inclusion knowledge to a situation and interpreting practice differently (Dunne, Hallett, Kay and Woolhouse, 2018). Therefore, despite major strides towards Inclusion in mainstream schools, the complexities raise concerns as Inclusion evolves with 'contradictory interpretations, ranging from narrow ones focussing on children with SEND to broader ones about diversity and equal access more generally' (Jorgensen and Allan, 2020: 3).

3.3.1 Models of Disability: Medical and Social Models

Despite the optimism, the messages within the inclusive policies and models of disability remained contested. The medical model was one discourse recognised in the Warnock Report (1978). However, there were concerns that the medical model saw disability as an individualised problem (Armstrong and Barton, 1999). While associating disabilities with labels helped disabled people to 'organise collectively through the self-advocacy movement,' many social settings were framed in ways that directly endorsed the medical model (Goodley, 2001: 207). Identifying disabilities with labels has conflicting personal and political implications for people with disabilities (Goodley, 2001). The understanding of the medical model has resulted in people with disabilities feeling 'excluded, undervalued, pressured to fit a quantifiable norm' and even undermined (Goering, 2015). The medical model emphasises the diagnostic label and treats impairment as an individual deficit (Mango, Davis and Goar: 2017). Many people with disabilities highlighted that the main disadvantage was not a result of their disability but the physical structures, institutional norms and societal attitudes, which were unwelcoming and degenerative (Goering, 2015).

In contrast, the social model does not view disability as a 'personal tragedy, an abnormality or a disease requiring a cure' (Mathews, 2009: 231). The social model relies on a clear distinction between impairment/disability and focusses on the attitudinal obstacles faced by disabled people

(Goering, 2015). Moreover, the social model recognises disabilities result from the disadvantage or restriction of activity caused by a contemporary social organisation, which takes no or minimal account of people's impairments, thus excluding them from participating in mainstream social activities (Goering, 2015). The social model reminds us to remain vigilant about what we presume to be irremediable through social changes and to question how we understand disability (Goering, 2015). Thus, as Berghs, Atkin, Harton and Thomas (2019: 1037) argue, the social model 'should be a means to a changing society [its collective values] and upholding the human dignity of disabled people's lives in every aspect of society' (Riddle: 2020). The power of language is crucial and must never be underestimated; it is only when language's true potential is known that effective communication can begin (Lacovou, 2021). Lacovou (2021) states that any approach to disability, including closely related terms, is never simple. While the medical model is key in offering diagnostic labels and information about the disability, the social model is crucial in providing the right infrastructures, understanding and support to ensure people with disabilities are not disadvantaged. Interestingly, there are now calls for the social model to be re-invigorated by taking meaningful actions towards a significantly improved inclusive society (Lacovou, 2021), highlighting the complexities of the models of disability.

3.3.2 Contested Nature of Inclusion

One aspect of Inclusion that added to its complexity was Inclusion's contestation throughout the discourse. As mentioned in the previous section, several theorists, including Armstrong, Armstrong and Spandagou (2011), acknowledged that Inclusion is contested and posited further varied views about how Inclusion can work and whether it is working. Links with policy formation and assumptions between, for instance, the levels of education systems and performers utilising various tools created obstacles in exploring Inclusion policy and practice relationships (Prøitz, 2019). Inclusion becomes contested owing to varying definitions due to the multiplicity of

stakeholders and rationales that need to exist to make a school 'for all possible' (Wermke, Höstfält, Krauskopf and Lyngbäck, 2020: 3). As discussed in chapter 2, different policy interpretations led to multifaceted and contested views of Inclusion in mainstream schools.

The ensuing section elaborates on four contentions: settings, the process of Inclusion and its effects, the effects of labels and Inclusion, a part of the broader debate about the process and the affect/effect of Inclusion on children and practitioners' responses to Inclusion. This section then explores practitioners' resilience and empowerment affecting attitudes and Inclusion.

3.3.3 Effects of the Setting on Issues around Inclusion

One strand of discussion around Inclusion focussed on the setting in which children were placed. This contestation was often about mainstream or special school placement. While mainstream settings gave the impression that special needs provision was effective for disadvantaged children with access to a 'good education, the educational system preserved itself in a form inherently inaccessible to significant numbers of school pupils' (Dyson, 1990: 58). Similarly, more than three decades later, Hodkinson (2020) argued that mainstream settings still struggled to include children with increasingly diverse/complex SEND; which engendered integrative practices masked by the ideology of Inclusion.

The 'Salamanca Statement' (1994: ix) advocated that Inclusion in mainstream settings was for all children; however, despite this broad agenda, the nature of SEND created disputes about the appropriate setting for some children with SEND. Inclusion was not about placing children with disabilities with their non-disabled peers, '…it is about how, where and why, and with what consequences we educate all pupils' (Lunt and Norwich, 1999: 234). Inclusion is not just about mainstream but about a setting that effectively educates children with SEND. Avramidis et al. (2000a: 208) confirmed that developing critical thinking and reconstructing the vision to include

children in a suitable setting was needed, given that there would always be some children with complex SEND 'who do not fit' in a mainstream setting despite the changes. Lady Warnock (2005) disputed full Inclusion in a mainstream school, believing some children with SEND faced marginalisation and disaffection. Thus, special school provision for some children with SEND was not segregation; it was Inclusion, with expert teachers in small groups meeting their SEND on a one-to-one basis, which was improbable in mainstream settings (Warnock, 2005). While segregation is generally defined as being educated in a separate setting (Gibbs, 2007), a child can similarly feel segregated in a mainstream setting if their SEND is not supported. Inclusion is described as educating children with SEND alongside their peers with wide-ranging abilities (Warnock and Norwich, 2010). However, simply placing children with SEND in a mainstream setting is integration; Inclusion requires more than relocating children and expecting them to fit into their new environment (Warnock and Norwich, 2010); it was about modifying and facilitating children's SEND. Nevertheless, rather than reducing vulnerability and social exclusion for children with SEND, insufficient support and training contradicted this philosophy, resulting in schools 'acting as agents of exclusion' (Razer et al., 2013: 1153). Despite policies asserting that Inclusion in a mainstream school is effective for all children if the environment is conducive, the reality reveals the difficulties practitioners face with depleting budgets, support, expertise and more children with diverse/complex SEND (Hodkinson, 2016).

In an interview, Lady Warnock (2005) reiterated her disquiets that not all educational settings could make the required changes to help every child, asserting:

> However tolerant and supportive the policies, however, understanding the staff members, there are limits to what realistically can be achieved in mainstream schools, given the diversity of children's needs and the finite available resources (cited in Webster, 2019: 7).

While Inclusion was about giving all children impartial opportunities for quality education (Rafferty, Piscitelli and Boettcher, 2003), some mainstream settings struggled to include all children successfully. Dunne (2008: 8) posited that the contestation to Inclusion in a mainstream school as unsuitable for some children was one of the 'paradoxes of Inclusion' as there were inconsistencies, confirming that Inclusion in a mainstream school was unsuitable because some children's SEND led to classification and discrimination. Thus, educating all children 'under the same roof' engendered exclusionary outcomes for some children with SEND, with some parents displaying disappointment with their child's insufficient progress (Warnock, 2010: 5).

A side issue about the setting was that some commentators saw children's placement in different settings as a human rights issue and segregated provision went against such a principle (MacMillan, Gresham and Forness, 1996). Others disputed this notion, believing that segregated provision benefited some children with SEND. For example, Wilson (2003) cited a study conducted by Howard, Williams, Port and Lepper (1997), stressing that while higher-performing children achieved better in mainstream settings coping with the demands of a diverse classroom, lower-performing children performed better in separate settings that provided small group focussed work, which, enabled them to succeed. While most children with SEND could, with adequate support, be included in mainstream settings, 'normalised experiences' could also be provided in separate/segregated settings where similar learning took place but in an environment supporting children's SEND outside a mainstream classroom or a special school. The physical setting was only one facet of an intervention programme; other facets included resources and staffing (Wilson, 2003: 182). Some parents believed separate provision was vital to protect their children with SEND from peer rejection (Wilson, 2003). Parents and professionals thought that closing special schools would be detrimental since Inclusion was about children with SEND

learning in a setting conducive to learning (Farrell, 2006) and that providing a pre-eminent environment reduced learning barriers (Donnelly and Watkins, 2014).

Although mainstream educational settings were key to successful Inclusion (Reynolds, 2001), unsuitable settings affected efficacy adversely; exclusion for some children with SEND was sometimes beyond practitioners' control, as mainstream settings were limited in options in terms of support (Thomas and Vaughan, 2004). While Inclusion empowered mainstream settings to achieve education for all by including children with SEND (Prince and Hadwin, 2013), the reality was that practitioners struggled with depleting support and an influx of SEND requiring attention: highlighting that mainstream settings were not necessarily equipped to support some complex SEND, resulting in integrative practices. Ball (2013:113) argued that schools were 'embedded in struggles over language and practices, over what is special, what is Inclusion and over suitable provision', which could, if considered, introduce a different framework for understanding the contested nature of Inclusion. Ball (2013: 113) also cited Rausch (2012: 11), who described the Warnock Report (1978), which placed prominence on placing children with special educational needs in mainstream settings as 'updating and patching onto existing flawed structures; Barton and Armstrong (2006: 9) argued that 'the history of the notion of special educational needs is a fine example of the complexities and contradictions involved in imposing new discourses on deeply rooted traditions and practices'.

Ekins (2015) argued that children with complex SEND created stressful environments for practitioners; thus, meaningful, inclusive school development and positive changes in practice desired a whole-school approach with an agreed culture and ethos rather than the application of excessive initiatives leading to fragmentation. Hodkinson's (2016:100) comments resonate with Dyson's (1990) earlier concerns regarding the shortcomings, arguing that Inclusion in a

mainstream school hindered some children's learning as the '…educational system is still not fit to include, owing to the barriers of 'lack of knowledge, will, vision and resources'. These shortcomings highlight concerns regarding the lack of improvements in the education system as the rippling effect continues to filter through and affect the quality of children's education, even in the contemporary era. The education system's inequality indicated that integrative practice principles existed rather than inclusive practice, with provision for children with SEND alongside their peers wherever possible. Webster (2019) identified that education settings faced steady rises in exclusions of children with complex SEND, resulting in integrative approaches and challenges to include effectively. Woolhouse (2019) questioned the level of inclusiveness in schools, positing that interpretations about Inclusion were inclined to be vastly specific. An inclusive approach by one school may fall short or go too far for another. Building an inclusive setting with no clear definition of Inclusion was difficult, as the obscurity could have damaging implications: 'confusion, mismatched provision across schools and discrepancies' for children (Woolhouse, 2019: 1). In essence, the effects of different settings are integral to Inclusion, highlighting that while Inclusion is at the forefront of education for all children, mainstream settings are not always inclusive due to the complex SEND of some children and practitioners being unequipped to accommodate. Thus: setting: mainstream classrooms, small groups outside the classroom, or a special school that can provide the best possible support are integral to effective Inclusion.

3.3.4 Effects of and the Process of Inclusion

The Inclusion process has materialised with multiple meanings, with the second strand of discussion around the Inclusion process resonating with the political process (Hodkinson, 2012: 5). By a political process, Hodkinson ((2012) meant that Inclusion was a key factor of government planning, pursued via a formidable top-down implementation approach; for example, the CoP (DfES, 2001) placed expectations on schools and practitioners to identify and accommodate all

children's SEND, despite having little or no training. The CoP (1994) outlined an alternate Inclusion process via a five-stage model, which was reduced to four stages in the 'SENDA' (2001) and eventually, for some children, the process resulted in an IEP. The CAF (DfES, 2004) also followed an Inclusion process, which identified a four-stage process: early identification, assessing those needs holistically, delivering coordinated services, and reviewing progress to include. The graduated process was also associated with the Inclusion process as it identifies, supports and includes children in a mainstream setting. The Inclusion process further correlated with 'all students belonging within an educational community that validates and values their individuality' (Stainback, Stainback, East and Sapon-Shevin, 1994: 4). According to Barton (1997), the political aspect of the Inclusion process was complicated as, while it fostered the ideology of evolving to achieve desired outcomes, it similarly engendered challenges. Globally, there has been a major drive towards inclusive education (Mittler, 2000), with Inclusion being associated with social justice and equitable education (Winzer, 2000). Inclusion as a process was perceived by many to engender a fairer society, responding to diversity via tolerance and acceptance (Wearmouth, 2001); Inclusion involves responding to SEND and maximising all children's participation (Alborz, Pearson, Farrell and Howes, 2009).

Inclusion was about the 'quest for equity, social justice, participation and the removal of all forms of exclusionary assumptions and practices' (Zoniou-Sideri and Vlachou, 2006: 379), which enabled maximum participation and minimum exclusion from schools and society (Nutbrown and Clough, 2006). Schools were part of the Inclusion process as they worked laboriously to ensure all children with SEND were part of the school community (Tutt, 2007: 1). Despite Inclusion's benefits, there were divisions in support amongst parents, practitioners and politicians, which created challenges as schools searched for ways to include children with SEND (Whitney, 2007). Regardless of the challenges, the Inclusion process has transformed the deep structural barriers

shifting the social basis of prevalent definitions of success, learning, failure and ability (Gillborn and Youdell, 2000). For Ainscow and Miles (2009: 2), as a process, Inclusion: '…has to be seen as a never-ending search to find better ways of responding to diversity. Thus, differences are perceived positively as a stimulus for fostering learning among children and adults (Ainscow and Miles, 2009). Despite the challenges, Artiles, Kozleski, Waitoller and Lukinbeal (2011: 52) argued that Inclusion is an ongoing process: a 'project of becoming, rather than a state of being' and linked with the overall process of school development. The Inclusion process generated diversity, resulting in challenging classrooms (Crombie, 2012), leading to continued doubts by practitioners about teaching children with diverse/complex SEND (Westwood, 2013).

Inclusion continued to evolve with multiple interpretations as along with resonating with the political process; the Inclusion process is defined as '…a sense of belonging: feeling respected,' valued, with a commitment from others to enable children with SEND to achieve their best (Miller & Katz, 2002: 2). The political aspect of the Inclusion process correlated with the three CoPs (1994, 2001, 2015), which initially followed the five-stage (DoE, 1994), then the four-stage model (DfES, 2001) and finally the graduated process (DFE, 2015). Along with being an integral part of assessments and funding for interventions, labels identify with the Inclusion process as practitioners assess, identify, monitor and apply interventions to support and include children with SEND more effectively. The Inclusion process also involves assessing and monitoring children's progress, which at some point involves providing a label to their distinctive SEND and other areas of complexity; however, despite the disputes concerning Inclusion's association with labels, the allocation of labels provided learning opportunities and increased practitioners' understanding of SEND (Gillman, Hayman and Swain, 2000). The initial label identified by practitioners is general LD, placing the child on the SEN continuum. Other labels emerge via continued observations, interventions, and assessments aligned with the CoP (2015). Gillman et al. (2000) argued that the

acquisition of labels led to possibilities of support not secured without an identified label, emphasising their importance.

Norwich (1999), who referred to the notion of the need to label for a need-driven funding system to operate, made a vital distinction between labels utilised to define conditions like ADHD or ASD, which were seen as an acceptable practice to provide some context to areas of difficulty; however, these labels should be utilised for children requiring diverse support which is in addition to that available to all children in the class. Norwich (1999) further highlighted the dilemma that children with identified labels are socially stigmatised; yet, without a label, children are denied access to resources, making labels integral to diagnosing learning difficulties and receiving the essential support. Ho (2004) recognised that practitioners and parents wanted certain children assessed for learning disabilities to understand the cause of their LD. Diagnosing LD can support children, their parents and practitioners to understand and provide support. For example, a child finding spelling difficult may initially be thought to be lacking interest in learning (Ho, 2004: 87); however, a diagnosis of dyslexia may show that the child's difficulty 'stemmed from a certain neurological condition.' Identifying diverse SEND labels develops practitioners' tolerance and understanding of why children display particular difficulties (Gross, 1994, cited in Lauchlan and Boyle, 2007). While labels may indicate educational problems, they do not provide pertinent solutions; labels do not provide specific details about 'what you do about it' (Ogilvy, 1994: 60, cited in Lauchlan and Boyle, 2007).

Armstrong (2005: 142) extends Ogilvy's (1994) debate, suggesting that impairments are 'reflective of the diversity of the human condition', only becoming disabilities when individuals are disadvantaged because of their differences. Labels are contested, owing to their implications, which can be huge: 'labels are not merely psychologically harmful badges…attached to an

individual at one point in time and later removed. . .they often determine an individual's destiny' (Rivers, Henderson, Jones, Ladner and Williams, 1975: 215, cited in Lauchlan and Boyle, 2007). The assumption that labelling leads to stigmatising was challenged by Riddick (2000), who argued that children could be stigmatised before a label is attached to their difficulties (cited in Lauchlan and Boyle, 2007). While labels provided interventions for children with disabilities (Pierangelo and Giuliani, 2008), some labels, like Dyslexia, were difficult to identify as they were less transparent. According to Boyle (2014), while education may be a key reason children with SEND are labelled, labels are well-intended for identification purposes to influence education. Boyle (2014) cited Blum and Bakken (2010), who posited that funding would be denied without a label and, thus, the child would not receive the required support. Therefore, sensitivity must be applied as labels can be harmful if utilised sporadically (Boyle, 2014), negatively affecting children's and their families' lives and education (Arishi and Boyle, 2017).

Labels identifying children's SEND are disputed as stigma affects children's self-esteem; however, advocates supporting labels argued that labels were vital tools for administrative and educational purposes. For example, labels were assigned to learning and behaviour to easily accept children's SEND from peers, parents, and practitioners and to make SEND more visible to policy-makers and society (Mouzakitis, 2010). While SEND has initiated changes in attitudes and language, which enabled more children to access mainstream education (Runswick-Cole and Hodge, 2009; Attwood, 2013), Norwich (2014) envisaged that, since its inception, the notion of SEND had been contentiously used. Similarly, Algraigray and Boyle (2017) argued that SEND labels could subject individuals to various discrimination as labels can include and exclude; individuals are characterised and hierarchised by professionals through observations and examinations (Foucault, 1977). Thus, lacking SEND understanding could lead to discrimination and affect attitudes held by communities towards children with SEND (Rolfe, 2019).

Although Inclusion was about celebrating differences and viewing all children as equal participants, mainstream education seemingly did not consider these aspects for all children (Lunt and Norwich, 1999). Inclusion and its process are disputed because practitioners feel that an inclusive approach is difficult to implement due to a lack of expertise in SEND (Westwood and Graham, 2003) resulting from policies. Vislie (2003: 30) cautioned against what he called superficial educational reforms 'allegedly intended to represent a shift towards more inclusive forms of inclusive provision.' Such superficial changes regenerate special education practices within mainstream settings, failing to challenge 'deep-seated assumptions and discriminatory regimes that construct inferior student subjects based on their alleged deviation from monolithic and insular conceptualisation of the ideal student' (Liasidou, 2015: 40).

3.3.5 The Affect/Effect of Inclusion on children

The affect/effect of Inclusion is part of a broader argument that Inclusion is also contentious and complex. Thus, the third disputed area concerns Inclusion's effect on children with SEND.

Inclusion's whole purpose was to improve children's education, but the observed effects were constantly disputed as some children with SEND failed to benefit in mainstream settings. Inclusion and its benefits were seen in the context of social justice (Mittler, 2000), but since not all children with identified SEND benefited, this foundational ideology was contested (Winzer, 2000). The contested nature of Inclusion led advocates like Allan (2003: 176) to believe that education required improving, arguing '...a major step towards becoming productive is to identify these elements of knowledge and practice which speak against and ultimately destroy inclusive possibilities' for children with SEND. There were also concerns that rather than removing participation barriers, Inclusion for some children in mainstream settings led to disadvantages (Allan, 2003) as they faced marginalisation and disaffection (Warnock, 2005). Farrell (2006)

believed that Inclusion was about children feeling included and flourishing. However, while in principle, Inclusion resonated with positive connotations, placing children at the heart of education as valued and respected school community members (Boyle, Topping and Jindal-Snape, 2013); Hornby (2015) posited the policy of full Inclusion in a mainstream school for all or most of the time was sometimes impractical in practice for some children with SEND, indicating that Inclusion was an ideal to aim for rather than achieve.

Douglas (2010: 108) also adds to the contestation of Inclusion, asserting that the challenges that Inclusion engendered in education were not just problematic for children with SEND but for any child deviating from the 'norm' or failing to fit within the standards-driven marketised education system; this suggested that Inclusion in a mainstream setting did not benefit some children with SEND, making Inclusion unsuccessful under such circumstances. Despite voicing concerns about the inadequate support to teach effectively, practitioners were held accountable for children with SEND failings (Ainscow and Sandill, 2010) and expected to 'drive up' their academic results and effectively include those children whose achievements fell 'outside the spheres of literacy, numeracy and science test scores' (Runswick, 2011: 116). Thus, children with SEND requiring extra time who failed to 'meet behavioural and cultural norms become unattractive clientele for schools struggling to improve standards' (Runswick, 2011: 116). Rising expectations and exclusions questioned the true effects of Inclusion in mainstream schools (Hodkinson: 2012). Also, Inclusion's success has been questioned due to the rising identification of children with diverse/complex SEND (Ewing, Monsen and Kielblock, 2017).

3.3.6 Practitioners' Response to Inclusion

The fourth area of contestation concerned practitioners and how they responded to Inclusion. The two contested areas around practitioners' responses to Inclusion were professional development via pre-service and in-service training and practitioners' preparation to implement Inclusion.

Notably, while many educational training programmes involved inclusive education to develop practitioners' SEND awareness, Allan (2003) believed this training could impede their judgement, thus becoming a barrier to Inclusion. Allan (2003) questioned pre-service training's potential to equip practitioners to teach children with SEND, affecting how Inclusion is executed. While training was essential, there were claims that direct SEND experience developed practitioners' understanding (Wedell, 2005); however, Costello and Boyle (2013) argued that increased awareness of SEND in isolation did not prepare practitioners to manage diverse/complex SEND; rather, providing training ensured practitioners' understanding was in line with the changes and why they were being applied (Ekins, 2015). Moreover, training and understanding of SEND afforded confidence and equipped practitioners to teach and include children with diverse/complex SEND (Carter Review, 0215).

McKinsey and Company (2007: 16) asserted: 'the quality of an education system cannot exceed its teachers' quality.' Cardona (2009: 35) recognised the importance of effective teaching, suggesting a focus on ITT '…would seem to provide the best means to create a new generation of teachers who will successfully apply inclusive policies and practices.' Hsien, Brown and Bortoli (2009: 34) argued that formal training could positively affect practitioners' attitudes towards Inclusion, with courses providing key knowledge. However, the rising complexities in SEND fostered complications as practitioners felt inadequately prepared, highlighting the need for initial teacher training [ITT] to improve their understanding to support all children effectively (Florian

and Rouse, 2009). Despite training being integral in equipping practitioners, its absence in SEND was often frustrating for new practitioners to grapple with the challenges of an inclusive classroom (Loreman, 2010; Sosu, Mtika and Colucci-Gray, 2010). Verity (2010) stressed that practitioners needed to update any outdated views of Inclusion stemming from the policies with new pedagogies linked to newly identified SEND; Inclusion required high-quality practitioners equipped to address all children with SEND. Thus, owing to the challenges that Inclusion created, the Carter Review (2015) advocated professional development to equip practitioners to teach diverse SEND, positing that training affords confidence and equips practitioners to manage heterogeneous classrooms.

Fullan (1992) and Wrigley (2003) stressed that the Inclusion process involved suitable professional development for practitioners to consider their attitudes to foster school change since Inclusion starts with practitioners (Slee, 2001). Thus, being equipped with the skills, confidence and competence to implement Inclusion and continuing professional development was vital (Cullen and Brown, 1992; De Lemos. 1994; Hsien et al., 2009) to ensure practitioners responded to the Inclusion process effectively. While mainstream practitioners' support for inclusive education could be linked to conceptualising their practice, Inclusion can become idealistic without adequate specialism and support, as many practitioners felt unprepared to teach children with diverse/complex SEND (Lalvani, 2012). Despite having the SEND knowledge and experience, which can prepare practitioners to create meaningful learning environments for all children (Ekins, 2015), Shaw, Bernardes, Trethewey and Menzies (2016) argued that managing challenges associated with SEND depended on practitioners' confidence and expertise, which affects their attitudes towards Inclusion. Confidence and skills to teach children with SEND require time, which can be detrimental if practitioners struggle to manage the complexities (Markova, Cate, Krolak-Schwerdt and Glock, 2016). Despite children's rights being at the heart of Inclusion, practitioners'

lack of confidence and SEND expertise was not considered (Merry, 2019), which affected practitioners' attitudes as they were inadequately equipped to teach children with complex SEND.

Thus far, this section has argued that the literature denotes contention around practitioners' responses to Inclusion. This section now draws on the revelation of research into practitioners' attitudes to Inclusion. While attitudes are not an area of contention, they correlate with practitioners' preparation to implement Inclusion in mainstream settings. Stewart (2001) specified that practitioners' attitudes towards inclusive education displayed their abilities to accommodate the individual needs of children with SEND, stressing that knowledge, training and experience in SEND engendered positive attitudes. Similarly, Dapudong (2013) posited that practitioners' attitudes towards inclusive education in mainstream settings exposed their abilities in SEND, highlighting that experienced practitioners with SEND training displayed positive attitudes. Feeling prepared to teach children with diverse/complex SEND required resources and training to ensure everyone understood the changes and why they were being implemented (Ekins, 2015). Essentially, attitudes affect practitioners' relations with children and correlate with support levels while teaching children with SEND (Rix, 2015).

3.3.7 Attitudes about Inclusion

While many researchers into practitioners' responses to Inclusion may agree that attitude is important, there is contention surrounding that claim. Thus, this section explores attitudes towards Inclusion due to varying attitudes and reliance on several variants that make Inclusion effective. Achieving Inclusion in a mainstream school remains contingent on practitioners' beliefs and perspectives on Inclusion's ideological concept (Brown, 2016).

Thus, this section invites a debate about the role of practitioners' attitudes, arguing that Inclusion in a mainstream school is not merely a matter of placement; successful Inclusion requires

individualised approaches from practitioners (Andrews and Lupart, 2000) to support and include children with diverse/complex SEND effectively. Despite Inclusion resonating with equity and collective belonging (Thomas and Loxley, 2001), Inclusion was easier to implement in theory (Brown, 2016) than in practice, as practitioners faced challenges when teaching and including children with diverse/complex SEND; thus, practitioners' attitudes are affected as a result of their expertise in SEND. Despite the belief that Inclusion promotes non-discriminatory environments and embraces differences (Williams-Brown and Hodkinson, 2019), Hodkinson (2020) was critical, arguing that while Inclusion says everything; for example, affording children with SEND rights to an education, Inclusion similarly means nothing, as practitioners struggled to support some children's SEND, which affected attitudes and resulted in practitioners questioning Inclusion in a mainstream setting for some children.

While Inclusion's philosophy was to eradicate discrimination through meaningful learning in society and education (Florian, 1998), Hornby (1999) suggested that successful Inclusion in a mainstream school relied on practitioners' attitudes as their acceptance of inclusive policies can affect their commitment to implementing Inclusion. Hence, practitioners' attitudes and approaches could inhibit or facilitate Inclusion in a mainstream school as it also remains contingent on the school's ethos (Slee, 2001). For Reynold (2001), practitioners were vital for Inclusion in a mainstream school; their knowledge, attitudes and values affected children's learning. Moreover, how practitioners deliver their professional activity affects how children learn the 'attitudes and values associated with Inclusion' (Reynolds, 2001: 466). Thomas and Vaughan (2004), critiquing practitioner engagement, posited that practitioners needed to change their attitudes towards their practice to accommodate heterogeneous classes. Frederickson and Cline (2009) and Ainscow and Sandill (2010) advocated that since practitioners' attitudes and actions engendered the circumstances in which children learned, the task would be to build an education system where

practitioners felt supported and positively challenged. Meaningful changes could only occur when practitioners reflected, challenged and reconsidered the philosophies on which they based their attitudes and practices; otherwise, any imposed changes would only '… filter through the lens of established beliefs and practices and become colonised by that practice' (Reid, 2010:136). Glazzard (2011: 58) believed: '…Inclusion will remain a significant challenge if practitioners do not hold committed attitudes to its principles…' as Inclusion evolves with challenges for practitioners educating children with SEND. Despite the disputes around Inclusion in a mainstream school, its benefits have filtered through education settings, affecting practitioners' attitudes, usually positively, as they developed and adapted their methods to ensure everyone is included (Runswick-Cole, 2011); yet attitudes become negative if those changes continued to foster challenges to include children with SEND successfully.

Practitioners' attitudes were powerful because how they felt affected the Inclusion process and what happened in the classroom; for example, negative attitudes could lower expectations, resulting in reduced learning opportunities for children, while positive attitudes enhanced learning (Woodcock: 2013). Consequently, Inclusion's success depends on practitioners' response to educating children with SEND (Dapudong, 2014); however, teaching children with complex SEND requires expertise, patience and a positive attitude (Bukvic, 2014). Practitioners were accountable for their children's achievements and Inclusion in a mainstream school's success (Markova et al., 2016). While practitioners are expected to teach all children, it should not be assumed they are all comparable in confidence and aptitude to teach complex SEND, as some practitioners may not admit they are struggling (Peer and Reid: 2016), which disadvantages some children. Such complexities in applying Inclusion meant that the impetus towards Inclusion in mainstream settings did not confirm that all practitioners accepted Inclusion; rather, some

practitioners may not implement inclusive education (Sharma and Nuttal, 2016), resulting in their methods echoing integrative approaches (Norwich, 2017).

Glazzard (2011) noted that some mainstream practitioners' attitudes towards applying reflective approaches to support children with SEND were ones of resistance, therefore, negative. While some practitioners assumed they were discussing and practising Inclusion, their ideology and discussions focussed on integration (Brown, 2013). Also, Costello and Boyle (2013) posited that increased awareness did not prepare mainstream practitioners to manage diverse/complex SEND since understanding and confidence in inclusive education alone were insufficient to improve attitudes. Mainstream practitioners varied in confidence and expertise in supporting children's complex SEND (Bukvic: 2014). The challenges reinforced the philosophy of truth and power in education rather than eliminating barriers; Inclusion shaped those very obstacles, resulting in practitioners struggling to support complex SEND, thus, compromising teaching (Ekins, 2015). Also, negative attitudes about the practice reduced self-confidence, creating stress as practitioners sought to teach children with SEND (Barnes and Gaines, 2015); thus, attitudes have fluctuated, affecting the successful application of Inclusion in a mainstream school (Ewing et al., 2017). Similarly, Gaines and Barnes (2017) proposed that the effect of inclusive classrooms in a mainstream setting has not always been reassuring, as some practitioners felt unequipped with insufficient expertise to teach children with complex SEND. Achieving inclusive classrooms requires the provision of high-quality inclusive education, primarily influenced by practitioners and their aptitude to address and value children's SEND (Schwab and Alnahdi, 2020). While catering for diversity can be daunting for practitioners, it has become the reality of contemporary mainstream classrooms. The onus should not solely focus on practitioners supporting children with SEND; attitudes towards Inclusion must be the whole school's responsibility (Reid, 2020), with

additional individualised support available for practitioners struggling to accommodate and include children with diverse/complex SEND.

This section examined the vital role of attitudes towards Inclusion in a mainstream setting and surfaced as multifaceted because Inclusion is difficult to implement. Avramidis and Norwich (2002) undertook a literature review, exploring mainstream practitioners' attitudes towards Inclusion. Extensive research revealing different factors affecting practitioners' attitudes and acceptance of Inclusion was reviewed. While the literature showed positive attitudes towards Inclusion in mainstream schools, there was no evidence of acceptance for the Inclusion of children with SEND (Avramidis and Norwich, 2002). Practitioners' attitudes were strongly affected by the nature and severity of SEND and less by teacher-related variables. Many educators doubted the widespread Inclusion of SEND in mainstream settings. Other variables affecting attitudes were practitioner-related variables, including support and training. Avramidis and Norwich (2002) drew on earlier studies in Australia (e.g., Center, Ward, Parmenter and Nash, 1985; Ward, Center and Bochner, 1994), focussing on attitudes, which concluded that successful Inclusion in a mainstream school was for children with less complex SEND. Similarly, Scruggs and Mastropieri's (1996) studies identified that practitioners' attitudes were affected by the nature of the disability. However, preschool practitioners were the most eager towards Inclusion, while primary school teachers displayed the most caution (Avramidis and Norwich, 2002).

Avramidis and Norwich (2002) looked at Forlin's (1995) study, which found mainstream practitioners were more accepting of children with physical disabilities than children with cognitive disabilities; practitioners' acceptance of including children with SEND in mainstream settings declined rapidly with the severity of the disability. These findings are significant, raising questions about Inclusion continuing to create difficulties despite placing children at the forefront

of education. When practitioners feel obligated to raise children's performance by following 'uniform standards, disability can easily become…a threat' in the educational setting (Slee, 2006: 238). While positive attitudes nurture Inclusion as practitioners increase in confidence and competence, negative attitudes affect Inclusion, affecting self-confidence and the competence to implement Inclusion effectively. Therefore, if Inclusion in mainstream schools remains primarily about adjustments in language rather than practice, attitudes and outcomes will remain unchanged (Armstrong et al., 2011), highlighting the significance of practitioners' attitudes towards Inclusion (Vaz et al., 2015) and its success. Essentially, practitioners' views affect their relationship with children; thus, understanding practices and policy efficacy are central to the Inclusion process (Ekins: 2015).

3.3.8 Studies Investigating Attitudes towards Inclusion

Five studies in the Inclusion discourse explore mainstream practitioners' attitudes to Inclusion and illuminate the nature of the contentiousness of the discourse.

The first study (Avramidis et al., 2000a) examined 135 student practitioners' attitudes; a second study (Avramidis et al., 2000b) analysed 81 practitioners' attitudes across 23 educational settings. Burke and Sutherland's (2004) study examined 75 teachers' attitudes in one mainstream school. The fourth study by Leatherman and Niemeyer (2005) involved two pre-service and two in-service practitioners' attitudes. The fifth study (Glazzard, 2011), a small-scale study, examined an unspecified number of practitioners and TAs in a primary school. These five studies revealed that practitioners' attitudes contributed to Inclusion irrespective of their experience.

Avramidis et al. (2000a) examined 135 student practitioners' attitudes towards Inclusion in a mainstream school for children with SEND. The study utilised a Likert Scale to gather participant responses and adopted the three-component model of attitudes (Eagly and Chaiken, 1993). While

the study found that new graduates held positive attitudes to Inclusion in a mainstream school, children with complex SEND caused more stress than other SEND types, creating anxiety and negative attitudes. These findings were consistent with other studies on attitude (e.g., Forlin 1995; 2001); trained practitioners opposed having children with complex SEND in their classes. While there was a consensus of positive attitudes towards Inclusion in a mainstream school, attitudes towards children with Emotional and Behavioural Difficulties (EBD) were negative as they created more stress than any other SEND. The study found that practitioners with experience applying inclusive programmes held more positive attitudes than practitioners with little or no such experience. While training was vital for positive attitudes, practitioners felt unequipped to support children's complex SEND (Avramidis et al., 2000a).

Avramidis et al. (2000b) examined 81 mainstream practitioners across 14 primary and nine secondary schools. A Likert scale was utilised to gather participant responses and the study adopted the three-component model of attitudes (Eagly and Chaiken, 1993). Once again, practitioners who had implemented inclusive programmes held more positive attitudes. The study's data highlighted the prominence of professional development, generating positive attitudes about Inclusion. Practitioners with university-based professional development displayed positive attitudes towards children with SEND. The findings concluded that, generally, practitioners appeared positive towards Inclusion. However, the open-ended questions indicated a need for extra support, resources, training and time to implement inclusive programmes. Like the previous study (Avramidis et al. 2000a), attitudes towards children with EBD were less positive due to greater challenges than any other SEND; student practitioners highlighted concerns about children with challenging behaviour. Half of the practitioners expressed a need for more training to help manage behaviour and support children with EBD. The study outcomes presented clear differences in responses between experienced practitioners and those with limited or no experience. The findings

confirmed that practitioners with years of experience teaching children with complex SEND held more positive attitudes than practitioners with less direct experience (Avramidis et al., 2000b). The importance of quality, well-planned in-service training was emphasised, which could be provided as an ongoing process with specialists acting as consultants. Support in developing specific SEND knowledge was vital, along with adequate curriculum materials and resources to assist children. Concerns were raised about increasing workload creating difficulties. Avramidis et al. (2000b) noted that participants who received high-quality training felt competent in teaching and applying Inclusion, resulting in positive attitudes; this highlighted the importance of training courses level and depth of inclusive practices to endorse effective Inclusion.

