

***What are the key social elements that affect a pupil's ability to access education?***

Several social elements can affect a child's ability to access education, these could include geographical area, bullying, gender, religious or cultural beliefs and socio-economic status. Although they are all important issues, this assignment will cover different aspects of relative poverty, including how poverty acts as a barrier to education, the experiences a child has whilst learning, the impact poverty has on children with special educational needs and the influence home involvement from parents or caregivers has on educational attainment. There is also mention of the current pandemic, Covid-19, and the devastating effect it will have on the most vulnerable children.

Education is compulsory in the United Kingdom (UK) from the age of five to the age of sixteen (Gov.uk, 2012). Education can be formal, in a school setting, non-formal, through extracurricular clubs or informal, learning through experience of day to day life (OECD, 2020). According to Smith (2020) 'Education is the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life.' The Welsh Government have also encompassed this attitude into their vision of education in Wales, with one of the four key aims being 'Strong and inclusive schools, committed to excellence, equity and well-being' (2017, p. 23). This shows the commitment of the Welsh Government, making schools as accessible and inclusive as possible.

If an individual or group do not have the same opportunity to participate in their community, this may be seen as social exclusion (Pierson, 2010). Social exclusion is an unfortunate consequence based on a variety of reasons that are often out of the individual's control, for example, having a low income automatically limits your choices (United Nations, 2016). This can have a real impact on the quality of life the child and family

have, as well as potentially defining or dictating their place in society (Levitas, Pantazis, Fahmy, Gordon, Lloyd and Patsios, 2007). From experience, social inclusion makes one feel more involved, more respected and gives validation. For example, children who feel socially accepted in school are more confident in answering questions and engage more fully with lessons. This participation aids in confidence and overall well-being of the child.

The United Nations Convention on the Rights of the Child (1989) sets out a rounded treaty to protect children, not only physically but holistically too (Nutbrown, 1996). It details what the government's responsibilities are through protection, provision and participation (Alderson, 2000). All children have the right to survive and develop, Article 6, a right to an education, which should aim to develop the child's talents and personalities, Articles 28 & 29 (Save the Children, 2020). Children must not be discriminated against, Article 2, and the school and Government must always prioritise the child's best interest, Article 3. The Local Authority also has a responsibility to ensure a child has an adequate standard of living, to be able to have a safe environment to learn and grow, Article 27 (Save the Children, 2020). These, and all other UNCRC rights at the core of school policy, should ensure each child has access to an equitable school experience (Martin & O'Neil, 2019). This essentially means that a child from any culture, social class or anything else that could make them seem 'different' should have access to a safe environment to learn, in which they feel comfortable in expressing themselves. Although these rights should allow all children an equal platform in which to learn, from experience this is not always the case, for example, some schools discourage children from specific geographical areas as they are deemed more deprived.

Relative or income poverty has a major impact on a child's attainment in education (Egan, 2013), with children having limited options at no fault of their own. A person is considered to be living in relative poverty when the

household income is less than 60% of the UK median household income (Children in Wales, 2020; Children and Families (Wales) Measure, 2010). Inequality has been increasing for around thirty years, with the gap between the rich and poor at the widest it has been since the second world war (Inequality Briefing, 2020). Stone (2016) argued that Neoliberalism has also contributed to poverty and inequality within the United Kingdom. Many people who are in work are now facing relative poverty (Inequality Briefing, 2020). This could be as a result of any number of reasons, such as low-income jobs, unemployed and in receipt of benefits, a person in the household having a disability restricting their options (Joseph Rowntree Foundation, 2020). Children living in single parent households are more at risk of relative poverty than households with two parents or caregivers (Gov.uk, 2020a).

Part 1 of the Children and Families (Wales) Measure 2010 has highlighted the Welsh Government's commitment to reducing child poverty in Wales, also pledging the creation of new policy within the government to tackle poverty (Children and Families (Wales) Measure, 2010). The Welsh Government have several current policies and programmes in place, which aim to support the most vulnerable families, for example, flying start, breakfast club, pupil deprivation grant and the Childcare Offer Wales (Children in Wales, 2019). In recent years, the figure for children in Wales in relative poverty has consistently remained around twenty eight per cent, this is most likely due to the fact that parents or caregivers of children have issues with childcare, taking low paid jobs or remaining unemployed (Gov.uk 2020a). The provisions implemented by the Welsh Government can ease the financial burden whilst ensuring the child has a minimum level of care, thus enabling parents or caregivers to go to or get into work, indirectly aiming to improve social mobility. From experience, although the Welsh Government have created universal services and put programmes in place to prevent hardship, they are making funding cuts to vital local targeted services, such as family centres. These serve the

most vulnerable people, having major implications, not only on babies and young children but also their caregivers. A study from the National Childbirth Trust (2013, p. 3) state the 'first 1,000 days has more influence on a child's future than any other time in their life.'

