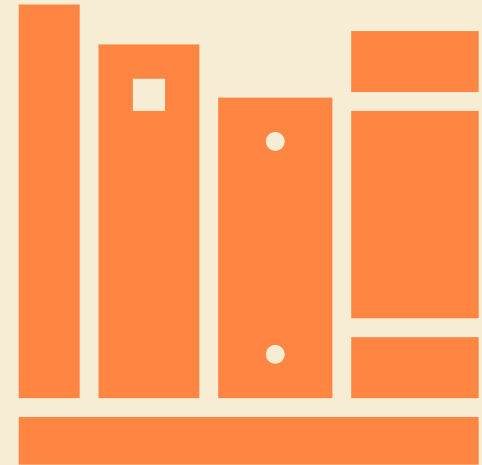


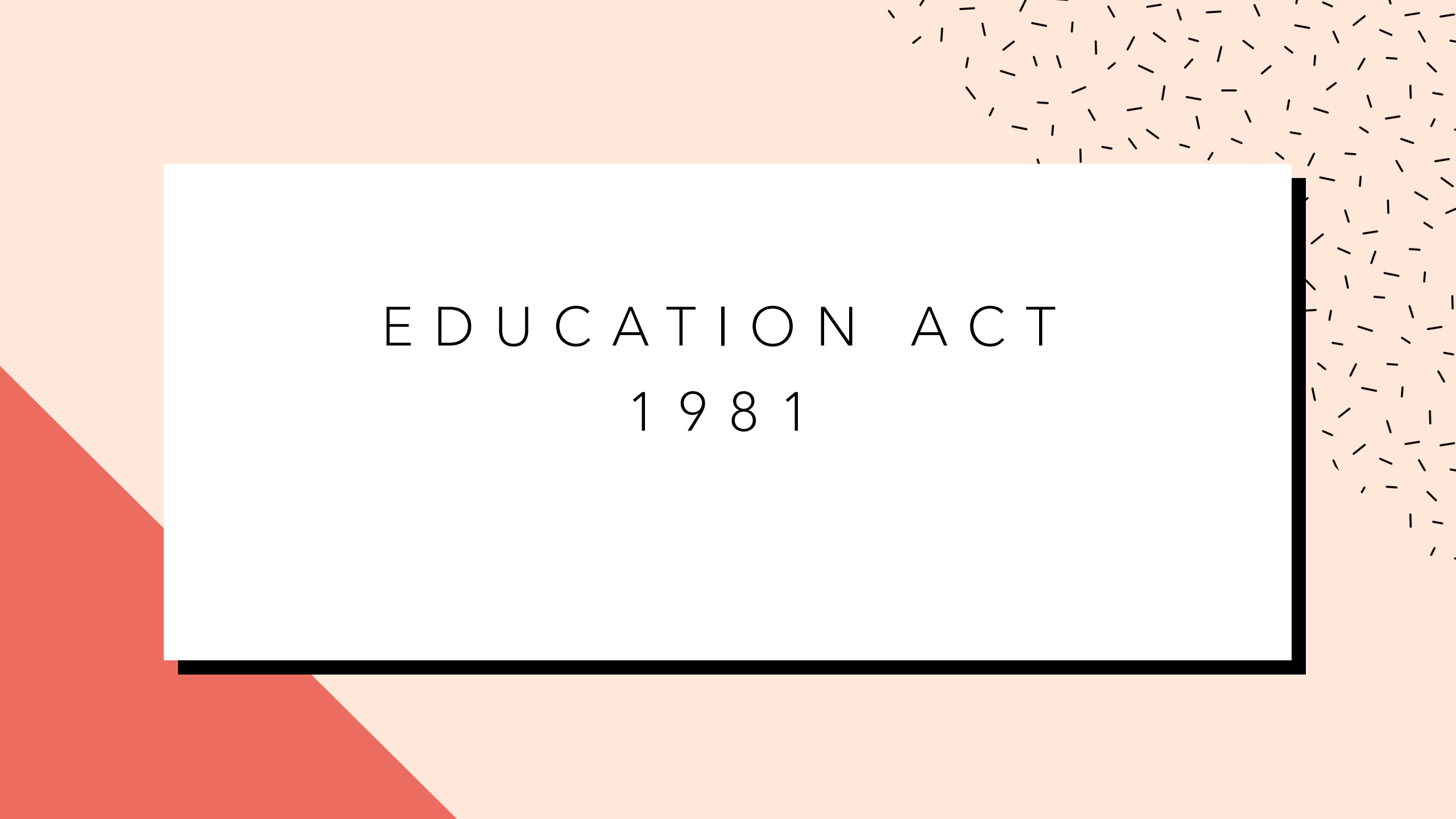
RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☐ No ☒
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☐ No ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