Burke and Sutherland's (2004) study involved 75 mainstream teachers working at the same school. This study examined whether pre-service and in-service practitioners held positive attitudes towards Inclusion and if a relationship existed between their experiences teaching children with SEND and attitudes towards Inclusion. Participants were selected randomly, giving every individual an equal selection chance. A similar number of pre-service and in-service practitioners were asked to complete a survey consisting of 12 items, with the first item clarifying who answered the survey – an in-service or a pre-service practitioner. The remaining items were answered using a Likert-type scale. The scale 'permitted responses along an agree…disagree continuum (Mertler, 2002: 163). The aim was to determine if prior experience and SEND knowledge affected attitudes. Burke and Sutherland (2004: 165) posited that the research implied that practitioners 'attitudes could have a detrimental effect on children with disabilities, thus preventing an Inclusion programme from thriving' (Johnson, 2001: 230). Practitioners capable of adapting their teaching style and curriculum were more likely to apply successful techniques. In-service/pre-service practitioners and headteachers held varying attitudes towards Inclusion in a mainstream school (Burke and Sutherland, 2004). Some researchers suggest that practitioners are generally

pragmatists or rely on classroom experience rather than formal theory and research to think about practice. However, pre-service practitioners were more inclined to depend on their knowledge during the training programs because their experiences were limited. Burke and Sutherland's (2004) research suggested the need to combine experience with updated knowledge. The consistent threads that emerged in Burke and Sutherland's (2004) study and earlier studies (Avramidis et al. 2000a; 2000b) were mainstream practitioners' experience, pre-service and ongoing training, and negative attitudes towards children with more complex SEND.

During Burke and Sutherland's (2004) study, the pre-service practitioners were engaged in either general or special education teaching as a necessity. All pre-service practitioners had experience in a mainstream inclusive class as fieldworkers or student practitioners. They actively became part of the classroom with guidance from a cooperating in-service practitioner. The findings highlighted key differences in attitude towards feeling prepared to teach children with SEND. Their data revealed that, while pre-service practitioners with a similar degree of training as the in-service practitioners assumed they were equipped with adequate knowledge to support SEND, the in-service practitioners did not deem they were well-prepared. Burke and Sutherland's (2004) data supported earlier research suggesting inadequate training negatively affected practitioners' time to support all the children in their class (Hammond and Ingalls, 2003). Burke and Sutherland's (2004) study centred on future and current beliefs as practitioners' attitudes defined Inclusion's success in a mainstream school for children with SEND.

Leatherman and Niemeyer (2005) conducted a small-scale study examining how pre-service and in-service practitioners' attitudes and practices toward Inclusion reflected their classroom behaviours in a mainstream school. Two pre-service and two in-service practitioners working in pre-kindergarten inclusive classrooms participated in the study. The two pre-service practitioners

were students enrolled in a Birth-Kindergarten (B-K) licensure program at a state university in the south-eastern United States and completed their student teaching semester [half-year term]. Both in-service practitioners were employed and had received their B-K license from the same state university. The qualitative study used initial open-ended interviews and observations with follow-up interviews. The results posited that practitioners' attitudes towards Inclusion in a mainstream school appeared to be influenced by their previous inclusive classroom experiences. Practitioners applied inclusive practices by involving all children with/without SEND in classroom activities. While mainstream practitioners implemented inclusive practices, the study revealed that appropriate pre-service training, administrators, and resource personnel support were important in providing a successful inclusive environment (Leatherman and Niemeyer, 2005). While practitioners executed inclusive practices, they specified that suitable pre-service training and support resource personnel were vital for successful inclusive environments. The four participants expressed positive attitudes, believing the setting was optimal. Practitioners' prior experiences of children with SEND was a key variable in influencing positive attitudes.

Leatherman and Niemeyer (2005) identified that the curriculum for a 25 B-K licensure program included teaching children with disabilities; however, vital support via pre-service training, administrators and resource personnel support was also available. The participants' program provided training to teach children with and without disabilities; all four participants worked in mainstream inclusive classrooms in the pre-kindergarten program of the state's public school system. Convenience and purposeful sampling were used to select the participants (Bogdan and Biklen, 1982). The participants had received training from the same university program; hence, the university curriculum was the foundation of their educational experiences. While this study was in strong contrast to the previous studies, which included more participants, there was relevance; for example, like Burke and Sutherland's (2004) study, Leatherman and Niemeyer

(2005) established whether a relationship existed between pre-service and in-service practitioners' experience of children with SEND and their attitudes towards Inclusion. Leatherman and Niemeyer's (2005) study was based on the notion that, while early childhood teachers expressed positive attitudes about inclusive practices, such practices may not prevail in their classrooms. Like previous studies, experience in SEND was key to developing positive attitudes toward Inclusion. Leatherman and Niemeyer's study (2005: 24) also referred to the three components attitude model: 'cognitive, affective and behavioural (Triandis, 1979) to define attitudes. Leatherman and Niemeyer's (2005) stated that teaching in an inclusive environment had been positive since they had practical experiences with children with SEND, which afforded opportunities to discover and use successful strategies. The in-service training taught them skills to support children with SEND, which they used successfully in their classroom. Thus, prior knowledge and experience contributed to their positive attitude towards Inclusion in a mainstream school (Leatherman and Niemeyer, 2005).

Glazzard (2011) conducted a small-scale study in a primary school in England [unspecified number of participants]. The study examined perceptions of the barriers to effective Inclusion in a mainstream school. Qualitative data were collected from trained practitioners and TAs via a focus group. The evidence suggested that the school's practices varied, ranging from 'highly inclusive' to 'highly exclusive', as some practitioners worked in good faith, utilising Inclusion effectively for children with SEND, while others displayed negative attitudes, affecting the school's commitment to Inclusion. Key barriers, such as lack of funding and training, were identified. Resistance from parents was evident, with a strong sense that the Inclusion agenda was problematic in the standards agenda (Glazzard, 2011).

Nonetheless, there was a sense from the study that practitioners should willingly commit to inclusive education principles despite the issues. Practitioners and TAs believed that effective

Inclusion was contingent on available support (Glazzard, 2011). Data on attitudinal barriers suggested that Inclusion would remain a significant challenge if there was a lack of commitment towards the principle of Inclusion and even impossible without practitioners accepting responsibility for educating all children. The standards agenda could shape negative attitudes about Inclusion; for example, a practitioner discovering a child with SEND was joining her class created a barrier even before the child arrived as she was concerned about managing the child and adequately supporting the other children to prepare them for SATs. While it is difficult to separate Inclusion from personal values, practitioner beliefs affect Inclusion. In another example, two practitioners' progression to Upper Pay-scale was halted due to not securing high enough English and Math levels for children with SEND, whose progress was not in line with national expectations. Thus, practitioners may target some children over others as they are held accountable for their results. Higher results' liability created temptations to focus on children making the greatest progress. Glazzard's findings were similar to the four previous studies, echoing that training and support were key to effective Inclusion. While Glazzard's study found inclusive and exclusive practices linked with attitudes, the other studies referred to attitudes.

3.4 Defining 'Attitude' in the Context of Inclusion and Inclusive Education

The five studies in the previous section exploring pre-service and trained practitioners' attitudes towards Inclusion in a mainstream school revealed that attitudes were at the heart of the Inclusion process. In three of the five studies, researchers adopted an Eagly and Chaiken (1993) three-component attitude model.

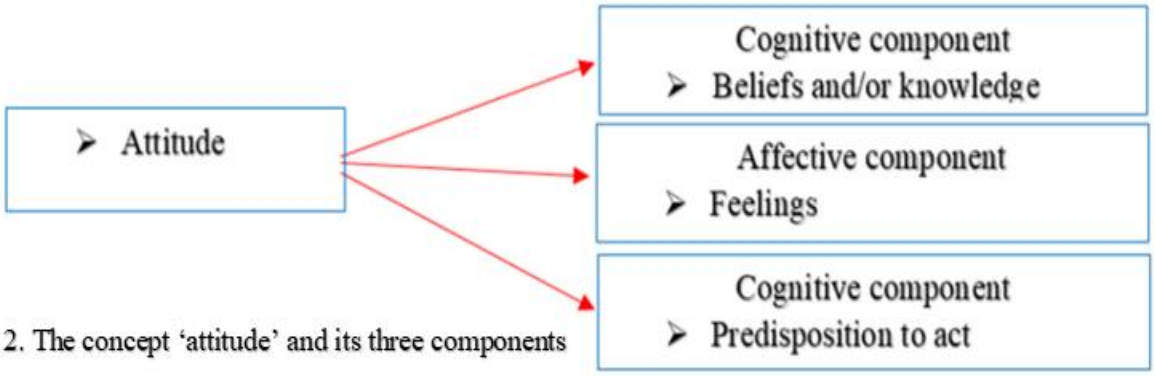

Figure 2. The concept 'attitude' and its three components

In this inquiry, my definition of attitudes was influenced by the two models I adopted; I used Borg and Gall's (1996) and De Liver, Van Der Pligt and Wigboldus's (2007) models to define attitudes. Defining attitudes was vital to this inquiry as I could analyse practitioners' attitudes towards Inclusion in a mainstream school. While psychology describes the concept of attitude in several ways, for this inquiry, attitude is defined as an individual's view or disposition towards a particular object (e.g., a person, a thing, an idea)' (Gall, Borg and Gall, 1996: 273). Figure 2 shows that attitudes have three components: cognitive, affective and behavioural (Eagly and Chaiken, 1993). This model posits 'attitudes are viewed as complex and multidimensional, and when attitudes are measured, aspects or attributes of attitudes of interest are measured' (Avramidis et al., 2000a: 282). Practitioners' views about children with SEND in mainstream settings can characterise this component; for example, a practitioner may believe that children with SEND should only be educated in mainstream settings with support. Feelings about the attitude object refer to the affective component about practitioners' attitudes to Inclusion; this may reflect practitioners' feelings about educating children with complex SEND, such as anxiety towards disruptive behaviour. Finally, the behaviour component reflects an individual's predisposition to act toward the attitude object in a specific way, such as practitioners' views on responding to children with complex SEND needing more support (Boer, Pijl and Minnaert et al.: 2011). While Eagly and

Chaiken's (1993) attitudinal model comprised three components: cognitive, affective and behavioural, De Liver et al. (2007) described the three-attitude model components as:

- 'positive (feelings, thoughts and behaviours of liking);
- negative (critical feelings, thoughts and behaviours reflecting doubt and dislike toward the attitude object);
- neutral (or indifferent), reflecting weak positive and negative evaluations' (Markova et al., 2016: 556).

Eagly and Chaiken (1993) defined attitudes as psychological propensities articulated by appraising a specific entity or 'attitude object' with some favour or disfavour level. Attitudes are defined as how an individual feels and behaves in a specific way in each situation and in the context of inclusive education. These attitudinal changes are specific to diverse SEND and variables such as available support. The cognitive, affective and behavioural attitude elements are 'synergistically' related (Markova et al., 2016: 556); thus, positive beliefs about an attitude object create additional positive effective and behavioural links that are made (Eagly and Chaiken, 1993). Personal attitudes steer an individual's view of the attitude object when it is encountered, making the processing of information pertinent to that object (Houston and Fazio, 1989); those attitudes have a function of guiding behaviour (e.g., Fazio 1990) and may colour judgement (e.g., Kunda and Spencer, 2003). For example, a practitioner may hold strong or salient negative attitudes towards SEND, which may be triggered by the presence of children with complex SEND. Since attitudes consist of 'affective, cognitive and behavioural aspects,' practitioners' negative attitudes may incite added negative expectations of some children with complex SEND (Markova et al., 2016: 556).

3.5 Practitioner Resilience

Not evident in earlier studies of teacher attitude, resilience has become a key element for discussing teachers' ability to remain motivated to teach whilst facing challenges. Resilience is associated with attitudes and, thus, can be perceived as contentious. The apparent absence of the nature of practitioner resilience in the Inclusion discourse makes this aspect of attitude contentious as it points to a missing conversation; while resilience is common in other aspects of education, I believe it is a useful concept in discussing practitioners' attitudes to Inclusion.

Resilience is key to practitioners' attitudes and Inclusion since resilience: 'embodies the personal qualities enabling one to thrive in the face of adversity' (Connor and Davidson, 2003: 76). These characteristics correlate with practitioners' resilience towards implementing Inclusion successfully; however, while Avramidis et al.'s (2000a; 2000b) study did not use the word resilience, they found that practitioners' positive and negative attitudes correlated with the complexity of SEND, available support, specialists and training. Resilience can be seen as an individual's interaction with their environment, affecting one another (Luthar, 2006). Resilience is needed as practitioners manage to recover from setbacks and pressure, portraying common characteristics to manage challenges (Herrman, Stewart, Diaz-Granados, Berger, Jackson, Yuen, 2011). Resilience depends on how individual psychological characteristics interact with social systems such as the family, community, school and wider socio-cultural systems (Cefai, 2021). Thus, resilience alters according to individual traits, age, circumstances, and type of adversity (Cefai, 2021).

Writing about an agenda of criticisms of Teacher Professional Development that it was insufficiently holistic and constructivist, Hristofski (2012, 39) wrote about how beginning teachers apply concepts of social and emotional development in their early years of teaching. Speaking of

an Australian context, she discussed how the concept of 'resilience' was useful in 'increasing [newly trained teacher's] own emotional competency as a beginning professional.' Resilience also associates with a 'personality trait pattern that is mature, responsible, optimistic, persevering, and cooperative' (Eley, Cloninger, Walters, Laurence, Synnott and Wilkinson, 2013: 1). Resilience is about adapting to difficulty and pressure (Eley et al., 2013), vital for practitioners teaching wide-ranging SEND. Reflective, determined and confident practitioners maintaining self-control displayed more resilience than practitioners lacking these personality and cognitive factors (Green, Barkham, Kellett, and Saxon, 2014). Resilience and mindfulness are key components to an individual's well-being (Bajaj and Pande, 2015). Individuals develop more resilience as a function of being mindful, resulting in greater levels of well-being (Bajaj and Pande, 2015). Burke and Sutherland (2004) argued that the difficulties of including children with complex SEND led to practitioners leaving the profession. The changes in practitioners' attitudes increase with standards and expectations, indicating that pressure creates attitudinal disparities towards Inclusion and SEND (Sosu and Rydzewska, 2017). Ainsworth and Oldfield (2019) argue that practitioners' well-being is crucial for retaining practitioners. Practitioner resilience is key to including children with SEND in mainstream settings. Thus, Inclusion in a mainstream setting has become difficult to achieve, resulting from evolving policies, depleting support, resources, and rising numbers of children with diverse/complex SEND.

3.6 Practitioner Empowerment

The previous section discussed the absence of resilience from conversations concerning practitioner attitude. Resilience has surfaced as a key characteristic of practitioner attitude and a vital component in helping practitioners remain motivated to teach despite the challenges of including children with SEND. Practitioner empowerment is an attitude that is absent from the Inclusion discourse but evident in other discourses about practitioners changing practice. This

section discusses the second vital element correlating with attitudes and, thus, perceived as contentious. The policy provenance signalled that while policies empowered practitioners to implement Inclusion, they were similarly disempowering. Although empowerment may be missing from previous studies of attitudes, its presence as a key element in practitioners discussing their practice warrants its presence in talks about attitudes. Empowerment is a way practitioners discuss their attitude towards teaching and is a noticeable omission in current research discourses. Including practitioner resilience and empowerment lays the groundwork for their inclusion in this inquiry.

A case study prepared for UNESCO by the European Agency for SEND and Inclusive Education aimed to contribute towards addressing the 'knowledge gap' (identified by the UNESCO-IBE expert meeting in 2014) by empowering practitioners to address the diversity of learners by defining mainstream inclusive practices through inclusive teaching tactics via training and support (Donnelly, 2015: 7). The study's findings indicated a reciprocating effect to practitioners being empowered with the skills, expertise and attitudes, giving them the belief to implement inclusive approaches to addressing diversity in classrooms (Donnelly, 2015). The study recognised that supporting children from different backgrounds with diverse SEND was difficult; thus, it was vital to empower mainstream practitioners with the expertise and competence to overcome identified barriers. Therefore, practitioner empowerment and its correlation with attitudes are examined due to its contestation, complexity, and myriad interpretations. Attitudes characterise knowledge, emotions and responses towards people, experiences and situations (Rot, 1994). Ekins (2015) posited that mainstream practitioners could not feel empowered in stressful environments due to the complex SEND that can affect their emotions and reactions to Inclusion.

In successive analyses of educational policy, Ball (2013, 2017, 2018) drew on a Foucault lens, suggesting that policies engendered knowledge and, through this power of knowledge, mainstream practitioners were better equipped to understand and teach children with SEND. Ball (2013) noted that these same policies could create difficulties for practitioners, generating a sense of disempowerment in teaching children with SEND: a view reiterated by Norwich (2014), Allen and Youdell (2015) and Lehane (2017). Norwich (2014) revealed that the CoP's (2015) guidance was vague about identifying children with SEND. Lehane (2017: 54)) argued that getting the proposed support is difficult 'for three-interconnected reasons: discrimination and power, the context of austerity and the emptiness of the rhetoric'.

Thus far, I have discussed the effects of mainstream practitioner power/disempowerment filtering through policies. Many previous policy analysts relied on a Foucault lens to observe power and disempowerment. This section draws on Foucault (1926-1984) whose work constantly filters through educational/Inclusion policies affecting practitioners' attitudes.

Foucault (1926-1984), a French philosopher well-known for his discussion on power, knowledge and discourse, focussed on social institutions' studies, including the prison system and psychiatry (Waller, Whitmarsh and Clarke, 2011). While Foucault did not offer a way of understanding children's experiences, others who relied on Foucault's philosophy around power did by drawing on his philosophies. Allan (1999) believed Foucault's work had significance to the study of special education in two respects: first, his analyses of discipline and punishment, medicine and madness hold relevance to the experiences of children with SEND. Foucault was mainly concerned with how individuals were constructed as 'social subjects, knowable through disciplines and discourses' (Allan,1999: 18); second, Foucault's (1977: 208) methodology or 'box of tools' made it possible to analyse SEND's official discourses and those operating in schools (Allan, 1999), resulting in

extensive policies, like the CoP (2015), which, along with empowering practitioners to identify and include children with SEND, created additional workload and challenges, which, in effect, disempowered them.

Foucault (1980) did not always regard the effects of power negatively; neither did he see the power relations of domination as permanently fixed. Inclusion has benefited practitioners with knowledge and expertise in SEND. If applied effectively, power can be productive as it forms resistance to authority (Glazzard, 2011). However, policies created difficulties for practitioners who felt disempowered while struggling to include children with SEND. Thus, there was a growing need to build capability within individual schools by identifying the required training for staff relating to the 'profile of needs within the school context' (Ekins, 2015: 44).

For Foucault (1977), the panopticon was a powerful model for social critique as constant surveillance encouraged individuals to monitor and adjust their behaviour. Panopticisms' threefold characteristics: 'supervision, control and correction are central in distinguishing elements of power relations existing in the education system; for example, when policies are applied or children are disciplined, they are not excluded; rather, they are: 'fastened to an apparatus of knowledge transmission' (Faubion, 1994). Allan (1993: 31) suggested that the 'governmental regime' for children in mainstream settings had several characteristic features. For example, it involved the 'exercise of pastoral power on children with SEND, aiming for a kind of salvation (Foucault, 1982), suggesting protectiveness and concern for children's well-being. While consequences encouraged children to comply, compassion ensured children with SEND were included as much as possible.

Rabinow (1984), who utilised a Foucault lens, posited that Foucault was interested in the role of devices like disciplinary techniques and surveillance apparatus in influencing how individuals constructed themselves and their environment: these control apparatuses intended to create

compliant individuals. From this perspective, Townley (1993) suggested that individuals were conceived as being subject to a range of disciplinary influences. Hope (2013: 44) suggested that following a stringent timetable and ongoing assessments correlated with panopticism: 'fashioning a discourse of control'. Foucault (1977) employed the panopticon design as a powerful model for social analysis; proposing that surveillance could motivate individuals to monitor and adjust their behaviour (Hope, 2013). Foucault's (1977) surveillance model correlates with Inclusion since monitoring and interventions provide a greater understanding of Inclusion. While Foucault's (1977) panopticon model was not designed with Inclusion in mind, its ideology has enabled more subtle approaches to manage children's behaviour, monitor areas of concern, progress and provide suitable interventions to support learning and expectations (Hope, 2013).

Including children with complex SEND via inclusive policies correlated with exercising 'power over' individuals, suggesting that power and powerlessness correlated with attitudes. For example, despite practitioners' apprehension about complex SEND, policies shape and determine which children are included in mainstream settings (Karlberg, 2005). Dunne (2008), using a Foucault lens, suggested that 'discourse is inextricably linked to power and knowledge', with knowledge becoming a matter of how specific ideologies are seen as true. Foucault's disciplinary power model provides a way of thinking about Inclusion. Modern methods of disciplinary power resonate with Foucault's ideology, as educational settings apply the power to discipline and punish via rewards and consequences to inspire education; these tactics are more compassionate approaches to empower practitioners to include; however, these very approaches disempower practitioners as they face challenges trying to include children with diverse/complex SEND.

The chapter examined the nature of mainstream inclusive practice as multifaceted, complex and contested. Practitioners' attitudes were examined amidst evolving policies, austerity and depleting

support, training and specialists. Although Inclusion in mainstream settings evolved to include all children, the literature highlighted contributing factors that created less inclusive environments. Researchers like Avramidis (2000a; 2000b) noted that practitioners' attitudes towards Inclusion were powerful, with Inclusion correlating with positive and negative attitudes. Generally, practitioners' attitudes were positive; however, diverse/complex SEND, insufficient training, support and specialists created difficulties and fluctuating attitudes towards Inclusion (Hodkinson, 2016). The continuing challenges underline the importance of practitioner resilience and empowerment to foster Inclusion and SEND in a mainstream setting successfully. The literature review highlights that successful Inclusion is not only contingent on practitioners' perceptions and attitudes but their resilience and empowerment. The constant challenges for practitioners to include children with diverse/complex SEND made Inclusion difficult and, at times, impractical to achieve. Thus, like the policy provenance, this literature review continued to help refine the research question: What effect do Practitioners' Perceptions and Attitudes have towards Inclusion for children with SEND in a mainstream setting?

Chapter 4: Methodology

4.1 Introduction

This chapter presents the rationale and justification for the selected research design and methodology. Philliber, Schwab and Samsloss (1980) attribute a research design to a "blueprint" for an area of research, dealing with four problems: 'what questions to study, what data are relevant, what data to collect and how to analyse the results' (Yin, 2014:29), which was investigated as a case study inquiry (Yin, 2014).

4.2 Research Aims

The purpose of the study was to address the following aims:

- To explore practitioners' [teachers, headteacher, CEO, TAs] perceptions, attitudes and resilience towards Inclusion for children with SEND in one primary school in England.
- To examine the theoretical constructs of Inclusion and models of disability and their effect on practitioners' attitudes towards Inclusion in a primary school for children with SEND.
- To explore alternative ways of thinking about SEND in a primary school context.
- To apply a Foucault lens to analyse power issues practitioners encountered while dealing with inclusive practice.

4.3 Research Methodology

The research question identified for this study emerged as an issue of concern in my teaching practice (Chapter 1) and was refined into this inquiry question with both a policy provenance (Chapter 2) and a literature review (Chapter 3). This inquiry's question was: What effect do Practitioners' Perceptions and Attitudes have towards Inclusion for children with SEND in one primary mainstream setting?

4.4 Ontology and Epistemology

Hitchcock and Hughes (1995: 21) suggest that 'ontological assumptions give rise to epistemological assumptions; these, in turn, give rise to methodological considerations, which give

rise to issues of instrumentation and data collection'. This view, according to Cohen, Manion and Morrison (2007: 5), is concerned with understanding the world; that is informed by how we view our world, what we take understanding to be, and what we see as the purposes of understanding'. My view of knowledge is that it is different for different people with no single truth. Instead, each participant shares their version of truth concerning Inclusion and SEND in conjunction with what and how they experience something. From my position, by choosing to interview practitioners, I have searched for common ground and differences between what the practitioners shared to identify themes of knowledge. My research epistemology was concerned with the knowledge participants had formed and communicated via interviews and questionnaires (Cohen et al., 2007). The epistemological question steered me as a researcher to debate 'the possibility and desirability of objectivity, subjectivity, causality, validity and generalisability' (Patton, 2002:134).

The ontological questions advance researchers to inquire what kind of reality exists; is it: 'A singular, verifiable reality and truth [or]…socially constructed multiple realities?' (Patton, 2002:134). Ontology refers to 'the nature of our beliefs about reality' (Richards, 2003: 33). This study's ontology reflects multiple realities about Inclusion expressed by participants working in a mainstream setting. For my ontology, this research has taken a constructivist view of truth (Braun and Clarke, 2013). While ontology explored practitioners' assumptions as they approached their social reality involving Inclusion and children with SEND, this research's epistemology revolved around practitioners' discourse meanings (Bates and Jenkins, 2007).

Epistemology can be defined as an individual lens created via our worldviews, used to understand knowledge, such as Inclusion (Egbert and Sanden, 2014). The practice examined in this inquiry was informed by my professional practice and the personal history I bring to this practice. According to Braun and Clarke (2013: 30), constructivist epistemologies argue that:

> the world and what we know of it do not reflect an 'out there' true nature of the world… waiting to be discovered, but that what we know of the world, and ourselves and other objects in the world is constructed (produced) through various discourses and systems of meaning, we all reside within.

The epistemology lens practitioners utilise to view Inclusion in a mainstream school creates their beliefs and knowledge; from this viewpoint, each practitioner possesses a unique framework or combination of beliefs and understandings grounded on the growth of experiences immersed in their lifetime (Egbert and Sanden, 2014). The epistemology is based on a belief that practitioners can articulate their knowledge about Inclusion and SEND. Extensive situations that include socioeconomic, cultural and family backgrounds, learning encounters, professional experiences, personal interactions and events that form an individual's existence are responsible for engendering each individual's ability to observe the world, including a unique understanding of knowledge (Egbert and Sanden, 2014). Essentially, 'the understandings and beliefs that we hold develop in conjunction with and because of our experiences' (Egbert and Sanden, 2014: 18).

As practitioners' experiences change, their truth can change; this means 'there is no one truth, which a certain method allows access to – there are knowledges rather than knowledge' (Braun and Clarke, 2013: 30). Knowledges are viewed as social artefacts and are seen as social, cultural, moral, ideological and political (Braun and Clarke, 2013). A critical viewpoint is usually adopted concerning professed truths and taken-for-granted knowledge. From this perspective, truths can be created in various ways; however, constructivism as an epistemological position does not mean that knowledge is just 'made-up' and 'anything goes' (Braun and Clarke, 2013: 30); rather, 'knowledge of how things are is a product of how we come to understand it.' For instance, Inclusion in a mainstream school being perceived as complex, contested and multifaceted is a product of history theorising its meaning by various theorists, rather than an independent fact with a singular meaning and outcome. Usually, the process of knowledge constructivism remains

empirical in that it is grounded in data, and a form of understanding is pursued (Braun and Clarke, 2013).

4.5 Interpretive Paradigm

My stated ontology and epistemology aligned with an interpretive research paradigm which provided the perspective that multiple versions of reality are 'very closely linked to the context they occur in' (Braun and Clarke, 2013:6). For instance, practitioners' reality and truth are based on their daily experiences while teaching children with diverse/complex SEND, which provide insights into how people constructed their views of Inclusion in a mainstream school. According to Robson (2002: 25), people are 'conscious, purposeful actors who have ideas about their world and attach meaning to what is going on around them'. Thus, many practitioners' realities are contingent on their experiences with children, training and support, which they may continue to construct, interpret and reflect on outside the education arena (Egbert and Sanden, 2014).

4.6 Case Study

Since this issue was a contemporary phenomenon within its real-life school context, this inquiry was investigated as a case study (Yin, 2014) and was based on extensive data collection studying practitioners' perceptions and attitudes towards Inclusion in a mainstream school for children with SEND; the case study allowed for an in-depth 'exploration of a bounded system' (Creswell, 2008: 476). Furthermore, a case study design with a mixed-methods approach was adopted to explore the research question and aims, allowing me to address more complicated questions and collect a richer and stronger array of evidence that could not be accomplished by any single method (Yin, 2014). Practitioners' attitudes towards Inclusion in a mainstream school were based on their lived realities, which were understood, captured and analysed by examining the knowledge generated through asking and answering questions (Braun and Clarke, 2013). Finally, the findings were

compared and contrasted with the empirical research outlined in the policy and literature chapters to determine the significance of practitioners' attitudes toward Inclusion for children with SEND.

A case study is inclined to utilise certain data collection methods in the interpretive paradigm, such as semi-structured and open-ended interviews, rather than surveys or experiments (Cohen et al., 2007). According to Yin (2014: 16), a case study is an empirical inquiry that 'investigates a contemporary phenomenon (the 'case') in depth within its real-world, particularly when the boundaries between phenomenon and context may not be evident.' The inquiry focussed on in-depth interviews, which elicited rich data from practitioners with wide-ranging experience and demographic backgrounds (Crouch and McKenzie, 2006). For this inquiry, the case study was a primary school in England and the unit of analysis was practitioners and TAs.

Reflecting on my position as an insider/outsider within this inquiry was required. I needed to remain aware of my emotions since I was a mother of a child with SEND. Likewise, my direct involvement as an educator with children having SEND could affect me emotionally, thus clouding my judgment while conducting interviews and analysing data and literature. Using a reflexive approach whilst analysing the data, I was cautious about making assumptions and challenged my awareness to be reflexively vigilant. I ensured that I questioned and reflected rather than taking anything at face value (Gallais: 2008). This meant my position as an insider/outsider came with advantages and disadvantages. I needed to identify myself and my role during this research as it could impact the way I analysed the data. I felt emotions would always be linked with research despite our need to detach from them. Thus, it is vital to acknowledge this while analysing the data, which I have done by remaining reflective during this inquiry (Gallais: 2008).

The study provided me with opportunities to 'strive to portray what it is like' to be in a particular situation, to catch the close-up reality and work with a 'thick description' (Geertz, 1973: 312) of

practitioners' lived experiences of their social reality and meanings (Robson, 2002). Social realities are subjective as knowledge is based on an 'individual's perception of an object or event despite the attributes of the object or event itself' (Egbert and Sanden, 2014: 16). The social realities were also subjective due to practitioners' varying perceptions and attitudes toward Inclusion and SEND (Egbert and Sanden, 2014). This case study involved understanding a complex social phenomenon explored in detail from practitioners' perspectives, sharing their knowledge and views, resonating with their experiences about Inclusion in a mainstream school (Yin, 2014).

Yin (2014: 29) suggested that case studies answer 'why and how research questions rather than simply what.' They, therefore, have the potential to 'evaluate' or 'explain' a phenomenon like Inclusion in a mainstream school. Yin (2014: 29); suggested that a research design should include five components and the first three components should comprise:

- 'defining your study's questions,
- Its propositions and,
- Its unit of analysis' (Yin, 2014: 36).

The first three components helped me select a case study approach to the research design and helped identify the collected data through semi-structured interviews and questionnaires. The final two components comprised:

- The logic linking the data to the propositions and
- The criteria for interpreting the findings' (Yin, 2014: 36).

The final two elements helped me decide how to analyse my data (Yin, 2014). The strength of a case study approach lies in my ability to apply rigour towards investigating the case in-depth, 'probe, drill-down and get at its complexity' (Arthur, Waring, Coe and Hedges, 2012:102). A case study's strengths and weaknesses also require recognition; for example, a major flaw associated

with a case study is representativeness and whether the findings can be generalised to other cases or even prove or disapprove a particular theory. The data provided viewpoints from a larger group of participants with extensive knowledge and experience. Data from the interviews and questionnaires provided a deeper understanding of the complexity and contestations of Inclusion in a mainstream school. Using a mixed-methods approach, I combined the 'qualitative and quantitative research techniques, approaches, concepts or language into a single study' (Johnson and Onwuegbuzie, 2004:17). While one of the limitations of a case study was representativeness and whether the findings could be generalised to other cases, generalisability was not this research's purpose. It provided opportunities to study Inclusion in-depth and then relate the findings to other mainstream settings and research; this is vital as the findings would support and add to the current knowledge. My goal, also, was to collect, present and analyse data fairly, making it transparent (Yin, 2014).

4.7 Location – Research Setting

The location for this inquiry is a three-form entry primary mainstream school accommodating approximately 750 children. This school is my workplace and has a demographic base of pupils from diverse ethnic backgrounds, with most children (97%) speaking English as an additional language (EAL). At the time of research, two children had Educational Health Care Plans (EHCP) without funding. Five other children were considered for an EHCP and 14 children with EAL were assessed for a SEND diagnosis. The establishment taught children with wide-ranging SEND: ASD, Attention Deficit Hyperactivity Disorder, global learning delay, dyslexia, physical disability, hearing and visual impairments, speech, language and communication difficulties and medical conditions including: eczema, asthma, allergies and diabetes.

4.8 Research Approach/Design

The research study questions originated from the literature concerning Inclusion in a mainstream school and practitioners' attitudes towards SEND. Practitioners' perceptions and attitudes were elicited since they constructed their pedagogical practices, resulting from their daily experiences and accruing knowledge, which partially shaped their practices (Pearson, 2009). The word practitioner was used in this thesis to include teachers, the CEO, HT and TAs, though TA was used when I referred to them.

Practitioners continue to encounter challenges while implementing Inclusion in a mainstream school (Boer et al., 2011) owing to rising numbers of children with SEND entering an education system not fit to cater for their complex SEND (Hodkinson, 2016). Thus, this inquiry seeks to capture practitioners' perceptions and attitudes towards Inclusion in a mainstream school and its effects on their practice, which varies because truths change as practitioners' experiences change (Braun and Clarke, 2013). The terms by which individuals make sense of and understand the world correlate to their social-cultural contexts in the setting (Braun and Clarke, 2013).

The anticipated variation in practitioners' perceptions and attitudes depended on their experiences and daily classroom challenges. In the literature review, Rix (2015) proposed that research suggested practitioners' attitudes influenced their relationship with children with SEND and how they worked with them. Practitioners have unique abilities and resilience levels to work in and understand the SEND field.

The aim was to include practitioners with varying experiences across the setting, providing variety to my inquiry. This approach provided an insight into practitioners' beliefs, experiences and truths from a heterogeneous group of practitioners (Arthur et al., 2012). Bryman (2012: 390) believed:

> The significance of this stress on multiple accounts of social reality is especially evident in the trustworthiness criterion of credibility…if there can be several possible accounts of an aspect of social reality, it is the feasibility or credibility of the account a researcher arrives at that will determine its acceptability to others.

Trustworthiness and credibility were maintained in my inquiry as the participants working in different positions of power in the setting shared multiple accounts. Credibility and trustworthiness increased as participants were asked to read and validate their social world experiences.

4.9 Methods

To begin my research, initially, I arranged a meeting with all staff to introduce myself and share my research intentions with the headteacher's permission. I explained that the information sheet [appendix 1], an ethics requirement (British Educational Research Association, 2019), provided details about my research's purpose and informed the potential participants that their shared expertise concerning Inclusion in a mainstream school and SEND would contribute to my research area. Finally, I offered a brief insight into the benefits and disadvantages of Inclusion and this inquiry. From the meeting arranged with the Senco before the inquiry was conducted, I learned that classes had similar numbers of children with SEND, indicating a balance of children with SEND across the setting.

4.10 Participants Sampling Strategy

A purposeful representative sample of nine practitioners was selected across the setting (Cohen et al., 2007). As this was a small-scale case study, the small sample size was justified (Yin, 2014). The interviewees were teachers, the headteacher and the CEO. Data was collected using semi-structured interviews. For the remaining twenty-seven participants [Teachers, TAs, LMs], data were obtained with a questionnaire that included open-ended questions and a five-point Likert scale soliciting agree, strongly agree, unsure, disagree, and strongly disagree (Cohen et al., 2007).

Data from both methods provided a deeper understanding of the complexities and contestations of Inclusion in a mainstream school, as including questionnaires resulted in a larger representation of all staff from across the setting with responses to similar questions.

Choosing an appropriate sampling strategy to select participants for the interview phase was vital as it affected the data collection and analysis (Silverman, 2014) process. 'Purposive sampling,' a non-probability form of sampling, was used as flexible and tactical; this approach helped me elicit comments from a balanced sample of practitioners representing the school population (Silverman, 2014). The flexibility to select a specific sample of participants provided greater insight and in-depth understanding (Patton, 2002) of practitioners' beliefs about Inclusion and SEND. The sample selection enabled me to include various practitioners with extensive expertise. This study was 'bounded' by time and place as data was collected from 2016-17 over six months (Creswell, 2008: 476). Once a demographic representative sample was formed, practitioners were approached and invited to participate in an interview. Diversity allowed me to explore different views from practitioners working in education for many years (Cohen et al., 2007).

Although purposeful sampling for the interviews provided flexibility to select practitioners who represented characteristics relevant to my research question, I was aware that researcher subjectivity [discussed later] could occur at any point, so I used a criterion sampling approach, which allowed me to sample all units [practitioners] meeting a particular criterion (Bryman, 2012), including demographics and experience of Inclusion and SEND. Thus, I excluded units of analysis less relevant to my research, such as the physical education [PE] coach teaching children once a week. Purposeful sampling allowed me to select practitioners who provided rich data relevant to my research area (Cohen et al., 2007).