Living in an unstable household as a child also dramatically increases your changes of living in poverty as an adult (Joseph Rowntree Foundation, 2020). This may be caused by self-fulfilling prophecy (Foster, 2015). Children living in poverty are more likely to have been subjected to adverse childhood experiences (ACE's), although ACE's can help to build resilience, they can also be linked to poor health and well-being (Ace Aware Wales, 2020). According to Kletter (cited in Starecheski, 2015), children that have experienced trauma, for example a parent leaving the household, might act out in school and become disruptive or alternatively shy away from others and become withdrawn. These issues could also present themselves in adult life through depression and anxiety or complications with physical health, such as obesity (Starecheski, 2015).

From a school's perspective, children living in poverty are achieving a lower academic attainment, thus resulting in fewer prospects as they get older (Goodman and Gregg, 2010). This all adding to lack of social mobility and affecting a child's agency (Children in Wales, 2020). Potentially causing generational poverty if no one in the family breaks the cycle (Jensen, 2009). Relative poverty can also have a major negative affect on a child's mental health and well-being (The Children's Society, 2020) often missing meals, causing a lack of concentration and further impairing the learning journey (National Education Union, 2018a, Martin and O'Neill, 2019). Oxfam (2020) stated as many as one in five households are skipping meals. This figure is double in single parent households (*Poor Kids*, 2011). Children living in poverty are not only missing out on meals, a press release from The National Education Union (2018b) reveals the harsh reality of some pupils. The release details teachers experience of children whose shoes are falling apart, or a child

being unable to do their homework as they have no stationary at home. Poverty can also be linked to poor attendance, which may be due to issues at home, or through school for example bullying (Martin and O'Neill, 2019). Mentally, children have additional hardships, this might be through lack of opportunity or being unable to afford to participate in activities, whether at school, on a wear you own clothes day, or in local clubs (Jensen, 2009). If ongoing, this could magnify and risk the child being bullied, socially excluded, unintentionally isolated and stigmatized having a dramatic effect on their mental health and well-being (Davies, 2017).

According to Maslow, all humans have a hierarchy of needs and if the most basic needs fail to be met, the person is unable to continue to the next stage, thus halting individual develop (McLeod, 2020). A child who lives in poverty, is unlikely to have their physiological or biological needs met, perhaps there is not enough money for the electric or food. The next stage which includes safety needs would perhaps not be met, for example, children in poverty are less likely to have a safe outdoor space to play (Poor Kids, 2011). It is also more common for children in disadvantaged areas to experience safeguarding issues (Safeguarding Network, 2020). Love and belonging needs are the next stage of Maslow's theory, with some children not experiencing love and attention, such as children who are living in households with domestic abuse or drug and alcohol misuse. Living in a disadvantaged area also means it less likely they are able to go out and play with friends, which can have a detrimental effect on their welfare (Ace Aware Wales, 2020). The following phase concerns esteem needs, if children are not experiencing love from others, they are unlikely to love themselves and feel confident in what they do (Safeguarding Network, 2020). Many children in poverty do not reach these levels as their basic and psychological needs are not met. This in turn would put the child at significant disadvantage when

going to school, thus proving the impact of home life on a child's access to education.

Parents or caregivers of children living in poverty are less likely to be involved in their child's learning experience, this can in turn cause lack of engagement and enthusiasm in school (Martin and O'Neil, 2019). Many parents or caregivers have a negative perception of learning from their own experiences in school and therefore may not have the skills or inclination to be active participants when their child or children need help with homework (Welsh Government, 2016). According to Bandura (1977, cited in McLeod, 2016) the social learning theory means that a child will learn from those around them, therefore if they see their parent or caregiver disinterested or lacking aspiration, it is likely, the child will grow to have the same or similar attitude. So although children from disadvantaged homes often lack agency, ambition and fall behind with attainment, if their parent or caregiver changes their attitude and increases their involvement, it can significantly increase a child's chances of attainment (Carter-Wall & Whitfield, 2012).

