

Statement of Academic Integrity

- *I have read and understood the University's Academic Integrity Procedure.*
- *All material which has been directly copied from other sources is properly acknowledged by the use of quotations and references as recommended;*
- *Apart from the work noted above, this assignment is written in my own words.*



28/12/2021

Word Count: 3,971

Assessment title: Create strategies to support inclusive classroom practice and a reflection of their effectiveness in the classroom

This essay will examine strategies that support inclusive classroom practice and evaluate their effectiveness in the classroom. First, this assignment will review previous and current legislation that has impacted on inclusion of all pupils and successful education inclusion. Secondly, it will provide an overview of inclusion in my current setting of employment. It will then identify and critically evaluate my classroom practice and strategies I have implemented to support an inclusive classroom for all children.

Over the last 100 years there have been major reforms to the education system of children with special needs. The Education Act (1921) provided for 'handicapped' children to be educated only in special schools or classes (Gillard, 2021). A little later in 1944 changes to the Education Act made local authorities obliged to make specific provisions for disabled children. It created 11 categories of impairment. Thus, sending more disabled children to segregated schools. This segregation of disabled children continued until 1978 when The Warnock Report was produced. Baroness Mary Warnock promoted the idea of inclusion of pupils with SEN into mainstream schools (Lindsay, Wedell and Dockrell, 2020). Subsequently the Education Act 1981 applied many of the recommendations from the Warnock Report. The Warnock Report greatly influenced much legislation for the next thirty years. The Report did not provide inclusive education as maybe perceived at the

time and was perceived by some as creating a ‘disastrous legacy’ (Lindsay, Wedell and Dockrell, 2020).

Inclusion of all pupils in education has made positive advancements in recent years due to publications and recommendations set out in them such as the Every Child Matters agenda (2003) and the Equality Act (2010) which provided for a more child-centred approach. The reformed SEND code of practice (2015) has been regarded until more recently as the “biggest shake up” to education provision in 30 years (Buchan, 2017). A more child-centred approach is being considered and implemented across the UK and the new ALN reform in Wales has this at the forefront. The focus is not solely for children with disabilities but including social background, ethnicity, deprivation and language (Schuelka, 2018).

Wales has recently undergone a major reform to education known as the national mission. A new curriculum has been developed alongside a major reform to the ALN system. The Welsh Government states the dual development of the new curriculum for Wales and the ALN system will provide inclusive education policy (Welsh Government, 2018). Further acknowledgement to this ideal has been supported by Knight and Crick (2021 p.3) *“these new reforms have significant potential to make progress towards an inclusive education system in Wales”*. The new curriculum is competency based and inclusive *“it has been developed and articulated in a way that should allow these goals to be met with the same aims and programs running across the mainstream and special sector”* (Knight and Crick, 2021 p.7). Thus meaning, it gives more onus on individual schools (regardless of sector) and classroom teachers the ability to modify the curriculum, adapt the content and delivery to become meaningful for their learners.

There seems to be understanding from the Welsh Government that some children require to be educated in a special school setting if their needs are unable to be met within the mainstream education system (Additional Learning Needs Code, Gov.Wales, 2021). However, debate remains how for a small number of pupils educated outside of the mainstream system, fits in to the whole idea of educational inclusion. There are currently 92,688 pupils with SEN in maintained schools across Wales, of these 5,462 pupils attend

special schools (special educational needs, 2022). It could be argued that regardless of educational setting, an inclusive environment remains a successful provision if staff and school organisations follow guidance such as the inclusion and pupil support document produced by Welsh Government.

I am currently an ALN (Additional Learning Needs) teacher in a primary special school in Wales. [REDACTED] has 99 pupils with a range of complex needs and all children within the school have a statement of SEN. The school's ethos is [REDACTED] [REDACTED] which is the desire for every child that is within our care. There is an emphasis that every child will be given every chance to progress and succeed every day. There are six classes in the foundation phase and seven classes within Key Stage 2. There are opportunities for early transition or placement in different classes across the school, if this is deemed appropriate and beneficial for the learner. The school is within the [REDACTED]