There are always disadvantages to any research, as individuals may feel uncomfortable disclosing and sharing the realities of their daily classroom experiences. However, confidentiality and anonymity were observed to minimise potential disadvantages [discussed later], as pseudonyms were substituted for names (Cohen et al., 2007). Notifying participants about the advantages and disadvantages enabled them to make informed choices regarding their participation. Despite the disadvantages, confidentiality and anonymity allowed participants to voice their views without being identified (Bryman, 2012). My approach remained reflective and mindful of the BERA (2019) guidance.

The headteacher's participation was integral as her prior teaching experience acted as a whole school lens since her views were a shared vision and values she held for her setting (Lawlor and Sills, 1999). TAs' opinions about Inclusion in a mainstream school were solicited with a survey rather than an interview, as interviewing every participant in the setting was unviable. Since TAs spent much time supporting children with SEND, their views about Inclusion and SEND were vital; thus, the whole school, including all the TAs and the remaining practitioners who did not participate in the interviews, were invited to complete a questionnaire; this approach ensured that everybody in the setting could voice their views about mainstream Inclusion and SEND if they so wished. Maintaining professional relationships during the research helped reduce researcher subjectivity as participants were selected solely on their relevance to the research question (Cohen et al., 2007). A strategic approach was utilised to ensure data collection did not continue unnecessarily over a prolonged period (Cohen et al., 2007).

4.11 Piloting the Interview Questions and the Questionnaire

Before conducting interviews and distributing questionnaires, I piloted one interview and questionnaire with two practitioners to check each question's clarity and relevance. The pretesting

of both data-collecting tools was crucial to their success and the research outcome. Evaluating each question's intricacies allowed for modifications, improving accuracy, clarity, and understanding (Cohen et al., 2007). The interview and questionnaire questions were similar, allowing greater transparency in participant responses. Piloting helped ensure question length and ambiguity were considered, resulting in the effective use of practitioners' time (Denscombe: 2007) and collecting data pertinent to my inquiry. Relevant questions and clarity increased the accuracy and understanding of participants' accounts of their daily practice and views on Inclusion without being led by my questions (Rapley: 2001). Reviewing the pilot study improved question transparency, leading to the revision of several questions.

4.12 Interviews

The questions drawn together for this research inquiry revolved around Inclusion and SEND in a mainstream school, as it was an area that troubled me from my experience with SEND. The extensive literature about SEND and Integration/ Inclusion in a mainstream setting informed the questions and correlated with my SEND experience. Once I had my set of questions [appendix 4], I adopted a responsive interview approach to undertake the interview, and this responsiveness may have added additional questions to each interview. The interview is a flexible data collection tool used to reciprocate responses between the interviewee and the interviewer. I drew on Rubin and Rubin (2012: 37), who used the term 'responsive interview' as the interview process involved a flexible questioning pattern where:

> …questions evolve in response to what the interviewees have just said, and new questions are designed to tap into the experience and knowledge of each interviewee (cited in Flick, 2014: 208).

Every participant appeared to speak without hesitation and answered all my questions. Their willingness to provide detailed responses inferred that participants were not intimidated by my

insider status (Kerstetter, 2012). Participants were reassured that they could omit questions or halt the interview at any point if they so wished. I was aware that my personal beliefs, values and knowledge about Inclusion could intrude during the interview questioning and probing phase; for example, probing can be problematic as difficulties can occur when participants have not understood a question and thus require clarification or further probing. Thus, I remained aware of what I said, the signals I sent through my body language, facial expressions and the probes that could influence the participants (Bryman, 2012). I carefully rephrased each question; this approach helped me avoid asking leading questions. To ensure what I constructed and interpreted was transparent, if the participant asked, I repeated questions and used additional prompts to clarify and ensure that participants' knowledge was not misinterpreted. For instance, a strength in interviewing was that I could repeat and rephrase questions participants were unsure how to answer or that they misunderstood. These approaches brought transparency during the interview as the participants could articulate their answers with greater clarity.

The responsive interview approach focussed on the interviewees' experiences and knowledge, which emerged by fostering trusting relationships between the interviewee and me, leading to constructive and meaningful conversations (Cohen et al., 2007). As an insider, I successfully built trusting relationships with participants across the setting (Kerstetter, 2012). It was important to reiterate that I had only been working in the setting for three months at the point of this inquiry. As I was part of the setting, I faced fewer challenges engaging with research participants and I was able to use their shared experiences to gather a richer data set (Kerstetter, 2012).

The semi-structured interview acted as a powerful instrument. It allowed me to assess responses, ensure interviewees understood the questions and provide detailed answers (Cohen et al., 2007). The following three question types were utilised to elicit responses and provide rich data: 'main

questions,' 'follow-up questions,' and 'probes' (Rubin and Rubin, 2012:116-119). This approach aligned with responsive interviewing as, after the main question, I utilised follow-up questions [appendix 5] in response to the interviewee's replies. Probes were used to prompt practitioners with recalling and reflecting on their experience and practice in response to my questions. When to ask follow-up questions and when to probe was complex; deciding when to follow-up could only be made in a concrete interview situation, which depended on individual responses. A guide was devised for interview participants consisting of questions designed to elicit answers correlating to the research question about Inclusion and SEND in a mainstream setting. Probes informed by the literature were used to delve further into the participant's experience, providing additional detail about how they viewed Inclusion.

Bryman (2012: 227-28) suggested the 'social desirability effect' referred to evidence that some participants' responses to questions were related to their perceptions of the social desirability of those answers. Thus, a response perceived to be socially desirable is more likely to be endorsed by interviewees than one that is not. Including open-ended questions and rephrasing helped minimise the social desirability effect. Participants' responses related to their knowledge and experiences about SEND and Inclusion in a mainstream school. Subjectivity in qualitative interviews was associated with the development of questions, interpretation of my questions and participants' responses (Bryman, 2012). The participants could express their opinions, share their experiences, philosophies (Kvale, 1996; Brown, 2006; Hopkins, 1993) and respond with detailed responses via probes. The prompting and probing encouraged interviewees to share their daily experiences and feelings about teaching children with SEND in heterogeneous classrooms, often without adequate support or training. I remained vigilant of my subjectivity when responding, ensuring my questions and probes were sensitively constructed according to the interviewee's responses. For instance, I would not probe further if I sensed that the participant felt uncomfortable sharing a particular

experience. I repeated or rephrased questions for clarity as, sometimes, participants were uncertain how to relate a question to personal experience (Johnson and Onwuegbuzie: 2004). Flexibility during the interview increased interaction and provided access to the participant's world about Inclusion and SEND (Silverman, 2006) in a mainstream school. I was aware that asking practitioners to participate could initiate a shift in their behaviour; thus, I utilised open-ended questions related to practitioners' Inclusion and SEND experience. Any questions and discussions that emerged from participants' responses helped overcome practitioner subjectivity.

The interviews were audio-recorded to provide accurate renditions, rather than taking notes (Yin, 2014). All the audio recordings were transcribed, contributing to my analysis and providing a powerful data source (MacNaughton, Rolfe and Siraj-Blatchford, 2001). The audio recordings allowed for 'rich data' to be collected (Denzin and Lincoln, 2000); however, the recordings also provided vast data, requiring time to read and analyse. While the interviews are regarded as an 'interchange of views between two or more people on a topic of mutual interest' and seen as the 'centrality of human interaction for knowledge production' (Cohen et al., 2007:349), interviewees can feel uneasy or placed at a disadvantage. Selltiz et al. (1962: 583) explained: 'interviewers are human beings…their manner may affect the respondents.' Irrespective of how little individuals think they know about a topic and how unbiased they feel, I was aware that it is not possible for anyone not to hold preconceived notions (Egbert and Sanden, 2014).

Several steps were followed to minimise subjectivity, including piloting the interview and questionnaire to eradicate leading questions and provide clarity (Bryman, 2012). Transcripts were emailed for verification; three participants replied to verify their approval. Although the remaining six participants did not respond by email, subsequent conversations led to their transcriptions' approval. While conducting the research, I was mindful of my responses to participants' views and

shared experiences from their viewpoints. This approach required me to reflect and construe my understandings, look at my beliefs and develop a critical eye toward interpreting the data and what each participant was saying (Alvesson and Skoldberg, 2000).

4.13 Questionnaires

As it was impossible to interview all the practitioners in the setting, I invited other practitioners to contribute to this inquiry via a questionnaire [appendix 6]. The aim was to gain practitioners' perspectives about Inclusion in a mainstream school and children with SEND, for which reason the questionnaire and interview questions were similar. To maintain this strategic approach, once the interviewees were selected and interviews arranged, questionnaires were distributed inviting the remaining practitioners, TAs and LMs to participate. This approach supported data collection and enabled me to conclude the research over a set time. Questionnaires allowed for a larger cohort of participants. They were used to elicit additional data to build the case study (Arthur et al., 2012), proving a vital data collection instrument and providing qualitative and quantitative data. The questionnaire was less time-consuming, did not need the researcher present and could be completed at the participant's convenience (Cohen et al., 2007). Questionnaires were distributed to everyone except the nine interviewees. The return response was positive; 27 practitioners from the remaining 52 [excluding nine practitioners] returned the completed questionnaires. Questionnaires were transcribed once an interview was concluded; further questionnaires were completed before transcribing the next interview.

Questionnaires were emailed electronically and distributed personally, with additional copies in the staffrooms. This research was a 'collective case study' (Silverman, 2013:143) as nine practitioners (cases) were interviewed and 27 questionnaires completed, which accounted for 11 teachers, 15 TAs and one LM. The difference was that there were no prompts or probes for detailed responses.

The questionnaire solicited demographic data, including type and level of training, years of experience, and prior SEND training. A summary example is shown in the table [figure 3] below.

No. of Interviews = I	No. of Questionnaires = Q	Gender Total	Age Categories	Experience Range (Years)	Position	Prior SEND Training
9	27	F = 6 - [I] M = 3 - [I] F = 27 - [Q] M = 0 - [Q]	21 – 30 = 6 31 – 40 = 14 41 – 50 = 13 51 – 60 = 3	20 years + = 5 15 -19 years = 8 10-14 years = 10 5-9 years = 9 0-4 years = 4	T = TA = HT =	I – Y = 7 - [T] I – N = 2 - [T] Q – Y = 7 - [TA] Q - Y = 5 - [T] Q – N = 9 - [TA] Q - N = 7 - [T]

Figure 3

It progressed to eliciting each practitioner's perceptions and attitudes towards Inclusion in a mainstream school. Section A included 14 open-ended qualitative questions directed at the level and effect of training, experiences, feelings and attitudes towards Inclusion. Section B utilised a quantitative approach using the Likert Scale with different attitude statements. Respondents were asked for their level of agreement or disagreement with a series of closed-ended statements creating a 'multiple-indicator'. The Likert scale allowed me to measure each respondent's intensity level about an issue (Cohen et al., 2007). Section B consisted of 28 quantitative statements, requiring each response categorised on the Likert scale. The Likert scale provided a range of response categories to each statement, as indicated in the exemplar table [figure 4] below.

Figure 4 **Responses ranging from strongly disagree to strongly agree**

1. Inclusion for all children works better in theory rather than in practice.				
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
☐	☐	☐	✓	☐

The statements collected numerical data as respondents were asked to select and tick 1 of 5 categories from strongly disagree to strongly agree. Along with advantages, there are disadvantages to Likert scales; they provide little detail and are prone to ambiguities and

misinterpretations due to the researcher's absence. Also, participants could not be prompted to seek clarification for misunderstood statements (Cohen et al., 2007). There were limitations for practitioners in adding further comments to any statement. Respondents' attitudes were measured using agreement categories as they were more transparent, allowing participants to tick a meaningful word rather than a number. As indicated in the exemplar table below [figure 5] [appendix 2], responses to each category were collated, counted, and organised.

Figure 5 **Total responses ranging from strongly disagree to strongly agree**

Q1	Inclusion for all children works better in theory rather than in practice				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	3	5	2	14	4

4.14 Qualitative Analysis

The previous section referred to collecting and collating data solicited from interviews and questionnaires. This section describes the interview and questionnaire analysis process. Thematic analysis was selected owing to its flexibility, as I could utilise an iterative approach to analyse the data (Braun and Clarke, 2013). Denscombe (2007: 288) posits that the qualitative analysis process involves the following five stages in logical order:

- 'Preparation of the data;
- Familiarity with the data;
- Interpreting the data (developing codes, categories and concepts);
- Verifying the data;
- Representing the data'.

Although the five stages were usually followed, there were occasions during the research when I revisited the different stages. Denscombe (2007: 288) qualified his claims of a logical sequence, suggesting that 'particularly coding, interpreting and verifying the data' may not follow logically. For example, to begin with, participants identified Inclusion in mainstream settings, but later, some data indicated that Inclusion in a mainstream school was about children with SEND.

Transcribing and analysing the data helped make sense of participants' views regarding Inclusion and the reasoning behind these feelings and opinions. This approach helped me gain a deeper understanding of the collected data and delve 'beneath the surface' (Braun and Clarke, 2013: 174); because 'qualitative data derived from interviews…typically take the form of a large corpus of unstructured textual material, they are not straight forward to analyse' (Bryman, 2012: 565). Miles (1979, in Bryman, 2012: 565) describes the large amount of qualitative data as an 'attractive nuisance because of the attractiveness of its richness and the difficulty of finding analytic paths through that richness.' Familiarising myself with the data was vital to ensure that I was not captivated by the richness of the data but remained vigilant against failing to carry out an accurate analysis.

The initial process involved repeatedly reading each transcript and as interesting and pertinent keywords and phrases appeared, they were colour-coded to assist in the analysis. Coding was a vital part of my analysis; it was a tool for thinking about the meaning of the information and reducing large amounts of data (Huberman and Miles, 1994). While keywords and phrases were noticed instantly, I remained vigilant by not delving into them in the first instance. What I saw in the data helped enrich the ongoing analysis process. Learning about Inclusion in a mainstream school through experience and literature provided me with predetermined codes associated with my research question. While I initially colour-coded the data, my approach shifted towards selecting examples from all data – interviews and questionnaires – that spoke to one of the three themes identified in the literature review, correlating to the first sub-question. Thus, the first part of chapter five was revised, as the first stage of coding, identifying examples of practitioner comments related to three themes:

- Multiple perceptions of Inclusion in a primary mainstream school.
- Varying attitudes about Inclusion in a primary mainstream school.

- An array of ways in which Inclusion in a primary mainstream school affected practitioners and children.

After the first phase of thematising, I identified themes for the facets indicated by the research sub-questions [Chapter 5]. Data was organised under themes that had been identified from the literature review. Data contradicting my views were not overlooked, for instance, the belief that Inclusion in a mainstream school was always manageable in practice, not theory. Rather, I sought both affirming and disconfirming evidence. These approaches guarded me against failing to carry out accurate analysis and distorting my findings (Bryman, 2012). Gaining insight into practitioners' interpretation of truths in the setting provided an understanding of the possibilities of what they perceived and why they felt in a particular way towards Inclusion in a mainstream school for children with SEND and how they inevitably acted. To interpret participants' shared meanings, I needed to delve further than just 'surface meanings' (Denzin and Lincoln, 2000: 525). Participants' 'views, ideologies, situations and structures' were considered; this approach helped me clarify their views about their lived reality by studying tacit meanings and meaning-making (Denzin and Lincoln, 2000: 525). For example, participants shared their beliefs about Inclusion in a mainstream school and what they believed it looked like in a classroom.

The iterative method, which I initially utilised via a colour-coded approach, enabled me to identify themes in a data-driven, 'bottom-up' approach to retrieve interviews and questionnaires data (Braun and Clarke, 2013: 178). Rather than only focussing on keywords and phrases correlating with the research and appearing significant, I delved deeper by looking for potentiality in the comments, encouraging deeper thinking and reflection (MacLure, 2013). The inquiry was deconstructed with the support of the literature review into manageable sub-questions. Each sub-question emerged with several themes involving SEND and Inclusion: key phrases/words such as 'Inclusion' is about all children, support, and specialists. This process provided a detailed

understanding of what the data revealed as the process of analysing and reflecting on my analysis was the 'systematic engagement with the data' (Braun and Clarke, 2013: 205) that identifies with a rigorous inquiry. Braun and Clarke (2013) recognised that all research was influenced within a qualitative paradigm and the researcher's influence is just one of several effects. Hence, as Bell (1993) posited, it is easier to recognise that subjectivity is likely to play a part in interpreting the data rather than removing it. For example, a key cause for reflecting on the development of interpretations is deciding how a 'researcher's self or identity in a situation intertwines with their understanding of the object of investigation' (Peshkin, 2000:5). Holding knowledge about Inclusion from the onset helped shape my 'forthcoming interpretations with a particular state of mind and its implications" (Peshkin, 2000: 5).

I maintained positive relationships, remained professional, non-judgemental and open-minded to participants' responses. A professional relationship was upheld with my two supervisors, who provided constructive feedback, enabling me to reflect on the data and explore the notion of multiple interpretations. In my analysis, I needed to interpret what the participants had said in the data. It was all about looking for potentiality in comments which appeared to; 'reach out from the inert corpus of the data to grasp us' (MacLure, 2013: 228). While analysing, I searched for meanings, patterns, codes and themes, exerting an interest that emanated a 'glow' or 'wonder' from the data (MacLure, 2013: 228). The openness during the interviews related to what I wanted to learn and acquire (Sofaer, 2002) and led to unforeseen themes like Inclusion associated with labels. The data were read, interpreted, understood and assigned to emerging categories (Denscombe, 2007).

The categories from the data were scrutinised and identified as themes, which were grouped (Cohen et al., 2009). I elicited similarities, differences, discrepancies and patterns organised into

categories (Cohen et al., 2009). Like the interview data, an iterative process was utilised to read each questionnaire, analyse the data and eventually draw out codes (Arthur et al., 2012) pertinent to my research (Bryman, 2012). After collection, the questionnaire responses were documented, collated and thematically analysed. The open-ended questions were coded and broken down into identifiable themed subsets. Coding is the starting point for most qualitative data analysis, also known as 'process indexing' (Bryman, 2012: 575). The recurring codes in the data were formulated into themes: for example, 'Inclusion is for all children.' This process continued until all the questionnaire questions were coded. The completed table showed the total responses for each statement from twenty-seven respondents. Incomplete was written for unanswered questions and statements in sections A and B, indicating no comment. As the statements were similar to the interview questions, I could compare and contrast data with each statement's themes: such as 'Effect of Training/Lack of Training.' The questionnaire information fell into 'two broad categories: facts and opinions' (Denscombe, 2007:155).

In practice, the stages between the initial data collection and the completed analysis do not actually occur in a logical cycle. Each stage is concluded before moving on to the next stage (Denscombe, 2007). There were occasions when, as a researcher, I needed to go back and forth between stages, particularly concerning coding, interpreting and verifying the data (Denscombe, 2007), because the process of analysing qualitative data tends to be 'iterative', with stages being revisited as part of what Creswell (1998: 142) and Dey (1993: 53) described as a 'data analysis spiral'. Writing Chapter 5 involved shifting between writing the analysis and describing how I would undertake the analysis as set out in this chapter. Moreover, triangulating the qualitative/quantitative data and literature strengthened my research findings (Arthur et al., 2012) as the extensive data formed a richer and stronger evidence base about practitioners' perceptions and attitudes to Inclusion for children with SEND in a mainstream setting. Both forms of data were sequentially integrated to

support the other at various stages of the study, scaffolding the emerging findings within a particular 'theoretical lens' to achieve multiple ways of seeing (Creswell and Clark, 2011: 271). As some practitioners' comments in the interviews and questionnaires linked with power, adopting a Foucault lens enabled me to look at issues of power. Foucault's (1972) notion of power and knowledge is relevant to practitioners' responses as research has iterated their attitudes to lay the foundations for effective Inclusion. Some interview and questionnaire questions related to power issues revolving around participants' experience, training and feelings about Inclusion and SEND. Foucault (1980) believed power was 'everywhere' and operates in many relationships: for example, between the researcher and participant. Participants' Inclusion and efficacy signalled facets of power and disempowerment as those in authority made decisions.

4.15 Triangulation

Triangulation was an important part of this inquiry as it deployed interviews, questionnaires and research literature to validate findings (Denzin and Lincoln, 2000). Smith (1996) posited that triangulation strengthens analytical claims and gains a richer story as Inclusion was considered from different viewpoints. By comparing and contrasting the data from the interviews, questionnaires and literature, I gained a deeper sense of participants' experiences and beliefs (Braun and Clark, 2013) about Inclusion. Triangulation reduced subjectivity, allowing me to view Inclusion through different lenses and gain a stronger representation and knowledge of attitudes toward Inclusion in a mainstream school (Flick, 2014). Triangulation was vital because it provided a basis for comparing and contrasting the particular to the general and the general to the particular, presenting richer data and holistic insight into the phenomena in question (Denscombe, 2007). Triangulating policy initiatives and goals with practitioners' views supported the interview and questionnaire data outcomes. My policy provenance (Chapter 2) was a source for data triangulation as Nakamura and Smallwood (1980: 31) suggested: 'policy can be thought of as a set of

instructions from policymakers to policy implementers that spell out both goals and the means to achieving those goals' (Denzin and Lincoln, 2000: 1004). However, policies also have pronounced links to education, Inclusion and practitioners, as Bryman (2012: 551) commented on documents suggesting; 'people who write documents are likely to have a particular point of view they want to get across', relevant to the policies; for example, the 2001 CoP, introduced by the Conservatives in 1994, was revised and updated by New Labour in 2001.

4.16 My Research Process

Figure 6 illustrates my adopted approach to analysing data from the case study based on the iterative thematic analysis and interpretation (Wolcott, 1994) of the collected data, particularly about extracting and understanding emerging themes. However, qualitative data analysis is not linear and requires an iterative approach to capturing and understanding themes and patterns (Miles and Huberman, 1984; Creswell, 1997, in Biggam, 2008).

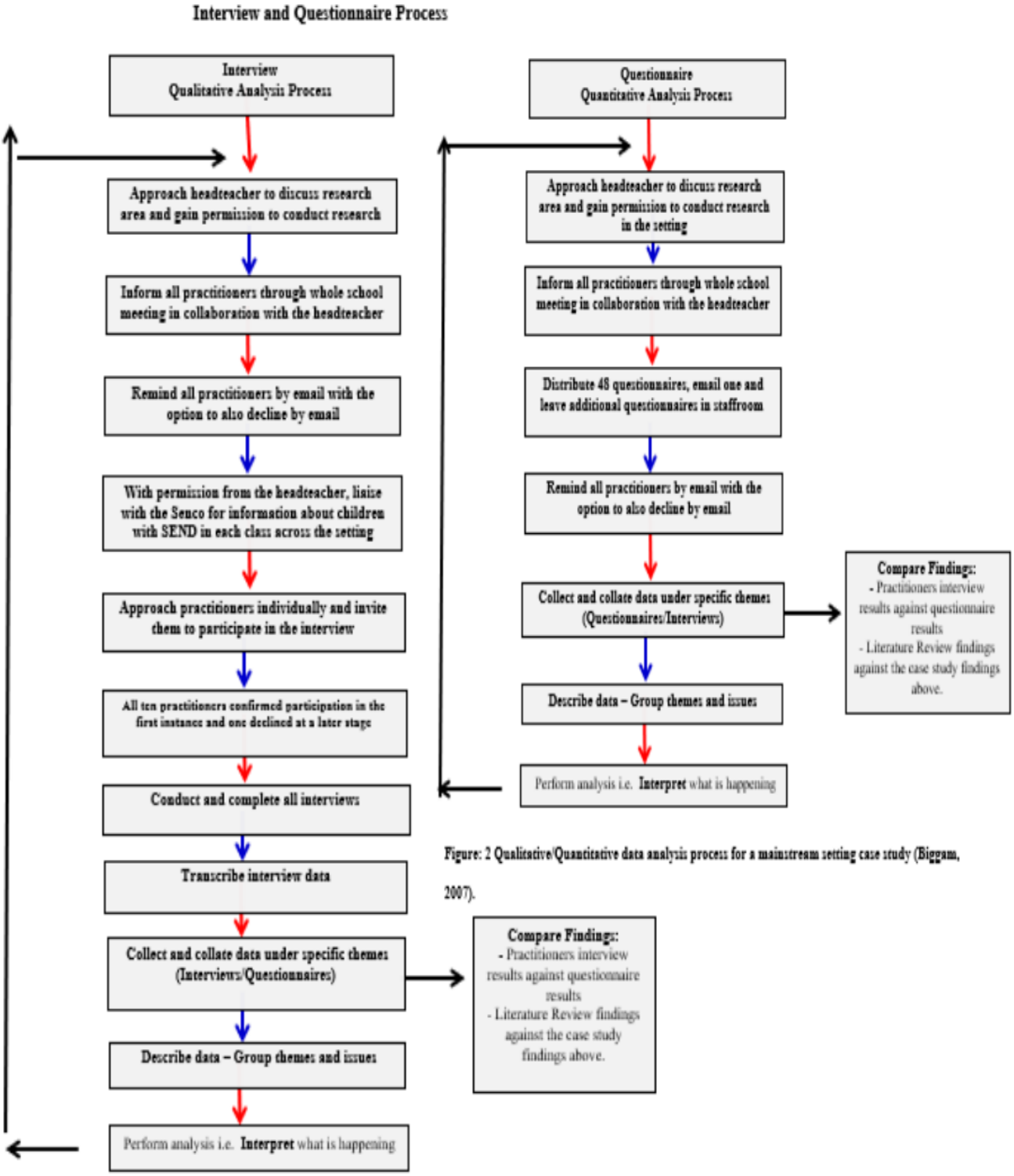

Figure: 1 Qualitative data analysis process for a mainstream setting case study (Biggam, 2007).

Figure: 2 Qualitative/Quantitative data analysis process for a mainstream setting case study (Biggam, 2007).

4.17 Transparency, Authenticity and Credibility

I aimed to improve this case study's transparency by: '…making the steps as operational as possible' (Yin, 2003: 38), like the sequence of events in the previous paragraphs, which is similar to researching as if someone was looking over my shoulder. Transparency equates to how the analysis was conducted: in other words, what I was doing when data was analysed and how conclusions were arrived at (Bryman, 2012). Arthur et al. (2012: 11) suggested that:

> educational research is transparent in the sense that its aims, methods, assumptions, arguments, data and claims are stated explicitly…Results and their supporting justifications are disclosed fully, taking care to minimise the danger of misinterpretation and made widely available. Prior beliefs, conflicts of interest of researchers are disclosed where appropriate. Sufficient information is given that another researcher could replicate or check the work.

This inquiry was made transparent as the aims were clearly articulated, along with participant selection, data collection methods, data analysis, the research purpose and how it was going to be conducted in writing and verbally. I reflected on which data was relevant, how evidence was gathered and how the findings materialised (Bryman, 2012). 'Transparency' also came through assumptions, data and articulated claims. My prior beliefs, knowledge and experiences were disclosed in the provenance chapter to avoid possible misinterpretations (Arthur et al., 2012:11).

To ensure authenticity formed the basis of this inquiry, I assured the research was fair (Arthur et al., 2012) and open to everyone in the setting. For the interviews, I utilised purposeful sampling to select nine participants. The remaining practitioners were given an equal opportunity and invited to participate in the research by completing a questionnaire. Participants were encouraged to reflect and share their experiences through various questions and statements about Inclusion. The research was also conducted according to the canons of good practice' (Bryman, 2012: 390) and to achieve this, I took various steps, such as using a mixed-method approach, triangulating, gaining confirmability from participants regarding their transcripts and gaining a second and third opinion

from my supervisors to read various chapter iterations. Transparency and credibility were vital as the findings were required to be authentic. The interview participants could verify the credibility of the data, so they were asked to read the transcripts. Credibility is defined by Guba and Lincoln (1989: 237 in Arthur et al., 2012: 43) as 'the match between an evaluator's representation and the 'constructed realities' of respondents'. Another form of credibility was triangulation, which involved mixed methods to identify the studied phenomenon [SEND, Inclusion] (Burch and Heinrich, 2016). These approaches resulted in constant reflection on my research approach and interrogating my beliefs, assumptions and experiences.

4.18 Role of the Researcher

All research 'involves making interpretations and inferences, whose…credibility requires establishing and justification for the nature and extent of the domains to which those interpretations and inferences are, and are not, applicable' (Arthur et al., 2012: 41). Moreover, Cohen et al. (2007: 171) asserted; 'researchers are in the world and of the world.' Thus, my role in how I conducted the research was significant. Personal qualities: an open, inquiring mind, good listener, sensitivity and responsiveness to contradictory evidence are essential to perform an effective researcher's role (Robson, 2002). Practitioner workload and teaching commitments created difficulties in arranging suitable times to conduct interviews. While the establishment was my workplace, the transition to approaching and inviting practitioners to participate was not overly challenging: interviews were arranged at the practitioners' convenience.

According to Bryman (2012: 39), 'values reflect either the researcher's personal beliefs or feelings.' There is increasing recognition that researchers cannot completely overpower or suppress their beliefs or feelings (Bryman, 2012). I was aware that there were possibilities that my views and values could intrude at different or all of the following points:

- ‘Choice of research;
- Formulation of the research question;
- Choice of method;
- Formulation of research design and data collection techniques;
- Implementation of data collection;
- Analysis of data;
- Interpretation of data [and]
- Conclusion’ (Bryman, 2012: 39).

The likelihood of the interference of values materialising made it vital that I recognise that my beliefs and values could not be value-free. They could intrude at any of the above points during the research process. With this in mind, I reflected on my research approaches with the notion that my values, such as developing empathy, could materialise at any point. A reflective process exhibiting ‘reflexivity’ was used; I clarified my beliefs and attitudes that I brought to the inquiry, such as disclosing my interest in Inclusion and SEND, as these associations could affect what I heard and saw (Bryman, 2012:39). The mixed-methods approach and participants’ reading their transcripts also reduced misconceptions and subjectivity in this inquiry.

It was inevitable that subjectivity would emerge during the research; hence, being aware and acknowledging this was vital. While participants were invited with the notion of free will, there was a potential that when asked, they felt inclined to say yes. This could have led to a reactive approach where participants may have changed their behaviour by not fully disclosing what was happening in their class (Cohen et al., 2007). I was mindful about making assumptions regarding the shared information; I questioned and reflected rather than taking what was shared at face value (Gallais: 2008). I reflected on MacLure’s (2013: 238) ‘capacity for wonder that resides and radiates in data, or rather in the entangled relation of data-and-researcher.’ This approach encouraged me to step back, evaluate and interrogate the data cautiously and then compare and contrast the data with the questionnaire data for similarities and differences. I kept an open mind to any emerging irregularities, which, I felt, related to MacLure’s (2013: 238) idea of ‘entanglement’. My

appreciation of each practitioner's role enabled me to empathise and understand (Hockey, 1993). As an insider, I built relationships of trust (Kerstetter, 2012) with participants, engaging them and using their shared experiences to gather richer data (Dwyer and Buckle, 2009). However, I remained cautious about separating my experiences from the participants' (Kanuha, 2000) and challenging questions about subjectivity (Serrant-Green, 2002).

It is vital, as a researcher, to make choices explicit about how I decided to represent the data collected from this inquiry. Transparency as a researcher was key; thus, I collated examples in tables according to the data's themes in Chapter 5, giving the reader a choice to read the comments concerning inclusion, perceptions, attitudes and affect.

4.19 Ethical Considerations

Ethics is at the heart of research and a 'central principle to research practice: it involves power relations.' (Denscombe and Aubrook, 1992: 115). These powers were apparent in my research setting. The power hierarchy was linked to practitioners' positions; for example, the CEO held the greatest power level in decision-making, with the headteacher following. Again, teachers held power by their title; for instance, the assistant headteacher held less power than the deputy headteacher but more than a class teacher. Despite the different positions of power, there was no sign of influence in this research. I also remained sensitive and professional, ensuring that the role and relationship between myself and the interviewees remained uncompromised during the entire process (Cohen et al., 2009, Bell, 1993). Power also could emerge if practitioners felt inclined to share information they thought I wanted to hear (Bryman, 2012). Participants also maintained the power to halt the research at their discretion.

This inquiry had full ethical clearance from the university. I had approval from the Birmingham City University Faculty of Health Education and Life Sciences Faculty Academic Ethics

Committee (BCU HELS) to conduct my research in a mainstream primary setting. The institution's ethical guidelines were adhered to by ensuring the institutional ethics committee initially approved this research's contents. A 'descriptive thematic analysis' (Braun and Clarke, 2013:174) was used to analyse practitioners' comments to identify attitudes towards Inclusion in a mainstream school. I also justified my sampling method, data collection and analysis approach to facilitate this inquiry's purpose. All participants were provided with information about the research and informed of their right to withdraw if they wished (Denscombe: 2007). Ethical consideration informed the entire research process, where the pertinence of topic, design, methods, confidentiality, analysis and dissemination of findings were negotiated with openness, sensitivity, and honesty. I remained as objective as possible by looking beyond my preconceptions and subjectivities (Brooks, Riele and Maguire, 2014; Cohen et al., 2007). Willen (2004:160) believed researchers must 'take responsibility for the well-being of people who participate in your research.' I informed participants about the recording method and gained consent to audio-record each interview (BERA: 2011). Yin (2014: 76) asserted:

> Avoiding bias is but one facet of a broader set of values that falls under the rubric of 'research ethics… a good case study researcher will strive for the highest ethical standards while doing research. These include...being honest…and accepting responsibility for one's own work.

I required permission to access the setting and participants from the gatekeeper [headteacher]. Hence, a clear rationale was formally presented in writing and signed. The research was ethical as various approaches were adhered to, including confidentiality, anonymity and not asking leading questions (Cohen et al., 2007). The questionnaires provided anonymity, as participants were not asked to write their names. I probed with sensitivity at key interview points. I was aware of my responsibilities toward the well-being of the participants throughout the interviews (Willen, 2004). I was aware that power and knowledge could filter through my inquiry because my knowledge and

association with Inclusion and SEND were strong. Ball (2013: 22) explained to Foucault, 'knowledge was always an ethical and political practice' as practitioners developed their understanding of SEND and used their knowledge to achieve Inclusion in a mainstream school.

The 'perception of power as rational, mobile and adaptable has implications for research ethics' (Brooks et al., 2014: 25). Everyone involved in the inquiry was in a position of power as the power could shift during the research; when I interviewed the CEO and headteacher, I felt they were in power because of their position as leaders. However, while interviewing classroom practitioners, I felt the power was mutual between myself and the interviewee. If power is utilised sensitively, it can be a positive phenomenon (Foucault, 1980). For example, participants shared their knowledge and experience about Inclusion in a mainstream setting, generating positive outcomes for children. Brooks et al. (2014) suggested Foucault's work had pertinence to research ethics as expectations help ensure everyone participating in the research is treated with respect and integrity.

Chapter 5: Analysis and Findings

5.1 Introduction

This chapter represents an analysis and discussion of the interview and survey data providing insights into practitioners' perceptions and attitudes towards Inclusion in an English mainstream primary school for children with SEND, adding new knowledge to this research area. As discussed in my methodology chapter, interviews were used to solicit comments from nine practitioners in the setting; questionnaires with similar questions to the interviews were used for the remaining 27 practitioners [11 teachers, 16 TAs] from a total of 57 practitioners. I made a conscious choice not to delineate the interviews and questionnaires. The data from the interviews and questionnaires were combined to hear practitioners' voices holding different positions of power, which included: the HT, CEO, LM, TAs and teachers. The aim was to explore and analyse the differences and similarities voiced by each respondent and interviewee in unison about Inclusion and children with SEND in a mainstream primary school. Merging all the respondents' and interviewees' responses provided a complete picture of the effect/affect of Inclusion on practitioners and children with SEND in a mainstream primary school.

A thematic analysis based on literature discourses (Braun and Clarke, 2013) was used to identify themes in the data from the interview and the questionnaire responses. The analysis provided insights into practitioners' diverse perceptions of Inclusion and their related attitudes to that educational initiative. The themes that emerged from the analysis were based on examples pertinent to each identified theme; keywords/phrases were identified in the exemplar data and highlighted for transparency, presented in tables with a pseudonym code to identify interview (I) responses and questionnaire (R) responses, which correlated with a number to identify each participant.

This chapter analyses the data collected from the interviews and questionnaires. For greater diversity, the participating interviewees and questionnaire respondents all held different positions of power, offering insights into extensive experiences and challenges teaching and supporting children with diverse/complex SEND. From the analysis, four phases emerged; phase 1 provides an insight into the participants' demographics. Phase 2 explores practitioners' perceptions about Inclusion, identifying four perceptions: Inclusion is about children; Inclusion is about labels; Inclusion is about the environment/setting where learning occurs; Inclusion is about the presence/absence of support. Phase 3 moves on to practitioners' positive and negative attitudes about Inclusion and Phase 4, the final phase, explores the affect/effect of Inclusion on practitioners' practice.