Parental or caregiver involvement can be put into three separate categories, all having a different impact on a child's education. Firstly involvement at home, helping with homework, secondly, school related issues such as attendance, engagement and attitude to learning and finally behaviour (Harris and Goodall, 2007, cited in Axford, Berry, Lloyd, Moore, Rogers, Hurst, Blockley, Durkin, and Minton, 2019). A report from Estyn (2009. p. 1) states that 'effective parental involvement sets aspirations and shapes the child's self-concept as a learner' proving that parents are important stakeholders in their children's learning. Children who have significant engagement from their parent or caregiver are likely to have an increase in educational attainment (Jensen, 2009). The End Child Poverty Network Cymru (2013) state that research suggests that eighty-five per cent of a child's school success can be determined on the support they receive at home. Children that have support and

involvement from their parent or caregiver are less likely to have behavioural issues and have closer relationships with their friends and family members (Welsh Government, 2016). Welsh Government (2016) have also studied the link between increased home involvement and a rise of school attendance. Estyn (2009) found a significant positive impact on a child's overall health and well-being when parents participate in their learning. The National Childbirth Trust (2013, p. 3) state that 'parenting is a bigger influence on a child's future than wealth, class, education or any other common social factor' thus proving the significance of the caregiver attachment.

Home-school contracts, homework policies and participation procedures are just a few ways in which parents have an added importance in their child's learning journey (Wyness, 2012). For many living in relative poverty, this could cause extra stress or pressure, many parents or caregivers may not have the time to sit with their child, they cannot afford a tutor to give extra support if falling behind (Jensen, 2009). Experience suggests that schools are trying to create a positive and lasting relationship with parents to limit the attainment gap as well as promoting a feeling of support and community

The Covid-19 pandemic sees many schools closing, with some remaining open for children of key workers and the most vulnerable children, for example, children on the child protection register (Gov.uk, 2020b). This has resulted in parents and caregivers becoming more important in their child's education than ever before (Foster, 2020). Children were initially provided with resources from their school through a home-pack however as the lock down continues, this has become mainly online (Milne, 2020). The United Nations (2020, p. 3) have raised concern that children learning through online platforms could be at 'risk of exposure to inappropriate content and online predators' causing additional safeguarding issues. From experience, there has been a vast difference in the amount of work expected, depending on the school the children

attend. This has put increasing pressure on parents and caregivers, some of whom having to work from home, along with the uncertainty of receiving their usual income.

Covid-19 has seen some of the most vulnerable families faced with further financial hardship and worry (Rodriguez, 2020). The United Nations (2020) have suggested that children in the poorest homes will feel the effects of the virus the most. It is estimated that over a million children are currently entitled to free school meals and it is these children that are of the greatest concern (Shaw, 2020). Education Secretary, Mr Williamson (cited in Shaw, 2020) stated 'no child should have to go hungry as a result of measures brought in to control the spread of the virus.'

The current circumstances link heavily with Thompson's Personal, Cultural and Structure (PCS) model (The Open University, 2020). Experience suggests that children are personally affected being unable to continue with their normal routine of education, going to school and socialising with their friends. The cultural affects are how communities are coping in these unprecedented times through the lock down and social distancing measures. The structural changes have included the Government ensuring additional welfare support for families, schools and local authorities.

During the Covid-19 pandemic, children with special educational needs and disabilities (SEND), who have an Education, Health and Care (EHC) plan, are able to go to school if their parent or caregivers feel it would be safer or more beneficial for them than to stay at home (Gov.uk, 2020c). The United Nations (2020, p. 12) have determined that children with special educational needs or disabilities are 'more dependent on face-to-face education' which has been affected by social distancing and school closures. From experience, children with special educational needs require a routine, if this is changed or stopped, it could have a detrimental effect on their learning, mental health and well-being.

Approximately twenty-three per cent of children in Welsh schools have a special educational need that requires additional assistance (Welsh Government, 2018). Children with SEND are twice as likely to be entitled to free school meals (Welsh Government, 2014, cited in Shaw et al. 2016). A report from Joseph Rowntree Foundation discusses the link between Special educational needs and disabilities to poverty, stating that special educational needs 'can be a result of poverty as well as a cause of poverty' (Shaw, Bernardes, Trethewey and Menzies. 2016. p. 2). This could be because children are living in a low-income household due to one or both of their parents or caregivers having a special educational need or disability or the child themselves having a special educational need. These children are not always presented with the same opportunities or options as other children (Children in Wales, 2016). Payne (2006) argues that people suffering from physical, mental health or learning disabilities, are constantly subjected to social exclusion. Experience has shown that it is not only the low income of the child's home that can have a detrimental effect on their learning, but the funding available from the school. Many schools do not have enough funding to adequately support children with special educational needs and they are therefore at a disadvantage (National Education Union, 2019).