This provides inclusion opportunities for children within the special school to access a mainstream setting if deemed appropriate and beneficial. This may be likely for social opportunities and development or educational purposes “*creating the conditions for the successful inclusion of pupils with special needs in mainstream settings benefits all learners*” (The council of the european union, 2010, p.5). The school also provides opportunities for children educated in a mainstream setting to access the special school provision or resources if deemed required within the child's IDP. The school has an inclusion policy and an inclusion officer. The inclusion officer is responsible for the effective inclusion of individuals across both settings, liaising with other professionals and outside agencies to support smooth transition. [REDACTED] the school's vision was to integrate as many pupils as possible into the mainstream school for successful inclusion. The interchanging of the terms integration and inclusion become confusing when discussing access to mainstream schools by pupils from special schools. Farrell highlights the distinction between the two “*Integration has been characterised as assuming the mainstream school system remains the same but that extra arrangements are made to provide for pupils with SEN. If this distinction is to be accepted, inclusion is*

presented as aiming to encourage schools to reconsider their structure, teaching approaches, pupil grouping and use of support so that the school responds to the perceived needs of all its pupils.” (Farrell, 2005. p90). Currently, due to the recent pandemic, all inclusion opportunities into mainstream schools have ceased, taking away vital experiences and opportunities for the most able and social pupils within the school. This does not conform with the principles in the Welsh Governments inclusion policy document *“those pupils not in mainstream education should have links to their peers in mainstream schools.”* (Inclusion and pupil support, 2018 p.11). Hopefully, this will be a process to restart with immediate effect. Effective inclusion is supported by positive school leadership, highly skilled teachers and staff *“it is important for teachers to have the knowledge and skills to create inclusive classrooms, as well as for school leadership to provide an inclusive and innovative environment for teachers to flourish”* (Schuelke, 2018 p.8). [REDACTED] has an innovative inclusion and ALN policy which is regularly updated by school leadership. Highly skilled teachers oversee developing staff in key areas supporting a child with SEN. These areas include Autism, communication, medical/health and digital competency. These teachers are responsible for the in service training which Schuelke (2018) suggests providing this positively affects teachers’ attitudes towards inclusion.

This section will explain strategies I use and implement in my classroom to promote inclusive classroom practice. Due to the recent changes in Wales as highlighted above and our participation as a pioneer school, we have been able to adapt and implement a holistic curriculum and holistic teaching in the classroom. Pupils with special educational needs have unique individual educational requirements and an adaptive flexible approach is required. Primarily, an inclusive classroom begins with a highly skilled teacher (Inclusion and pupil support, 2018). Furthermore, it requires an understanding of the children's needs and their individual approaches to learning. I currently have [REDACTED] children within my classroom with myself as the teacher and three support staff. [REDACTED] of the children have a diagnosis of Autism, one child has a diagnosis of ADHD, [REDACTED] children have a diagnosis of Global Delay and one child has severe learning difficulties [REDACTED]. [REDACTED] Each child has an Individual Development Plan,

one page profile, termly individual education plan targets in the four key areas of development. In addition, many have individual therapy programmes such as SALT (speech and language therapy), rebound and hydrotherapy. A teacher has the responsibility to be informed about each child, develop strategies to incorporate within the classroom and deploy staff to meet each child's unique learning needs.

Good teaching can be learnt and there are toolkits available to support building an inclusive classroom (Coe et al, 2020). According to Schuelke (2018) there are eight indicators to support teachers to scaffold an inclusive classroom or determine if a classroom is inclusive. The eight indicators are

- 1. Teaching is planned with all students in mind*
- 2. Lessons encourage the participation of all students*
- 3. Students are actively involved in their own learning*
- 4. Students are encouraged to support one another's learning*
- 5. Support is provided when students experience difficulties*
- 6. Classroom discipline is based on mutual respect and healthy living*
- 7. Students feel they have somebody to speak to when they are worried or upset*
- 8. Assessment contributes to the achievement of all students*

(Schuelke, 2018 p.8)

I will now look at each indicator and discuss how my classroom practice achieves successful implementation of an inclusive classroom.

1. Teaching is planned with a holistic approach. Thus meaning an adaptive and flexible approach. Whole class activities are mainly sensory based. Music cues are used, and lessons are short with breaks included. These are recognised by the children using a visual timetable and now and next boards. Visual supports are recognised as a useful tool to help provide structure and routine, encourage independence, build confidence, improve understanding, avoid frustration and anxiety and provide opportunities to interact with others (visual supports, 2020). Individual activities are planned considering each child's interests.