My overarching research question was, 'What effect do Practitioners' Perceptions and Attitudes have towards the Delivery and Practice of Inclusion for Children with SEND in a Primary Mainstream School? Exploring the literature pertinent to this practice enabled the question to be considered in the light of three sub-questions:

- What are Practitioners' Perceptions in the Research Setting concerning Inclusion for Children with SEND in a Primary Mainstream School?
- What are the Attitudes of different Practitioners concerning Inclusion for Children with SEND in a Primary Mainstream School?
- How do Practitioners' Perceptions and Attitudes affect their Practice?

Based on the three sub-questions, the analysis fell into four phases. Phase one discusses the demographics, providing participants' background information. Phases two, three and four formed several facets of practitioners' perceptions and attitudes towards Inclusion in a mainstream school and children with SEND. Each facet is discussed in detail to explore Inclusion.

5.2 Phase 1: Demographics

The demographics data presented below in tables 1a [interviewees] and 1b [questionnaires] reveal practitioners': ethnicity, gender, qualifications, the year training was completed, age category, training in SEND/Inclusion during ITT, years of experience, position, current year group and specific SEND training.

Table 1a
I = Interviewee — **Demographics Background Information**

	Ethnicity	Gender F= female M = Male	Qualifications ITT = Initial Teacher Training	Year Training completed	Age Category	Training in SEND - Inclusion during ITT	Number of years experience [At the point of research]	Position held - current year group	Specific Training in SEND
I1	British - Indian	F	BA Honours - ITT	1994	51 - 60	No specific SEND training – Familiarisation - Differentiation - Learning Styles	24 Yrs.	Teacher – Supply teacher – All key stages	N
I2	British - Bangladeshi	M	BA Honours – PGCE - NVQ Level 2 - ASD	2005	31 - 40	Rarely received SEND training – Very limited – Little input on SEND	13 Yrs.	Assistant Head Teacher – Year 6	Y
I3	British - white	F	BED Honours – ITT - NPQH, National Professional Qualifications for Headship	1990	41 - 50	Very little recollection of being prepared to think about and cater for SEND [Felt out of depth]	28 Yrs. [At the point of research]	Executive Headteacher	N
I4	Greek - Cypriot	F	BA with QTS [Cyprus Masters's Degree]	2010	21 - 30	Some specific SEND modules during BA – No specific SEND training	7 Yrs.	Teacher - Reception	N
I5	British - Pakistani	F	BTEC National Diploma – BA – ITT - Middle Leaders – Leading from the Middle/MPQH	2000	41 - 50	Some SEND discussions - Small Inclusion module during BA – No specific SEND training	18 Yrs.	Headteacher	N
I6	British - Indian	M	GNVQ in Health and Social Care - Access Course - BA Joint Honours in English and History - PGCE	2002	31 - 40	No recollection of SEND training during PGCE	12 Yrs	Teacher – Year 3	Y
I7	British - Afro-Caribbean	F	BSE - PGCE	2000	41 - 50	Theoretical Knowledge on SEND and Inclusion	15 Yrs.	Teacher – Middle Leader – Year 1	Y
I8	British - Indian	F	BA in English - PGCE	2005	31 - 40	Introduction to SEND – Nothing specific such as Autism	14 Yrs.	Assistant Headteacher – Year 2	N
I9	British - Indian	M	PGCE with QTS	2015	21 - 30	Theoretical Knowledge – very little practical awareness of including SEND	9 months/ 0 Yrs.	Teacher year 4	N

The data in table 1a [above] reveals that interviewees were predominantly female, with only three male practitioners employed in the establishment. Practitioners' years of experience were extensive, spanning 28 years to under one year. Also, training in SEND varied, with only three out of nine practitioners having any recollection of receiving specific training in SEND.

Table: 1b **Demographics Background Information**
Questionnaire Respondents = R

	Participants Gender F= female M = Male	Qualifications ITT = Initial Teacher Training	Year Training Completed	Age Category	Training in SEND during ITT/TA Training	Number of years experience and Position [At point of research]	Position Held– Teacher [T]/Teaching Assistant [TA]	Specific SEND Training
R1	F	BAEd	1991	41-50	No comment	20	T	N
R2	F	Level 3 - TA	2007	51-60	Some autism Training	18	TA	Y
R3	F	PGDipED specialist in early years	2016	21-30	No comment	0	T	N
R4	F	BA Honours	2015	31-40	No comment	8	T	N
R5	F	Bed Honours	1990	41-40	Special school placement	28	T	Y
R6	F	NNEB – Diploma in Nursery Nursing	1998	31-40	Special school placement- experience of various difficulties	17	TA	Y
R7	F	NNEB CACHE	2002	41-50	Some training in SEND	18	TA	N
R8	F	Childcare Learning Development	2010	41-50	No comment	6	TA	N
R9	F	NVQ Level 3 - TA	2012	21-30	General overview of SEND	4	TA	Y
R10	F	Childcare Learning Development Level 3	2009	31-40	Some training- 1 module	9	TA	Y
R11	F	NVQ Level 3 - TA	2003	41-50	No comment	16	TA	N
R12	F	Childcare Learning Development - NVQ Level 3	2009	41-50	No comment	7	TA	N
R13	F	BAEd – Masters of Education	1995	41-50	No comment	17	T	N
R14	F	NNEB	1990	51-60	In-depth training around behaviour and indicators	28	TA	Y
R15	F	Early Years NVQ Level 3	2006	41-50	No comment	10	TA	N
R16	F	QTS	2001	41-50	No comment	16	T	N
R17	F	PGCE	2007	31-40	Hearing impairment/autism	10	T	Y
R18	F	QTS	2016	21-30	Special school placement-one term	2	T	Y
R19	F	NVQ Level 2 & 3	2011	41-50	No comment	5	TA	N
R20	F	BA Honours	2004	31-40	No comment	13	T	N
R21	F	NVQ Level 1-2-3 – CCLD Level 1-2-3	2005	31-40	No comment	13	TA	N
R22	F	NVQ Level	2008	31-40	No comment	9	TA	N
R23	F	BA Honours – PGCE	2002	31-40	No comment	14	TA	N
R24	F	NVQ Level 3 Stalis supporting teaching in schools	2012	21-30	Makaton training/ CCLD – level 1 & 2	5	TA	Y
R25	F	Childcare Learning Development	2007	31-40	Included in NVQ	9	TA	Y
R26	F	NVQ Level 3	2004	31-40	No comment	13	TA	N
R27	F	BA Honours & PGCE	1999	31-40	No comment	18	T	N

Table 1b [above] indicates that all the participants were female. Participants' years of experience ranged from 28 years to below one year. Only 10 of the 27 participants could recall receiving specific training in SEND.

The demographic data in tables 1a and 1b show that practitioners held teaching or leadership positions at the school identified as the case for this inquiry. The key difference between the two groups was that all the interviewees were teachers, while the questionnaire respondents consisted of teachers, TAs, LMs, and the Special Education Needs Coordinator [Senco]. Each interview participant was asked about the specific training during their ITT. Participants for the questionnaire, like the interviewees, were asked about training. The questionnaire question related to training was general as it asked if they had any training and whether it was explicitly in SEND. Participants were asked to share the training they had received to support children with SEND in a mainstream establishment. The data indicated the lack of training in SEND for most practitioners, 24 [13 practitioners and 11 TAs], who had started their profession with no specific SEND training. In comparison, 13 [6 practitioners and 7 TAs] acknowledged receiving some SEND training before joining the profession. Later in this section, a detailed data analysis will be provided, looking at practitioners' perceptions of which factors facilitated and affected them implementing Inclusion in a mainstream school.

5.3 Phase 2: Perceptions about Inclusion

Whether it was an interview or a questionnaire, the first question asked the participant to define Inclusion. Multiple perceptions of Inclusion were evident in practitioners' responses. Some perceptions reflected the research's articulated aims, shared with the participants in an information sheet before the interview commenced and attached to the questionnaire.

Four different perceptions of Inclusion were evident in the participants' comments on this first question; each perception consisted of several facets, which will be discussed and analysed.

- Inclusion is about all children: 'all' to indicate groups of people as in logistics, supporting children's needs, social justice, rights and equality and holistic facet;
- Inclusion involves labels for children: unidentified SEND requiring support, identified SEND and practitioner-generated labels;
- Inclusion is about the environment or setting where learning occurs: the mainstream, special school, access to a supportive environment, learning inside/outside the classroom;
- Inclusion is about the presence or absence of support: finance, resources, TA and general support, ITT, in-service training and specialists.

5.2.1 Inclusion is about all Children

There were various responses to the first question in the interview and questionnaire. Thematic analysis was utilised to single out examples of definitions of Inclusion to seek common words or phrases. Tables 2a [interviews] and 2b [questionnaires] list examples of responses to the question about defining Inclusion that have in common the word 'all' or similar words to 'all', such as everybody (I8) and everyone (I8).

Table 2a Inclusion is about All Children	
I1	*…Inclusion would be to* ***encompass everything for all children****…it's that…****holistic approach*** *that* ***every child*** *should be able to access all parts of the school curriculum.*
I2	*…the school is trying to build an ethos…will cater for whichever style of learning…background…religion…so it is about* ***a school trying to cater for all of the needs of all…pupils*** *regardless of what they are.*
I3	*Inclusion is* ***for all children****…you could say that a child that is the most gifted has got a special need…so it's any child…*
I4	*…an environment where* ***everyone can be included****…everyone…****all needs can be covered****…****all children feel accepted*** *and can achieve something…it's an environment where* ***everyone is included****…****can show what they are capable of****…where* ***everyone can achieve something****…better than what they could achieve before*
I5	*…how that has* ***evolved*** *over time…while I was a new practitioner****, whenever somebody said inclusion, I always thought about*** *the* ***children that were SEN****…but the children that were SEN lower ability, not the SEN gifted and talented, because those are not recognised…as I've continued, I've recognised,* ***it's every child****…whether they're SEN…and they've got a special need…they need extra support…gifted/ talented…that is also inclusion…EAL…sight…speech…****every individual must be included in that practice****…some individuals need extra opportunities…extra support.*
I6	*…in my first year of teaching, I…thought Inclusion was children who are…SEN…going through the year's inclusion…meant vast things, children who are not on SEN…that whole word inclusion…it's a complicated one…so* ***its reaching out to all children****…*
I7	*…having to think…how do I meet this group of children's needs?…* ***the right strategies****…****right methods for all children, it challenges you*** *So teacher and other children,* ***all children thinking*** *how we make this work…*
I8	*…Inclusion is* ***including everybody****, different types of learners, children who have different needs…****everybody is catered for****…*
I9	*Inclusion is…getting the children involved, not hindering their progress…getting them involved within the lesson itself and allowing them to express themselves…****Inclusion is for everyone****…we plan for all the children. We* ***plan for everyone…and we make sure everyone has a chance***

Table: 2b Inclusion is about All Children	
R1	***No person can be excluded*** *from any lesson/trip…should* ***ensure all can access*** *all experiences.*
R2	*Even though they have* ***difficulty in learning****, they have a* ***right to take part*** *in every activity like others.*
R3	*...creating an* ***inclusive environment for all children,*** *regardless of their situation, to thrive.*
R5	*Inclusion means ensuring the* ***needs of all children are met*** *so they can experience a broad and balanced curriculum.*
R6	*…****all children are accepted and included*** *in all activities.*
R7	*To* ***ensure all children are treated equally*** *and given the same care and support regardless of age, gender, ability.*
R8	*Valuing* ***all individual children****.* ***Equal access/opportunities for each child****. Respecting each child has rights.*
R9	*Allowing* ***all children to access*** *every activity by differentiating.*
R10	***Including all children*** *from different race, religion, cultures, gender disability*
R16	*Education in the classroom, which is planned and delivered* ***to help all children*** *in a class*
R20	***All children have the right to be included****… a right to equality in education and access to all areas of the curriculum.*
R21	*To* ***treat all children equally*** *and valuing individuals' needs and give equal access to education.*
R23	***Including all children*** *regardless of ability...*
R 25	***Include all children*** *regardless of race, gender, disability and culture/religion*
R 27	***Educating all children*** *despite of ability or learning barrier*

Although different practitioners referred to 'all' in their answer to the question about defining Inclusion, different facets of meaning were evident. For example, some practitioners used the term 'all' to indicate groups of people as in logistics comments, thus creating one facet of the perception that Inclusion is for all children. Other examples included "*encompass everything for all children"* (I1), as "*every individual has to be included in that practice"* (I5), "*everybody is catered for"* (I8) and "*No person can be excluded"* (R1). For R9, Inclusion was about "*allowing all children to access every activity by differentiating"* and "*educating all children despite ability or learning barriers"* (R27). Inclusion for practitioners embodied all children despite their "*style of learning, background or religion"* (I2).

The second facet of the perception that Inclusion is about all children was supporting children's needs. For example, "*trying to cater for all the needs of all…pupils regardless of what they are*" (I2), "*…all needs can be covered…"* (I4) and "*ensuring the needs of all children are met so that they can experience a broad and balanced curriculum*" (R5). Some practitioners defined Inclusion for all as including children with needs that were not "*SEND*" (I6). For I4, Inclusion was about "*…an environment where everyone is included…can show what they are capable of…*" and "*…can achieve something*". While practitioners associated Inclusion with children's needs, they used

words like '*trying'* several times, suggesting that Inclusion was difficult to achieve. Catering for all needs suggested that practitioners included children with difficulties not identified as SEND; for example: "*Trying to build an ethos…where…a school [is] trying to cater for all…pupils regardless of what they are"* (I2). Practitioners' comments indicated that integrative practices were applied while including some children with SEND (Hodkinson, 2020).

The third facet of the perception that Inclusion is about all children relates to social justice, rights and equality; I5's comments posited a progressive view toward social justice: *"I've recognised it's every child…every individual has to be included in that practice…"* Similarly, R20 explained, "*All children…have the right to be included…a right to equality in education"* with "*…access to all areas of the curriculum"*. Other practitioners drew on similar vocabulary associated with social justice that Inclusion was about "*all individual children*" (R8), each having "*Equal access/opportunities*" and r*especting each child has rights*". Inclusion for R21 was about treating "*children equally…valuing individual's needs*" and providing "*equal access to education*". While children with SEND "*have difficulty learning, they have a right to participate in every activity like others*" (R2). Practitioners' comments about equal access, opportunities and rights aligned with Winzer (2000), who suggested that Inclusion was about social justice and equitable education, where schools ensured children with SEND were part of the school community (Tutt, 2007). Practitioners' comments suggested that effective Inclusion is about the 'quest for equity, social justice, participation and the removal of all forms of exclusionary assumptions and practices' (Zoniou-Sideri and Vlachou, 2006: 379).

The fourth facet of the perception that Inclusion was for all children was 'holistic', a term I1 used in describing her approach to Inclusion. Other practitioners' comments similarly suggested a holistic facet in using the term all; for instance, practitioners' and TAs' comments echoed that

Inclusion was about "*including everybody"* and embracing "*different types of learners*…" (I8). Inclusion was also about children being "*involved"* and "*being allowed to express themselves"* (I9), including *"all children regardless of race, gender, disability and culture/religion"* (R25). I5 looked outside the realms of SEND, associating Inclusion with the "*…gifted/talented…EAL…*" and children with "*sight…speech*" impairments (I5). A holistic perspective suggested that Inclusion encompassed everything for all children, with all parts of the curriculum accessible to every child (I1). While Inclusion was associated with all children, practitioners identified Inclusion with SEND; for example, "*they have difficulty in learning*" (R2), a "*disability*" (R10, R25) and "*educating all children despite ability or learning barrier*" (R27). The children labelled with LD included children not identified with SEND.

This section identified four facets for the perception: Inclusion is about all children. While practitioners' comments in this study indicated that the four facets required consideration to ensure children's diverse/complex needs were met, the data analysis implied that Inclusion is for all children which, pointed to some confusion in understanding the defining premise of the Salamanca Agreement. This matches the contestation evident from the policy provenance, signifying that practitioners did not fully understand Inclusion as policies like the CoPs (2001; 2015) were vague; the literature similarly underlined that there are multiple and diverse meanings about Inclusion (Braun and Clarke, 2013; Hodkinson; 2020).

5.2.2 Inclusion Involves Labels for Children

The second perception of Inclusion evident in practitioners' interview and questionnaire responses was that Inclusion involves labels. Examples of the perception that Inclusion involves labels for children are listed in tables 3a [interviews] and 3b [questionnaires]. These examples were selected based on practitioners' reference to the three facets: the word label to identify a SEND, an

identified SEND label or practitioner-generated labels. Sometimes this form of SEND labelling could be general; for instance, "*difficulty in learning*" (R2) and labels specifying a disability, such as "*Attention-deficit/hyperactivity disorder"* (ADHD) (I1). The tables show which text informs the analysis with keywords/phrases referring to labels highlighted.

Table 3a Inclusion Involves Labels for Children	
I1	*They can feel excluded…some children probably do, where you've got practitioners not being aware…they need to be reflective and be aware that children absorb comments because children are like sponges…because they don't respond, it doesn't mean…don't internalise…they then themselves* ***might label themselves****…we're* ***SEN****…that's not ok because that almost limits them…you don't want them to use that as an excuse…* ***well we're SEN****, we can't do this…then that's ok…there's a lot of…* ***open labelling going on****…by some practitioners…children are referred to as…* ***the SEND group*** *or…* ***lower group****…I think that lowers their self-esteem, when you have peers saying…* ***we're the highers*** *and that's them…* ***the lowers****,*
I2	*…factors could be a* ***child with ADHD****, could be a* ***child with ASD****, it could be a child with a* ***hearing impairment****,* ***sight impairment****, but it also could be a* ***child who's got a different language, no English, different community****…with my experience of inclusion, it's,* ***being broader than just SEND****… it's* ***not just children who are in need of special needs****…you also got the other facet…children who have no needs like that, but…****they've got Inclusion needs*** ***because perhaps they might not speak English as a first language…****you're making sure that your school can include those children within the learning as well… I had* ***children with very little English****…*
I3	…whatever the **difficulty** of a child…you…make sure…they are included in everything…**whether it's a physical, mental, emotional difficulty**……sometimes you can't actually see a difficulty, it might be somebody that's… got an eating allergy…children that have…very **low touch dyslexia** sort of specific learning to those children that…***have limited understanding intellectually****…*
I4	*… my child* ***fed by a tube*** *can be a part of everything… it's for everyone… that's maybe teacher's* ***lower expectations*** *because if 5 children need more work…teacher has less time to help everyone else*
I5	*…there's* ***autism****…****ADHD…dyspraxia…speech and language,*** *all of those different needs children have…****medical needs…diabetes…epilepsy****…could be* ***hearing impaired, visually impaired…dyslexia… or Tourette's****…*
I6	*…it's not much different to your* ***lower ability****…But if it is something specific and understanding like* ***ADHD****…NQTs who…don't exactly know what it is all about…will just see it as a behaviour problem…****levelling and labelling children****…****you're kind of stigmatising children straight away you're labelling them****…*
I7	*…children should be included in mainstream education as much as possible…****We shouldn't sort of stick a label on*** *and say…because you have got a* ***hearing impairment****, you can't be a part of a mainstream school, or you have perhaps a* ***visual impairment****…*
I9	*…getting the children involved, not hindering their progress…****I am talking about SEN children…who are labelled SEN****…*

Table: 3b Inclusion Involves Labels for Children	
R4	*Inclusion means to* ***include everyone who has disabilities*** *and children with no disabilities in everyday life.*
R11	*When any child is included/educated in a mainstream school* ***regardless of disability***
R12	*Children who* ***are SEN or have a disability*** *have the right to be educated in mainstream schools alongside other children.*
R13	*Providing a* ***child classed as SEND*** *with the same opportunities in school.*
R14	*Inclusion would be* ***for children with SEND*** *to be included…****Hearing impaired, SEN****…****not at the level*** *they are supposed to be*
R17	*Including all children* ***despite any learning difficulties****….****EAL*** *– 3* ***SEND*** *–*
R22	*Allowing* ***the SEND children*** *to feel fully included…*
R20	*2…****gifted*** *in some areas – 13…****GLD*** *(good level of development) – 5* ***working towards GLD*** *– 6 below ARE – 2* ***EAL*** *– 2* ***SEND***
R26	*When you include all children,* ***no matter what special needs*** *they might have.* ***Physical needs*** *–* ***developmental need****…*

This perception of Inclusion identified three facets: unidentified SEND requiring support, identified SEND and practitioner-generated labels. This section suggests that labelling reflects practitioners' perceptions of placing children into ability groups. Thus, children are identified by their group label. The first facet of labelling was about children not identified with a SEND label but requiring additional support; this included children whose learning was below the national expectations, "*English as an Additional Language/gifted*" (R20) and children with "*limited*

understanding intellectually" (I3). Labels can have negative connotations, as I1 believed that when practitioners openly labelled groups of children, like, the "*lower group*", it lowered their "*self-esteem*", resulting in some children feeling "*excluded*" without practitioners being aware. I1's comments further suggested that open labelling could negatively affect children with SEND. Practitioners must be "*reflective and aware that children absorb comments because children are like sponges*". Just because children do not "*respond, it doesn't mean…they don't internalise*" the comments they hear. I1's comments suggested that open-labelling could create an environment of self-labelling, leading to some children associating themselves and others with labels; children might say, "*…we're the highers and that's them… the lowers*". This form of self-labelling indicates that children may lower their expectations or feel intimidated by their peers' and practitioners' comments which, according to I1, "*almost limits them*" and is used as an excuse, "*well, we're SEN, we can't do this…that's ok*". I1 found such an atmosphere unacceptable, with I6 positing: "*levelling and labelling children…you're stigmatising…*" Open labelling can create situations where children feel practitioners do not hold high expectations; thus, children work according to their given label, limiting their potential. In contrast, I7 suggested that labels should not hinder, "*We shouldn't…stick a label on and say…because you have a hearing impairment, you can't be a part of a mainstream school*". I7's comments indicated awareness of the potential of labels and using labels to include, not exclude. Not stigmatising children via a label was an important assertion from I1 and I7, suggesting that practitioners were aware of the harm of labelling children. Practitioners' comments suggest that labels are prevalent and are used to identify children's educational needs to group them appropriately.

The second facet identified with labels was 'SEND labels.' These labels helped to distinguish the impairments that warranted children to be described as SEND; several needs were expressed with a physical description: "*hearing impairment*", "*visual impairment"* (I7) and *"physical* (I3) need.

Other categories included children with ASD, "*Tourette's*" (I5), *"medical*" needs (R25), "*emotional"* needs, "*epilepsy*" (I5), "*Global Development delay*" (R21), "*children who have limited understanding intellectually"* (I3), "*diabetes*" (I3), and "*physical needs*" (R26). Practitioners stated other conditions requiring attention: "*sometimes you can't…see a difficulty*," (I3) such as pre-existing conditions like an "*allergy*" (I3, I2) and "*epilepsy*" (I5), affecting children's progress. Practitioners' comments posited that they were expected to teach children with LD and other challenging labels without support. Despite being identified with SEND, not all children with a SEND label had an EHCP, such as dyslexia.

The third facet regarding Inclusion involving labels was about practitioner-generated labels to identify difficulties not diagnosed by specialists. Children labelled as "*EAL*" (R17) or who speak a "*different language*" (R14) could potentially have SEND obscured by their language barriers, inhibiting their communication and learning. "*Behaviour*" (I6, R7) can also associate with a child having SEND, requiring time to monitor and assess, which continues without practitioners receiving additional support. Practitioners used language suggesting that Inclusion includes children with difficulties not identified as SEND despite their obscured needs. All the practitioners held similar perceptions towards labelling, aiming to provide support to ensure all children were "*…included in mainstream education as much as possible…"* (I7). However, there were concerns regarding open labelling being less effective and creating an environment of labels, as most children were identified with a label. Other groups generated via labels included all children irrespective of their "*difficulty*" (I7), "*gifted*" children (I8, R9), children "*not at the level they are supposed to be"* (R14) or are "*slightly different*" (I7). Practitioners' comments suggested that labels are needed to support all children with various needs, helping practitioners provide pertinent interventions and support. If utilised sensitively, labels support Inclusion, as they can identify a child's area of difficulty, leading to prospects of securing additional support (Gillman et al., 2000).

The distinct terms used to label children indicate that labels are multifaceted and contested. Practitioners' comments suggest that while labels could lower self-esteem and expectations, they were used by all practitioners intentionally and unintentionally, making labels integral to identification to include all children with/without SEND effectively.

This section about Inclusion involving labels for children emerged with three facets: unidentified SEND requiring support, identified SEND and practitioner-generated labels. Practitioners' comments suggested that negatively labelling children affected educational equity and quality (Boyle, 2007). Moreover, Arishi and Boyle (2017: 7) advocated that homogeneously labelling children and placing them in ability groups can compromise the professional ability to 'further explore the capabilities of the labelled individuals'. Labelling in this study was prevalent as children were identified with a label; this included children displaying concerns but did not have a label and children who exhibited potential, including EAL and the Gifted and Talented. While practitioners did not directly refer to policies, their comments reflected Inclusion policies, for example, the CoP (2015). Policies encourage the formation of labels, like LD, via the graduated approach (DfE, 2015); practitioners monitored and assessed progress, implemented interventions and collected evidence if they felt that a child required an EHCP or additional support. Labels can surface with negative connotations as evidence is collected to determine a child's difficulty as SEND. While labels can be harmful to children with SEND and affect their education (Algraigray and Boyle, 2017), practitioners' comments suggest that labels provide positive outcomes via interventions. Labels are a significant facet of Inclusion in a mainstream school, and practitioners assess, identify and associate labels with children's needs according to their knowledge. Labels initially materialised via practitioners' observations, interventions and the graduated approach (DfE, 2015) to identify and support children with SEND. However, only children with severe/complex SEND received an EHCP, a concern for Porter (2017) and practitioners in this

inquiry. While knowledge of SEND empowered practitioners to identify SEND labels, they were similarly disempowered as they pursued an EHCP, which is difficult to secure.

Policies like the CoPs (2001, DfE, 2015), have encouraged the ideology of labelling to comply with the regulation and funding applications for children with SEND; this requires schools to specify a child's SEND, warranting the use of specific labels. Practitioners' comments revealed the significance of attaching labels to identified/unidentified SEND, empowering them to help children overcome educational barriers and directing practitioners to resources and support.

In summary, practitioners' perceptions of Inclusion and labels highlighted that all children were identified with a label, whether specific to SEND, general or practitioner-generated labels. Labels arose from practitioner assessments as they felt early identification of a specific need helped them implement preventative measures to support children from the onset of any concerns (DfES, 2001). While several practitioners in this inquiry and research highlighted concerns about stigmatising children, practitioners' perceptions evolved around the notion that labels allowed identification and support. Despite labels being integral to identification, caution was essential as over-identification could lower expectations for children (Ofsted, 2010).

5.2.3 Inclusion is about the Environment or Setting in which Learning Occurs

Inclusion was about the environment or setting in which children's learning occurs: the third perception of Inclusion evident in practitioners' responses to the interview and questionnaires. Examples of this perception are listed in tables 4a [interview] and 4b [questionnaire]. While the questions that I asked were associated with Inclusion in a mainstream setting, practitioners' comments also resonated with other environments; thus, examples of practitioner expressions are selected based on a range of terms referring to the different environments: 'mainstream', 'specialist school', 'access to a supportive environment' and 'learning inside/outside the classroom'. The data

in the tables show the reader which text informs the analysis as keywords/phrases referring to the environment/setting are highlighted.

Table: 4a Inclusion is about the Environment and/or Setting where Learning Occurs	
I1	*…some children do actually need **specialist care…that cannot be provided simply because we haven't in mainstream school** got specialist teacher/resources…most of the time…It's making sure…not feeling like they're failures…has to be positive…so they can achieve…All children will have a go…as long as they think they're not going to be criticised…You start doing that, you've lost your child.*
I2	*… [in] year five…trying to differentiate, it's impossible, the child was at…foundation stage…**that child needed to be put in a smaller specialist school** with a **very small adult to child ratio,** 3-4 children at the most and one adult **and learned in that environment**……quite often they **learn better from one another,** so they've got a **wider choice of people to learn from**…**if they are in one setting, there isn't that choice if they are in a setting of people** of SEND…**there are benefits to putting children with SEND in a mainstream**…**some times when the setting is not going to be able to provide what the child requires** then…this isn't gonna work…but clearly, we **are not resourced** to provide for this child…would be better off in a specialist setting…sometimes…the **lines are blurred** as to where the child should be better off…**the drive is now always first and foremost well let's put them in a mainstream setting**…that shouldn't be the case…**you should just start from, let's put them in the most suitable setting, not let's put them in a mainstream setting if they can't cope we'll put them in a**…that's the wrong way round because…**any time spent in the wrong setting** is **time wasted and detrimental** to the child.*
I3	*…Inclusion is that **child will be in the classroom**…it **won't be continually withdrawn and supported out of the classroom setting**…There are…occasions when it's beneficial for a child to go out **if they're not coping with what's going on in the classroom**…pre-tutoring…with the change in special schools…there aren't as many special schools now…*
I4	*…**special needs children get the opportunity from a very early to feel accepted…if a child…joins reception class or year 1 class, he started to feel accepted;** he started to see what other children are doing and try to copy their behaviour and I think it's **like a booster of confidenc**e for the children with SEN because **if you feel accepted from an early age, then it's easier to achieve**…*
I5	*…we've got a lot of work to do…**I don't even know what support there is**… the educational psychologist has been in recently…you want to do everything for the child, but the gap between the other children is growing so quickly…you don't want…them isolated being on their own and then **the special schools will…manage their needs…the precise expertise and probably better facilities…resources that a mainstream school has not got.***
I6	*…**when I first thought autistic children they'd be in a school, special school**…he found it very difficult…but…I've learned this today…so the learning rules of life and interacting with other children…but **the other aspect…is when…it's just not working**; I've seen it happen where…**disruption, the teacher has other children to deal with**…If you're **in a special school…there's not that scope** where everyone has specific needs…it is catered for but not as much as you would get here…the kids that we have are understanding can show empathy…*
I7	*…one of the key things…**being part of, feeling a sense of belonging**; I do believe that children, despite their disability…should feel part of everything else…**mainstream helps…they're being educated alongside all types of children**…in the long term, they'll go out into the world of work. They won't feel that sense of…I'm feeling impaired; I'm different to everybody else because we've started from the grassroots…**if we make a few tweaks here and there, we could accommodate**…*
I8	*…It's really important **to include children with SEN, give them access to what other children have**…**make them feel they are part of a community**…they're no different to anybody else… **by being included in a mainstream school, they're given that chance to feel as though they are part of a school community**…are given access to things that different children have…it makes them feel part of something…there's been times where I thought there's been **some children who probably…could have benefited from a special school where their particular needs are…supported better***

Table: 4b Inclusion is about the Environment and/or Setting where Learning Occurs	
R3	*It **enables them to interact with others** and gives them equal opportunities and rights…the resources and environment*
R5	*It helps children to be more aware of the differences between individuals. **Helps create a 'socially supportive environment.'***
R6	*Their **education/setting is the same as other children**…is **appropriate and important** for them to feel **they are part of us all***
R12	*Children who are SEN/ disability **have the right to be educated in mainstream schools alongside other children**. ALL children are different, have varying needs and above all, have a right to an education in a mainstream school*
R17	*They **become aware from a young age that we are all different**. A **more accessible environment** that helps all children.*
R18	*To ensure **they have a safe, secure environment** to learn in and for children with SEND to know familiar friendly faces.*
R20	*All children **have the right to be included**. They have **a right to equality in education and to access all areas of the curriculum***
R26	*The **children learn to cope and accept the SEND child in the same environment.***

The perception that Inclusion is about an environment where learning occurs identified four facets: the mainstream, special school, access to a supportive environment and learning inside/outside the classroom. The first facet of the perception that Inclusion is about the environment where learning

occurs illuminates the debate between mainstream and special schools (Wilson, 2003; Warnock, 2010). As identified in the literature review, one of the contested aspects of Inclusion linked with which environment/setting was more conducive to children's learning. The perception that Inclusion is about the environment made distinctions between mainstream and alternate settings. Some phrases in the tables distinguished between special schools and mainstream settings: some perceptions advocated for children being in the mainstream setting as: "*…it helps children be more aware of the differences between individuals*" (R5), helping children with SEND to "*feel accepted"* (I4). However, several practitioners posited that a mainstream environment was unsuitable for some children as their needs were too challenging: "*the child needed to be put in a smaller, specialist school with a very small adult-to-child ratio…*" (I2) I1 suggested: "*some children do…need specialist care…that cannot be provided…in mainstream school"*. Inclusion is about educating children with SEND in the "*most suitable setting, not, let's put them in a mainstream setting if they can't cope, we'll put them in…that's the wrong way round…";* "*any time spent in the wrong setting is time wasted and detrimental to the child"* (I2). I2 disagreed with the trial-and-error method to ascertain a suitable setting: *"sometimes when the setting is not…able to provide what the child requires then…this isn't gonna work".* Also, "*the lines were blurred as to where the child should be"* as "*the drive is now always, first and foremost, let's put them in a mainstream setting…that shouldn't be the case*" (I2). Inclusion in a mainstream setting becomes futile without adequate provision, despite the setting's best efforts. Therefore, some children with SEND "…*would be better off in a specialist setting"* (I2) as "*special schools…"* have the *"precise expertise and probably better facilities and resources…a mainstream school has not got*" (I5). Warnock (2010) and Hornby (2015) supported these views, positing that the policy of full Inclusion in a mainstream school for all or most of the time was sometimes unfeasible in practice for some children with SEND highlighting inclusion as an ideal to aim for rather than achieve.

For Salamanca (1994), the CoPs (2001; 2015) and other policies, the ideology of Inclusion in a mainstream school for all children with SEND as far as possible has led to more children with diverse/complex SEND in mainstream settings, despite practitioners feeling (I2, I5) a special school would be more apt (I1, I2, I4, I6, I8, R11). Practitioners' comments suggest that while Inclusion in a mainstream school was the way forward, practitioners were held accountable (Glazzard, 2011) for all children's progress irrespective of the challenges and SEND complexities. I2, who was class-based, expressed concern about including some children with complex SEND in a mainstream setting because the drive was to place them there, which I2 believed was detrimental; however, I3, who was not class-based, felt that children with SEND should remain in the classroom, not be constantly withdrawn and supported away from their peers. Thus, practitioners' challenges in teaching children with complex SEND questions: whether those children are included or integrated? (Hodkinson, 2020).

The second facet of the perception that Inclusion is about the environment or setting in which learning occurs identified with children's rights (UNESCO, 1994; Merry, 2019). For R20, all children "*have the right to be included…a right to equality in education and to access all areas of the curriculum*". R6 believed it was "*important for them to feel they are part of us all*", while R3 recognised that children with SEND had opportunities to "*interact with others,*" along with "*equal opportunities and rights*" as "*all children have a right to an education in a mainstream school alongside other children*" (R12). R12 also acknowledged that "*all children are different, have varying needs and, above all, have a right to an education in a mainstream school*". These comments resonate with education and a mainstream setting that accommodates and treats children with SEND equally and gives them the confidence to face challenges and opportunities to achieve at their "*pace*" (I8). However, some practitioners voiced concerns, suggesting that Inclusion in a mainstream setting was not possible for some children with SEND, as practitioners were

inadequately equipped or supported. I3 felt the theoretical SEND knowledge and tactics do not prepare practitioners for the challenges children with complex SEND display; support is vital.

Similarly, in response to the Likert scale questionnaire questions, respondents agreed that Inclusion for all children works better in theory than practice, suggesting that teaching children with diverse/complex SEND was challenging. There was a strong response, with 14 respondents agreeing and 4 strongly agreeing [5 disagreed, 3 strongly disagreed] that Inclusion in a mainstream setting could not be achieved fully in practice [appendix 2]. While practitioners' comments suggest that they were accountable for creating inclusive environments that endorsed rights and equity for all children, some suggested that challenging SEND diminished their sense of power. While from a Foucauldian (1972) lens, knowledge empowers, the same knowledge can also disempower in isolation. Some practitioners felt they were not always in control of the challenging situations, resulting in an environment not conducive for all children. Occasionally, there was a difference in power between class-based practitioners and leaders (I3, I5); I3 did not agree with groups of children with SEND being taught outside the classroom: "*…the child will be in the classroom…won't be continually withdrawn and supported out of the classroom setting*". Despite the challenges, Inclusion for most practitioners was about an environment where children were "*feeling accepted*" (I5). However, some children with SEND needed a suitable environment due to a "*lack of support…resources…" and "not enough…adult support"* (R21). Despite associating Inclusion with all children, the absence of support created difficulties for practitioners to include all children in a mainstream setting.