Ultimately, unless something is done to eradicate poverty, there will always be a barrier to education. Children living in poverty, whether absolute or relative will still face hardship and inequality. Education offers children to a chance to broaden their horizons and has a positive influence on their health and well-being (Estyn, 2012). 'Education transforms lives' (UNESCO, 2020) and gives children a way out of poverty. Children of all ages are living through an uncertain time, there is no guarantee when schools will be returning. For some children, there is no rush to return to school as they have everything they need at home, others may feel happy to be away from an environment that poses threats of bullying. Some children may feel anxious about the changes to routine or about the

prospect of living in an unstable home, potentially experiencing further adverse childhood experiences. From experience, whatever the child may feel, schools want to be involved in supporting the most vulnerable children, easing the strain and ensuring the children continue their education in whatever way possible. When the children return to schools, it will be crucial that the education system is even more empathetic when embracing the diverse range of needs. Socially inclusive schools promote equity and fairness, leading their pupils to feel happy and valued in a safe environment. By providing children with a varied curriculum and extra support where necessary, schools are making the conscious effort to combat social exclusion (Knowles and Lander, 2011).

### **Reference List**

Ace Aware Wales (2020) *Get ACE Aware*. Available at:

<https://www.aceawarewales.com/welcome> (Accessed: 18 April 2020)

Alderson, P. (2000) *Young Children's Rights*. London: Jessica Kingsley Publishers.

Axford, N., Berry, V., Lloyd, J., Moore, D., Rogers, M., Hurst, A., Blockley, K., Durkin, H. and Minton, J. (2019) *How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice*. London: Education Endowment Foundation. Available at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/evidencereviews/parental-engagement/> (Accessed: 21 April 2020)

Carter-Wall, C. and Whitfield, G. (2012) *The Role of Aspirations, Attitudes and Behaviour in Closing the Educational Attainment Gap*. Available at:

<https://www.jrf.org.uk/report/role-aspirations-attitudes-and-behaviour-closing-educational-attainment-gap> (Accessed: 19 April 2020)

Children and Families (Wales) Measure 2010 Available at:

<http://www.legislation.gov.uk/mwa/2010/1/part/1> (Accessed: 16 April 2020)

Children in Wales (2016) *Special Educational Needs and their Links to Poverty*. Available at: <http://www.childreninwales.org.uk/policy-document/special-educational-needs-links-poverty-260216-w-e-s-ni/>

(Accessed: 21 April 2020)

Children in Wales (2019) *Welsh Government Child Poverty Review*. Available at: <https://www.childreninwales.org.uk/news/news-archive/welsh-government-child-poverty-review/> (Accessed: 12 April 2020)

Children in Wales (2020) *Poverty*. Available at: <https://www.childreninwales.org.uk/our-work/poverty/> (Accessed: 14 April 2020)

Davies, T. (2017) *Tackling Child Poverty in Wales*. Available at: <https://www.childrensociety.org.uk/news-and-blogs/our-blog/tackling-child-poverty-in-wales-0> (Accessed: 18 April 2020)

Egan, D. (2013) *Poverty and Low Educational Achievement in Wales: Student, Family and Community Interventions*. Available at <https://www.jrf.org.uk/report/poverty-and-low-educational-achievement-wales> (Accessed: 16 April 2020)

End Child Poverty Network Cymru (2013) *The Role of Education in Eradicating Child Poverty in Wales*. Available at: <https://www.childreninwales.org.uk/resource/role-education-eradicating-child-poverty-wales/> (Accessed: 17 April 2020)

Estyn (2009) *Good Practice in Parental Involvement in Primary Schools*. Available at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Good%20practice%20in%20parental%20involvement%20in%20primary%20schools%20-%20April%202009.pdf> (Accessed: 18 April 2020)

Estyn (2012) *Effective Practice in Tackling Poverty and Disadvantage in Schools*. Available at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Effective%20practice%20in%20tackling%20poverty%20and%20disadvantage%20in%20schools%20-%20November%202012.pdf> (Accessed: 19 April 2020)

Foster, D. (2015) 'How being poor can lead to a negative spiral of fear and self-loathing', *The Guardian*, 30 June. Available at: <https://www.theguardian.com/society/2015/jun/30/poverty-negative-spiral-fear-self-loathing> (Accessed: 20 April 2020)