Education Act 1981
Education Act 1944



This Academic Scrapbook is going to consider a range of contested issues which occurred with the implementation of the Education Act 1981 and the Education Act 1944. It will consider supportive evidence for both the advantages and disadvantages that it brought and rationale for these.



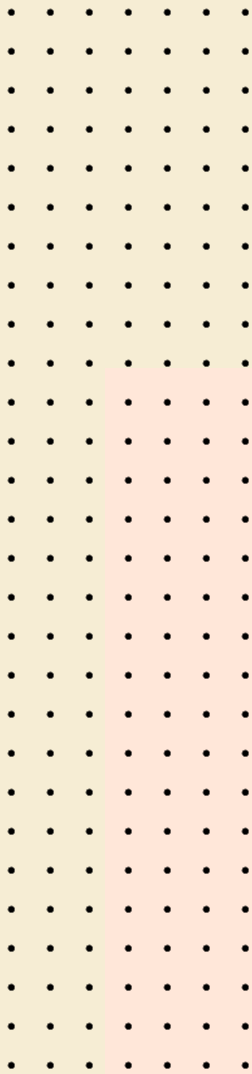


EDUCATION ACT 1981

The Education Act 1981 was the first piece of legislation which aimed to give children with disability the right to access mainstream education. It also highlighted the importance of referring to these children as having 'special educational needs' as apposed to be 'handicapped' (Norfolk Record Office, 2024).

The Warnock report played a large role In the writing of the Education Act 1981(Parliament.uk, 2006). This report considered the possibility of only children with the most complex needs, attending special needs schools. Mary Warnock believed that schools could be built around the needs of individual children and should not discriminate against those with disability. The influence that this report had on education could be considered as radical (Oxford Reference, 2024).

Although on the surface, this piece of legislation may appear vital to support inclusivity in the education setting, there were some concerns regarding the practicality and efficacy. The issues contest the Education Act 1981 his will be further discussed.



THE CLOSURE OF SPECIAL NEEDS SCHOOLS

One contesting issue relating to the Education Act 1981 was concern regarding the closure of special educational schools. Many believed that these schools had been tailor made to support and encourage the learning and development of children with special needs. Teachers were skilled and specialized in understanding and addressing challenging behavior and additional needs of the child (Selfe, 2020). Without pupils to attend these schools, many were closed (Whittaker, 2001). Because of this there was concern surrounding the efficacy of mainstream education for those who benefit from additional support and smaller more intimate class sizes (Parliament.uk, 2006).

According to Macfarlane (1985) criticized that around 2% of children in the 1980s could be considered as having learning disabilities. Examples of these disabilities included Cerebral Palsy, Spina Bifida and severe mental disability. The act itself had no clear definition to identify these disabilities individually and was vague in classifying what a 'severe' disability was. Because of this, when the act was implemented, many children with what could be classed as 'severe' disabilities were transferred to mainstream education and subsequently failed to thrive within this environment (Macfarlane, 1985). Borsay (2012) conducted research which concluded that the closure of these special needs schools resulted in the failure to equip these individuals with the skills of everyday life.