The third facet of the perception of Inclusion is about children's access to education and feeling included in a setting which "…*is the same as other children…*" (R6), suggesting mainstream settings must take steps to ensure children with SEND received a well-differentiated accessible

curriculum supporting their SEND. Inclusion for all the practitioners was about providing children with an environment that helped them understand the "*differences between individuals*" (R5) and "*learn to cope and accept the SEND child in the same environment*" (R26). Some practitioners commented on what sort of environment aligned with Inclusion by "*making sure that…within the classroom, they're not feeling like failures…it has to be positive*" (I1), which suggested teaching and learning was accessible and children felt included. Accessibility also identifies with a mainstream environment, where children with SEND: *"are given access to things that different children…access…so…it doesn't make them feel left* out" (I8). Inclusion was about children with SEND experiencing a mainstream setting: *"…they're given that chance to feel…they are part of a school community*" (I8). With special schools closing (Farrell, 2006; Cabinet Office: 2010), I3 believed more children with SEND would attend a mainstream setting as "*…there aren't as many special schools now…*" Tomlinson (2015) similarly highlighted that children with diverse SEND and lower-attainers requiring additional support are educated in mainstream settings despite the challenges. I2 believed that mainstream settings "*are not resourced to provide for this child*" with ASD; thus, if a mainstream setting accommodates children with complex SEND without the required support, then Inclusion "*isn't gonna work…*"

Other practitioners like I7 asserted, "*…despite their disability…should feel part of everything…*" as "*being part of*" a mainstream environment benefits children, gives them a "*sense of belonging*" and opportunities to learn from others. Further benefits included: "*…they'll go out into the world of work*" and they "*won't feel that sense of…I'm feeling impaired…different to everybody…because we've started from the grassroots*". While I7 suggested that accommodating children with SEND required a "*…few tweaks here and there…*" other practitioners suggested (I1, I2, I4) that Inclusion in a mainstream setting required more than just tweaks. Although practitioners' perception of Inclusion was about access to an inclusive setting, the absence of

support created barriers to Inclusion in a mainstream setting. Policies (DfEE, 1997) endorsing Inclusion in a mainstream setting failed to recognise that children with SEND were educationally disadvantaged and, in many cases, disaffected by the 'system of schooling' (Lloyd, 2000: 228).

The fourth facet about the perception of Inclusion concerns children with SEND being 'withdrawn' from mainstream classroom lessons. I3 asserted: "*there are…occasions when it's beneficial for a child to go out if they're not coping with what's going on in the classroom*". Inclusion in a mainstream setting was about the learning environment, including small-group pre-tutoring outside the classroom. While Inclusion in a mainstream setting identified with children learning outside the classroom, occasionally, children with SEND benefited from learning in the classroom; they "*become aware from a young age that we are all different"* (R17), developing "*empathy*" towards children with SEND (I6). Other benefits included being "*…educated alongside all types of children*" in the classroom, fostering self-belief and helping children with SEND not to feel "*different to everybody else*" (I7). In this inquiry, several practitioners' perceptions of Inclusion in a mainstream setting suggested that being inclusive entailed a balanced approach, helping children with SEND to learn inside/outside the classroom.

In summary, the third perception identified four facets of the perception that Inclusion is about an environment where learning occurs: the mainstream, special school, access to a supportive environment in a mainstream setting, learning inside/outside the classroom. Like Inclusion, and SEND, perceptions are multifaceted; practitioners shared different interpretations and their versions of truths about the most suitable environment. Thus, a suitable learning environment is crucial to effective Inclusion in a mainstream or special school. The facet about the perception of Inclusion correlates with the learning environment, which highlights that Inclusion was more than placing children with SEND in a mainstream setting; Inclusion was about drawing on the

consequences of individual environments for all children (Lunt and Norwich, 1999), conducive to learning (Conner, 2016). Practitioners' perceptions about the most suitable environment affirm that educational settings were ‘embedded in struggles over language and practices, over what is special, Inclusion and appropriate forms of provision’ (Ball, 2013: 113); several practitioners confirmed that some children with SEND remained in a mainstream setting despite struggling, thus deprived of a suitable education.

Practitioners with little or no experience of complex SEND held different perceptions of Inclusion in a mainstream setting than those with experience. Experienced practitioners felt special schools were more appropriate, while practitioners with little or no direct experience viewed Inclusion in a mainstream school as the way forward. While Inclusion identifies with mainstream settings (Rafferty et al., 2003), as this inquiry found, Inclusion was not always successful, resulting in exclusionary outcomes for some children with SEND (Warnock, 2010). Despite Salamanca (1994) and subsequent policies expressing the importance of special schools (DfEE, 1997; DCSF, 2010), several practitioners cited concerns about teaching children with complex SEND in an unsuitable environment. Children with complex SEND struggling in the mainstream setting were being managed and, thus, integrated (Hodkinson, 2020). Inclusion is about an environment conducive to all children’s learning, inside/outside the mainstream classroom or in a special school (Wilson, 2003). While practitioners maintained that Inclusion was about empowering children to flourish in an environment conducive to their learning, some comments suggested that Inclusion was about all children in a mainstream setting irrespective of their SEND and, thus, contradicted Salamanca (UNESCO, 1994), which recognised that some children with complex SEND would be better supported in a special setting.

Whether it is a mainstream or special school, the debate about the most suitable environment continues. Practitioners in this inquiry voiced concerns about some children continuing to be taught in an unsuitable environment, which was one of the 'paradoxes of Inclusion' (Dunne, 2008: 8). Also, while practitioners agreed with Inclusion in a mainstream setting, some children with SEND did not receive the required support; as a result, they were not always included. Practitioners' comments in this inquiry resonated with Glazzard's (2011: 2) findings, suggesting that practices varied from 'highly inclusive to exclusive' as practitioners expressed concerns about struggling to include some children with diverse/complex SEND.

5.2.4 Inclusion is about the Presence or Absence of Support for children with SEND

The fourth perception identified that Inclusion was about the presence/absence of support in a mainstream setting. Examples of this perception are listed in tables 5a [interview replies] and 5b [questionnaire responses]. Keywords/phrases are highlighted as the data shows the reader which text informs the analysis.

Table: 5a Inclusion is about the Presence or Absence of Support	
I1	*…**it doesn't prepare you for the kind of special needs the children…display**…what's **theory isn't necessarily what's in the classroom**…you would need to come into the classroom to understand…children all react differently…it was quite an eye-opener…[ITT]…**we haven't got the money for the support that children need or the resources**…. when **you can't give your time**…there were times when we **didn't have the luxury of a TA**…you **ended up spending a lot of your time supporting the SEND children before you were able…to move towards another group**…**there's nothing stopping that specialist teacher working inside that classroom and supporting those children with the main teacher**… So really **it's essential to have a refresher**, or it's even more **important because sometimes you have the training…and you are with particular target groups and you may not be using that training**…it's not used, so you don't sharpen those skills and it's forgotten, so you need a refresher… it **should be ongoing training.***
I2	*…**very limited**… **I don't know anything about this**…**I did, during teaching practice**…**encounter children who had SEND**… but I don't recall having much input…ITT]…**making provision for children with SEND…enhances teaching of…children**…I had a child…who had a cochlea implant…teacher…**support from the hearing impaired service**…was…**giving me tips**…**there's lots of things that…benefited the whole class**…**trying to include the child with a SEND you…bring on-board others who might not have SEND** but…finding it difficult to access…**learning…resources for that child…quite often used with other children**…**if you've got an adult supporting that child, they generally will be in a group…helps the other children as well**…for the child with the SEND…opportunities to **bounce…or hear ideas from other children**…I'm **not satisfied with the current level of support**…problems are left to go on…if a child is deteriorating on the SEN list, there doesn't seem to be anything done to stop **that deterioration; it's just left to go on**…**they need specific training and a lot of it**…**they need dedicated time and actual input of proper training**….**there isn't enough training**…*
I3	*[CEO]…thinking back…there's **nothing that sticks in my mind…where I could say we were well catered for to go into school to think about special needs children and how we were supporting them**…it was quite poor…other things…with my training…are…completely clear…I still think about how I use that today, but not for special needs [ITT]… **I was out of my depth, really of you know I could support** them…we cannot be completely clued up on everything…**you need to have that training**…that updated training… **you need to have that specific training when the need arises** when you've got a child in your class that needs specific support…it's **absolutely essential…if you have a specific need of a child…then you will get more support**…**if they've got a HI…you will get…support from the Inclusion manager…training**…have people coming into school to support…you would always say that **extra adults** is the key to making sure SEN children are catered for…**isn't always possible with finances**…**looking at alternative ways** of supporting children if you haven't got…extra adults…**peer support…differentiate…different sorts of resources**…. make sure…you **support** them as best you can… **they're [TAs] like completely so important with supporting** what's going on in the classroom, **it is like having another teacher in the classroom to make sure that you're catering for all needs of children so not just those with SEN**, but the children are middle ability that might just plod along…you…still need to make sure they achieve the best that they can…and **also skilled adults like TA is important**…**you can never have enough of specialist trainers** coming into school…advising, supporting…**SEN is so huge…diverse**… **they…need continued training**…they need general training every year…those children that have got specific needs that **teachers do get that specific training so they…meet the needs of the child**…you might have had training years ago on…**you…need to have that refresher training**…**it's making sure that that training is ongoing because things do change**…*
I4	*…**I haven't received any specific training**…**I didn't feel…they were appropriate at that time**…[ITT]…**I don't think I have…wide experience of special needs**…if I…have a severely autistic child…I will **definitely need someone to support me**. I have a tough class…. **sometimes, the school will say we don't have the funds, so we cannot get the resources you need**…**you will not have the support staff you need** …**if we don't have the support…then children are not all included**…**lack of training makes you less able to show what you can do** and to know what you are not supposed to be doing…**training…it is very important, and it should be part of the school more***
I5	*…**there was a…small module where you had to talk about Inclusion and having differentiation and making sure that you met the needs of all the children…and how the SEN children could have support**…**my understanding got…a lot better when I went in to do the job**…**they are…given the opportunity …support to make sure that they're achieving**…might be **achieving in smaller steps**…**it gives them confidence, they feel part of a team**…are being valued…we give them that opportunity…to flourish…it made me a better practitioner by **looking at all the different ways that you can support children**…I've seen **staff put up that barrier**, thinking it's too much…I can't do it…**you have to equip them with the skills to manage that anxiety**…what causes that anxiety…is the unknown factor…**equip them with the skills to manage and… support…resources**…**training is…essential**. I think **training is very important for all members of staff**…**people are starting to identify**…there's **more questioning** about the different groups of children… I think it made me a better practitioner by looking at all the different ways that you can support children and now, **as an HT**… I want to see that practice in the classroom. I want to send staff, identify the needs of our children and then send staff on that sort of training…*
I6	***[ITT]…it gives you an idea of a scope** …when I first thought autistic children, they'd be in a…special school…**the other aspect that doesn't work is…disruption**; the teacher has other children…support…**sometimes a teacher doesn't have that ability to do that all the time**…in terms of group **teaching, sometimes where they need specialized support…been taken away…because of reduced staff and money**…sometimes there's **not enough money**…to support them **…they…need that individual support, so they don't get too far left behind**…that's still **very important**…you have **29 children and you focus on just the one,…there's only so much you can do**…schools do **need a lot more money**…**and…specialised teachers**…we have…SEN…EAL…children with **behaviour difficulties**…some classes have more than others…**it's getting more difficult to achieve standards now…support is essential**…**if you don't give them the tools they need, they won't progress**….I would like to see **more from the specialists**…**scenarios, what happens in the classroom**…Give me examples…you do see them touch on it…**that's where the real understanding is**, **the real teaching**,…because of the **ever-growing need for SEN children now, I think more training is needed for the TAs**… I find **some TAs struggle because they don't understand the process**…**more training** for them…helps to understand their needs, what you need to do…I **can understand the child more about what they need**…I had an autistic child…I had no training…I wasn't sure what to do…that was…having to learn about and understand it…**eventually, there is the training**… **lack of training… just slows my understanding and knowledge of what the child needs**.*
I7	*…we didn't go and work in a setting … about the basics of understanding what Inclusion meant… **when you were on placement…you were just made aware of children who had special needs …you…cram in everything very quickly**.[ITT]…**they're good [TAs]; we need them…they…there to support the children…it's really important**…children with particular needs…physical, mental…**there is a place for them to be…in an environment that supports them as learners**…sometimes it might be…**as teachers, we may not…be skilled enough… to support that child's…learning needs**…. I just think the system is burnt out…**there's EP's…specialists that come in…I don't feel they come into classroom settings enough…needs to be more of***

	them…the ***training generally is quite good***…*A* ***lot of the times you get your training…it becomes irrelevant because you've got no child with that need in your class.*** *They often say you get the training just in case and* ***you haven't got that child so that training is a bit redundant; really****…training* ***needs to be targeted*** *sometimes…the* ***training is really important****…****there needs to be more…we need to have it at regular intervals****…*
I8	*…it was mentioned…can't remember anything specific to do with SEND…****introduced to what SEND was****…what it might entail…in the classroom…[ITT]…****unfortunately sometimes…when I'm planning, my support naturally goes to children with special needs****…it can sometimes…be unfair… c****hildren who don't have specific special needs…are left out…they're supported as well as they can be****…it's difficult…****these are children who have special needs…they need extra support…realistically, that can't happen…because of financial reason****s…Language is a big problem…some have mastered English…those who haven't…really struggle…they have massive needs…not classed as children with special needs…ne****ed extra support and that's difficult…because…they don't get the right amount of attention as they should****… I…sometimes think* ***those who aren't classed as special needs… they might get a bit of extra support from what they hear from you teaching the children with special needs****…maybe... They don't have special needs but their learning isn't as quick as the others…****it's important that everybody is exposed to some kind of training****…* ***I can't remember the last time I had training on children with special needs****…****the quality of the training I've had hasn't been amazing…***
I9	**…** we ***touched upon someone with autism***…how they may be included within lessons…***not so much practical-based; it was all theory-based****…listening…after going through ex****amples of what you would do with a SEND child****…****try and implement that in our planning when we start teaching again…make sure we include SEND children****…I had no idea about how important SEN children were in the classroom... [ITT]…Sometimes I really do face the challenge... when I first started my teacher training,* ***I thought SEND children, you would just give them a piece of easy work…they would be able to get on with it****. But it's a lot more than that, it's understanding what they know… what they can do…what they can't do…****I need a TA…without a TA, a teacher…will struggle****… one teacher going around 30 children almost every day, it's virtually impossible…to keep up the same enthusiasm…for 6 hours a day with 30 children… TA is vital…* ***Without a TA, I think the teacher would fail…I haven't had a proper TA for a little while now****…I* ***can't…get the best out of the children because…everyone constantly needs support.*** *I'm…****feeling it's hindering my performance****…I* ***need a TA in terms of support*** *with the children…* ***I feel that support is only given when you ask for it.*** *I don't see it coming naturally …****at the moment, I still feel that I can't work with them as efficiently as I'd like to because of my lack of understanding of SEND…with training****, extra support, guidance, it could make that a lot…easier…****without the training, I feel that I'm in deep waters at times especially when it comes to planning.***

Table: 5b Inclusion is about the Presence or Absence of Support	
R1	***Due to lack of support, children can miss support***
R2	***The resources or strategies may help non-SEND pupils.***
R3	***If we have clear access and support for these groups of children, I believe they will thrive.***
R5	*It helps* ***create a 'socially supportive environment.'***
R10	***Practitioners spend more time with SEND*** *children than the rest of the class; sometimes, the rest of the children* ***miss out.***
R11	*…it* ***helps the other children as they, too, get extra support at the same time by use of TA deployment****.*
R17	*If SEN children are in class,* ***need additional adult support. Often that support is exclusively for them****…* ***This means the teacher is often not available to other students****. Also,* ***while trying to teach a whole class, SEN might get overlooked.***
R19	*I feel that the* ***NVQ course doesn't prepare you to work with au****tism, etc., children.*
R20	***Sometimes lack of support from SEND manager and other agencies…lack resources and general support****.*
R21	***Lack of support and training…resources. Not enough adult suppor****t.*
R24	***Supporting the children without the correct resources, making your own resources last minute****.*

The fourth perception of Inclusion on the presence/absence of support for children with SEND identified six facets: finance, resources, TA and general support, ITT, in-service training, specialists.

The first facet of the perception that Inclusion is about the presence/absence of support identified with financial support: a vital contributing factor (Abbott et al., 2013) toward successful Inclusion in a mainstream school for children with SEND and practitioners. Financial support filters into the level and quality of support children with SEND receive, as I1 explained: "W*e haven't got the money for the support children…need*," highlighting a third way of looking at the significance of support. I8 asserted that financial support was absent for disadvantaged children who received pupil premium funding provided by the government (Hutchinson et al., 2020); there was some support, but "that *money is not spent as effectively as it can…be*" (I8). I3 explained that support for some children with SEND was not "…*always possible with finances*." While several practitioners linked funding with quality of support, I3 suggested that Inclusion in a mainstream setting was about "*looking at alternative ways of supporting children if you haven't got…extra adults*". Several comments correlated the presence/absence of support for children with SEND with funding, as occasionally a "*school will say we don't have the funds…we cannot get the resources you need*" (I4); consequently, "children *are not all included*". Children who "*need that one-to-one*" cannot be supported without financial support: "*schools do need a lot more money to support them…*" (I6). Austerity and cost-cutting, echoing in the Coalition's approach, filtered into schools, creating challenges for practitioners to support children with SEND (Chowdry and Sibieta, 2011). Funding remained contested (DfES, 2004) and was confirmed in a survey of HTs conducted by the NAHT union, which found that depleting funding created challenges for schools and practitioners (Parr, 2018).

The second facet of support correlated with the presence/absence of resources. Resources can support children's learning; however, the lack of resources created challenges, usually emerging from financial limitations analysed in the previous facet. I1 believed insufficient funding generated a lack of "*resources*" for children with SEND. Practitioners referring to resources did not specify the resources, which can be extensive, such as ICT equipment, sensory rooms, or sensory boxes personalised to the child's needs. The presence of "*…provision for children with SEND*" benefited other children not identified with "*SEND but were finding it difficult to access…learning*" (I1) as they could "*…bounce ideas or hear ideas from other children*" (I2). I5 asserted that resources "*have an outcome*", implying that practitioners' practice would be more effective.

The third facet of Inclusion is about the presence/absence of TA and general support. Practitioners commented that TAs were integral to Inclusion in a mainstream classroom: "*…it is like having another teacher…to make sure…you're catering for all needs of children…"* I3 asserted that support, which most practitioners highlighted as absent, was available: "*if you have a specific need of a child…then you will get more support*". However, I3's comments appeared contradictory as her prior experience of teaching suggested an absence of TA support as many children in her class did not always receive the required support; she found herself: "*spending a lot of…time supporting the SEND children before you…move towards another group*". I9 similarly affirmed: *"…without a TA, a teacher…will struggle…I can't…get the best out of the children…everyone constantly needs support…"* Practitioners' time was spent supporting children with SEND or other children, resulting in support not readily available for all children. I2's comments suggested that a TA's presence benefited other children in a mainstream classroom: "*if you've got an adult supporting that child, they generally will be in a group…helps the other children as well*". I9 believed that helping all children without a TA was unrealistic: "*… one teacher going around 30 children, almost every…day; it's virtually impossible…to keep up the same enthusiasm…everyone*

constantly needs support". General support materialises when practitioners try to support all the children without a TA present. Support, specific or general, is still beneficial as children are: "*…given the…support to make sure…they're achieving*" (I5). Several practitioners suggested that the absence of support in a mainstream classroom disadvantaged some children with SEND: "*…when I'm planning, my support…goes to children with special needs…children who don't have specific special needs are left out*" (I8).

Similarly, I4 described her class as "*tough*", which included a severely "*autistic*" child for whom support was absent; thus, I4 could only provide general support for her children. Practitioners associated the presence of support with positive outcomes; it: "*helps create a socially supportive environment*" (R5) and: "*sometimes those who aren't classed as special needs…might get…extra support from what they hear…you teaching…children with SEND*" (I8); suggesting that support for individual children varied with no clear formula to determine how much support an individual required. While Inclusion in mainstream classrooms identifies with the presence of support, only providing general support meant some children were overlooked as: "*practitioners spend more time with SEND children than the rest of the class*" (R4, R10). However, despite the lack of specific support, practitioners believed that Inclusion in mainstream settings endorsed collaboration between the children as they became "*more aware…how to support them"* (R26). Effective Inclusion in a mainstream setting requires individualised, need-based approaches (Andrews and Lupart, 2000) to enable children with SEND to thrive (Lauchlan and Greig, 2015). However, practitioners' comments highlight that Inclusion in a mainstream setting is easier to achieve in theory (Brown, 2016). These comments aligned with Hodkinson (2020), who argued that while Inclusion said everything: a right to an education, Inclusion similarly meant nothing as some children were left unsupported. Thus, Inclusion was multifaceted and complex as practitioners in this inquiry formed their version of the truth about what Inclusion meant: "…you *support them as*

best you can" (I3). I2 asserted: "*I'm not satisfied with the current level of support…problems are left to go on…"* reflecting integrative practices as leaving problems to materialise or trying did not correlate with Inclusion.

The fourth facet of the perception that Inclusion is about the presence/absence of support identified with specialists. Specialists' presence in a mainstream setting is key to effective Inclusion. Specialists hold vital knowledge about SEND; their absence results in practitioners with limited knowledge of supporting children with complex SEND. The presence of more specialists in SEND in mainstream settings fosters Inclusion with onsite specialists in specific areas of SEND (Reid and Peer, 2016). Specialists who are class-based practitioners can support other practitioners, in line with the CoP (2015), which holds schools accountable for supporting children with SEND (Reid and Peer, 2016). Support could be from the 'hearing and impaired service specialists' (I2) or educational psychologists (I5). The presence of specialist support for I2 was provided via knowledge and tips for a child with a hearing impairment: "*She was…giving me tips on what to do…*" which were used to support other children in the class. While specialists were key in providing support, most practitioners suggested that specialists' presence was limited; I7 affirmed: "*…educational psychologists…specialists that come in…I don't feel they come into classroom settings enough…"* I6 wanted "*more from the specialists…what happens in the classroom…Give me examples…I do not think you see much… you do see them touch on it…that's where the real understanding is, the real teaching, more personal experiences*". I6 asserted that: "*group teaching*", which occasionally required "*specialised support*", was withdrawn due to staff reduction. I6 felt some children needed "*individualised support*"; without the support: "*…there's only so much you can do…schools…need a lot more money…and…specialised teachers*". Practitioners' comments revealed a depletion in specialists despite increasing heterogeneous classrooms, yet Inclusion in mainstream settings is only effective if children with SEND are

adequately supported via staffing and practitioners knowledgeable in SEND (Wilson, 2003). This inquiry identifies that while Inclusion in a mainstream setting is beneficial, it is difficult to achieve and has seemingly materialised as a new form of Inclusion - Integration.

ITT was the fifth facet of presence/absence of support. The demographic interview table [1b] data provides details of practitioners' recollections of ITT in SEND. Not all the practitioners recalled ITT training; three practitioners cited recollection of some training in SEND, while six had no recollection. Similarly, the demographics questionnaire table [1b] data provides practitioners' recollections of ITT, showing that 17 practitioners [7 teachers, 10 TAs] had no reminiscence of specific training in SEND. The data highlights an insufficiency in SEND training from the onset of most practitioners' careers. Whilst most practitioners' ITT was before the Carter review (2015), two practitioners receiving training after the review similarly voiced inadequate preparation. These findings suggest that while the Carter review (2015) recognised the inadequacies in training, concerns about quality and sufficient SEND training prevailed. ITT materialised as crucial towards effective Inclusion for novice practitioners new to the profession, but practitioners' comments echoed "*limited*" (I2) ITT to support children with SEND. I3 was critical of her ITT, asserting: "*…there's nothing that sticks in my mind…where I could say, we were well catered…to go into school to think about special needs children and how we were supporting them…it was quite poor…*" I2, with ten years of experience, and I9, an NQT with ITT after the Carter review (2015), expressed similar concerns, "*…I don't recall having much input…about SEN*" (I2) and ITT was "*theory-based*" with some practical elements, "…after *going through examples…we had to try and implement that in our planning…we had to make sure we included SEND children…*" (I9) I1 affirmed:

> *…it doesn't prepare you for the kind of special needs children…display…because what's theory isn't necessarily…in the classroom…you would need to come into the classroom to understand….*

I9 recalled some training in Inclusion at university, entailing listening about SEND, but he felt his Inclusion knowledge was insufficient. I2's and I9's comments resonated with similarities; I9, who had recently qualified, suggested that gaps in SEND training remained despite the Carter Review (2015) endorsing ITT. Both NQTs in this inquiry joined the profession feeling inadequately prepared, suggesting that practitioners continue to be ill-equipped to teach heterogeneous classrooms. Thus, the data was concerning, given that government policy, like the Carter Review, recognised that training was key, particularly at the onset of practitioners' careers. Theory and practice require assimilation to ensure practitioners can support children's SEND. Practitioners' comments voiced the need for further investments in ITT as the lack of SEND expertise and training created difficulties (Shaw et al., 2016); however, austerity led to financial disparity and affected the quality of training practitioners received.

In-service training identifies with the sixth facet of the presence/absence of specific support, prominent in providing practitioners with knowledge in SEND. Like ITT, practitioners' comments resonated with the lack of training, affirming a greater need for in-service training in specific SEND areas. I5 recognised that ongoing SEND training was needed to equip her staff, expressing that some practitioners struggled to teach complex SEND. As a leader, I5 recognised the effect of the absence of training on practitioners, affirming that: "*I've seen staff put up that barrier, thinking it's too much…I can't do it… I think training is very important for all members of staff*". I5 asserted that training: "…*made me a better practitioner*" and wanted practitioners to receive training, which could be applied in the classroom to support children with SEND. I5 wanted specific SEND to be identified so that she could: "*send staff on that sort of training*" to equip them with the knowledge and confidence to teach effectively. I1 voiced: "*it's essential…to have a refresher*" as training was not always relevant to their children, resulting in redundant training (I7); therefore, training "…*should be ongoing...*" (I1). I2 affirmed that practitioners: "…*need specific training and a lot of*

it…" However, "….*there is not enough training…*" Practitioners do: "…*need continued training…so that they…meet the needs of the child*…" (I3) I1, similarly believed that practitioners needed *"that refresher training to make sure you're up to speed with their particular needs…*" I4 suggested that training should be: "…*ongoing because things do change…*" as a: "*lack of training makes you less able to show what you can do…*" Training reinforces "*what practice you have been doing…sometimes it gives you another strategy to…simplify things*" (I1). I6 asserted that the absence of training: "*just slows my understanding and knowledge of what the child needs*". Therefore, training was "*really important*" and "*there needs to be more…at regular intervals…*" (I7) I8 asserted: "it's *important that everybody is exposed to some kind of training…*" as training: "*…could make that a lot…easier…in the classroom*…" However, in the absence of training: "*I feel…I'm in deep waters at times, especially when it comes to planning*" (I9).

Despite the Coalition's assertion to provide training (DfE, 2011), practitioners in this inquiry voiced the absence of specific SEND training. Providing practitioners with training resonated with research, highlighting its importance; training provided practitioners with techniques to support and include children with SEND (Leatherman and Niemeyer, 2005). Moreover, practitioners' approaches towards inclusive education in a mainstream setting exposed their abilities to support children with SEND, highlighting the significance of training (Dapudong, 2013). Quality training empowered practitioners to tackle Inclusion in mainstream settings (Ekins, 2015). Ongoing training can update practitioners' views of policy changes regarding Inclusion and the new pedagogies linked to newly identified SEND; Inclusion needs high-quality practitioners equipped to address all children with SEND (Verity, 2010). Thus, empowering practitioners to address children's SEND via support and training enabled practitioners to assist children's learning (Donnelly, 2015). However, the absence of ITT disempowers practitioners as they cannot provide the required support to children with SEND.

In summary, the fourth theme that Inclusion is about the presence/absence of support identified six facets. While support was vital to ensure practitioners could teach complex SEND, the absence of TAs and specialists created difficulties. Resources and ongoing training were essential to equip practitioners with the power of knowledge and confidence to teach all children with SEND. Ongoing training was vital as training was required whilst supporting children with complex SEND. However, some children struggled to be included as funding, specialists, training and support remained inadequate or absent.

To conclude, data analysis relating to practitioners' perceptions of Inclusion identified four different perceptions, each of which had multiple facets. The diverse perceptions led to Inclusion being multifaceted, mystifying (Hodkinson, 2016) and remaining contested, thus making Inclusion difficult to achieve in practice.

Practitioners' comments suggested that utilising support and training could lead to positive and meaningful approaches towards Inclusion in mainstream settings in practice; however, this analysis revealed that insufficient support and training created challenges to including children with diverse/complex SEND. While the data does not explicitly suggest that practitioners' perceptions changed in line with policies, the literature discusses that as policy meanings shifted (Armstrong, 2005), practitioners' perceptions about Inclusion evolved (Ball, 1993) with expectations to teach more children with SEND. Research highlights that, the insufficiency in general support created challenges for practitioners struggling to improve standards (Runswick, 2011). Notably, the absence of support did not prevent the unrealistic expectations to improve standards and include more children with diverse/complex SEND with/without EHCPs (Porter, 2017).

Practitioners' diverse perceptions revealed that Inclusion was difficult to achieve in practice. The data suggested that while practitioners believed they were implementing Inclusion, the challenges and concerns accentuated achieving Integration (Hodkinson, 2020). The complex nature of Inclusion in a mainstream school hindered the learning of some children with SEND in an educational system still unfit to include all children (Hodkinson, 2016). This inquiry's data builds on Hodkinson's concerns, identifying that, while awareness about Inclusion has increased, achieving Inclusion remains a challenge, resulting in practitioners struggling to include children with complex SEND. Hence, rather than reducing vulnerability and social exclusion, the absence of the key facets resulted in schools 'acting as agents of exclusion' (Razer et al., 2013: 1153).

5.3 Phase 3: Attitudes about Inclusion

This section discusses the second sub-question identified from the literature review: 'What are different practitioners' attitudes?' There are three attitude components: feelings, thoughts and behaviours (Eagly and Chaiken, 1993). Practitioner attitudes about Inclusion reflect how they feel while supporting children with diverse/complex SEND. Thus, perceptions of Inclusion are often matched with expressed attitudes and these attitudes are interpreted into teaching practices, informing decision-making (Landsberg, 2005).

Practitioners in this inquiry utilised different words/phrases to express positive/negative attitudes. The words reflecting feelings and thoughts influenced searching for appropriate examples of practitioner talk. For example, "*good*" (I1, I3, I6, I7, I9) identified with positive attitudes; "hard" (I1, I3, I4), "pressure" (I2, I4, I8, R14), "difficult," (I1, I3, I6, I8, I9, R1), "*complicated*" and "*tricky*" (I6 resonated with negative attitudes; this resulted in the search for words/phrases identifying feelings, thoughts and behaviours relating to Inclusion.

The data in tables 6a [interviews] and 6b [questionnaires] represent different positive and negative attitudes. Keywords/phrases are highlighted as the data shows the reader which text informs the analysis.

Table: 6a Attitudes about inclusion	
I1	…**it was frustrating**; I mean, eventually you think you know **you've tried all the strategies and you feel like you are letting him down**, although the other side of you, **then you are saying to yourself, well, actually, I am trying everything that is being suggested**, but **I can't reach him…but it is really frustrating** and then you…when **it gets to a point where you think, this child does not belong in mainstream, he does need specialist, a specialist school**, by that point then…you…you, **you feel really frustrated, you feel a bit angry**…because he's then impacting on the learning of other children. **It became completely frustrating**…It was an upward battle, just to get him statemented and into the care he needed…No, way, **some children do actually need specialist care and that cannot be provided simply because we haven't in mainstream** schools got specialist teachers or resources…**most of the time, it can be schools** sometimes…**But on the whole, for most children, it is probably a good idea to be inclusive**…Children…extreme on the autistic scale, who couldn't engage, understand, socialise, interact, and he'd got to year four and became very, **very difficult**…
I2	…**there's some children who may feel with SEND that they may start right from primary school feel inferior**…and they may look at somebody who can do more, purely because they don't have the learning difficulties which the other person has. They may feel **constant inferiority**…**the primary school, generally the setting, is small, so there is that scope to make sure that the Inclusion is better**. There's **more personalized learning and more intervention**…the **holistic** approach is better than…the secondary school…the main benefit is that you get the integration between children with SEND and those with none. So they get used to one another…quite often, they learn better from one another…**When you make the adjustments, quite often, it's not just helping the child with special needs…it's better practice as a whole**…the problem with that is that I'm not blaming the teachers…they have a lot on their plates; **not everyone can make those adjustments because they don't have the adequate time or skills** to do all of that…under I think **it might have made them feel somewhat bad about their abilities**…**that's a massive negative**….
I3	…**that's a good thing…if you can include them in a mainstream school**, then they should be…**previously, children have been hidden away…** some of it in this area is to do with parents accepting a child's difficulty. Almost **there's a bit of a stigma attached to a child that's got something that makes them might look different if they've got a physical difficulty or if you know they've got Down Syndrome** because **the top end of a child with Down Syndrome can be catered for in a mainstream school** and whereas previously **I think that those children have perhaps been hidden away by…going to a special school**, **they can be educated in a mainstream school its hard work but it can be done**…**it then makes them completely accepting of any sort of difficulty**…**There are still occasions when a child just does not fit into mainstream school and it is not the suitable setting for the child or the other children in that clas**s…that does make it really difficult because you want to be seen as being completely inclusive but with the best will in the world, they're not getting their entitlement to a good education in mainstream schools…**it's made teaching more difficult**
I4	**It's very hard for a teacher** because it means **their planning gets harder**…need to prepare something…the **pressure is more**...it means **spending more time on planning**, spending **more time teaching a specific child**, spending **more time making sure that the atmosphere is ready for the needs of all the children**
I5	**It benefits the child** because they are…**being given the opportunity and the support to ensure they're achieving**. They might be achieving in smaller steps, but it **gives them confidence, they feel part of a team**…also feeling…they are being valued because they're given that one-to-one support…Yes, **that [reduced funding] has an impact on the support and when you turn round and you say to a member of staff but I just cannot feasibly do that with the budget** and **that's why I'm saying use that person, teach them the skills and try to make them independent and teach them those skills as well**. **So it does have an impact on that child; that child not having that one-to-one person… will have an impact on the teacher trying to provide for that child.** So it's like one of those vicious circles, isn't it? …**you haven't got the money to spend**…
I6	…**it works**…**in some circumstances…mainstream schools are probably not the best for them**. In terms of **when it does work, when the child does have talents in other aspects and wherein a mainstream, they can share that with other children and learn to get on with other children**…Going back to that whole **word inclusion…it's a complicated one; it's a complicated question in terms of what it actually means**… There's **a lot going on in the day**…it's **challenging enough for them to get that book open and actually start working**. To actually like what the activity is, **it's getting them motivated and interested** in what they're doing; **that's their challenge straight away am I interested today**?...it's up to them…**it depends on their SEND**.
I7	…**sometimes…as teachers, we may not necessarily be skilled enough…to support that child specifically for their learning nee**ds…it **starts here in mainstream education where we support...adapt our area to enable you to work just like any other child**…all children really thinking how do we make this work…**I feel children with SEND help mainstream education**…**how we all have to change our ways sometimes to support other people in our environment**…**if I'm supporting them in the right way, then it's a good place to be. If I'm not getting it right, then they're feeling frustrated, it's not a happy place to be**…there's **times where** I felt the **support hasn't been there**…**there needs to be more support given to the class teacher and opportunities…to have that dialogue with the professionals am I doing this right**…want to **have a constant dialogue**… **having an environment of specialists around on-tap constantly but I know it's hard.**
I8	…**it does work generally**… **they could do with a load of extra support but I know realistically…the way our school system is at the moment**…**at the moment, Inclusion of children is working**; it's **difficult as a teacher sometimes** because…**you want to see them make progress**…give them **more attention** but you know you can't…there's…25 other children that you have to also take care of… **it's difficult to give all your attention to…children with special need**s…**when you're teaching 30 children…the pressure that teachers are under**…**ensuring everybody achieves certain targets**…**it's difficult to give all your attention to…children with special needs… they could do with extra adult support** in classrooms…overall…**all the children I've taught, I've seen progress from all children with special needs**, so obviously the **Inclusion has helped**…they've done well..**being in an environment…with other children whom they can learn from and get their ideas from I think that's important and that's helped** them…
I9	…as an NQT, **it is tricky… as…this is the first time I've had SEN children in my classroom**…**it has been tricky** to find a balance in which direction I want my lesson to go…**If I can understand the SEN children, that would benefit me**…**then I could cater for everyone in the classroom**…**if I can cater for them, which I'm not, I'm not singling them out**…**I'm not saying that they're a bad thing**…**but if I can cater for them because…some of their needs are difficult**…**For me, it's a really good thing in the sense that…I've had very little training on it.** So I'm just **constantly learning with them**. But…**if I can understand the SEN children, that would benefit me**…

Table: 6b: Attitudes about Inclusion	
R1	***You learn more about how children learn*** *but in a special needs school, adult to children ratio is a lot higher.* ***It's difficult****.* ***More specialist training for all staff****. Identifying what* ***equipment would benefit*** *SEND children.*
R3	*I believe it* ***gives them essential communication*** *skills.*
R5	***Inclusion prepares children for the real world*** *as they have to* ***work/live in a non-adapted world****…*
R7	***Prepare children for adult life in an inclusive society****.* ***Confidence to achieve/thrive****.* ***Independence. Interaction with others****.*
R9	*Allows them to* ***build self-confidence*** *and their* ***belief in their ability*** *to try new activities; they* ***won't feel as limited in their confidence*** ***to have a go*** *at something new*
R13	*They* ***learn to cope in a world in which they will be expected to survive*** *after completing education…****teaches them life skills****.*
R14	***Trying to do independent work****…****not having the pressure from management that children should be doing a lot more when it's clear they can't.***
R15	*It* ***helps with their social skills****.* ***Prepares for everyday life****.*
R16	***Pupils can…participate in whole class and small group situations*** *– SEN children* ***gain confidence****…****know they have a voice which is listened to****.*
R18	***Inclusion creates a holistic child****. They are able to* ***become effective learners****…****build on their individual/unique talents****.*
R19	***Lack of support has been a problem***
R21	*It* ***benefits their social skills and interaction with their peers****.*

This section analyses comments made by practitioners in their interviews or questionnaires that can be recognised as attitudes. The data in tables 6a and 6b suggest that many articulated attitudes to Inclusion were positive and some were negative. Attitudes were particularly evident when practitioners talked about engaging complex SEND and disruptions to the class process or unrealistic expectations about Inclusion.