Foster, S. (2020) *Coronavirus: How to Educate Your Children at Home During the Covid-19 Pandemic*. Available at: <https://www.itv.com/news/2020-03-23/how-to-educate-you-children-at-home-schooling-coronavirus-covid-19/> (Accessed: 20 April 2020)

Goodman, A and Gregg, P. (2010) *Poorer Children's Educational Attainment: How important are attitudes and Behaviour?* Available at:

<https://www.jrf.org.uk/report/poorer-children's-educational-attainment-how-important-are-attitudes-and-behaviour> (Accessed: 18 April 2020)

Gov.uk (2012) Education System in the UK. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219167/v01-2012ukes.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf) (Accessed: 19 April 2020)

Gov.uk (2020a) *Relative Income Poverty: April 2018 to March 2019*. Available at: <https://gov.wales/relative-income-poverty-april-2018-march-2019> (Accessed: 17 April 2020)

Gov.uk (2020b) *Vulnerable Children and Young People*. Available at: <https://gov.wales/vulnerable-children-and-young-people-coronavirus>. (Accessed: 20 April 2020)

Gov.uk (2020c) *What Parents and Carers Need to Know About Schools and Education During the Coronavirus Outbreak*. Available at: <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers> (Accessed: 20 April 2020)

Inequality Briefing (2020) *Income Equality in the UK*. Available at: <http://www.inequalitybriefing.org/> (Accessed: 23 March 2020)

Jensen, E. (2009) *Teaching with Poverty in Mind*. Virginia: ASCD

Joseph Rowntree Foundation (2020) *What is Poverty?* Available at: <https://www.jrf.org.uk/our-work/what-is-poverty> (Accessed: 10 April 2020)

Knowles, G. and Lander, V. (2011) *Diversity, Equality and Achievement in Education*. London: Sage.

Levitas, R. Pantazis, C. Fahmy, E. Gordon, D. Lloyd, E. and Patsios, D. (2007) *The Multi-Dimensional Analysis of Social Exclusion*. Available at: <https://webarchive.nationalarchives.gov.uk/+http://www.cabinetoffice.gov.uk/media/cabinetoffice/social-exclusion-task-force/assets/research/multidimensional.pdf> (Accessed: 16 April 2020)

Martin, C. and O'Neil S. (2019) *The Price of Pupil Poverty*. Available at: [https://hwb-live-storage.s3.eu-west-1.amazonaws.com/95/73/7b/38/b8c34debbb1f1b2a4c8c14ef/2019-10-28PriceofPupilPovertyENFINAL.pdf?X-Amz-Expires=60&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJJDVDVTJ2MKDVDWA%2f20200420%2feu-west-1%2fs3%2faws4\\_request&X-Amz-Date=20200420T154437Z&X-Amz-SignedHeaders=host&X-Amz-](https://hwb-live-storage.s3.eu-west-1.amazonaws.com/95/73/7b/38/b8c34debbb1f1b2a4c8c14ef/2019-10-28PriceofPupilPovertyENFINAL.pdf?X-Amz-Expires=60&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJJDVDVTJ2MKDVDWA%2f20200420%2feu-west-1%2fs3%2faws4_request&X-Amz-Date=20200420T154437Z&X-Amz-SignedHeaders=host&X-Amz-)

Signature=59ab9ae357fcd366d12393f01a9def5c1868bb26da2995f34f3567786d2f9e43 (Accessed: 18 April 2020)

McLeod, S. (2016) *Bandura – Social Learning Theory*. Available at: <https://www.simplypsychology.org/bandura.html> (Accessed: 19 April 2020)

McLeod, S. (2020) *Maslow's Hierarchy of Needs*. Available at: <https://www.simplypsychology.org/maslow.html> (Accessed: 16 April 2020)

Milne, B. (2020) *Coronavirus: How do I home-school my children and what does Bitesize offer?* Available at: <https://www.bbc.co.uk/news/education-52314856> (Accessed: 20 April 2020)

National Childbirth Trust (2013) *A Life Changing Experience*. Available at: <https://www.nct.org.uk/sites/default/files/2019-05/NCT%20Brochure.pdf> (Accessed: 21 April 2020)

National Education Union (2018a) *Child Poverty – The Facts*. Available at: <https://neu.org.uk/child-poverty-facts> (Accessed: 20 April 2020)

National Education Union (2018b) *Child Poverty Harms Children's Educational Opportunity*. Available at: <https://neu.org.uk/press-releases/child-poverty-harms-childrens-educational-opportunities> (Accessed: 21 April 2020)