2. All students are addressed by their name and all staff are addressed by their first name. Materials engage the children's interests and needs such as sensory materials and real-life objects rather than worksheets. Students are always encouraged to communicate in their preferred method. There is an accessible communication board on the wall, feelings board in the zones of regulation area, each child has an individual communication pack or PECS. Picture exchange communication systems are a unique alternative/augmentative communication system for learners who have various cognitive, physical and communication challenges (PECS, 2022).
3. Students are encouraged to take responsibility for their own learning. This is supported by using the TEACCH approach "The TEACCH approach allows pupils to use skills independently of direct adult prompting and cueing" (What is Teacch? - Autism independent UK, 2022). Each child has their own individual TEACCH station with individualised resources. The TEACCH approach includes a focus on the person and the development of a program around this person's skills, interests and needs (What is Teacch? - Autism independent UK, 2022).
4. Seating is arranged in a small horseshoe shape to encourage student interaction with staff and peers. Students are encouraged to work in pairs or small groups. This also promotes and supports development of appropriate social skills and communication. Students are encouraged to help one another when required and celebrate each other's achievements. This is achieved by daily reward time and weekly celebratory services.
5. Students experiencing difficulty will be supported either by myself or one of the three support staff available. Students' learning styles are sought, and teaching and activities are planned to support these
6. Clear rules and expectations are set out in the classroom. The childrens understanding of these is supported with the use of visuals and various behaviour programs. The incredible years behaviour programme and the zones of regulation are used in the classroom and common across the school.

7. Staff are always available for students to talk to. The teacher also regularly meets with the ELSA team (Emotional Literacy Support Assistants) who can offer extra emotional support.
8. Assessment is used to inform teaching and encourage learning. There are various assessment tools used across the school such as bsquared, autism progress, scerts and routes for learning. I will choose the most suited assessment tool for each child within class to inform my planning and delivery.

I feel my teaching and classroom is inclusive. However, there will always be ways to improve or new situations that will make me reconsider my practice and adapt accordingly as explained next.

Last academic year, a child who is [REDACTED] was placed in my classroom. Across the year, I had to make adaptations to ensure the teaching and environment was inclusive to him and that he was receiving learning the same as his peers. He has various and complex needs [REDACTED]

[REDACTED] For the purposes of this assignment, I will be using the term 'visually impaired' (VI) as an umbrella including blind and partially sighted adopted from Pino and Viladot (2018). I was confident in my pedagogy and classroom management and felt I could meet his learning needs but may need to adapt to support full inclusion and access of the curriculum. I was apprehensive about how to change the classroom environment and my teaching practices to become inclusive for him without segregating any other children. A situation referred to by Florian (2008) as 'the equity-excellence dilemma' whereby addressing the needs of one child may adversely affect the education of the majority. Recent statistics show there are 1.2% of pupils with an EHCP have VI as their primary need (DfE, 2020). VI is a low incidence disability and with this in mind I wondered if support and guidance may be difficult to seek as the class teacher and primarily responsible for his learning "*children with VI often have complex needs which call for accommodation by the class teacher to ensure that they are afforded their full entitlement to the curriculum*" (Martin, 2021 p176). I sought advice from experienced teachers who had taught children with VI previously. I researched many writings about the inclusive education of children with VI and sought advice from the Local

Education Authorities Teacher of the Visually Impaired. Inclusion is according to Davis and Hapwood (2004 p.7) *“enabling access to the curriculum to the same level as the others by adapting resources or teaching methods for him to do that, to take part as fully as possible”*.

Firstly, I considered the classroom environment, whether it was inclusive and adaptations that may need to be made *“modifications to the school environment can help to secure equality of access for children with VI”* (Davis, 2016). The following are the modifications I made to the classroom environment to support inclusion of a child with VI:

- Put carpet tiles down in the main walkway for a more tactile feel underneath and variant of surface covering.
- Installed window blinds to reduce glare
- Created and displayed large print signs
- Created and displayed tactile signs
- Laid white lines to help determine emergency exits

Secondly, I made adaptations to teaching resources and materials such as

- Changed printed information on to yellow paper
- Changed powerpoint slides to low contrast

I realised by adapting some resources to make the classroom more inclusive for one child, it resulted in being beneficial to many of the other children too. Less-high contrast makes the resources less tiring to look at or read and changing coloured slides has been determined to help all children, especially those with dyslexia (dyslexic.org, 2019).

Thirdly, I had to consider adaptations to my planning and delivery of lessons to help provide better access to the curriculum, such as

- Made tactile resources
- Used real life objects
- Using non-visual means and use of other senses

Many of the adaptations to my teaching were again beneficial to the other learners in the class. I adopt a holistic curriculum in the classroom and a sensory approach to deliver the curriculum, enhancing this in the classroom seemed beneficial to all.

Lastly, I had to interact with outside agencies previously unknown to me. As a teacher in a special school, I am regularly connecting with many outside agencies such as speech and language therapists, educational psychologists, physiotherapists, occupational therapists, social workers and many more. According to the Additional Learning Needs Code Wales (2021) a key principle for effective inclusion for pupils with SEN is the need for collaboration with outside agencies in what is referred to as multi-agency support. I am confident communicating and engaging with outside agencies. Although, I did feel this added another important element to implement to ensure his educational experience was inclusive. I wanted to develop my knowledge and understanding and have the required support in place for the child. The first professional I contacted was the Teacher of the Visually Impaired. I asked for diagnosis and test results of recent hospital appointments to ascertain correct information about his level of vision loss. I asked for any additional resources she thought may be beneficial and requested permission from the headteacher to buy these out of the school budget if required. I am in communication with the Teacher of the Visually Impaired regularly. Recently, I have requested support for him to learn braille as I feel this will be further beneficial to him and I believe he has the cognitive ability to do so *“A relevant professional has a duty to comply with requests to support a pupil with SEN”* (Additional Learning Needs, 2021). The other professional I have requested the support of for the child's benefit and further enrich an inclusive environment for him is the local authorities mobility officer. The mobility officer is involved to support the child to use a cane. The officer will regularly visit him in school and will take him out into the community. I had to consider whether withdrawing him from class would reduce his inclusivity in the classroom and cause seclusion. However, this action is perceived as *“facilitating the child's inclusion in the classroom”* (Davis and Hapwood, 2004). I also had to consider deployment of staff, as through research, I realised it has often been the case that children with VI were at risk of becoming over reliant on a support staff member and

at detriment of social seclusion and segregation from the rest of the class, also taking away his independence (Davis, 2003).

The child with VI is also from [REDACTED]. Not only did I have to consider adaptations to make the classroom inclusive due to his loss of sight. I was also challenged to ensure his culture and heritage was acknowledged. The Welsh Governments document published in 2008 provides guidance on how to provide successful inclusion of children from [REDACTED]

[REDACTED] Welsh Governments education strategy- Vision into Action (2006) stated its commitment to make Wales a more learner focussed and community orientated country towards providing an inclusive approach. This strategy was in response to the Beecham report to create a citizen-focussed response to individual educational needs including [REDACTED] (Gov.Wales.2018). Ensuring an inclusive classroom regardless of social background, religion or race by providing the children with knowledge of differences in society and religion become key in my planning of PSHE lessons. The children learn differences of others and acceptance of everybody.

The next barrier to the inclusion of children within my classroom I have encountered has derived from parental influence. *“There is mounting evidence that parental involvement is a major strategy for effective practice of inclusive education and is critically vital for educating learners with special educational needs”* (Afolabi, 2014 p.6). Parental involvement has been recognised to be one of the most important factors to the success of a child and a child's successful inclusion. I currently have a child within my class who is severely autistic. The largest barrier to her inclusion has been lack of parental involvement and engagement. The lack of engagement I have encountered is as follows:

- There is no parental consent to take this child outside in to the community for events such as school trips, community visits to local churches, cafes or supermarkets etc,
- No consent to participate in sporting events

- No involvement on the school/home communication platform
- Lack of attendance at review meetings
- Lack of attendance at medical appointments within school
- Request for no participation in assemblies and performances
- No consent for child to participate in transition activities and links with other disabled schools

Elements such as those highlighted above create significant barriers towards the child's inclusion. It also risks causing seclusion from her peers or causes the potential for her peers to also become secluded from such events. This is due to when planning a school trip for example, I must make the difficult decision whether to leave the child with no consent placed in the care of a different class or withdraw the whole class from the trip as to not seclude her. Involvement in the community is viewed as a vital tool for children with SEN *"Involving parents and the community is an important principle of quality, inclusive education, both in and out of the classroom"* (Unicef, 2014 p.8). Over recent years my engagement with the parent has increased and parental involvement has improved but there are still areas to address to ensure the child's education and time at school is fully inclusive. I will discuss strategies that have supported the improvement of parental involvement and the school's efforts to ensure effective parental engagement. Honeyman (2016) outlines the importance of improving parental involvement stating it can have 'significant impact' on student outcomes. Within their document they outline 'Epsteins six types of support to parental involvement', these are:

1. *Parenting- helping all families understand child and adolescent development and establishing home environments that support children as students*
2. *Communicating- designing and conducting effective forms of two-way communications about school programs and children's progress*
3. *Volunteering- recruiting and organising help and support at school, home, or in other locations to support the school and students' activities*
4. *Learning at home- providing information and ideas to families about how to help students with homework and curriculum related activities and decisions*

5. *Decision making- having parents from all backgrounds serve as representatives and leaders on school committees and obtaining input from all parents on school decisions*
6. *Collaborating with the community- identifying and integrating resources from the community to strengthen and support*

(Epstein, J. 2010 p.46)

Below are the ways [REDACTED] and me as classroom teacher facilitate and support parental involvement and its attempts to improve engagement and participation of parents.

1. Parenting- [REDACTED] offer parental drop-in sessions and have an open-door policy. As class teacher, I offer regular parent/teacher meetings to discuss their child's education and progress. Parental support is always offered, and I am available to talk to by phoning the school office and the call will be transferred to class or via the class online communication tool. Within school, there is outreach support, behaviour support, health support and communication support staff who will visit home and meet with parents to provide extra support when required and the class teacher will facilitate this.
2. Communicating- [REDACTED] uses a home/school online communication tool called classdojo. Parents are invited to be part of the whole school communication page and their child's individual class page by class teacher. Letters are sent home weekly regarding the children's learning. Parents are invited via zoom online to participate in weekly assemblies. The class teacher communicates with parents daily via classdojo and posts pictures to parents of their child's learning each day.
3. Volunteering- Parents are invited and welcome to support the children in school activities. This may be in class, at sporting events or accompanying the class/school on an educational trip. There is a parent support group available for all parents. They have regular meetings, offer each other support and organise fundraising and social events.

4. Learning at home- Every term I set new targets for each child in the four key areas of development. These documents are produced with parental input. I phone each parent and discuss each target and the relevance. Parents can change or alter their child's target. A draft copy is then sent electronically for parents to read, approve and agree. A final copy of the document is then sent home with suggestions of ideas and activities that parents can do to support their child meet their targets at home.
5. Decision Making- The school has many parents make up their governing body as parent governors. These parents are involved in the majority of decisions regarding the school. The class teacher invites contributions from parents regarding any decisions that are made regarding their child and their child's classroom.
6. Collaborating with the community- School and individual classes take every opportunity to be part of the community outside of the school grounds. Visits to the local church, leisure centres, cafes, supermarkets happen regularly. We support commemorative dates in the community such as St Davids Day and Remembrance Day.

“families are contributors to inclusive education- the main idea is that families and communities should reinforce inclusive and learning experiences” (Unicef, 2014).

In conclusion, education inclusion has made great advances in recent years and is at the forefront of government policy and initiative. A common perception of inclusion is solely a child with SEN being educated alongside children with no SEN in a mainstream school. This assignment has highlighted regardless of school placement, thus meaning special school or mainstream, inclusion is a vital element of a child's education. “Inclusion is a process through which all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community” (pupil and inclusion support, 2018 p.2) Variable incidents occur that question whether an education setting or classroom is inclusive. As shown, through innovative adaptations and modifications successful inclusion is achievable. “Successful inclusive education requires school transformation and systems change” (Schuelke, 2018 p.2). Furthermore, highly skilled teachers, specific training and continued professional development support

successful inclusion. Barriers to a child's education and inclusion still remain such as parental involvement and this needs careful consideration. However, it seems it is a difficult issue to eradicate and overcome “*A significant challenge is reaching and involving parents who have chosen not to engage with their children’s school or with their children’s learning*” (Goodall et al, 2011). There is also only a small amount of research available on the influence parental involvement and engagement has on the inclusion of children with SEN. Therefore, more research would need to be conducted to get a clearer idea of its effect. Overall, as a class teacher in a special school, I feel my pedagogy and classroom is inclusive to all children. Furthermore, the whole school shows innovative and successful strategies to be an inclusive environment for all children.

References

Afolabi, O., 2014. Parents' Involve and psycho-educational Development of Learners with Special Educational Needs (SENs): An Empirical Review. *International Journal of Early Childhood Special Education*, 6(2), p.177.

Autism independent UK. 2022. *What is Teacch? - Autism independent UK*. [online] Available at: <<https://autismuk.com/training/what-is-teacch>> [Accessed 3 January 2022].

Autism.org.uk. 2020. *Visual supports*. [online] Available at: <<https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports>> [Accessed 15 November 2021].

Coe, R., Rauch, C., Kime, S. and Singleton, D., 2020. *Great Teaching Toolkit*. [online] Greatteaching.com. Available at: <<https://www.greatteaching.com/resources>> [Accessed 5 October 2021].

Davis, P., 2016. *Including Children With Visual Impairment In Mainstream Schools : A Practical Guide*. Taylor & Francis Ltd.

Department for Education. 2020. *DfE. Special Educational Needs in England: January 2020:DfE*

Dyslexic.org.uk. 2019. [online] Available at: <<https://www.dyslexic.org.uk/coloured-filters-visual-reading>> [Accessed 6 January 2022].

Epstein, J., 2010. *School, Family, and Community Partnerships*. Westview press.

Legislation.gov.uk. 2010. *Equality Act*. [online] Available at: <https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf> [Accessed 5 December 2021].

Farrell, M., 2005. Educational Inclusion and Raising Standards. *British Journal of Special Education*, 27(1).

Knight, C. and Crick, T., 2021. Inclusive Education in Wales: Interpreting Discourses of Values and Practice Using Critical Policy Analysis. *ECNU Review of Education*, p.209653112110398.

Lindsay, G., Wedell, K. and Dockrell, J., 2020. Warnock 40 Years on: The Development of Special Educational Needs Since the Warnock Report and Implications for the Future. *Frontiers in Education*, 4.

Florian, L., 2008. INCLUSION: Special or inclusive education: future trends. *British Journal of Special Education*, 35(4), pp.202-208.

Gillard, D., 2021. *Education Act 1921 - full text*. [online] Educationengland.org.uk. Available at: <<http://www.educationengland.org.uk/documents/acts/1921-education-act.html>> [Accessed 29 December 2021].

Golder, G., Norwich, B. and Bayliss, P., 2005. Preparing teachers to teach pupils with special educational needs in more inclusive schools: evaluating a PGCE development. *British Journal of Special Education*, 32(2), pp.92-99.

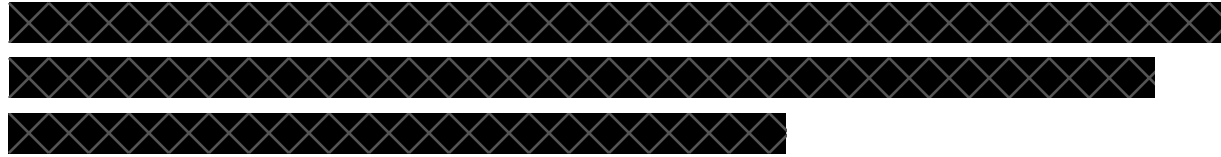
GOV.UK. 2003. *Every child matters*. [online] Available at: <<https://www.gov.uk/government/publications/every-child-matters>> [Accessed 5 December 2021].

GOV.UK. 2015. *SEND code of practice: 0 to 25 years*. [online] Available at: <<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>> [Accessed 5 December 2021].

GOV.WALES. 2021. *The Additional Learning Needs Code* | GOV.WALES. [online] Available at: <<https://gov.wales/additional-learning-needs-code>> [Accessed 6 November 2021].

Gov.Wales. 2018. *inclusion and pupil support*. [online] Available at: <https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf> [Accessed 2 December 2021].

Gov.Wales. 2022. *school census results*. [online] Available at: <<https://gov.wales/sites/default/files/statistics-and-research/2019-07/school-census-results-2019-764.pdf>> [Accessed 1 January 2022].



Inclusive-education.org. 2014. *Unicef*. [online] Available at: <http://www.inclusive-education.org/sites/default/files/uploads/booklets/IE_Webinar_Booklet_13.pdf> [Accessed 5 January 2022].

Martin, C., 2021. The influence of the inclusion of visually impaired pupils on teachers' conceptualisations of inclusion and SEND. *British Journal of Special Education*, 48(2), pp.175-195.

Pino, A. and Viladot, L., 2018. Teaching–learning resources and supports in the music classroom: Key aspects for the inclusion of visually impaired students. *British Journal of Visual Impairment*, 37(1), pp.17-28.

Pyramid Educational Consultants UK. 2022. *PECS®*. [online] Available at: <<https://pecs-unitedkingdom.com/pecs/>> [Accessed 3 December 2021].

Schuelka, M., 2018. Implementing inclusive education. *knowledge, evidence and learning for development*,.

Statswales.gov.wales. 2022. *Special educational needs*. [online] Available at: <<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs>> [Accessed 1 January 2022].