Practitioners' attitudes materialised and evolved from their experiences, shaping those experiences. For instance, practitioners mentioned Inclusion as a '*good idea'* (I1) and a "*good thing*" (I3, I5). Inclusive practice also created social benefits: "*…you get the integration between children with SEND and those with none*" (I2). By implementing effective Inclusion, practitioners gave children with SEND: "*…the opportunity and the support to make sure that they're achieving*" [I5]. While I7 felt that Inclusion for: "*…children with SEND helps mainstream education…*" I8 wanted children to benefit, asserting: "*…you want to see them make progress…*" I8's positive attitude is reflected in her children's achievements: "*overall…I've seen progress from all children with special needs…*" I9 felt that Inclusion developed practitioners' knowledge, asserting: "*for me, it's a really good thing…I'm just constantly learning with them*". I1 was cautious towards Inclusion for all children; however, "*for most children, it is probably a good idea to be inclusive"*. Similarly, while I3 recognised Inclusion as a positive move, it was not always possible: *"…that's a good*

thing…if you can include them in a mainstream school…" Essentially, the intent or rhetoric of Inclusion often associated with positive attitudes.

I2 reflected on the social benefits, affirming: "the *biggest benefit I…see is…the peer-to-peer aspect*". For I7 Inclusion: "*starts…in mainstream…where we support...adapt our area…*" Other benefits involved celebrating children's aptitudes: when: "*the child does have talents…the mainstream can share that with other children and learn to get on with other children*" (I6), suggesting that Inclusion in a mainstream school engendered understanding and tolerance amongst children. Practitioners' positive attitudes were aroused by the progress that children made or could make. For example, I9 spoke about the benefits of teaching children with SEND, as he could use his expertise to support other children effectively. I5 believed in the importance of recognising children's progress: *"they might be achieving in smaller steps, but it gives them the confidence, they feel part of a team…because they're given…support…*" Inclusion "*...gives them essential communication skills*" (R3) and "*…prepares children for the real world as they have to work/live in a non-adapted world…*" (R5) R7, similarly optimistic, explained that Inclusion could: "*prepare children for adult life in an inclusive society*" and "*build self-confidence and their belief in their ability to try new activities*" as they "*learn to cope in a world in which they will be expected to survive after completing education…*" (R9) Practitioners' comments resonated with three of the five outcomes in ECM: Enjoying and achieving; making a positive contribution to community and society; Achieving economic well-being (DfES, 2003).

Positive approaches towards Inclusion by practitioners affords children with SEND to have the "*confidence to achieve/thrive*", develop "*Independence*" and interact "*with others*" (R7). Opportunities to partake in "*…whole class and small group situations*" helped children to: "*gain confidence and know they have a voice…*" (R16). R18 believed that children with SEND benefited,

as Inclusion in a mainstream school "*creates a holistic child; they can become effective learners*…" and "*…build on their unique talents".* Practitioners' attitudes reflected positive emotions as they drew on Inclusion's benefits, focussing on all aspects of children's development and success. Inclusion benefited practitioners, as R7 suggested that experience in SEND developed adaptability: "*…we all have to change our ways sometimes to support other people in our environment…*" Likewise, R1's knowledge advanced: "*You learn more about how children learn*". Practitioners' positive attitudes materialised from their positive experiences teaching children with SEND and the myriad benefits children encountered. The comments suggested that the rhetoric of Inclusion generated positive attitudes as practitioners reflected on their thinking, leading to self-questioning and encouraging practitioners to draw on positive emotions as they manifest the positive outcomes of Inclusion. While positive attitudes were expressed via experience and knowledge, many positive attitudes were shared by practitioners not referring to teaching children with complex SEND, questioning whether their comments would reflect similar attitudes if they had taught children with complex SEND. Avramidis et al. (2000a) found that reconstructing the vision to include children with SEND in a suitable environment signified positive associations. Practitioners were encouraged to reflect on their practices and find ways to include children with SEND. However, while practitioners are expected to teach all children, it should not be assumed that they all are comparable in confidence and aptitude to teach complex SEND (Peer and Reid: 2016); nonetheless, positive attitudes are key to enhancing learning (Woodcock, 2013).

Practitioners utilised several words/phrases in response to questions about Inclusion, which are associated with negative attitudes; for example, "*bad*" (I2), "*does not belong in mainstream*" (I1), "*massive negative*" (I2) and "*frustrating*," (I1).

Challenging circumstances give rise to negative attitudes, as I1 posited: "*I am trying everything that is being suggested, but I can't reach him*". Thus, the challenging behaviour led to frustrating situations as the child was "*…extreme on the autistic scale…couldn't engage, understand, socialise, interact…became…very difficult…"* (I1) and it "*…was frustrating…eventually, you think…you've tried all the strategies…you feel like you are letting him down…*" As a result of these challenges, I1 expressed: "*…some children do…need specialist care…that cannot be provided…we haven't in mainstream school got specialist teachers, resources*". Not catering to children's needs led to practitioners feeling disempowered. Challenges proceeded to frustration as R19 asserted the "*lack of support has been a problem*" while I6 commented, "*…you're gonna feel quite bad because you're not doing what you should be doing*" or disappointed "*…If I'm not getting it right…they're feeling frustrated, it's not a happy place to be...*" Emotions were key as practitioners sought to teach children despite the lack of support and specialists. Inclusion created myriad challenges, generating negative attitudes, owing to frustration and unrealistic expectations to include all children with SEND.

Challenging behaviour in children's emotional and physical responses can engender practitioners' negative attitudes, creating an environment less conducive to learning for some children (Conner, 2016). Whilst a mainstream setting has more scope to accommodate children with SEND, I2 believed that some children felt "*inferior*" from the onset, which can continue and make "*…them feel somewhat bad about their abilities…that's a massive negative*". Several practitioners acknowledged mainstream as unsuitable: "*…in some circumstances…mainstream schools are probably not the best…for them"*; rather, "*there's been times where…some children who…could have benefited from…going to a special school*" (I8). While Salamanca (1994) endorsed Inclusion in mainstream settings, it recognised that some children with complex SEND would benefit from special schools. Being unable to include children with complex SEND resulted from lacking

expertise: "*we may not necessarily be skilled enough…to support that child specifically for their learning needs*" (I7). Knowledge was key: "*…then I could cater to everyone…which I'm not*" (I9), suggesting that lacking SEND knowledge created difficulties for including children with diverse/complex SEND.

Practitioners correlated pressure with negative attitudes, which led to anxiety when facing challenges; I5 recognised funding reduction triggered pressure: *"...it .has an impact on…support…when…you say to a member of staff…I just cannot feasibly do that with the budget…*" Pressure affected children's progress, leading to negative choices as practitioners pushed children to achieve unrealistic targets; R4 affirmed "…*the pressure from management that children should be doing a lot more when clearly…they can't*" created challenges as:

> *…not everyone can make those adjustments…they don't have adequate time or skills to do all of that…under pressure of the job, they may not make those required adjustments which would help the child with SEND but also the whole class…* (I2)

The disputes and incongruities required attention as varied, inclusive methods created difficulties in achieving Inclusion. (Ainscow and Sandill, 2010). The complexities also involved not assuming all practitioners accepted Inclusion fully (Ainscow and Sandill, 2010).

Pressure, for I8, affected children's attainment, as trying to ensure *"…everybody achieves certain targets…it's difficult to give all your attention to…children with special needs…*" This form of pressure echoes disempowerment as practitioners include children with diverse/complex SEND as much as possible. Negative attitudes materialised from low expectations as some practitioners "*…think this child…can't do anything because they are SEND…they are not aiming high enough for these kids*" (I2). Needing more time to help children with complex SEND created pressure and affected attitudes; I4 posited, "*…it means spending more time planning…teaching a specific child, spending more time making sure that the atmosphere is ready for the needs of all the children*".

Practitioners' negative attitudes result from tough situations; several words like: frustration, disappointment, pressure and unrealistic expectations were used, affecting their emotions. Practitioners appeared to internalise their emotions whilst teaching children with SEND; however, not meeting expectations created challenges, resulting in negative attitudes. While Inclusion was about an effective education for all (Rafferty et al., 2003), in mainstream settings, it resulted in exclusionary outcomes (Warnock, 2010) for some children, as policies endorsed Inclusion for rising numbers of children with diverse/complex SEND. Practitioners' attitudes were powerful because their feelings affected the Inclusion process, with negative attitudes lowering practitioner expectations and reducing positive outcomes for children with SEND (Woodcock: 2013). Though practitioners wanted Inclusion in a mainstream setting to be effective, the pressure, frustration, and unrealistic expectations engendered negative attitudes with practitioners struggling to include, making Inclusion contentious and difficult to achieve in practice.

Despite the negative attitudes, practitioners voiced the social benefits; children could collaborate and learn from peers. While practitioners exhibited negative attitudes, the negativity was not about Inclusion but rather the feeling that they felt inadequate as practitioners, unable to cope with Inclusion's demands. Therefore, 'feeling bad', frustrated, and letting children down engendered anxiety resulting from increasing demands depleting support and training, making Inclusion in a mainstream school incompatible and unrealistic for some children with SEND. While there is little literature evidence of the term 'resilience' relating to attitudes, practitioners' expressed dialogues align with resilience. As the data suggests, resilience is vital to achieving Inclusion in mainstream settings. Inclusion remains contingent on practitioners (Boyle et al., 2013), their attitudes, and the power to continue implementing Inclusion and teaching children with SEND in light of the continuing challenges. I3 felt that Inclusion in a mainstream school was not always conducive, asserting: "*there are still occasions when a child just does not fit into mainstream school, and it is*

not the suitable setting for the child or the other children in that class". The language I3 utilised was seemingly emotive, requiring resilience.

Practitioners' struggles highlighted that some children with complex SEND did not achieve in a mainstream setting, yet practitioners were expected to teach and include as much as possible despite a child failing to thrive. I6 asserted: "…*in some circumstance…mainstream schools are probably not the best thing for them*" and questioned Inclusion's true meaning: "*Going back to that whole word Inclusion…it's a complicated one…a complicated question in terms of what it actually means,*" suggesting that Inclusion was multifaceted. I2's comments shed light on the difficulties Inclusion in a mainstream school created: "*it's getting them motivated and interested in what they are doing…it depends on their SEND.*" While I9's comments voiced challenges: "…*I'm not singling them out…I'm not saying…they're a bad thing…but if I can cater for them because…some of their needs are difficult*", his comments echoed resilience as, despite children's difficulties, I9 persisted with helping children and developing his aptitude to include, asserting: "…*it has been tricky to find a balance of which direction I want my lesson to go.*"

In summary, this section has discussed the second sub-question: 'What are different practitioners' attitudes? by analysing practitioners' expressed positive and negative attitudes. As observed from practitioners' shared discourses, attitudes are powerful, as they formulate into an individual's practice, becoming their version of 'truth' about what constitutes Inclusion and good practice (Gore: 1998). However, the findings from this inquiry suggest that Inclusion is difficult to achieve in practice. Several practitioners expressed concerns about the rising standards and expectations despite austerity, depleting resources, support and resources (Ball, 2013).

Practitioners' optimism suggested that the rhetoric of Inclusion generated positive attitudes, which inspired positive outcomes as practitioners focussed on variables like social benefits and building

tolerance. Other facets, such as training and specialist support, provided practitioners with the skills and knowledge in specific areas of SEND. Practitioners suggested that Inclusion in a mainstream school developed empathy amongst children and opportunities to develop social and communication skills. Besides preparing children with SEND for the real world, practitioners benefited from Inclusion as their knowledge, tolerance and resilience increased. Moreover, practitioners accumulated knowledge and skills, resulting from Inclusion materialising with myriad benefits. Practitioners' negative attitudes emerged due to depleting funding, support, resources, specialists, and training. Their negative attitudes were also linked with their desire to support children with SEND; however, SEND complexities with unrealistic expectations to include in an unsuitable environment caused difficulties. Including some children with SEND was questioned, owing to suitability; despite wanting Inclusion to work, practitioners felt powerless, resulting from a lack of support and training in a mainstream setting.

While this inquiry highlights that effective Inclusion relies on practitioners' attitudes, Inclusion has increased in contestation owing to being complex, multifaceted and increasingly difficult to achieve in practice. However, research echoes the importance of practitioners' attitudes and the effect attitudes have on Inclusion in a mainstream school which can lead to successful outcomes for children with SEND (Frederickson and Cline, 2009). Ainscow and Sandill (2010) suggested that since practitioners' attitudes and actions engender children's learning situations, the task is to build an education system that positively challenges practitioners and empowers them to be inclusive. Though policies like the 'Children's and Families Act' (DOH, 2014) and the CoP (2015) supported Inclusion in mainstream schools via a new assessment system to simplify and improve services and make Inclusion achievable, the difficulties increased (Tutt and Williams, 2015). While the CoP (2015) was meant to facilitate Inclusion for children with SEND, practitioners in this inquiry voiced concerns about teaching children with diverse/complex SEND, with research

echoing similar findings; EHCPs were harder to secure for children with complex SEND (Porter, 2017). With Inclusion becoming problematic to achieve, practitioners face various challenges, which engender negative attitudes and can be detrimental for children with SEND.

This inquiry's data highlighted that negative challenges and unrealistic expectations lead to integrative approaches. Ball (2013, 2017), Kalberg (2005) and Loomba (2015) drew on Foucault as a lens to explore power and knowledge, suggesting that equipping a team of practitioners with SEND knowledge and a positive vision can empower them to strive towards Inclusion. However, practitioners voiced concerns about depleting funding and support hindering the Inclusion process, which resonated with research. This inquiry's findings and wider research contradict government policies; for instance, the latest CoP (2015) emerged with challenges as securing an EHCP was difficult (Porter, 2017). While the practitioners did not refer to policies, they voiced concerns about children with SEND not receiving the much-needed support as practitioners struggled to include some children. Practitioners' comments suggested that the policies made Inclusion harder to achieve due to depleting support and unrealistic expectations to include.

Practitioners' comments echoed the need for more targeted support and training to teach and include children with complex SEND. Despite the challenges, practitioners voiced teaching children with SEND was advantageous, as it engendered knowledge and fostered tolerance amongst children and practitioners. However, despite the benefits, teaching children with diverse/complex SEND required support and expertise in SEND, which were not readily available. While Practitioners' positive and negative attitudes echoed similar concerns to research, this inquiry highlighted that policies have continued to contradict the notion of Inclusion, making it difficult to achieve in practice. Policies like the 'Children and Families Act' (2014, DOH) and the CoP (2015) endorsed Salamanca's (UNESCO, 1994) vision of Inclusion for all; yet in practice,

this vision materialised with challenges, owing to reduced funding, support, training and specialists. Other challenges involved unrealistic expectations and accountability for children with diverse/complex SEND with/without EHCPs. Practitioner power and resilience also influenced positive/negative attitudes towards Inclusion for children with SEND. Although Inclusion was contentious, practitioners' comments echoed positive intent about the concept of Inclusion and its success. The complexities of SEND placed pressure on practitioners' commitment, resilience and attitudes. Glazzard (2011) suggested that Inclusion was highly inclusive or exclusive due to the challenges. Even though Glazzard (2011) did not correlate exclusive practices with Integration, this inquiry and Hodkinson's (2020) comments suggest that Integration is the new Inclusion. While practitioners expressed being inclusive, they struggled to include children in a mainstream setting.

5.4 Phase four: Affect/Effect of Inclusion on Practitioners' Practice

This phase [four] explores the effect of Inclusion, identifying with the third sub-question: How do practitioners' perceptions and attitudes affect their practice? Utilising thematic analysis led to identifying words and phrases which affected practitioners' practice. Words corresponding with "*affect*" included "*cause"* and "*because*," resulting in two interpretations of effect/affect. One interpretation was how the intervention of Inclusion affected practice. The second interpretation of affect was what affected the implementation of Inclusion.

The data in tables 7a [interviews] 7b [questionnaires]) speak to the meaning of the affect/effect on Inclusion and the data in tables 8a [interviews] 8b [questionnaires]) speak to the affect/effect of Inclusion. As the analysis suggests in this section, my two data sets distinguish between these interpretations. As with previous tables, keywords/phrases concerning the affect/effect of training, specialists and parents on practitioners, their practice, and Inclusion are highlighted as the data show the reader which text informs the analysis.

Table: 7a Affect/effect <u>on</u> Inclusion: Training, Specialists and Parents	
I1	***…it is really important…as if you don't have it, you think, you're always questioning whether you're doing the right thing…often training*** *will be…**reinforcing what practice you have been doing and sometimes it gives you another strategy to use just to simplify things…essential…to have a refresher**…sometimes…you're in a particular year, and…may not be using that training…it's not used, you don't sharpen those skills…**it should be ongoing training**……**there's a shortfall because we haven't got the specialist teachers…money**…if we did have more specialists…they're…**quickly intervene*** *and say how about this **particular strategy**…because **they have a lot more knowledge at their fingertips that is current**…* *…it **varies depending on parents**...very **proactive**…**have regular meetings**…want to take things home to try…**they are reinforcing everything that is going on in the classroom**…**other parents are not interested**…**you have to invite them in**….you know that **nothing really is being done**…**or very little is done at home**… sometimes the **barriers** are…**parents haven't got the skills** themselves…**the parents feel frustrated**….it was **a case of those parents who were always going to help**…**those who were not as interested… harder to get to those**…**it will have an 'impact' on the child; it will slow them down**…*
I2	***If they're not adequately trained and skilled and…not that motivated, that's just a recipe…for not making any real difference…teacher is more like the jack of all trade**, whereas the **specialist is specific for children who require specialist input**…they can **show you more clearly how to identify barriers** and…**remove those barriers**…**lots of parents try to help their children…parents have a massive role**…**parents do want to help…its lack of awareness and…skills**…they are very important…**it has to be a partnership based on the parent understanding that the child with these needs is probably always going to…learn in…a particular way**…if they are **in power**…given the right…support that they know what works well with children with these conditions…**quite often, parents want to help but don't know what to do**…**it's that gap** in between **wanting to help** and **not knowing what to do that needs to be filled**…*
I3	*…it **empowers**…you **need time to reflect on training that's going to 'impact' on your teaching**…the **best practitioners are those that have the training, then reflect and relate it to**…actually teaching…and **thinking about what you could** do to support the child…**There is no way you can be the specialist of everything a child may have**…**SEN is huge and diverse**…**you need those people to…come in and give you support and advice** so you can look at how **then you're going to support the child effectively**…a **child…had complex behaviour needs**…for the whole of the primary school…the child got to year 6…as a school, we just could not keep the child in school any longer because of him not keeping himself safe…**that is disappointing when…you think that you've almost failed a child**…**you've put so much effort in**…**if the child…was struggling, they would get a statement and move to a special school…not the case anymore…there aren't those places**…**there is an understanding that the majority of children will stay in a mainstream setting**.*
I5	***I'd like to equip the staff with the knowledge** of how to manage, because **once you've got the understanding…it's easier…to…cope**…I've seen **staff put up that barrier, thinking it's too much**…**you have to equip them with the skills to manage that anxiety**…**what causes that anxiety in any situation is the unknown factor**…They have to **have some sort of training** to be able to meet that child's needs…having **more specialists**…our **team becomes more empowered** because…**if I got a child with this need and I get stuck, there's this expert here I can speak to**… when those are **modelled** by specialists…that will have a **better impact** on teachers' understanding…**parents play a big part**…they've got a very important role…as a team like in any other parent-teacher school relationship…**We've got to support them to accept that their child has got additional needs** and maybe different…**and making sure that the parent isn't feeling isolated**…*
I6	*…like to see **more from the specialists**…**that's where the real understanding is**, **the real teaching, more personal experiences**…**if** you've expressed it and y**ou've not been given the training, then you're gonna think…what do I do**…I don't understand this…and to a degree, you're probably gonna say right, **if I'm not getting the training, what can I do?** …**you could research** and find out about it, **but again it's that time factor**…Do you have time to go ahead and do that?...**you probably say I don't have time to go to find out about things like this**; I've got a million and one other things that need to be done…**you are gonna…feel quite bad because you're not doing what you should be doing**….**parents play a huge, huge role in their development**…**I sometimes wish more parents take more of an active role**…**parents** where children have got SEN **will always come into the school and will say…why are they not doing this** …**almost to the point that they don't understand what the learning is for their child**…the school doors are always open…**parents always welcome to come in,** but **I don't think we do enough as a school**…*
I7	***I've taken to reading about autism**…I've got a child…who has…**I've never come across that condition before**…**I will have some knowledge by the time I have read**…**how to support him**…I **always feel a little bit anxious**…**I'm…not a specially trained individual that knows everything about every aspect of this child's diagnosis** …*
I8	*…we do **have staff training rarely**…**make sure you try and include everybody**…this is how you could **include different…learners**...**as a teacher, I kind of put that in myself**…**it's hugely important parental…contributions and how parents support their children**…I've got 8 or 9 children in my class with SEN and parental involvement is so different…**1 or 2 parents…keen for their children to get extra support**…they're **constantly asking**…**for support**…**others…who don't show** me that they take any interest and the attitudes of those children show you can tell the children **who are supported** at home…when they come to school **even though they might find the things very difficult they try cus…they've got parent's support**…**those that don't have…put less effort in some ways**…**parental involvement is massive**…*
I9	***I've had very little training**…**constantly learning with them**…**if I can cater for them…I can cater for all the other children**…**if more specialists are trained and work within a mainstream school, which will help me massively because…I've struggled with planning**…They are **very important** because **their pure focus is on the SEND children**. Whereas **our focus is on everyone.***

Table: 7b Affect/effect on Inclusion: Training, Specialists and Parents	
R1	***Often they are scared and lack knowledge…see school as respite.[Parents]***
R2	***Gave me [training] knowledge about their behaviour and how to help them.***
R3	***I did not have in-depth training…practice and experience are more valuable. … Although I think they play a role…it can be difficult for them to support their child***
R6	***More specific training…on the needs of the child****…****before having them in class****…having the****training helped me become more aware of how to meet their needs****…****cope with the change of emotions…to control and support****…****challenging behaviour*** *in a nursery.*
R9	***Practical experience had more 'impact' than basic general training*** *in college****….A big role. Some parents do and some don't.***
R11	***It helped a lot, but each child's need is individual, so at times it was hard****…* *…****parents play a big role in supporting their children…the liaison between us and parents is vital for the child***
R13	***Parents have a very important role…at times, they don't have the skills to cater to the needs of their children****…*
R15	***Some parents play a really important part in their academic achievements*** *by helping their children…****other children are not getting that parental help***
R16	*Parents are****usually very supportive*** *of the school and****will ask for advice about how to help their children*** *at home*
R17	*They can****provide vital information on child's difficulties****…ways to help.****Important to liaise with parents****…****maintain good relationships****.*
R20	*…****no training but experience over the years helped to evaluate practice*** *and aim to provide the best for all children.*
R21	*Able to****tell you the child's specific needs and requirements. Support you.***
R22	*Vital role –****parental involvement is crucial***
R23	***Parental support is vital****…****those who work with their children at home make more progress and show more interest in their learning.***
R24	*I****went on training****…I****had support****…****went to a SEND school to observe other teachers****…It****gave me ideas to reach the children's needs and for them to access the curriculum…Supporting their children****…also,****parents support teachers****…we are****working in a team to reach children's needs***

This section analyses practitioners' comments corresponding to the affect/effect of Inclusion; the word affect/effect was evident in some of the interview and questionnaire questions. My data analysis identified three variants that affect Inclusion:

- training and lack of in-service training,
- specialists, support or lack of support,
- parent involvement and lack of involvement in their child's education.

In the previous section of my analysis of attitudes, training and support issues generated positive and negative attitudes. While the focus in the previous section was on the need for training, this section analyses the effect/affect of Training, Specialists and Parents on Inclusion.

An earlier section in this chapter examined the perception that Inclusion in a mainstream setting was about the presence/absence of support. This section examines what affects/effects Inclusion and different stakeholders.

The data indicated that provision and lack of in-service training affected Inclusion's success. This issue with training is longstanding and never appears to get resolved, despite being recognised as vital; for example, the Carter Review (2015) identifies the inadequacies in training around SEND in mainstream settings and shares a vision of adequately preparing practitioners to accommodate

children with SEND. This section refers to in-service training, which can have a positive effect, as I3 expresses: "*... it empowers…you need time to reflect on training that's going to impact your teaching*". After providing training, the true effect (I5) materialises when practitioners apply their new knowledge to practice. Moreover, the provision of in-service training facilitated Inclusion; for example, I8 recognised her training revolved around developing practitioner awareness of different learners, making: *"…sure you try and include everybody*". R6 felt "*additional training*" before a child with specific SEND entered a classroom was vital: "*having the training helped me become more aware of how to meet their needs*".

Practitioners who completed a questionnaire were asked how essential in-service training was to Inclusion. They responded with a Likert scale. 15 respondents strongly agreed, 10 agreed, and two were unsure. Practitioners overwhelmingly supported the notion that training was needed to ensure children's SEND were supported; the responses indicate that a lack of training created challenges for practitioners. Participants also responded to the statement: Training more specialists is essential to assist practitioners in implementing Inclusion in the mainstream classroom; four participants strongly agreed, 13 agreed, six strongly disagreed and four were unsure. While there was a strong response towards the need for the training of more specialists, the data suggested some practitioners did not feel they needed specialists to help them with specialist interventions; this could be because these practitioners may not have experienced teaching children with complex SEND.

In the training and Inclusion section, practitioners were asked to share their views about teaching children with SEND with/without training in SEND. Fourteen practitioners agreed, and one strongly agreed that they were expected to teach without the required training; four respondents disagreed and eight were unsure. While the interviewed participants were not directly asked if they

had a lack of training, they expressed any lack of training whilst responding to questions about adequate training. I1 expressed the importance of training: "*if you don't have it…you're always questioning whether you're doing the right thing*." Her comments suggested that being unsure can negatively affect practitioners and Inclusion, creating uncertainty about their teaching and supporting children with complex SEND. I5 acknowledged that training would equip practitioners with "*skills to manage that anxiety within*", recognising that practitioners can "*put up a barrier*" without the knowledge that training could provide. I5 asserted that it was essential to equip practitioners "*with knowledge of how to manage because once you've got the understanding…then it's easier…to…cope*". While I6 believed training was needed, he acknowledged that it was insufficient and self-initiated learning was unrealistic: "*…you could research…and find out…but…Do you have time to go ahead and do that…you probably say I don't…"* I6 felt "*quite bad because you're not doing what you should be doing*", leading to feelings of powerlessness: "*if you've expressed it and you're not…given the training, then you're gonna think…how do you want me to deal with it… if I'm not getting the training, what can I do*?" I6's comments reflect frustration as despite expressing the need for further training in SEND, training remained absent; thus, I6 felt powerless to implement Inclusion effectively. I7's comments were reminiscent of the ideology of practitioners taking it upon themselves to equip themselves with knowledge about SEND via reading, explaining: "*I've taken to reading about autism*". I7s comments indicated that training was absent as she was left to learn about a condition herself, without any prior training to inform her, explaining: "*I've got a child…who…I've never come across that condition before…which I will have some knowledge on by the time I have read…how to support him*".

In an earlier section, I analysed the perception that Inclusion is about the presence/absence of specialists' support; this section analyses the effect/affect <u>on</u> Inclusion. Thus, the second identified variant is the affect/effect specialists' support has <u>on</u> Inclusion. The data in tables 8a and 8b highlight

specialists as a key Inclusion variant because they hold knowledge and skills to help children with SEND. Specialist support led to practitioner knowledge, which led to competence and positive attitudes towards Inclusion and complex SEND (Avramidis et al., 2000b). I6 voiced the need for more specialists, but unfortunately, the required level of support was depleting yet: "*…that's where the real understanding is the real teaching*". Specialists for I9 were vital: "*if more specialists are trained and are working within a mainstream school, that would help me massively"* I2 believed that the "*teacher is more like the jack of all trade, whereas the specialist is specific for children who require specialist input…they can show you…how to identify barriers and…remove those barriers…*" Likewise, I3 believed no one could be a "*specialist of everything…SEN is so huge and diverse…you need those people to…come in and give you support and advice…to support the child effectively...*" Specialists were adept; they could "*quickly intervene and say how about this particular strategy…they…have a lot more knowledge…that is current"* (I5). I3 suggested training was important: "*having more specialists…our team becomes more empowered because…if I got a child with this need and I get stuck, there's this expert here I can speak to… when those are modelled by specialists…that will have a better impact on teachers' understanding*". While only one of the participants (I3) explicitly used the term 'empowerment', some of the phrases used by other participants about their frustration indicated their sense of disempowerment at different levels due to insufficient training and support. For instance, I2 spoke about "*Trying to build an ethos…"* while I1 expressed: "*We haven't got the money for the support that children need or the resources*." Similarly, I8's comments echoed disempowerment as she felt whilst planning "*children who don't have specific special needs are left out*". Practitioners' comments in this section underline the importance of specialists, which affects Inclusion in a mainstream setting for children with SEND and can only succeed if practitioners have the required knowledge (Wilson,

2003). This inquiry discovered that specialists' expertise could develop practitioners' knowledge in SEND across the setting (Reid and Peer, 2016).

Policies are intended to encourage continuing observations and assessments and increase practitioners' power of knowledge. Foucault (1979: 204), adopted as a lens by Ball (2013: 113), asserted: 'Knowledge follows advances of power discovering new objects of knowledge over all the surfaces on which power is exercised'. Some examples of effect refer to power since Inclusion in mainstream settings affects practice - one unforeseen effect on practice is that some practitioners feel disempowered, for example, "…*not doing what you should be doing"* (I6). This sense of disempowerment arises from the absence of the required knowledge to support children with complex SEND, as Inclusion in a mainstream setting is difficult to achieve. Notably, while practitioners shared their perceptions of Inclusion, they did not share their understanding of the different types of Inclusion or full inclusion. Power also affects Inclusion – the more power a stakeholder has, the greater the success of Inclusion in a mainstream setting, as I5 [HT] had the vision and the power to provide the training she assumed was needed to equip practitioners in the setting. Also, how practitioners talk about a subject like SEND affects how they act (Karlberg, 2005), which was evident as practitioners achieving Inclusion in the classroom had a different relationship with Inclusion as they sought strategies to teach and include children with diverse/complex SEND.

Specialists play a key role in equipping practitioners with sufficient skills to support SEND. While practitioners stressed the importance of specialists, their comments suggested a clear absence of specialists' training and support, placing additional demands on practitioners as the insufficiency in these key facets created challenges, resulting in practitioners struggling to improve standards (Runswick, 2011). However, educational settings were accountable for assessing children not

progressing in line with national expectations and developing specialists' skills in their team (DfE, 2015; Reid and Peer, 2016). I5 [HT] recognised the absence of specialists and shared her vision of creating a team of specialists in her setting who would be equipped to provide practitioners with the specific knowledge needed. However, despite I5's vision to provide training and support, practitioners' comments indicated that this vision was yet to materialise. The lack of specialist support and training was a concern for most practitioners, specifically those teaching children with SEND. Children with diverse/complex SEND and an EHCP need further provision and specialist teachers are usually key players (Bell and Mclean, 2016), yet they are in decline. Interestingly, despite the challenges, practitioners felt that children with SEND did progress; however, whether this progress was according to their full potential was debatable, as practitioners constantly voiced struggles to include all children.

The third variant exploring the effect of Inclusion emerges from practitioners' comments about involvement and lack of parents' involvement in their child's education. The data in tables 9a and 9b highlight parents' significant role in their child's education. Practitioners believed parents were key to supporting children in mainstream settings as much as possible (DfEE, 1997), but the support varied; some parents were "*very proactive*", attended "*regular meetings*", and took "*things home…which is great because…they are reinforcing everything that is going on in the classroom*…" However, other parents were less involved in their child's education: "*you know that nothing…or very little is being done at home*" (I1). Nevertheless: "*lots of parents try to help their children at home" and play* a *"massive role"* (I2) in their child's learning. I2 stated that while parents were "*very important*", for many parents, the: "*lack of awareness and lack of skills"* formed barriers as *"…quite often parents want to help but don't know what to do…*" Being part of a team involved a "*parent-teacher school relationship"* (I5) as parents needed support to "*accept that their child has additional needs and may be different*". Other parents were eager to support

their children; they "*were always in my classroom talking about their child*" (I6). Practitioners' comments echoed the positive effect parents' involvement had: "*parents play a huge role in their development*" (I6), but "*parental involvement*" varied; some parents were "*keen for their children to get extra support…constantly asking…for support*". I8 asserted that some parents:

> *…don't show me…they take any interest…and the attitudes of those children show, you can tell the children who are supported at home…when they come to school even though they might find the things very difficult they try cus…they've got parent's support…those that don't…put less effort in…parental involvement is massive…*

Successful Inclusion in a mainstream setting needed a "holistic approach" (I1), resulting in the need for support via policies, schools and parents. Partnerships were key, but many parents faced barriers such as a lack of education and adept English. Other obstacles included parents' lack of interest, which reflected in children's attitudes towards their learning. All the practitioners in this study expressed that the parents' role was vital, as their support provided a foundation for effective partnerships (DOH, 2014), specified in the new CoP (DfE, 2015). Therefore, schools needed to support parents to overcome barriers by considering individual family needs.

The key to delivering Inclusion in a mainstream setting that successfully included children with SEND revolved around support, knowledge, resources and training, as practitioners' attitudes determine Inclusion outcomes for children with SEND. The data suggest that training is a key facet of developing SEND and expertise. While training was essential, most practitioners voiced concerns about lacking quality training to support children with diverse/complex SEND. Similarly, several practitioners suggested that direct teaching experiences with SEND developed their expertise; however, support and training were essential to successful Inclusion and positive attitudes. Some researchers suggest that practitioners are largely pragmatists or rely on classroom experience rather than formal theory and research to think about practice (Burke and Sutherland,

2004), implying that to ensure Inclusion in a mainstream setting is achieved, theoretical knowledge was available and practical experience for practitioners to draw and reflect on.

The data analysis explored what effects/effects Inclusion; the policy provenance highlighted issues concerning parents which have been researched and debated for decades. While parents were integral and acknowledged in consecutive policies (DfEE, 1997; DFE, 2011; DfE, 2014), involving all parents is unrealistic; not all parents have the academic ability, patience or desire to support their child's education.

Several practitioners in this inquiry cited concerns regarding partnerships with parents, which were difficult to achieve in practice. Thus, despite the benefits parent partnerships brought to children's learning, disputes continue to proliferate about children with SEND, for whom the mainstream environment is not always conducive to learning (Hodkinson: 2012). Nevertheless, schools and children, particularly children with SEND, could only flourish with parent engagement; therefore, parents' commitment was vital for their child's success (Wearmouth, 2017). This section identified several affect/effects of training, specialists, support and parental involvement on Inclusion.

The ensuing section invites an alternative view of the effect of Inclusion on children, practitioners' practice and resilience by looking at its effect on practitioners and their practice. The collated comments in tables 8a [interviews] and 8b [questionnaires] are responses to questions on affect with the third sub-question. This section focusses on the effect Inclusion has on practitioners and their practice. The words/phrases that correlate with practitioners' resilience (Bajaj and Pande, 2015), practitioners' practice and Inclusion are highlighted in both tables. Words/phrases like "physically draining" and "behaviour problems" correlating with affect are highlighted.