The available statistics seem to suggest that children with 'severe' additional learning needs, may cope better in an environment where teachers and staff are able to provide specialized support and attention to consider and promote their learning and development. It also implies, that the closure of these schools could impact their future, specifically their ability to live independently in adulthood. The United Kingdom (UK) government who implemented the Education Act 1981, believed that inclusive education was the most important aspect for these children, however research findings seem to suggest that it seems unsuitable for all children with additional learning needs.



Manchester Libraries, 2024

... STATUTORY ASSESSMENT ...

The Education Act 1981 also introduced the idea of statutory assessment. This concerned the diagnosis and assessment of children suspected to have additional learning needs, and then identifying what support would be beneficial. After a child had been assessed and additional learning needs were confirmed and identified, a statement would be made which would outline the most effective ways to meet their needs (Legislateion.gov.uk, 1981). This process was referred to in the Warnock report as "recording" (Education in the UK, 2021). There were many criticisms which arose with this method of assessment and diagnosis.

According to Education in the UK (2021) parents were invited by Local Education Authorities to attend meetings and interviews to discuss questions and concerns they may have regarding their children. Within these consultations, parents raised concerns that their perspectives regarding deficits were still not taken into consideration when implementing the act. This impacted upon the parent's confidence in the perceived inefficacy of the system for the future (Parliament.UK, 2006).

Parliament.UK (2006) additionally noted that parents believed the statementing process was too long and no additional resources were provided to reduce this. It was within this period of assessment that they believed their children struggled most, as they were not equipped with the correct support or resources.

Conclusions from this information seems to imply, that although this act placed emphasis on the diagnosis and identification of additional learning needs, parents were still unsatisfied with the effectiveness and speed at which this would happen. In turn, this reportedly had negative impacts on their children.

RESOURCES AND FUNDING

Integrating children with additional learning needs into mainstream school was noted to require time, resources and funding, none of which were considered regarding the Education Act 1981 (Welton, 1983). Statistics reported by the financial controls for education policies UK (2015), showed that although this fundamental change was implemented from 1981, no additional funding was allocated for this then or for the following 3 years. With a change this significant to the education sector, the money, time and resources would have assisted to further develop and improve the practicality of the environment for young learners, both with and without additional learning needs (Financial Controls in Education Policy UK, 2015).

Local Education Authorities in the UK aim to make mainstream schools both accessible and effective for everybody who attends. Despite this aim, without adequate funding, it was difficult to provide access to required additional resources. For those with additional learning needs, these resources can play a vital role in their academic understanding and development (Parliament.UK, 2006). Examples of these resources include visual aids, auditory aids, sensory materials, and therapeutic equipment (Borsay, 2012). Much like mainstream schools, special needs schools in the 1980s also had a curriculum to follow to provide learners with the best chance of academic development. Teachers were trained to tailor their lessons and delivery to the meet individuals' needs and abilities (Education in the UK, 1981). The question was asked as to whether this same level in intimacy could be met within a larger general classroom environment.

Taking this information into consideration it would be reasonable to suggest that schools specifically catering for children with additional learning needs, created a tailored and specialised environment for these individuals to progress in. Parents and teachers asked the question as to whether the needs of all children would still be met, if integrated into a mainstream environment. Funding and Resources were 2 key factors in the contesting issues with this act (Legislation.gov.uk, 1981).

Politicians from the Labour party, expressed concerns regarding the risk posed of failing children with additional learning needs, and their development. They highlighted that greater measures would need to be taken to ensure that all children are able to access good quality education, regardless of their needs (Legislation.gov.uk, 1981). Without the funding to provide specialised resources, it was questioned as to whether this requirement would be met.



... TEACHER TRAINING ...

Although the UK government believed that integration of all school pupils would have positive impact on their development and belonging within society, parents and guardians of the children with additional learning needs raised several concerns (City of Bradford Metropolitan District Council, 2019). Many subsequently appealed to local authorities (LA's) to express these concerns. These were regarding the abilities and knowledge of teachers in the mainstream environment, and whether they were competent and equipped to meet the potentially demands and needs of their children. They believed that teachers in mainstream schools were less experienced in teaching and supporting children with additional learning needs. Their concerns stemmed from potential direct impact on their children's academic development, especially in comparison to the quality of education received in previous special needs specific schools (City of Bradford Metropolitan District Council, 2019).

Prior to the implementation of the Education Act 1981, mainstream and additional needs teachers were very much separate within education settings. Teachers in mainstream schools had concerns that they were unequipped for such a big change, which could directly impact the development of children the with additional learning needs (Selfe, 2020). Alongside this, the lack of additional funding from the UK government meant that additional training for teachers and beneficial school resources could not be provided (Education in the UK, 1981). It is reasonable to surmise that this had negative impact on all children within the school environment, as teaching were required to split their time to ensure that all children were content and thriving to the best of their abilities (Education in the UK, 1981).

To conclude, an absence of appropriate teacher training was an aspect that was overlooked and which had a major negative impact amongst children with additional learning needs, attending mainstream schools. Teachers were not trained to a high enough capability to understand and respond to all individual needs, therefor failing to to create a thriving environment for all attending pupils as a contestable issues.

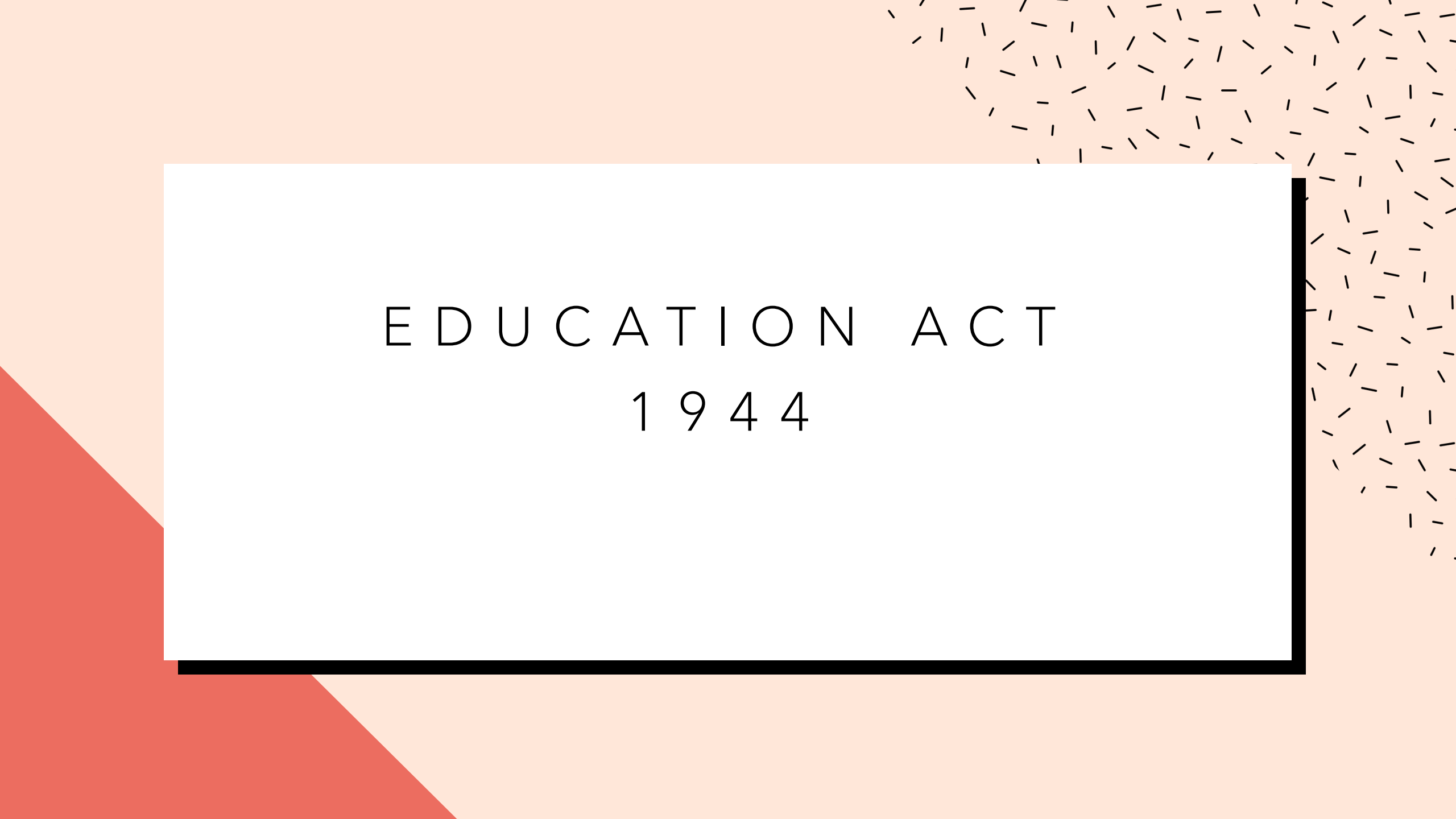
TO CONCLUDE

To conclude, there were many issues which arose amongst the Education Act 1981. Parents, teachers, specialists and authorities have all raised concerns and contention regarding the wellbeing and development of a child within a mainstream school environment.

These concerns relate to the duration needed to assess children and formulate a statement. Specifically suggestive that within this time frame there is a gap in suitable and tailored education for the individual.

There has also been criticism for the apparent absence of resources in terms of aids and environmental facilities which have been identified as likely to benefit those with Additional Learning Needs.

In addition, the capacity and confidence of teachers to manage and encourage students with additional learning needs and the funding and training required to develop and promote this seem to have been overlooked and disregarded.



EDUCATION ACT

1944

Post war the United Kingdom government formulated an Education Act to be implemented to remove the inequalities between classes by instating free education accessible until the age of 15. The war had enhanced the split between rich and poor, this class divide was noted to have negatively impacted on the children of that generation (National Secular Society, 2019). The Education Act 1944 aimed to help reduce this.

At approximately the age of 11 children would sit an IQ based exam which would determine the type of school they would attend next. (Tutor2u, 2024) There were 3 different types of school