National Education Unions (2019) *Education Funding*. Available at: <https://neu.org.uk/policy/education-funding> (Accessed: 21 April 2020)

Nutbrown, C. (1996) *Children's Rights and Early Education*. London: Sage

OECD (2020) *Recognition of Non-formal and Informal Learning - Home* <http://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm> (Accessed: 18 April 2020)

Oxfam (2020) *Poverty in the UK*. Available at: <https://www.oxfam.org.uk/what-we-do/issues-we-work-on/poverty-in-the-uk> (Accessed: 16 April 2020)

Payne, G. (2006) *Social Divisions*. Hampshire: Palgrave MacMillan

Pierson, J. (2010) *Tackling Social Exclusion*. Oxon: Routledge

*Poor Kids* (2011) BBC One Television, 7 June. Available at: <https://www.bbc.co.uk/programmes/b011vnls> (Accessed: 20 February 2020)

Rodriguez, L. (2020) *5 Reasons COVID-19 Will Impact the Fight to End Extreme Poverty*. Available at:

<https://www.globalcitizen.org/en/content/how-covid-19-impacts-fight-to-end-extreme-poverty/> (Accessed: 20 April 20)

Safeguarding Network (2020) *Impact of Poverty*. Available at: <https://safeguarding.network/safeguarding-resources/impact-of-poverty/> (Accessed: 21 April 2020)

Save the Children (2020) *Know Your Rights*. Available at: <https://www.savethechildren.org.uk/content/dam/gb/reports/humanitarian/uncrc19-child-friendly.pdf> (Accessed: 02 April 2020)

Shaw, B. Barnardes, E. Trethewey, A and Menzies, L. (2016) *Special Educational needs and their Links to Poverty*. Available at: <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty> (Accessed: 17 April 2020)

Shaw, N. (2020) 'Supermarket vouchers being sent to families of children entitled to free school meals', *Wales Online*, 31 March. Available at: <https://www.walesonline.co.uk/news/uk-news/supermarket-vouchers-being-sent-families-18011241> (Accessed: 20 April 2020)

Smith, M. (2020) *What is education? A definition and discussion*. Available at: <https://infed.org/mobi/what-is-education-a-definition-and-discussion/> (Accessed: 14 April 2020)

Starecheski, L. (2015) *Take the ACE Quiz – And Learn What It Does and Doesn't Mean*. Available at: <https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean?t=1582644375056> (Accessed: 03 March 2020)

Stone, J. (2016) 'Neoliberalism is increasing inequality and stunting economic growth, IMF says', *The Independent*, 27 May. Available at: <https://www.independent.co.uk/news/uk/politics/neoliberalism-is-increasing-inequality-and-stunting-economic-growth-the-imf-says-a7052416.html> (Accessed: 19 April 2020)

The Children's Society (2020) *What is Child Poverty?* Available at: <https://www.childrensociety.org.uk/what-we-do/our-work/ending-child-poverty/what-is-child-poverty> (Accessed: 14 April 2020)

The Open University (2020) *Introduction to Social Work in Wales*. Available at: <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=55164&section=6.2> (Accessed: 20 April 2020)

UNESCO (2020) *Education*. Available at: <https://en.unesco.org/themes/education> (Accessed: 16 April 2020)

United Nations (2016) *No One Left Behind*. Available at: <https://www.un.org/esa/socdev/rwss/2016/chapter4.pdf> (Accessed: 07 April 2020)

United Nations (2020) *The Impact of COVID-19 on Children*. Available at: [https://www.un.org/sites/un2.un.org/files/policy\\_brief\\_on\\_covid\\_impact\\_on\\_children\\_16\\_april\\_2020.pdf](https://www.un.org/sites/un2.un.org/files/policy_brief_on_covid_impact_on_children_16_april_2020.pdf) (Accessed: 20 April 2020)

Welsh Government (2016) *Inclusion and Pupil Support*. Available at: [https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support\\_0.pdf](https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf) (Accessed: 19 April 2020)

Welsh Government (2017) *Education in Wales: Our national mission*. Available at: <https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf> (Accessed: 19 April 2020)

Welsh Government (2018) *Additional Learning Needs*. Available at: <https://gov.wales/additional-learning-needs-aln-factsheet-children-young-people-parents-and-carers> (Accessed: 20 April 2020)

Wyness, M. (2012) *Childhood and Society*. Basingstoke: Palgrave. 2<sup>nd</sup> Ed.