Table: 8a Affect/Effect of Inclusion on Children, Practitioners' Teaching in the classroom and Practitioners' Resilience	
I1	*It was draining…emotionally, physically draining, because he was challenging…it was really hard not just in terms of his curriculum needs but in terms of his behaviour; he had a lot of needs…he was very demanding…it's knowing that you've made a difference…they do make those fine moves in the right direction…to me, that is the biggest bit of satisfaction that I get as a practitioner…I've had children who have had behaviour problems within the classroom and it hasn't been low level…been constant and it does disrupt the learning of the other children…it can have quite a negative impact on them*
I2	*…if you have behavioural difficulties, you see what supposedly appropriate behaviour is…the interaction with those who don't have SEND, for those children…it's better as well because then there is a sense that they know how to interact with children who may be different in an obvious way or in a not so obvious way… you have some TAs who are very keen for the child to get further. Some TAs think this child will not get anything and can't do anything because they are SEND, and that does exist in the teaching profession…some think, well, that's it, and they're not aiming high enough for these kids.*
I4	*I don't think I'm trained…catering for all children …it has to have trained staff…enough staff…to support some needs…Should definitely have training about all the kind of SEN…the children will be more confident…*
I5	*…if…that child shouts out, or their behaviour can't be managed…that will…impact the other children because they'll keep distracting them…they're used to it…children will say…he's just doing something…children are resilient…but two children have needs, but I'm a little bit disappointed that the teacher, but I …they're very demanding…in the different challenging behaviour, where they are disrupting the class, and the teacher is feeling that she's losing control in the class.*
I6	*…it is challenging for the children, it's disruptive for the class…create challenges because you're aware of what their needs are and what causes it, yet you've still got to maintain and control it…in a way get across to the other children where it's still unacceptable, that's not the expected behaviour in a classroom…Inclusion is a good thing because you're teaching about expectations and rules of life and what you need to do…there are challenges, big challenges…*
I7	*We just need to adapt our working environment…ultimately, that person doesn't end up feeling like I can't…work here because…I'm feeling different just because of their disability…mainstream helps in terms of…inclusion…it's a kind of beginning to tackle those kinds of discrimination.*
I8	*I can't do everything for them, but I want to ensure that whatever I do, you know, will help somebody in a certain way…I've got a young boy in my class who struggles with behaviour and has SEN…initially, I was like, oh my gosh…he's quite hard work to have in the room because he doesn't concentrate…I'm trying to think of ways to make things positive because I don't want him to leave my class…feeling like…all I've been is told off and I haven't learned anything…there was a child in a wheelchair and…did lots to adapt school to suit his needs…but it was challenging, it was too much…physically the building wasn't suited to his needs for his wheelchair access…he…had to go to a behavioural unit, but the time that it took and remembered feeling this, that we've failed this child so much because of the system that was full of bureaucracy…generally, mainstream is about including everyone, but when you've got a child that's endangering other children in the classroom and you want to include that child but they're…can't cope…it's hard, because of the differentiation and the variety of needs…*

Table: 8b Affect/Effect of Inclusion on Children, Practitioners' Teaching in the classroom and Practitioners' Resilience	
R3	*I sometimes feel…too much time gets taken away due to staff reinforcing positive behaviour and setting expectations…takes/reduces precious learning time.*
R5	*Behaviour Send children are usually the most challenging to manage and create a negative atmosphere*
R11	*…they can be disruptive and challenging behaviour wise… found myself doing 1-1 with a child and not being supportive to the rest of the class.*

Analysis of practitioner comments suggests Inclusion affects three variants:

- The Children
- Practitioners' practice/teaching in the classroom
- Practitioners' resilience.

Since Inclusion was implemented for its effect on children, this is an obvious variant of what is affected by Inclusion. The 'Salamanca Statement' (UNESCO, 1994) advocated that Inclusion was implemented to help develop strategies for children's participation in education, which was an evident effect of Inclusion. Some practitioners commented that Inclusion was about children's participation in education, suggesting children *"interact with others and gives them equal opportunities and rights*" [R3]. Practitioners' language implied that children became independent

and confident learners with skills to "*survive in the adult world*" (R 13, R4). I2 believed the effect of Inclusion positively affected children's behaviour: "*…if you have behavioural difficulties, you see what supposedly appropriate behaviour is…the interaction with those who don't have SEND*". Practitioners spoke about the positive effect of Inclusion, as I2 noted: "…*there is a sense that they know how to interact with children who may be different* …" and "*see what other children are doing…try to copy their behaviour…it's like a boost of confidence for children with SEN…*" (I4). I5 believed that while children with complex SEND were distracting and challenging, the effect was positive as Inclusion becomes "*second nature…they're used to it…children are resilient*". Along with learning from others, I4 felt children with SEND "*get the opportunity…very early to feel accepted*" and, despite the challenges, children with SEND "*…do make those fine moves in the right direction…*" (I1). I4 saw the benefits of Inclusion in a mainstream school as children engaged and felt accepted: "*then it's easier to achieve something in the future…children will be more confident*". Inclusion was about adjusting the environment to help children: *"work just like any other child*" (I7). However, while children with SEND become "*independent and confident in themselves*", I4 felt practitioners might "*lower expectations because if five children need more work…the teacher has less time to help everyone else …*"

While Inclusion relates to social justice, which provides access to equal educational opportunities (Lloyd, 2000), practitioners in this study consistently voiced concerns about the effect of insufficient resources, support, specialists and training, affecting practitioners' practice and disadvantaging some children with complex SEND (Allan, 2003). These shortcomings increased due to the austerity measures echoed in the Coalition's approach to reducing the country's record debt (Conservative Manifesto, 2010), resulting in reduced support and services (Chowdry and Sibieta, 2011). The desired effects of Inclusion are the social justice effects that children will feel equal and part of the school and wider community, including special schools. Thus, as several

practitioners articulated in this inquiry, a special school would have positively affected some children with complex SEND, a belief resonating with Warnock's (2010) argument that some children with complex SEND were not fully included, others faced exclusionary outcomes in a mainstream school. While practitioners in this inquiry concurred with the ideology of Inclusion for children with SEND, they questioned the Inclusion of some children with complex SEND; their comments correlated with Hornby (2015), positing that the policy of full Inclusion for all or most of the time is unachievable in practice, as some children with SEND will not benefit since Inclusion is about equal access in a mainstream setting (Jorgensen and Allan, 2020).

Competency and confidence with diverse/complex SEND require time, which can be detrimental for some children (Markova et al., 2016) and challenging for practitioners. Despite children's rights being deemed integral, significant rises in SEND identification have raised questions about Inclusion's success in a mainstream school (Ewing et al., 2017). Since children's rights and SEND are at the forefront, practitioners' attitudes, knowledge and competence to manage children with complex SEND need consideration (Merry, 2019). Inclusion is about all children being included socially and academically in an environment where they can thrive (Lauchlan and Greig, 2015). However, as this inquiry identifies, achieving Inclusion is complex and not always achievable in a mainstream setting; rather, integrative practices (Hodkinson, 2020) emerge as practitioners struggle to support all children.

The second variant analyses the effect of Inclusion on practitioners' practice/teaching in the classroom; for example, supporting one child with "a lot of needs" affects teaching the other twenty-nine children requiring support (I1). Likewise: "*disruptive and challenging behaviour*" (R11) creates less favourable teaching and learning conditions, affecting practitioners' practice and resulting in "*not supporting the rest of the class*" as effectively. R3 noted that occasionally,

"*too much time gets taken away due to staff reinforcing positive behaviour and setting expectations"*, which "*reduces precious learning time*" and "*creates a negative atmosphere*" (R5). Similarly, I1 asserted: "*I've had children who have had behaviour problems within the classroom, and…it's been constant…it does disrupt the learning of the other children*". I5 asserted that some children with SEND created challenges; if a: "*child shouts out, or their behaviour can't be managed, then that will impact…because they'll keep distracting them*", which affects practitioners' practice. Despite the challenges, I1 focussed on the child's successes and the positive affect on practitioners' practice: "*…it's knowing that you've made a difference…when they came in, they were at a certain level…*" I8 was optimistic, wanting to provide positive experiences: "*I don't want him to leave my class feeling…all I've been, is told off…I haven't learned anything*".

Teaching children with complex SEND affects how practitioners think and speak about SEND; practitioners' actions reflect their practice (Karlberg, 2005). Practitioners' comments indicated that including children with complex SEND affected practitioners' practice positively/negatively. While experiencing children with complex SEND developed practitioners' understanding, teaching children in an unsuitable environment negatively affected their practice (Wedell, 2005). Avramidis et al. (2000b) similarly found that practitioners with varying degrees and years of experience teaching children with complex SEND held more positive attitudes than practitioners with less direct experience. However, the data in this inquiry revealed that positive/negative attitudes were not only affected by experience but by the complexity of SEND along with all the vital facets: support, expertise, training, specialists, empowerment, resilience and a conducive environment for children with SEND. Consequently, awareness in isolation does not prepare practitioners to manage (Costello and Boyle, 2013) diverse/complex SEND since understanding and confidence in inclusive education alone were insufficient to improve positive attitudes; this was because practitioners varied in confidence and expertise in supporting children's complex

SEND (Bukvic: 2014). Inclusion affects practitioners' practice as teaching children with SEND expands practitioners' teaching/practice and knowledge repertoire. While Inclusion in mainstream settings was advantageous, the interventions required for some children with SEND were not possible, leaving those children excluded from learning. Hence, achieving Inclusion in education is problematic for children deviating from the norm academically (Douglas, 2010) and for practitioners expected to deal with the effects of Inclusion as expectations and exclusions rise: which resulted in questioning the true effects of Inclusion in a mainstream school and practitioners' practice (Hodkinson: 2012).

The third variant analyses the affect of Inclusion on practitioners' resilience; for example, the effect of Inclusion on practitioners caused by challenging behaviour of children, insufficient training, knowledge and specialist support. One of the elements of practitioner talk that warranted the data about the effect of Inclusion to be more deeply analysed was the connection between practitioners' resilience and their ability to persevere with Inclusion in a mainstream setting whilst facing adversity. While the word 'resilience' was used about the children (I5), some practitioners' language about making the most of the situation indicated levels of teacher resilience. For example, I1 said: "*it's knowing that you've made a difference…they do make those fine moves in the right direction…to me, that is the biggest bit of satisfaction that I get as a practitioner*", which resonated with Connor and Davidson (2003), who described resilience as enabling practitioners to thrive in the face of adversity and overcome challenges. The effect of Inclusion on practitioners' resilience was concerning as the practice of Inclusion was contingent on their attitudes towards Inclusion and SEND. Despite Inclusion's positive attributes, what could be realistically achieved within a mainstream classroom was limited, owing to the diversity/complexity of SEND: "*I can't do everything…but I want to make sure that whatever I do…will help somebody in a certain way…*" (I8) Inclusion was hard work, confirmed by I8 about a child in her class, asserting: "*oh my*

gosh…he's quite hard work to have in the room because he doesn't concentrate". Such situations can affect practitioners' resilience; Inclusion was "*demanding*" (I1) as practitioners tried to include diverse SEND, which "*drained*" (I1) and disempowered practitioners with a sense of "*losing control*" (I5). Emotions were expressed; I7 voiced "*feeling anxious*" whilst supporting some children with SEND. Thus, resilience materialised as vital; I8 expressed a sense of failure and feeling disempowered when despite the efforts, support, resources and adjustments, Inclusion in a mainstream setting was ineffective:

> *…there was a child in a wheelchair…they did lots to adapt the school to suit his needs, he stayed for a year…it was challenging, it was too much…physically the building wasn't suited to his needs…he did have to leave and…go to a behavioural unit, but the time that it took, and I remembered feeling this, that we've failed this child so much because…*(I8)

While some practitioners expressed concerns about being disempowered to achieve Inclusion in a mainstream setting, others rose above these challenges by displaying resilience. Despite the challenges, practitioners voiced that they were still expected to include the children creating difficulties in their daily practice. I5 asserted: "*two children…got needs…they're both very demanding…different challenging behaviour…they are disrupting the class…the teacher feels that she's losing control in the class*". I8's comments contradicted the true notion of Inclusion: "*…when you've got a child that's endangering other children…you want to include that child but they…can't cope*…" I6 similarly asserted it: "*…does create challenges because you're aware of what their needs are and what causes it, yet you've still got to maintain and control it*". In this context, knowledge becomes a source of disempowerment, as the practitioner is aware of the required resources to make Inclusion work but does not have the power to access those resources and support to successfully include children with diverse/complex SEND in a mainstream establishment. While resilience is key to practitioners' attitudes as it embodies individuals' qualities, helping them succeed in the 'face of adversity' (Connor and Davidson, 2003: 76), this

inquiry highlighted that resilience levels varied. Some practitioners expressed how they persevered to include children with complex SEND, which required determination to persist with trying to include. The data reveals how practitioners display resilience in adapting to adversity (Eley et al., 2013) as they recover from setbacks and pressure (Herrma et al., 2011) whilst dealing with the challenges (Shiner, Buss, McClowry, Putnam, Saudino, & Zentner, 2012).

The challenges to Inclusion in mainstream settings emerged with a key question: '*Who benefits from Inclusion*?' (Feiler and Gibson, 1999). This question emerged as vital to this inquiry since Inclusion is about all children, yet this inquiry's data suggests that while children and practitioners stand to benefit from Inclusion, their comments confirm otherwise, resulting from challenges making Inclusion difficult to achieve. Practitioners' comments suggested that they were accountable for improving children's academic results and delivering 'best practice' to shape children to fit the system (Runswick, 2011: 117). As a result, practitioners' attitudes toward Inclusion in a mainstream school for children with SEND have been challenged with accountability, irrespective of the complexity of SEND. While the CoP's (2001) effect was to increase practitioners' responsibility (Armstrong, 2005), practitioners' comments suggested that effective Inclusion in mainstream settings was hindered due to depleting support, training and specialists. Thus, the effect of inclusive classrooms has created challenges, with some practitioners feeling unprepared with insufficient SEND expertise (Gaines and Barnes, 2017).

Although practitioners agreed with the ideology of Inclusion in a mainstream setting, they were reluctant towards Inclusion for children with complex SEND as they faced various difficulties in the absence of support, training and specialists; this created feelings of disempowerment. Despite successive governments recognising that mainstream settings are inadequately prepared to support children with diverse/complex SEND (DfES, 2004; DOH, 2014; DfE, 2015), austerity measures

were sustained disproportionately; as a result, schools continued to struggle to provide quality training, along with adequate support, and resources; this resulted in insufficient SEND knowledge and the power to effectively support all children with SEND. Consequently, these challenges affected practitioners' resilience, and willingness to persevere, thus, influencing their attitudes towards Inclusion. While there is greater awareness of the importance of Inclusion and inclusive practice, it has become progressively difficult to achieve in mainstream settings, yet practitioners believe their practices were inclusive despite not fully accommodating children with SEND. As this inquiry has identified, Inclusion in mainstream settings has remained contested. Ball's (2013) concerns were about the exclusion boundaries and the divisions between normal and abnormal categories, special and regular, frequently contended over; these concerns resonated with this inquiry as children who fell in the SEND categories were difficult to include in a mainstream setting. This thesis argues that the challenges a mainstream setting faces lead to Integration for some children with SEND, even though practitioners believe that those children are included as they correlate Inclusion with doing their best.

This section has highlighted that practitioners face countless challenges teaching children with diverse/complex SEND in light of depleting resources, support, specialists and specific SEND training. While Inclusion's success appeared to engender power, the challenges and the inability to include suggested Inclusion engendered disempowerment. Hence, Rabinow (1997), who uses a Foucault lens to explore power issues in Inclusion, suggested that, while power and knowledge can make positive changes, there was the potential for abuse of power. This abuse of power resulted when practitioners were expected to include despite concerns that some children with complex SEND were not being included effectively. I referred to different analysts who used Foucault's lens throughout this thesis. His ideology of knowledge and power has been used in analysing policy linked with Inclusion in a mainstream school and SEND. Foucault (1974; 1980)

did not always regard the effect of power negatively; if applied effectively towards children with SEND, power can be productive towards Inclusion. The application of evolving inclusive policies indicated that power filtered down from the government, who decided how Inclusion was applied in educational settings (Foucault in Rabinow: 1997). Practitioners in this inquiry did not always agree with the power imposed on them via inclusive policies, as Inclusion for some children with SEND had proved ineffective. While Foucault did not comment on Inclusion, his notion of power in education has filtered through discussions about inclusive education and the analysis of policies enforced initially by the government and implemented in educational settings. Power filters through how practitioners apply those policies and how children accept that power of teaching in the classroom. This power affected practitioners' practice, resilience and attitudes.

5.5 Conclusion

To conclude, this chapter has analysed the data from the interview and questionnaire responses to the three sub-questions, part of the overall research question, which emerged from my research question for this inquiry: What effect do Practitioners' Perceptions and Attitudes have on Primary Mainstream School Inclusion for Children with SEND and on the delivery of their practice? Four phases were identified:

- Phase one resonated with demographic data, typifying each practitioner's experience.
- Phase two looked at 'perceptions about Inclusion',
- Phase three identified 'attitudes about inclusion' and
- phase four analysed the 'effect of Inclusion'.

My analysis identified four different perceptions of Inclusion, each of which was multifaceted:

- Inclusion is about all children
- Inclusion involves labels for children
- Inclusion is about the environment or setting where learning occurs
- Inclusion is about the presence or absence of support.

The second sub-question was: What are the attitudes of different practitioners? This sub-question identified attitudes about Inclusion and analysed positive and negative attitudes. Positive attitudes materialised from an environment enabling practitioners to include children with SEND. However, special school closures, rising diversity/complexity of SEND, depleting resources, support, in-service training, and specialists generated challenges and negative attitudes. Practitioners' ITT was another area of concern as, despite the influx of children with diverse/complex SEND without an EHCP, practitioners' training remained insufficient. All the practitioners wanted Inclusion to succeed; however, depleting support and SEND complexities created challenges. There was a notion that some children with SEND did not benefit from Inclusion in a mainstream setting; this was because practitioners could not always accommodate their needs which hindered their learning and placed practitioners under additional pressure to find ways to include children with varying needs. The findings concluded that Integration was the new form of Inclusion as practitioners believed they included children with SEND in a mainstream setting as much as possible. From the analysis of the effect of Inclusion: that effect resonated with two notions, the effect on Inclusion and the effect on stakeholders.

The third and final sub-question associates with: What effect do practitioners suggest their perceptions and attitudes have on their practice? Asking this question in light of the available data, two variants of the term effect were evident. The first looked at things that affect Inclusion, and the second looked at Inclusion's effect on its stakeholders:

- 'Effect on Inclusion: Training, Specialists and Parents' and
- 'Effect of Inclusion on Children, Practitioners' Practice and Practitioners' Resilience.

The analysis concerning the effect practitioners' perceptions and attitudes have on their practice shows that Inclusion is complex, contested and multifaceted. In providing answers to this final sub-question, the inquiry laid the groundwork for its recommendations, for example:

- The need for more focussed and specific training for practitioners.
- The need for training parents is one of the strategies suggested by practitioners.

There is a greater need for focussed training concerning diverse/complex SEND which, along with theoretical knowledge, provides elements of direct experience, observations, team teaching and classroom observations. Furthermore, training for parents and their involvement in education was crucial as all children, particularly children with SEND, would reap the benefits. However, while providing training for parents was vital, this inquiry highlights, it was at times unrealistic, as some families were unwilling, unable and even unsuitable in their children's education.

Practitioners' perceptions and attitudes were extensive, evolving and associated with practitioners' experiences of diverse/complex SEND. While practitioners' comments reflected a drive for Inclusion to benefit all children, their practice and resilience faced numerous challenges, with insufficient ITT, ongoing training, depleting specialists/support and resources. Despite their experiences with children with complex SEND, practitioners believed that challenges surfaced because they were unequipped to deal with the complexities of heterogeneous classrooms. These comments highlight that Inclusion is contested because practitioners are not empowered with the right tools to make Inclusion in a mainstream setting successful. However, despite the challenges, practitioners were generally positive about Inclusion in a mainstream setting, positing that all children with/without SEND benefited from understanding differences, tolerance and empathy. Similarly, practitioners benefited from developing their practice and increasing their SEND knowledge. Inclusion materialised with positive and negative consequences; however, if utilised with the variants that effective Inclusion requires, there are infinite benefits to Inclusion in a mainstream school for all children and practitioners.

Practitioners' perceptions and attitudes towards Inclusion in a mainstream school and the effect on children, practitioners' resilience, and practice were identified and notably vital towards Inclusion

for children with diverse/complex SEND. The data indicated that Inclusion was difficult to implement, requiring resilience from practitioners at different levels. The level of resilience depended on the complexity of SEND, as feelings of frustration and other emotions were associated with children with complex SEND. Thus, resilience is a vital component in supporting practitioners to cope with the diverse challenges that the Inclusion of children with complex SEND brings into their classrooms. Since the inception of Salamanca (UNESCO, 1994), inclusive policies like the CoP (DfE, 2015) have followed, which continue to support identifying SEND. However, the policies created challenges for practitioners to teach children with diverse/complex SEND and support their academic achievements with depleting support, resources, specialists and insufficient training (Runswick, 2011). Nevertheless, this inquiry's data indicates benefits for most children despite the challenges. Practitioners also benefit as their repertoire of expertise expands as they develop strategies to support children with SEND. While social variances are valuable for all children, challenging behaviour is disruptive and affects learning (CSIE, 2011).

The data from this inquiry predominantly suggests that practitioners support the ideology of Inclusion in a mainstream school for children with SEND as they felt that most children benefited. However, their attitudes towards children with complex SEND were less positive as all the practitioners felt insufficiently supported and had inadequate knowledge to include effectively. Practitioners need to be prepared to support children with diverse/complex SEND via training, support and resources. The absence of these facets negatively affected practitioners' time to support other children in the classroom (Burke and Sutherland, 2004). Attitudes about Inclusion were powerful as they filtered positively and negatively via practitioners' practice. Despite depleting resources, specialists and support, practitioners wanted to include children with SEND, as Inclusion was about tolerance and diversity. These challenges link with the notion that Inclusion relies on practitioners' attitudes, beliefs and actions, engendering the circumstances in which

children learn; the task is to build an education system where practitioners feel supported (Ainscow and Sandill, 2010), yet challenges to Inclusion continue to materialise and increase in complexity. Practitioner training was a key variant identified in this inquiry and wider research (Glazzard, 2011). Parents were prominent in the success of their children's education, particularly parents of children with SEND; however, language and academic deficiencies created barriers for many parents to support their children.

Finally, this study has epitomised the vital role of practitioners' perceptions and attitudes on Inclusion. The data suggested that teaching children with SEND in heterogeneous classrooms affected children and practitioners' resilience, practice and attitudes. There was also a notion that some children with complex SEND did not benefit (Warnock, 2010, Hokinson, 2020). The sense of failing children was a concern as Inclusion is about practitioners applying effective Inclusion for all children in an environment conducive to their holistic achievements. The data indicated that practitioners teaching children with complex SEND require specific support and training. However, it is important to be mindful that not all practitioners have the resilience or competence to support and include children with diverse/complex SEND, irrespective of support and training. Targeted professional development is necessary for individual practitioners teaching children with diverse/complex SEND. While practitioners' comments exemplify Inclusion's positive and negative effects on their perceptions and attitudes, Inclusion is strongly associated with social justice and children's rights. Reflecting on the definitions evolving from Integration to Inclusion, achieving Inclusion to its full efficacy is a vision; the reality is that generally, a mainstream setting integrates children under the banner of Inclusion due to austerity, depleting resources, support, specialist support, lack of knowledge and competence means that practitioners are not always able to accommodate all children in their classrooms. As my thesis has advocated, a holistic perspective and approach must be taken for the vision of Inclusion to succeed. This approach involves a setting

that can support children's diverse/complex SEND: an environment conducive to learning that is fully equipped with knowledgeable and resilient practitioners in SEND, specialists, resources, additional adults and support to provide a holistic approach to ensure children progress and achieve their potential in all aspects of learning.

Chapter 6: Conclusions, Recommendations and Contribution to Knowledge

This chapter explores the contributions to knowledge made by this inquiry. One of the key contributions based on practitioner inquiry is that my practice has evolved while undertaking this inquiry. There is also a generative potential for the report of this study to impact practitioners and contribute to the overall discourse surrounding Inclusion. The findings are drawn together in this final chapter and discussed to revisit the research questions.

This study's limitations will be outlined, implications examined, recommendations made, conclusions drawn, and contributions to knowledge. In order to explore the findings and contributions of this inquiry, it is important to reflect on the process followed. I began my research inquiry by articulating my Provenance (Hill and Lloyd, 2018) and identifying Inclusion as a 'troubling' issue (Schön, 1983: 50). Initially, as a parent of a child with SEND and later as a practitioner, my interest in Inclusion evolved with concerns and questions, inspiring me to embark on this inquiry, exploring Inclusion and SEND from practitioners' perspectives in a mainstream setting. This practice was framed by looking at the policy provenance (Davies, 2008)) that shaped my understanding of Inclusion. The policy provenance sheds light on multiple influences on Inclusion. The constructivism of SEND resulted from policy; the shift generated complex, multifaceted and contested notions of Inclusion because different practitioners held distinct views.

The practice around Inclusion and SEND being investigated was further framed by looking at what was currently known; this literature review confirmed varied and multifaceted perceptions of Inclusion that had become evident through the policy provenance process. The literature clarified that practitioners' attitudes towards Inclusion provided the greatest insight into Inclusion being seen as successful. Practitioners' responses to Inclusion were based on their SEND-related experiences, including their challenges in implementing Inclusion. Practitioners held conflicting

perceptions and attitudes towards labels and their effect on children, making labels contested and complex, yet labels were prominent, powerful and prevailed in mainstream settings. Practitioners manifested positive and negative attitudes about Inclusion in a mainstream setting. While positive attitudes facilitated, negative attitudes inhibited Inclusion. Various facets impeded Inclusion's success: reduced funding, insufficient expertise, support, resources, training, specialists and rising numbers of children with increasingly diverse/complex SEND. Thus, while positive attitudes are vital to Inclusion's success, Inclusion is highly unlikely to succeed in isolation, underlining the significance of a holistic application requiring distinct facets like support, training, and specialists. In the absence of these facets, attitudes towards Inclusion are likely to be negative as practitioners struggle, are disenfranchised and feel disempowered to achieve Inclusion.

This inquiry argues that by looking at the practitioners' comments about Inclusion as in my data or practitioner knowledge (epistemology) and accepting that there were multiple truths about Inclusion (ontology), I could investigate how practitioners' attitudes affected/effected the success or otherwise of Inclusion. The data analysis demonstrated practitioners' attitudes towards Inclusion were affected based on the level of training, knowledge, specialists, support and parental involvement in their child's education.

My research question was: What effects do Practitioners' Perceptions and Attitudes have towards Inclusion in a Primary Mainstream School for Children with SEND and on the Delivery of their practice? Three sub-questions, briefly discussed, were identified from the policy provenance and literature review, framing the practice at the heart of this inquiry:

- What are the perceptions of practitioners in the research setting?
- What are the attitudes of different practitioners?
- What effect do practitioners' perceptions and attitudes have on their practice?

Practitioners' positive and negative attitudes and Inclusion's success correlate with parents' contributions to their child/ren's education. Inclusion affects all stakeholders, notably children with SEND for whom it is intended. Paying greater attention to parents and empowering practitioners can greatly enhance Inclusion's success.

Most practitioners across the setting contributed to this inquiry, either through interviews or by completing a questionnaire. The data provided insights into how attitude affected/effected Inclusion. Two key insights into this area were:

- When practitioners feel empowered, they appear more able to achieve Inclusion's intent.
- Practitioners with a resilient attitude are better equipped to maintain enthusiasm for Inclusion. Thus, they seem to see more of its benefits - they develop a positive attitude towards Inclusion.

6.1 Contribution to Knowledge as a Practitioner and Researcher

The nature of contributing to knowledge is disputed since this notion has different paths. The ontology adopted for this inquiry was constructivist, which argues that practitioners have distinct truths and paves the way for accepting that contributions to knowledge will have contested concepts. With a professional doctoral degree, one can show that an important contribution to knowledge is how it has changed the investigator's practice. As I have maintained, this inquiry has been undertaken as a practitioner inquiry (Stenhouse, 1981; Anderson and Herr, 1999), examining my professional practice, one of the areas of contribution to the inquirer's own practice. This section draws on how this inquiry has empowered me to contribute to knowledge as a practitioner/ researcher.

As a result of this inquiry, my critical approach toward inclusive teaching and Inclusion has changed as I now continuously question all aspects of my teaching and inclusive practice. The knowledge gained about what is required to ensure Inclusion is successful has led me to believe that Inclusion is challenging, occasionally impossible to achieve, and an illusion that only appears

attainable in theory. Moreover, any initiatives introduced and implemented by the school are similarly questioned. As a practitioner-researcher, I have developed a deeper understanding of what may potentially work in education for children, particularly children with SEND and why. I have also accumulated a greater awareness of the perceived long-term and short-term implications that can potentially emerge from the continuous changes that materialise and evolve in education for children. However, while research has developed my critical thinking, I feel it has similarly disempowered me, as having a more critical approach does not necessarily provide me with a voice that is heard; rather, my knowledge and understanding have created a sense of powerlessness because as a practitioner, I am obliged to implement any new initiatives irrespective of my views, knowledge and how I feel. As a knowledgeable practitioner-researcher with a critical approach to policies and changes, I feel that my voice becomes stifled and overlooked as management, who hold power, makes the changes they deem important.

My research practice has continued to shift due to recognising the value of my provenance and the policy provenance, which has helped me frame a practice [in this case, Inclusion] that is being investigated. Writing a provenance helped me see the context of the issue troubling me with greater clarity and recognise the literature that informed me about how I perceived this practice concerning Inclusion and SEND in a mainstream setting. Moreover, by writing my provenance of practice, I have become more aware of the factors that feed into my agenda of focussing on Inclusion. Provenance writing was one of the research elements of practice-led inquiry. By undertaking this writing exercise, I was able to illuminate the varying factors that raised this issue as a 'troubling' one for me but raised it to an issue worthy of rigorous investigation. While this inquiry began with insights into my perceptions about Inclusion, it shifted to examining practitioners' perceptions and attitudes in the setting, canvassing the effects on their professional practices, resulting in a greater understanding of inclusive practices. Understanding a policy provenance has continued to assist

me as a practitioner/researcher to recognise that Inclusion has been [in part] constructed by policy, which progressively contributed to its complexity. My practice as a researcher and the professional practice I investigated benefited and advanced due to this inquiry in several ways. The first benefit that affected and changed my teaching practice was developing a greater awareness of the pressure of how policy constructs Inclusion and how conflicting policies can result in inconsistencies in Inclusion. The second benefit is recognising the pressure achieving Inclusion places on practitioners and understanding the challenges they confront as they try to include all children with/without SEND. The third benefit resulting from this inquiry was practitioners' perceptions about the role that parents can play in Inclusion; this has prompted me to explore more expansively the approaches I take to work with parents to greater effect.

The policy provenance has been a contribution to knowledge because only a few people, for example, Davies (2008), have written about it. Consequently, not many researchers can see the benefit of identifying the diverse policies contributing to a practice that is being investigated. I have found that policy provenance is very different from policy analysis, as, in my policy provenance, I have aimed to show the progressive nature of the policies that have shaped and constructed practice. Similarly, this is very much the case with Inclusion that the power of policymakers and writers who may not be classroom practitioners has created an overwhelming set of expectations of what a classroom practitioner is required to do to comply with an Inclusion agenda. Reading and understanding policies and how they have shaped expectations for practitioners, along with their impact on Inclusion, has shifted my views; while, initially, Inclusion was the only term associated with mainstream settings, a greater comprehension of policies led me to conclude that alongside Inclusion, integrative practices have gradually increased, resulting from practitioners struggling to include some children with diverse/SEND, which can also lead to other children who may have learning difficulties but not identified with SEND being partially excluded

from learning. My policy provenance was the foundation of my research, as it inspired me to explore knowledge and power, which were key attributes related to practitioners' practice and their versions of truths that resonate with power/disempowerment. Warnock's (1978) Integration models assisted in identifying a gap in the literature highlighted by Ainscow and Sandill (2010: 402) to 'examine and re-examine the deeper meanings and implications of the term Inclusion' (Ainscow and Sandill, 2010: 402). I have realised that Inclusion is 'riddled with uncertainties, disputes and contradictions'. Policies have shown to be powerful in education and practice, evolving as multifaceted, complex, complicated and difficult to apply. I have gained insight into policies, their effects on practitioners' perceptions and attitudes towards Inclusion, along with their impact on empowering/disempowering practitioners to implement Inclusion. As a result, these difficulties engendered integrative approaches masked by the ideology of Inclusion for all.

The data analysis provided several conclusions; as discussed in the previous paragraph, some of these conclusions can be considered contributions to knowledge. Much of my research has reaffirmed what is already written about Inclusion regarding the broader notion of contributions to knowledge. However, what can be taken from this inquiry is that, in light of these findings and the significance of Inclusion in mainstream settings, it appears that practitioners continue to struggle to include children with diverse/complex SEND; despite acknowledgement that Inclusion is a means to a more tolerant and inclusive society for all. While only one practitioner articulated that special school closures led to more children with SEND in mainstream settings, other practitioners voiced their struggles teaching and including children with diverse/complex SEND because of austerity, depleting support, specialists, training and expertise in SEND. An area of discourse where this inquiry has shed light is the significance of practitioners feeling 'empowered' and 'resilient' in the face of increasing challenges. While these provisos were not obvious in the

Inclusion literature, they were evident in practitioner discourse. In this inquiry, I have migrated resilience and empowerment into specifics of SEND teaching, thus contributing to knowledge.

Developing an understanding of policy intentions and the role of power would benefit practitioners; this would be effective for all practitioners, particularly for Early Careers Teachers [ECT], during their first year as newly qualified practitioners. Policies are powerful and affect practice; I drew on several policy analysts who used Foucault's power and knowledge framework to advance insight into Inclusion and explore the power issues evident in the policies, which often disempower practitioners. If this research was repeated, the relationship between policy and practice would be explored to gain insight into practitioners' understanding of policies. I would also delve into practitioners' views on the importance and effectiveness of the ever-evolving policies, along with the barriers created towards effective Inclusion. While practitioners cannot remain outside power relations, they can challenge them (Ball, 2013), which can be achieved via understanding policies. The setting could arrange Insets or training days to unpick the most relevant policies to the setting. Policy knowledge will encourage practitioners to become reflective; however, the power of knowledge can only foster Inclusion and strengthen policy application if practitioners are supported.

Another area of research that this inquiry examined, echoing much of what has been previously written about parents, was supporting their child's education. The potential gap in this area correlated with practitioner resilience and empowerment as they needed to ensure all parents supported their child's education. This inquiry found that resilience correlates with attitudes, and not every practitioner could ensure all parents contributed to their child's education. The data analysis, particularly data concerning what effects/affects Inclusion, helped understand the significance of parents supporting Inclusion in a mainstream setting. Successful Inclusion required

parental involvement in their child's education and unfolded as key to children's achievements. Intricacies arise when there is a need to constantly ensure more parents support their children, which requires commitment and is applied consistently. Besides being complex, multifaceted and contested, Inclusion is exhausting to achieve due to the demands to ensure all children constantly achieve, which in practice is unviable. Without adequate support, training, resources and expertise in SEND, Inclusion is extremely difficult, if not impossible, to achieve and developing my practice involves conversing with all parents irrespective of their language and academic abilities; Ball (2013), drawing on Foucault (1979: 194)) as a lens, argued that 'Knowledge follows advances of power and academic knowledge for parents', highlighting that support and knowledge generate parents' confidence to learn. However, I have realised that despite ongoing conversations, reminders and support, receiving parental support remains an ongoing challenge, particularly when parents lack the language and education. Reflecting on Dyson's (1990) and Hodkinson's (2016) comments about the education system not being fit to accommodate all children, a similar concept can be applied to parents, as not having the language or education can create myriad barriers for parents to providing additional education at home for children, particularly for children with SEND or those children struggling to keep up. Thus, like the education system not being equipped to cater to all children, not all parents have the knowledge, understanding, patience and resilience to remain involved in their child's education.

Inclusion resonates with passion and belief in parents, which was vital for an effective partnership. Engaging with parents about their child's progress and providing strategies is key, as parents' absence of academic knowledge, mentioned in the previous paragraph, engenders disempowerment. I have used these feelings to build relationships with parents, motivating them to remain resilient and support their children's learning. Remaining resilient is vital, and some parents, as I mentioned in the previous paragraph, may not have the resilience to adapt to the

challenges and pressures (Eley et al., 2013) of educating their children, particularly children with SEND. Nevertheless, some parents exhibit the determination and confidence to sustain self-control and, thus, are more resilient than parents lacking these personality and cognitive factors (Green, Barkham, Kellett, and Saxon, 2014) to encourage and support their children's education. Essentially, this level of commitment highlights that while Inclusion is about parental partnerships, supporting parents frequently can be demanding, unrealistic, disempowering and requires resilience (Cefai, 2021). As a parent unequipped with the academic knowledge to support my child with SEND, I recognise that expecting all parents to educate themselves to support their child/ren is unrealistic. Many parents struggle to understand despite modelling concepts [an approach I regularly apply], resulting in not all children receiving support.