Grammar Schools where pupils with a higher IQ would attend and were considered to have a greater chance of going onto university or other forms of formal higher education (UK Parliament, 1944).

Secondary Modern Schools where children with a lower IQ would attend, these schools would have a focus more on practice subjects (UK Parliament, 1944).

Technical Schools These schools would look at a range of different practical skills, Although there were very few of these schools in the UK so most children either attended grammar schools or secondary modern schools (UK Parliament, 1944).

This Act meant more children were able to access a formal education but also raised a number of criticisms and contested issues. These will be further discussed.

... Inequality to Access ...

One of the Act's aims was to allow all children living in the UK with a chance to access good quality, free education. It also aimed to eliminate the divide between classes, focussing fundamentally on the individual achievements of the child (UK Parliament, 1944). Despite this being such an important factor, many people (including parents and teachers) felt that the 11 plus exam enforced the division between rich and poor (UK Parliament, 1944). It was believed that those whose families had more money received more support outside of school's hours and were generally more prepared for the exams than those without the access to additional resources (UK Parliament, 1944). This seemed to only make the divide wider. It would be reasonable to suggest that this had a negative impact on pupils' ability to advance to a higher educational environment (UK Parliament, 1944).

Although the Education Act 1944 provided free education to all school age children, there were however additional costs to pay. According to Dickson et al (2020) Children who passed the 11 plus examination and were of a lower class often found themselves having to decline offers due to the cost of this including school uniform, learning materials and transport. This alone begs the question as to whether the Education Act 1944 was inclusive to all, or whether it only put further emphasis on the divide between classes (Dickson et al, 2020). Payne and Harrison (2020) supported this by compiling research concluding that even within grammar schools, working class children were placed in lower sets than those of a higher social classes. This research further supports the notion of inequality within education.

Evidence suggests that although the Education Authorities main aim was to create a free and inclusive education provision for children, many additional factors were still apparent in the accessibility. As a result of this, there was a perceived sense of inequality in those who had passed the 11plus exam but were still unable to access grammar schools. Parents, Teachers and the pupils themselves all contested this act due to these factors.

Resource Allocation

The conservative party was in power when the Education Act 1944 was imposed (Dean, 1955). They believed that this act would revolutionise children's education in the United Kingdom. The more academically capable pupils would be given an enhanced chance of attending and graduating from university. Although this meant that children attending grammar school would be given a high quality of education, providing additional resources including books, stationary and highly trained staff (Dean, 1955). Some members of both government and the public believed that children attending secondary modern schools were not seen to have as much potential and were disregarded (Dean, 1955).



Our Oxhey, 2010

According to Payne and Harrison (2020) secondary modern schools were considered the lesser option and held predominantly children of a lower class. These schools were reported as poorly funded, limited on resources and narrow in the curriculum provided. In the 1950s, after the implementation of the Act, statistics reflected that grammar schools received over 170% more resources per pupil than those attending secondary modern schools (Payne and Harrison, 2020). These funds meant additional resources to support the skills and knowledge development of the child. Payne and Harrison (2020) reported research which surmised that grammar schools were more likely to have teachers who held degrees, than those in secondary modern schools, as well as have more modern and newer school buildings.

CONSIDERATION OF DISABILITY

The Education Act 1944 had a tremendous impact of children and young people in the United Kingdom, however handicapped children were very much still segregated within education at this time (Borsay, 2012). Education in this form was still viewed as a medical intervention at the time, meaning education assessments was being carried out by medically trained professionals (Borsay, 2012). This in turn resulted in an assessment on their weaknesses, as apposed to their abilities. As a result of this these children were often living in homes for the disabled, and received very little, to no educational stimulation (Borsay, 2012).

The lack of acknowledgment for these individuals was recognized and contested. Borsay (2012) highlighted that parents and advocacy groups were especially concerned regarding the lack of adequate support. They believed that within the correct environment, their children were still able to develop and thrive, however were unable to do this in this environment and subsequently continued to be overlooking within society (Borsay,2012).



Action for access, 2010

Some noted educational reformers felt that the UK government wasn't progressing far enough in inclusive education for the handicapped. As a result of these concerns, authorities began to integrate handicapped children into mainstream after the introduction of the Education act 1981 (Borsay, 2012).

From this information it would be reasonable to suggest that children who were handicapped in the 1940's and for many years following this, were overlooked within their education which likely had a negative impact on their development, knowledge and understanding. The Education Act 1944 notably put large consideration into providing good quality, free education to those who were academically able but had little oversight of those who had disability.



London Museum, 2024

According to Akito (2009) Labour party members expressed their concern regarding the act's ability to provide social justice for people of all classes. Some members believed that the distribution of resources and trained staff were poorly allocated, and that the children who had passed the 11 plus exam were favored, and therefore provided with a better quality of education (Akito, 2009). A left-wing perspective seems to be apparent in this observation, supporting the idea of equality amongst children, regarding the standard of education. That said, this was dependent on the resources they receive (Jacobs and Hindmoor, 2024)

Many Parents and community groups also voiced their concerns. Those in more deprived areas noted disparities in the equal distribution of essential and beneficial resources. They believed that by providing all pupils in all schools equally, they would in turn all thrive equally (Akito, 2009).

To conclude, there were several members of both government and the public who identified disparities between those pupils attending secondary modern schools and grammar schools. It was surmised that this would have negative impact on the children attending secondary modern schools and is a contesting issue of the Education Act 1944.

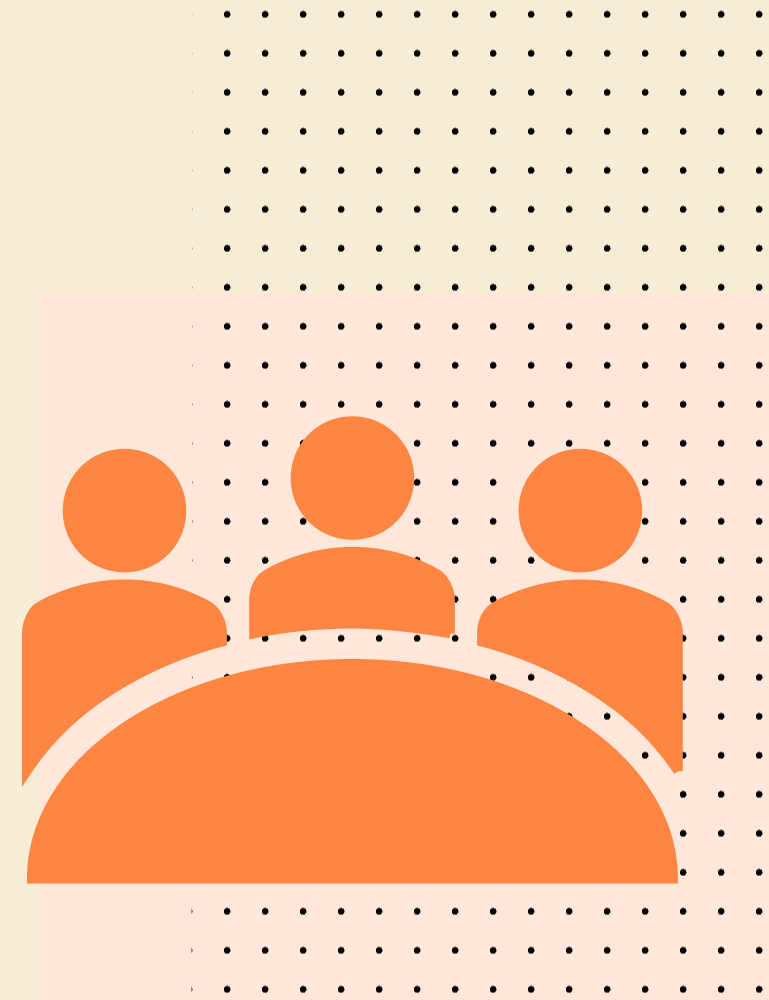


Masterfile, 1999

IMPLEMENTATION CHALLENGES

According to United Kingdom Parliament (1944), due to this act being implemented in the presence of the second world war, Britain was under financial and economic strain. It was because of this that several additional challenges were prevalent and identified by members of the public, parliament, and parents of children of that generation.

One key issue with the Education Act 1944 was the lack of infrastructure (Jones, 2016). Due to the war many schools and education facilities had been damaged or destroyed. Because of this children had no access to a safe, welcoming learning environment. Even with the implementation of the new act many pupils had limited access to education, whether these were grammar schools, or secondary modern schools. The government spent money rebuilding and developing safe schools, however parents felt that this had a negative impact of their children's education, and ability to build skills and knowledge (Jones, 2016). Parents and members of the public also noted that the education sector was underfunded, meaning when schools had been refurbished, children were left without some essential resources (Parliament.uk, 2009). It appears this is reflective that children's education had been impacted and could make them significantly less employable than their peers of the same age as an impact of the war.



Welsh Government and Local Education Authorities also had difficulty navigating and coordinating the education sector, after the war (Jones, 2016). This took time, funding and resources meaning that several new policies and procedures were postponed. The Labour party took credit for the implementation of the act, despite them not being in power at the time of writing, development and initially embedding this. The Labour party was also partly responsible for ensuring the new schools and infrastructure were rebuilt for purpose, despite the act already being implemented (Batteson, 1999). Members of the party were noted to have received criticism from the public due to late implementation and poor timing. This act also required a significant amount of funding, which was sparse after the war (Batteson, 1999).



South Carolinas Equalization Schools 1951-1960, 2024

It seems reasonable to suggest that the Education Act 1988 in principle promoted an equality in education provision that was previously absent. There were criticisms of this however in terms of class divide impacting on the practicalities of accessing opportunities for some. In addition, its delayed implementation was likely to have impacted on some children. This delay was notably linked to the physical damage to buildings and reduced provision of funding post war.



Freepik, 2010

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