Thus, parental involvement is an area that contributes to knowledge and fosters Inclusion, as affirmed by wider research (DfES, 2001). While the research confirms parents' important role in their child's learning (Ball, 2013), clear strategies and continuous individualised support are not readily available (DfE, 2015). Listening to practitioners' voices in this inquiry about parents contributing toward their child's education revealed the challenges practitioners and parents faced (Ball, 2017). However, I believe barriers to parent participation can be somewhat overcome by providing support via video recordings with step-by-step modelled explanations and examples, a strategy shared with the HT and considered a whole-school approach to support parents.

Inclusion is also about parent-practitioner partnerships (Wearmouth, 2017), as parents feel assured in disclosing concerns and pertinent information about their children. However, whilst liaising closely with parents is imperative, this partnership can be further strengthened with additional help for parents to support their child's learning at home. This strategy will enhance practitioners' expertise and competencies as they provide step-by-step individualised support through the videos.

While this approach has its challenges as the school deals with austerity measures, which have led to cutbacks, it can be highly effective, empowering many parents who struggle to understand the expectations with the knowledge and strategies to support children with their learning. I have also recognised that while language and education are barriers for many parents, encouraging them to take an active interest in their child's learning and ensure that their child regularly completes any set homework and reading is another form of Inclusion as children participate in learning.

Inclusion extends to online teaching, which can assist parents in their child's education starting from the Foundation Stage and during their primary school years. Support via teaching videos with strategies showing how to support their child will benefit parents; these videos can be one-to-one with the child and practitioner. While this incentive may not be new, the setting can personalise it for children's specific needs. This method entails classroom practice with the practitioner teaching children specific skills with tactics for parents to use at home. Since not all practitioners feel comfortable being observed or recorded, Inclusion requires a sensitive approach. Thus, a voluntary approach from willing practitioners to share their skills is recommended. This tactic can be effective as parents observe modelled teaching, showing scaffolded steps supporting their children.

While it is recognised that parents are influential in their child's education, this inquiry did not include their views because the focus was on practitioners' perceptions and attitudes toward Inclusion in a mainstream school. However, since parents are integral to children's educational success, including parents' views about their child's education is an area that could/should be explored in future research. Government policies, such as 'Excellence for all children' (DfEE, 1997) and the CoPs (1994, 2001, 2015), also highlighted parents as key contributors to their children's educational success. However, while various policies (DfEE, 1997; DFE, 2011; DfE, 2014) have emphasised parents' integral role in their child's education, this inquiry discovered that

not all parents possessed the academic ability, patience, resilience or desire to remain involved in their children's education.

This inquiry's policy provenance accentuated that government policies have been particularly integral to education for children with SEND. While policy impact has been huge for practitioners implementing them, their understanding of policies was not explored in the interviews. Owing to the significance and impact of policies on practitioners and children, exploring practitioners' understanding and views about policy could inform future research and empower them to make more informed decisions about what they are implementing.

This inquiry draws attention to practitioner resilience (Luthar, 2006), which varied due to the difficulties teaching children with diverse/complex SEND. It is important to clarify that while resilient attitudes and empowerment in general practitioner practice are not new and widely reaffirmed by broader research, there is value in migrating the ideas into SEND, thus contributing to knowledge. This inquiry found that Inclusion affects practitioners' resilience (Herrman et al., 2011, empowerment (Rot, 1994) and practice while juggling their children's needs. While resilience and empowerment are key facets, challenging environments affect practitioners' attitudes (Woodcock: 2013). Thus, unrealistic expectations and the pressure to include all children with/without SEND in heterogeneous environments question the probability of maintaining high commitment levels, resilience (Cefai, 2021) and empowerment to achieve Inclusion. Weathering resilience and feeling empowered requires support and training to present practitioners with a repertoire of strategies to assist them in difficult situations and to implement Inclusion with greater success (Bukvic, 2014).

6.1.1 Limitations of the Study and Implications to Future Practice

This inquiry adds to the knowledge base, examining the perceptions and attitudes of practitioners with extensive experience. Like other inquiries, the findings of this research have some limitations considered in this section.

The first limitation was that this inquiry was a case study conducted in one primary mainstream setting. As a single case study, the findings from this inquiry are not generalisable; nonetheless, the outcomes are generative as they further the debates around SEND and Inclusion in UK primary settings. As part of my professional development, the inquiry results will be shared with all practitioners to discuss possible ways of moving forward with Inclusion in the research setting. While most children with SEND benefit from Inclusion in a mainstream school, it is vital to question the benefits of Inclusion for children with diverse/complex SEND and practitioners applying Inclusion without the support and expertise in SEND.

The second limitation concerned the self-imposed limitations of questionnaires and interviewing only nine participants from the total population. While interviews allowed for collecting rich data, they were time-consuming and led to copious data, limiting what could be used due to a word count restriction. Therefore, the data correlating with the three subquestions were selected. While questionnaires allowed me to include a larger cohort of respondents, there were limitations as the information respondents shared was limited, particularly with the statements, which required a single choice from five categories [strongly-agree-agree-unsure-disagree-strongly-disagree], with no option to add additional information. The open-ended questions had limitations; several practitioners provided limited responses as I could not rephrase, probe or clarify any misconceptions. Finally, practitioners' responses may have been compromised due to social desirability as they may not fully confide their experiences owing to not wanting to be seen as not

coping. The limitation with the questionnaire involved respondents answering set questions rather than talking about their practice which limited the responses about their views of Inclusion and SEND. There were limitations in the questions; in hindsight, if I had restructured this research, I would include questions linking practice to policy to gain insight into practitioners' views and policy awareness.

6.1.2 Recommendations

Undertaking this inquiry led to several areas of recommendations to successful Inclusion for children with diverse/complex SEND. Due to the challenges practitioners voiced in liaising with, and supporting parents, my first recommendation involves training on resilience to empower practitioners to help parents who require greater assistance in supporting their child's education. Developing practitioners' expertise and skills to support parents via different support channels from the school is vital to facilitate successful Inclusion. Other overtures involve phone calls and offering parents additional guidance. To be more inclusive, I recommend that EAL practitioners liaise with those parents; this recommendation is based on practitioners willing to liaise in their home language.

Although ITT needs addressing, this inquiry does not have the scope to discuss this area as it is the universities' and other providers' domain. However, since most practitioners voiced that their training provided limited exposure to children with SEND, my second recommendation is that the setting provides programmes exploring theoretical knowledge with practical experience to teach children with diverse/complex SEND. These programmes can be made available to Early Careers Teachers [ECT] during their first year as qualified practitioners and practitioners currently employed within the setting. A novel approach to providing training is that this setting has an on-site autism unit, providing excellent training opportunities to ECTs and experienced practitioners.

The knowledge can be applied in practice alongside experienced practitioners who could provide strategies to support children with SEND across the setting.

The third recommendation is to become a teaching school by extending this training programme to practitioners requiring support and similar experiences. Extending this programme to other schools and including areas of difficulty not classified as SEND is an admirable form of inclusive practice, as general support in this inquiry emerged as vital. Practitioners could use their accrued expertise and direct experience by reading about specific SEND in their classroom and discussing how they would/could manage difficult situations.

While the establishment provided in-service training, the inquiry discovered that some training was not always relevant, resulting in redundant training. Effective in-service programmes make the school inviting for placement of ITT students during their practice. Thus, training must be continuous and relevant to ensure practitioners are equipped with the knowledge to teach efficiently. Since training is not always relevant for some practitioners, my fourth recommendation is that the setting share key aspects of training that can be used in the classroom, like strategies for children with ASD that may benefit children struggling to follow instructions. The practitioners' comments about in-service training indicated there was a lack of adequate support; therefore, there are possibilities for improvements; the Senco must play a greater role in helping practitioners by providing strategies and supporting practitioners in the classroom. I recommend that the Senco conducts informal observations and provide ongoing feedback and training to close the gap in practitioner SEND knowledge.

The HT shared her vision of creating onsite SEND specialists. I recommend that this vision become a reality; my fifth recommendation involves developing onsite experts in specific SEND areas: ASD or challenging behaviour. Practitioners can be selected from across the setting to gain

expertise in SEND that can be shared to support other practitioners. Whole-school training can be provided; for example, ASD can be shared via workshops with scenarios for practitioners to read short excerpts and use their theoretical knowledge to formulate responses and apply them in the classroom. Despite creating on-site experts, specialists are integral and workshops are recommended to provide activities supporting specific SEND; a carousel approach can be used with activities according to the SEND that practitioners cater for across the setting.

Since all the children have laptops, my sixth recommendation involves online programmes to support parents. While online learning is not new, every child having a laptop in the setting is new: this recommendation fosters a whole-school approach, with every child and parent involved. Personalising teaching to the needs of the children in the setting is a unique approach varying in each setting. TEAMs, a collaborative app that facilitates face-to-face communications set up by the setting, can help parents and children. I propose that practitioners willing to deliver short lessons scaffold concepts children and parents find difficult to understand. Many parents have EAL; thus, I recommend EAL practitioners willing to teach in their home language to support those parents. I believe Inclusion is about using different languages to ensure everyone is accommodated. Undoubtedly, this approach requires patience, commitment, and the resilience to persevere. While challenging, this approach can be successful, with more children accessing reading and other curriculum-related activities online outside school hours.

Online support provides parents access to programmes like MYON (Renaissance, 2021), a child-centred, personalised literacy environment that gives children access to wide-ranging digital books. My search showed that online videos offer a step-by-step visual guide explaining how to access different programmes. In collaboration with the IT technician, I recommend that these videos are adapted with guidance readily available to support parents and their children.

Programmes like MYON (Renaissance, 2021), Times Tables Rock Stars (Reddy, 2018) and other programmes specific to the setting can be accessed with confidence, shifting the power to parents and children; I believe that the dynamics of Inclusion are about empowerment: affording parents and children with the skills and confidence to learn independently.

6.1.3 Conclusion and a Vision for Children with SEND and Inclusion

To conclude, my vision for Inclusion in a mainstream setting is about ensuring all children with SEND are educated alongside their peers wherever possible (UNESCO, 1994; DfEE, 1997; Whitney, 2007). This inquiry reveals that achieving Inclusion in a mainstream setting does not always materialise as some children with SEND receive insufficient support, resulting in a less inclusive environment (Westwood: 2013). The pressure and power applied by policies on schools and practitioners do not always support the Inclusion philosophy, particularly if the outcomes associated with Inclusion are not achieved. Since Inclusion is achieved in different ways in schools, it becomes an aspiration rather than a procedural implementation.

This inquiry emphasised resilient attitudes and empowerment as vital towards Inclusion's success. Schools and practitioners trying to include leads to some children adjusting to an environment that does not fully support their needs, resulting in Integration. While this inquiry's findings resonate with wider research voicing concerns about the difficulties practitioners encounter implementing Inclusion, policies continue to create challenges resulting from austerity, depleting training, support, unrealistic expectations and mounting numbers of children with diverse/complex SEND. However, Inclusion is advocated in mainstream settings for all children with SEND as far as possible, placing schools and practitioners under undue pressure. Some practitioners find it difficult or are unwilling/unable to modify their approaches and practices to include children's SEND, resulting from practitioners' insufficient expertise and competence in specific SEND.

These findings highlight the importance of not assuming every practitioner can adapt and teach children with SEND. While progress has been made, depleting support, training, specialists, and more children with SEND with/without an EHCP have made inclusion difficult to achieve. While the vision was to foster equality and meaningful learning for all children (Florian et al., 1998), insufficient knowledge, support and unrealistic expectations meant that successful Inclusion for some children and practitioners remained a vision.

This inquiry's findings revealed the implications for inclusive environments and practitioners' practice, which required varying levels of resilience to include children with diverse/complex SEND. While Inclusion is at the forefront of education, practitioners' comments revealed that despite their resilience and commitment, they voiced concern regarding their struggles to include and accommodate all children. Consequently, Inclusion for some children with diverse/complex SEND was ineffective because their needs were not always met. All the practitioners voiced concerns about their struggles to teach and include effectively, owing to depleting funding, support, resources, specialists and training. Moreover, irrespective of practitioners' level of expertise and confidence in complex SEND, they were expected to teach and include all children. Practitioners' voices were powerful, as what they shared provided insight into their concerns; several practitioners utilised a trial and error approach for children with complex SEND; this tactic led to some children facing integration in a mainstream classroom under the term Inclusion. While practitioners' voices were powerful, the ongoing influx of children with increasingly diverse/complex SEND revealed that their voices were overlooked, leading to practitioners trying their best to include all children and, consequently, implementing integrative practices.

This chapter has drawn together the threads of this thesis, resonating with practitioners' perceptions and attitudes towards Inclusion in a mainstream school and children with

diverse/complex SEND. During my journey, I felt a sense of disempowerment; however, progressively, with ever-increasing knowledge in SEND and Inclusion, I developed increasing passion, competence and resilience but a continued sense of empowerment/disempowerment as a practitioner while teaching and including children with diverse/complex SEND. While policies have been vital towards Inclusion for children with SEND in mainstream settings, these very policies aiming to support practitioners to provide inclusive environments created myriad challenges along with unrealistic expectations without the much-needed support, resources, training and expertise in SEND. In order to overcome challenges to include children with SEND, practitioners need to develop specialist skills within their team to support SEND; however, more children with diverse/complex SEND, with/without EHCPs educated in mainstream settings, make Inclusion difficult to achieve. Inclusion will remain complex, contested and multifaceted if practitioners are not supported to meet the diverse challenges. While resilience and empowerment are vital facets, the absence of expertise, training, support and specialists will negatively affect practitioners' perceptions, attitudes, empowerment and resilience. As this inquiry highlighted, some practitioners expressed emotive language teaching children with diverse/complex SEND, which could affect their well-being, with Inclusion remaining a vision unlikely to be achieved.

7.0 References

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Appendix 1

[Information Sheet Providing Research Purpose]

Practitioners Perceptions and Attitudes towards Inclusion of Children with Special Educational Needs and/or Disabilities [SEND] in a Mainstream School

An EdD Research Project undertaken at Birmingham City University

June 2016

What is the purpose of this study?

You are invited to participate as a subject in a large-scale research study conducted by **Sarya Begum,** a practitioner within this establishment. This research explores practitioners' perceptions and attitudes towards Inclusion in a mainstream school for children with Special Educational Needs and Disabilities in primary mainstream establishments (SEND).

What Will You Be Asked to Do?

If you decide to participate, you will be asked to respond to questions by sharing your experiences regarding Inclusion and children with SEN within your classroom, both current and past. A list of the questions asked during the interview is attached with this consent form for your information. A maximum of 1 hour is scheduled for the interview.

This leaflet gives some details about the project.

I have set out questions that you might want to ask, with answers, so that you can think about them before you decide if you would like to take part.

Please get in touch with Sarya Begum at Sarya.begum@mail.bcu.ac.uk or sbegum@wyndcliffe.bham.sch.uk if you would like any further details:

Why is this research being conducted?

Research tells us that Inclusion has continued to evolve over the years. As a result, increasing numbers of children with SEND, who previously would have been educated in a special school, are now included in mainstream establishments. Although 'inclusive education' has gained momentum over the years, research has indicated a division in the ideology of Inclusion, in

mainstream establishments, for some children with SEND by practitioners. As a result, this research aims to explore practitioners' attitudes towards Inclusion in a mainstream school for children with SEND

What questions will the project ask?

The questions will relate to including children with SEND in a mainstream classroom. The questions will be broken down into various themes. Below is a selection of themes with examples of questions that will be asked. They are as follows:

- **Perceptions and attitudes towards Inclusion**: Does Inclusion and inclusive practice benefit children with SEND?
- **Practice related to Inclusion:** How confident do you feel in meeting the needs of children with SEND in your classroom?
- **Barriers faced by Inclusion:** How effective are the school's policies towards ensuring that your practice is inclusive?
- **Training in relation to Inclusion:** Do you feel that sometimes the training you have received is not adequate to teach children with SEND effectively?

A selection of questions will be asked concerning the above four themes. Please refer to the questions for further information.

Do I have to take part?

It is your decision whether you want to take part or not. This leaflet aims to give you information to decide whether you would like to participate.

What will happen if I take part?

If you decide to take part, I will arrange interviews to be scheduled to suit you and your teaching duties. Further, a time and date will be arranged, which is convenient for you. I will ask you to partake in the interview, where you will be invited to answer some questions. You will be provided with the interview questions as this will provide you with the opportunity to familiarise yourself with the questions before the interview. I would like to record what you share during the interview via a Dictaphone. This is so that I can replay and type up what you have said accurately.

Could there be any problems for me if I take part?

Sometimes talking to others about your work and experiences can be beneficial; however, occasionally, it can highlight aspects of your work that you had not thought about before, and some

people may become somewhat upset during the interviews. The interview can be stopped or terminated at any point at your discretion. All interviews in the setting will be arranged to suit the staff and their work commitments, ensuring that the research project does not interfere with normal daily teaching routines.

Will doing the research help me?

This research project aims to write a report (thesis) that may support practitioners in developing their practice to better effect whilst implementing Inclusion for children with SEND in mainstream establishments. Further, strategies and training could be developed to support and improve practitioners' well-being.

Will the children benefit from the research?

This research explores practitioners' attitudes towards Inclusion in a mainstream school for children with SEND. Exploring practitioners' experiences will help better understand how they feel and the impact of the Inclusion of children with SEND on their well-being. Strategies can then be put forward in training to support practitioners, positively affecting practitioners and children with SEND in a mainstream establishment.

Who will know about my participation in the research and the information I have shared?

All data and records from the research will be stored on encrypted files in a safe, lockable location. All names will remain anonymous, safeguarding and protecting all participants from being identified. The thesis will use pseudonym names to protect all participants' identities. If participants mention anything representing a safeguarding issue for children during the interviews, it will be reported to the safeguarding officer in line with the safeguarding policies.

Will I know about the research results?

A copy of the notes gathered from the discussions will be available to you so that you can check their level of accuracy. All the information drawn up from the interviews will be shared with you to ensure that you agree with the interpretations that I have made regarding what you have said before I write my report (a thesis). You will also have the opportunity to make comments and discuss the findings, as this will ensure that your views, perceptions, opinions, experiences and knowledge are reflected in the final report.

Information from all participants will be analysed and interpreted, both collectively and individually; however, all participants will remain anonymous and will not be identified throughout the research. This protects all participants' privacy and identity and complies with ethical guidelines.

Who is funding the research?

This research is self-funded.

Thank you for taking the time to read this leaflet: Sarya Begum

Appendix 2

[Likert Scale Total Response Categories to each Statement]

Q1	Inclusion for all children works better in theory rather than in practice. [perception] [the benefits of mainstream inclusion]				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	3	5	2	14	4
Q2	Children with SEND can be integrated fully into a mainstream setting. [perception]				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	0	4	13	7	3
Q3	A special school is more appropriate for some children with SEND. [perception]				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	0	2	0	14	11
Q4	Including children with SEND in my class has influenced my attitude towards teaching in a positive way. [perception]				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	0	0	5	14	8
Q5	Children with SEND in a mainstream setting can benefit from building social relationships with other children who do not have SEND. [perception -the benefits of mainstream inclusion]				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	1	0	1	15	10
Q6	Inclusion helps people who do not have SEND appreciate the diversity of children with SEND.				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	0	0	2	15	10
Q7	Parents play a pivotal role towards the social and academic achievements of their children.				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	0	0	2	14	11
Q8	Inclusion of children with SEND in mainstream schools is not always appropriate				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	1	1	2	18	5
Q9	My current knowledge in relation to SEND is basic				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	1	11	1	12	2
Q10	I have limited experience working with children who have a range of SEND.				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	6	9	1	10	1
Q11	I feel confident in meeting the needs of children who have a range of SEND.				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	0	7	3	15	2
Q12	Children with SEND can have a negative impact on other children's learning within the classroom				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	2	8	7	8	2
Q13	In order for Inclusion to be effective, access to relevant resources is essential.				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	0	0	1	8	18
Q14	The school's policies are an effective means towards ensuring that your practice is inclusive.				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	0	1	2	20	4
Q15	Resources to support Inclusion are not practical for all mainstream schools.				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	0	6	7	13	1
Q16	I feel that trying to meet the needs of children with SEND makes it more difficult to meet the needs of all the other children in my classroom.				

	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Total	**1**	**6**	**2**	**14**	**4**
Q17	**I feel that, at times, I am unable to include children fully with SEND in my classroom.**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**1**	**5**	**1**	**15**	**5**
Q18	**Children with SEND can face isolation, as they do not always fit in with their peers.**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**5**	**4**	**15**	**3**
Q19	**Some children in my class who have SEND do not always receive the necessary support that they need.**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**7**	**2**	**15**	**3**
Q20	**Education in mainstream schools can lead to exclusion for some children with SEND.**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**1**	**2**	**9**	**14**	**1**
Q21	**Education in mainstream schools can be detrimental for some children with SEND**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**3**	**4**	**17**	**3**
Q22	**Inclusion has been effective for some children with SEND I have taught over the years**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**0**	**3**	**21**	**3**
Q23	**I have the necessary training to teach and support pupils with SEND**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**5**	**8**	**14**	**1**
Q24	**Teachers are sometimes expected to teach children with SEND without the necessary training**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**1**	**3**	**17**	**6**
Q25	**Professional training is essential before mainstream teachers can effectively cater to children with SEND in their classrooms.**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**0**	**2**	**10**	**15**
Q26	**Training more specialists is essential to assist practitioners in effectively implementing Inclusion in the classroom.**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**0**	**2**	**10**	**15**
Q27	**Receiving training from professionals is not always necessary in order for me to implement Inclusion effectively in the classroom**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**6**	**4**	**13**	**4**
Q28	**Working with children with SEND and gaining practical experience can be more beneficial than training**				
	STRONGLY DISAGREE	**DISAGREE**	**NOT SURE**	**AGREE**	**STRONGLY AGREE**
Total	**0**	**5**	**2**	**13**	**7**

Appendix 3

[Consent Form]

Interview Information and Consent Form for Practitioners

You are invited to participate in a large-scale research study conducted by Sarya Begum, a practitioner within this establishment. This research aims to explore practitioners' perceptions and attitudes towards the Inclusion of children with Special Educational Needs in primary mainstream establishments (SEN).

What Will You Be Asked to Do?

If you decide to participate, you will be asked to respond to questions by sharing your experiences regarding Inclusion and children with SEN within your classroom, both current and past. A list of the specific questions asked during the interview is attached with this consent form for your information. Once you have read the information, please complete the following proforma.

	Please tick to indicate your consent:	**Yes**	**No**
1	I have been informed of and understand the purposes of the study		
2	I understand that the questions that are put to me do not have to be answered if I consider them to be inappropriate to answer		
3	I understand that my comments will remain confidential within the study.		
4	I understand that I can withdraw at any time without prejudice.		
5	I have been informed that any information which might potentially identify me will not be used in published material		
6	I have been informed that my participation in the research will remain anonymous and in all documentation and data.		
7	I am aware that the interview will be recorded via Dictaphone.		
8	I understand that I can look through the interview transcript once transcribed and add further comments if I wish to verify any information I have given.		
9	I agree to participate in the interview study as outlined.		

This consent form confirms that you understand the statements above:

Name: _____ Date: _____

Position in Setting: _____

Signature: _____

Appendix 4

[Interviewee Questions without Prompts]

Interview Questions

Background Information

Which year did you complete your initial teacher training?

Which year did you complete your teaching assistant training?

What qualification did you attain?

What is the number of years of experience you have in this profession?

What specific training did you receive during your Initial Teacher Training in relation to SEND?

Perception and Attitudes towards Inclusion

1. From your experience, please define the term Inclusion.
2. How do you think Inclusion in a mainstream establishment benefits children with SEND both in the short and long term, for example, when they leave primary school and go into secondary education and then into FE, HE or the workplace?
3. How does the Inclusion of children with SEND in mainstream classrooms influence pedagogy and support other children in the classroom?
4. What are the positive aspects for you as a practitioner in supporting children with SEND in your classroom?
5. What role do parents play towards Inclusion and the social and academic achievement of their children with SEND?
6. What is the diversity of needs in your classroom/establishment? Please identify all the groups of children and their specific needs in numbers or percentages as far as possible**.**

Practice related to Inclusion

7. How confident do you feel whilst supporting children with SEND in your classroom?
8. How does Inclusion for children with SEND influence all the other children and their learning in your classroom?

9. What resources are essential for Inclusion to be effective for children with SEND in your classroom?
10. What are your views regarding the role of additional support staff, such as teaching assistants in your classroom? (*TA:* What is your role as a TA in supporting the class teacher and the needs of the children in your class?)

Barriers faced by Inclusion

11. What are the barriers to Inclusion on a social and academic level for all children?
12. What role do the school's policies play in ensuring that your practice in your classroom is inclusive?
13. What kind of challenges do children with SEND face in your classroom?

Training in relation to Inclusion

14. What kind of training do you think educators need to support children with SEND in mainstream classrooms?
15. Do you feel you have the necessary training to teach and support pupils with SEND in your classroom?
16. What impact has training in SEND had on your handling of children with SEND in your classroom?
17. How is training more specialists important in effectively assisting you in implementing inclusive programmes in the classroom?

Appendix 5

[Questionnaire with Interviewer Prompts]

Interview Questions

Background Information

Which year did you complete your initial teacher training?

Which year did you complete your teaching assistant training?

What qualification did you attain?

What is the number of years of experience you have in this profession?

What specific training did you receive during your Initial Teacher Training in relation to SEND?

[Prompt]-Did your ITT cover SEND or inclusion?
[Prompt]-What specific areas of SEND or inclusion?

Perception and attitudes towards Inclusion

1. From your experience, please define the term inclusion.

2. How do you think inclusion in a mainstream establishment benefits children with SEND both in the short and long term, for example, when they leave primary school and go into secondary education and then into FE, HE or the workplace?

3. How does the inclusion of children with SEND in mainstream classrooms influence pedagogy and support for other children in the classroom?
4. What are the positive aspects for you as a practitioner in supporting children with SEND in your classroom?

   [Prompt]-What improvements do you feel could be made to inclusion and inclusive practice for children with SEND?
   [Prompt]-How has including children with SEND in your classroom developed you as a practitioner and influenced your perceptions and attitudes towards teaching children with SEND?

5. What role do parents play towards inclusion and their children's social and academic achievement with SEND?

   [Prompt]-What type of support do you receive from parents?
   [Prompt]-What are your views on partnerships with parents? Can you provide examples of effective school and parent partnerships and any positive outcomes?
   [Prompt]-What strategies do you promote to develop and enhance effective partnerships with parents?

[Prompt]-Deputy/headteacher – views can be based on past teaching experience and current position

6. What is the diversity of needs in your classroom/establishment? Please identify all the groups of children and their specific needs in numbers or percentages as far as possible.

Practice related to inclusion

7. How confident do you feel whilst supporting children with SEND in your classroom?

   [Prompt]-What is your current level of SEND knowledge?

   [Prompt]-How confident do you feel teaching children with SEND with your current knowledge?
   [Prompt]-What impact does teaching children with SEND have on your confidence?

8. How does inclusion for children with SEND influence all the other children and their learning in your classroom?

   [Prompt]-How does inclusion benefit all the other children?
   [Prompt]-What support do you receive from the school to implement effective inclusion for all children?
   [Prompt]-How effective has inclusion been for children with SEND you have taught over the years?
   [Prompt]-Have all children with SEND benefited from inclusion in your classroom?
   [Prompt]-To what extent do you feel the inclusion of children with SEND is working?

9. What type of resources are essential for inclusion to be effective for children with SEND in your classroom?

   [Prompt]-Why are these resources important?
   [Prompt]-What impact do additional resources have on you, your teaching and the children in your classroom?
   [Prompt]-What impact do lack of resources have on you, your teaching and the children?

10. What are your views regarding the role of additional support staff, such as teaching assistants in your classroom? (*TA:* What is your role as a TA in supporting the class teacher and the needs of the children in your class?)

    [Prompt]-What influence do TAs have on the learning of children with SEND and typically developing children?
    [Prompt]-How do you manage without the support of a TA?
    [Prompt]-What impact does additional support/lack of support have on you and the children?

Barriers faced by inclusion

11. What are the barriers to inclusion on a social and academic level for all children?

    [Prompt]-How does inclusion benefit children with SEND at a social and academic level?
    [Prompt]-Can a mainstream class create challenges such as exclusion for some children?
    [Prompt]-What about the sufficiency of support and resources to help children with SEND achieve academically and socially?
    [Prompt- Can you fully include all children and meet their needs on a social and academic level?

12. What role do the school's policies play in ensuring that your classroom practice is inclusive?

[Prompt]-Have the policies, in your view, created a better understanding? Which policies have been particularly helpful towards creating a better understanding?
[*Prompt]-Have the inclusive policies created any challenges? What are these challenges, if any?*
[Prompt]-What are your views on the different policies that have been introduced and implemented over the years to support children with a diverse range of SEND? Which policies do you feel have been influential for you and the children?

13. What kind of challenges do children with SEND face in your classroom?

[Prompt]-How do you overcome these challenges to effectively support the inclusion of children with SEND?
[Prompt]-Can any of these challenges lead to exclusion/isolation for some children with SEND? Can you provide examples of such a situation that may have led to isolation/exclusion?
[Prompt]-What challenges do you or do you face whilst teaching children with a diverse SEND range?

Training in relation to Inclusion

14. What kind of training do you think educators need to support children with SEND in mainstream classrooms?
[Prompt]-Why is training in different SEND areas important to you?
[Prompt]-What impact does training have on your teaching and children with SEND?
[*Prompt] How essential is this training?*
[Prompt]-How do you feel when you do/do not receive training?

15. Do you feel you have the necessary training to teach and support pupils with SEND in your classroom?

[Prompt]-What are your views towards being expected to teach children with diverse SEND without the necessary or regular training?
[Prompt]-What type of training and level of knowledge, experience, and confidence is required to cater to children's holistic needs with SEND?
[Prompt]-What impact does the lack of training have on your teaching and children with SEND in your classroom?

16. What impact has training in SEND had on your handling of children with SEND in your classroom?

[Prompt]-What impact has training in SEND had on your inclusive practice?
[Prompt]-How has training on SEND developed you as a practitioner?
[Prompt]-What impact has training on SEND had on your teaching?

17. How is the training of more specialists important in assisting you to implement inclusive programmes in the classroom effectively?

[Prompt]-Why are specialists important in supporting children with SEND?
[Prompt]-What type of support do the specialists offer?
[Prompt]-How has the training from specialists supported your inclusive practice within the classroom?
[Prompt]Which specialist have you received support and training from?

Appendix 6

[Questionnaire Exemplar]

BIRMINGHAM CITY University

Questionnaire

General Instructions

Thank you very much for agreeing to participate in this research study. The information you provide in this questionnaire will be used for research purposes on inclusion. It will not be used in a manner that would allow the identification of your individual responses. This research explores practitioners' perceptions and attitudes towards the Inclusion of children with Special Educational Needs and Disabilities (SEND) in primary mainstream establishments.

In order to gain a detailed insight and analysis of inclusion, this questionnaire invites you to share your perceptions, experiences and knowledge concerning children with SEND in a primary mainstream setting. Please fill in all the details as fully as possible, as this will help with the final analysis of the data you kindly provided. **Anonymity** is a key feature in this questionnaire, so names are not required. I would be grateful if you could kindly answer the open-ended questions in part A as fully as possible and then complete part B, which has a set of dichotomous (closed) statements. I would appreciate it if you could kindly complete the questionnaire as soon as possible at your convenience. The questionnaires can either be emailed back to me or left at the office in a sealed envelope addressed to me (Sarya). Thank you.

PART A. Personal Details

i. **Gender:** Male ☐ Female ☐

ii. **Please indicate with an 'X' your age category: 21 – 30** ☐ **31 - 40** ☐ **41-50** ☐ **51-60** ☐ **61-70** ☐ ☐

iii. **Year you completed your initial teacher training: _____**

Year you completed your teaching assistant training: _____

iv. **Qualification attained: _____**

v. Number of years experience in this profession: _____

Please note

The term SEND refers to all children who have a:

"significantly greater difficulty in learning than the majority of others of the same age, or…a disability, which prevents or hinders them from making use of facilities of the kind generally provided for others of the same age in mainstream schools… (DfE & DH 2014: 16).

A child, who has learning difficulties requiring special provision, is deemed to have SEND (Wearmouth: 2012). The SEND Code of Practice indicates that a child's needs and requirements may fall into at least one of four areas, which are; communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs (DFES: 2001, DfE: 2014).

vi. Did your training include specific training to support children with SEND?

Yes ☐ **No** ☐

If you have answered yes, please give details of course/s, for example, length of the course, year of training and type of training regarding SEND, both general and specific.

_____

_____

_____

1. From your experience, define your understanding of the term inclusion.

_____

_____

_____

2. How do inclusion and inclusive practice benefit children with SEND both in the short and long term, for example, when they leave primary school and go into secondary education and then into Further/ Higher Education or the workplace?

_____

_____

_____

3. **What do you think would improve inclusion for children with SEND in primary mainstream establishments?**

_____

_____

_____

4i. Are you aware of any impact or influence that children with SEND have had on other children in the classroom?

Impact		**Influence**	
Yes ☐	**No** ☐	**Yes** ☐	**No** ☐

4ii.What impact or influence have children with SEND had on other children in your classroom?

_____

_____

_____

5. **How does the inclusion of children with SEND in mainstream classrooms influence pedagogy and support other children?**

_____

_____

_____

6. **What challenges have you faced in including children with SEND in your classroom?**

_____

_____

_____

7. **What impact did training for SEND have on your handling of children with SEND in your classroom?**

_____

_____

_____

8. **What are your thoughts towards the inclusion of children with SEND in your classroom?**

_____

_____

_____

9. **What role do parents play towards inclusion and the social and academic achievement/s of their children with SEND?**

_____

_____

_____

10. **How has teaching children with SEND in your classroom developed you as a practitioner?**

_____

_____

_____

11. **How does inclusion for children with SEND benefit all the other children in your classroom?**

_____

_____

_____

12. **What is the diversity of needs in your classroom/establishment? Please identify all the groups of children and their specific needs in numbers or percentages as far as possible.**

_____

_____

_____

13. **What are the positive aspects for you as a practitioner in supporting children with SEND in your classroom?**

_____

_____

What role do teaching assistants play in supporting children with a diverse range of SEND?

Thank you for taking the time to complete Part A of the questionnaire.

Please rate the statements below with the most appropriate response, ranging from strongly disagree to strongly agree

Perception and attitudes towards Inclusion				
1. Inclusion for all children works better in theory rather than in practice.				
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
☐	☐	☐	☐	☐
2. Children with SEND can be integrated fully into a mainstream setting.				
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
☐	☐	☐	☐	☐
3. A special school is more appropriate for some children with SEND.				
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
☐	☐	☐	☐	☐
4. Including children with SEND has influenced my attitudes towards teaching in a positive way.				
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
☐	☐	☐	☐	☐
5. Children with SEND in a mainstream setting can benefit from building social relationships with other children without SEND.				
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
☐	☐	☐	☐	☐
6. Inclusion helps people who do not have SEND appreciate the diversity of children with SEND.				
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
☐	☐	☐	☐	☐
7. Parents play a pivotal role towards the social and academic achievements of their children.				
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
☐	☐	☐	☐	☐
8. Inclusion of children with SEND in mainstream schools is not always appropriate				
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
☐	☐	☐	☐	☐
Practice related to inclusion				
9. My current knowledge in relation to SEND is basic.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
10. I have limited experience working with children who have a range of SEND.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE

11. I feel confident in meeting the needs of children who have a range of SEND.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
12. Children with SEND can have a negative impact on other children's learning within the classroom.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
13. In order for inclusion to be effective, access to relevant resources is essential.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Barriers faced by Inclusion				
14. The school's policies are an effective means towards ensuring that your practice is inclusive.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
15. Resources to support inclusion are not practical for all mainstream schools.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
16. I feel that trying to meet the needs of children with SEND makes it more difficult to meet the needs of all the other children in my classroom				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
17. Sometimes, I feel I cannot include children fully with SEND in my classroom.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
18. Children with SEND can face isolation, as they do not always fit in with their peers.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
19. Some children in my class who have SEND do not always receive the necessary support.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
20. Education in mainstream schools can lead to exclusion for some children with SEND.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
21. Education in mainstream schools can be detrimental for some children with SEND.				

☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
22. Inclusion has been effective for some children with SEND I have taught.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Training in relation to Inclusion				
23. I have the necessary training to teach and support pupils with SEND				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
24. Teachers are sometimes expected to teach children with SEND without the necessary training.				
☐	☐	☐	☐	☐
25. Professional training is essential before mainstream teachers can effectively cater for children with SEND in their classrooms.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
26. Training more specialists is essential to assist practitioners in effectively implementing inclusion in the classroom.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
27. Training from professionals is not always necessary to implement inclusion effectively in the classroom.				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
28. Working with children with SEND and gaining practical experience can be more beneficial than training				
☐	☐	☐	☐	☐
STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE