

Contents Page

Page 2 – Ai sheet

Page 3- 5 – section 1

Page 6-7 – section 2

Page 8-10- section 3

Page 11- Reference list

AI cover sheet I confirm that I have not presented any AI generated text as my own work, I confirm I have copies of my drafts, notes and other resources I used before, and after use of AI tools which I may be asked to provide in evidence

Section 1

An exploration into the positive and negatives forms of support from schools for children with additional learning needs and how does this effect both the children and their parents.

The exploration will investigate both the negative and positive effects on the children and their parents and to see what support is available for the parents of children with additional learning needs and what the schools are doing to support the children and their parents.

A lack of support from schools and practitioners for children with additional learning needs can negatively impact their overall development and they are missing crucial education due to lack of support and understanding. According to Education Endowment Foundation, (2025) schools and practitioners should be including all children in their learning and removing barriers for inclusive learning and participation. However, teaching should be adapted to suit the needs of all children and practitioners should adopt positive and practical approaches for the child's behaviour so that all children can access the best possible teaching.

Practitioners need to understand the needs of each individual child and work with the parents to get a holistic view of the individual child's needs and developments. Using observations and assessments practitioners will be able to gather all relevant information seeking input and guidance from parents and other professionals will help to plan and prepare for the individual child and tailor specific learning for the child (Education Endowment, 2025).

However, this is not always the case as many children and parents face a battle with being able to get the help and support for their child within school. Having to push and push the schools and practitioners to understand the level of support the child needs and to understand their abilities because of this. Children mask their needs in

different environments therefore teachers will need to take on board the parents concern regarding the child and look out for the potential signs that the child shows throughout their academic development as well as their social and emotional development. Parents are often told that their child is doing well in school until the proof at the end of the school year shows the struggles that they have faced throughout the academic year. According to National Autistic Society (ND) children with additional learning needs often mask their needs especially in school settings which can lead to them having a meltdown at home when they are in their safe environment are fully able to be themselves. This can also cause the child to feel isolated and have negative impacts on their self-esteem and confidence causing the child to lash out and become very distressed.

According to Estyn (2024) they have noted successful strategies to support the learning for children with additional learning needs and use them flexibly in response to all learners. Teachers should create flexible learning with flexible grouping and using explicit instructions with clear and precise instructions so that the children can all understand what they are expected to do from the instructions making it easier for them to understand. Teachers should use technology to facilitate the learning, and all teaching should be inclusive of all children and adopted to fit all the needs of the children.

According to Welsh Government (2024) they are changing the special educational system over a period and moving it into one system which will be the additional learning needs system. The new system will ensure that both the children's and parents views, feelings and wishes are listened to when decisions are being made about how to help the children and when deciding what is best the course of action for them going forward within their education. The system also ensures that the right support is put in place quickly for children with additional learning needs. Children with additional learning needs can get an individual development plan through a maintained setting or the local authority (Welsh Government, 2024).

According to the Welsh Government (2022), parents have the right to contest decisions made by the school pertaining to whether their child has additional learning needs. If parents or carers are dissatisfied with the school's decisions or the

individual development plan, they can request a revision of the plan or ask the local authority to maintain the child's individual development plan. An inadequately maintained individual development plan can adversely affect both the child and their parents. Ineffective implementation of the plan may cause the child to struggle within their educational environment, leading to disparities with their peers and impacting their emotional well-being and learning progress.

There are Facebook groups for parents to communicate with other parents to discuss and compare the levels of support they receive for one another and to help each other with signposting to where they need to go, however if some parents or carers are not able to access these platforms what happens then? The level of these platform aims to those who have access to such technology and social media without taking into consideration the barriers that some individuals face when using technology.

There is a gap for this type of research as there is not much evidence showing how parents have lacked support from their children's education setting and although there are frameworks in place showing the aim for children with additional needs. The parents still face a battle with schools to provide the correct support for their children to enable them to succeed to the best of their abilities. Also, parents who have had their children succumb to a reduced timetable due to the lack of funding and support available for their child within their education setting.

Section 2

To conduct research there are various methodologies that researchers will use. According to Lambert (2019) the various methods or researching to obtain data can be completed through interviews where the researcher will ask a series of questions in person to the respondent where they can obtain real time information through understanding how the person will answer the question, however some people may feel a bit of pressure during this type of research and not give a true reflection of the questions due to this. Questionnaires are a varied way of carrying out research however depending on the audience and the questions asked these can be helpful and negative as if the question is simple and does not give room for explanation then the researcher will not obtain the best results from this type of method. Observations can be done on children and adults where a researcher can obtain crucial information and use them to gather enough research to create their result, however some important pieces can be missed if not paying attention to every detail and focusing on one part will take attention away from the whole picture.

Triangulation is a method used in research to enhance the credibility and validity of results by combining multiple data sources theories and methods. Approaching a research question at different angles the triangulation helps to minimise any biases and uncover deeper insights. Utilising both qualitative and quantitative surveys in a research study enables investigators to corroborate results and develop a more thorough understanding of the subject matter (Thurmond 2001). However, for this research topic the results were based on one method of questionnaires where the participants were given a range of questions which enabled them to answer with varied answers as the questions were designed not to be simple yes/no restrictive questions. The questions chosen were ones that the participant could go into depth about their chosen answers and asked for a detail reason as to why they chose that answer. The more information gathered by this was helpful to create the results and to understand the depth of help or lack of in their provision.

The selected research method involves distributing questionnaires to the parents of children enrolled in a single school, spanning from nursery through year 6. The aim of the questionnaire is to understand the level of support the parents have received from the school and regarding children with additional learning needs in mainstream education settings and whether the school are aware or seeing signs of the child in having any additional learning needs. The purpose of these questionnaires was to collect information about the support provided to parents and children with additional learning needs in school environments and to determine whether current provision addresses their requirements. According to Bartram (2019) questionnaires are an ideal tool when the researcher is confident of a high return rate, and for this reason this is the purpose of for questionnaires being chosen which is offered with more questions to gain more depth level of response rather than a yes/no answer. These measures were introduced to obtain further data necessary for progressing the research and to evaluate if a market gap exists for this kind of study, with the objective of enhancing results for children and parents.

The purpose of choosing questionnaires was to enable to allow the participant to feel more comfortable answering the questions unlike an interview where they are put on the spot and could potentially feel uncomfortable answering certain questions when knowing they are being recorded. This was to allow for the participant to feel comfortable and confident when answering the questions and to write freely in their responses.

Section 3

When conducting research and gaining personal information ethical considerations need to be taken into consideration by the researcher. Firstly, when conducting the research, the first question on the questionnaire:

Do you consent to participation?

☐ Yes (please see enclosed information sheet)

☐ No

Through the participant answering this question they are showing whether they consent or not with the questionnaire. If the participant wishes to not participate then they can hand it back in with the No box ticked or if they do not hand it in, that will be taken as they wish to not participate. Informed consent is paramount when involved in research the participant needs to give all the information about what they are participating in; they need to know all the benefits and the risks. According to University of Oxford (2021) one of the founding principles of research ethics is informed consent, this is the intent that the participants can enter research voluntarily with having full information about what it means for them to take part, and they give their consent before entering the research. Also, according to University of Oxford (2021) there are two stages of giving consent, stage 1 is giving information, the person reflects on the information given and they are under no pressure to respond to the researcher immediately. Stage 2, obtaining consent, where the researcher reiterates the terms of their research and showing the participant what they are agreeing to and to each term by their agreement. There is also an option on the questionnaire to remain anonymous if the participant would wish. The consent question ensures that the participant's details are kept safe and protected and that no harm is to come to them and to protect their details under the General Data Protection Regulation (GDPR) law and guidelines. According to Gov.uk (ND) data protection legislation controls how your personal information is used by organisations. In the United Kingdom data protection is governed by the UK general

Data Protection regulation (UK GDPR) as well as the Data Protection Act 2018. It states that anyone who is responsible for using personal data must follow strict rules called the data protection principles. Those responsible must ensure that the information is used fairly, lawfully and transparently, the information must be used for specified, explicit purposes. The information must be handled in a way that ensures appropriate security. And prohibited against being unlawfully used or unauthorised processing access, loss, destruction and damage. Also, according to Gov.uk (ND) under the legislation participants have a right to be informed about how the data is going to be stored and how the information is going to be used. Participants have the right to stop their data being processed and to have their data to be erased if they no longer wish to participate.

Attached with the questionnaires there was an information sheet that highlighted the important factors of the questionnaire outlining what the purpose of the questionnaire is and how all the data gathered will be stored and used in accordance with the relevance of the questionnaire. The main points highlighted were the basis of the questionnaire and how the results will impact the outcome going forward with the research. By stating what information would be needed and how the information will be stored and secured and protected through the General Data Protection Regulation legislation, a copy is offered to the participant on request also, if that is what they wish to obtain, the sheet also sign posted them to the legislation if they wish to research them themselves. Being open with the participant the researcher will gauge a level of trust in their relationship with them to build up the data needed to conduct the research and fulfil the aim of the questionnaires.

However, there is risk to storing personal data and as such information should be effectively stored to prevent the data and personal information on the parents and the children getting into the wrong hands. Safety precautions need to be in place to ensure that such situations do not arise and all those who have participated are kept from risk as well as the risk to the researcher and or their university. The University of Wales Trinity Saint David, ethical principles are set to help students and the staff to adopt high standards when it comes to ethics. This is to enhance both the quality and integrity of the research and to protect your rights and welfare as the researcher. They are set to minimise the potential for claims of negligence made against the

student, university or any collaborating individual (Pearson 2019). If the student/researcher is following the ethical guidelines from the university then they are protecting themselves and the university from risk. However, they must ensure that all that all information is properly stored and used in accordance with the purpose of the research for this to happen.

To keep data safe there needs to be an element of professional safety, for the questionnaires, these were printed out therefore meaning there would be a paper trail and then transported electronically to be stored on a computer. To keep these safe and free from risk they need to be safely stored and protected and if on a personal computer all files will need to be password protected. According to research Data Oxford (ND) to keep data safe there needs to be a level of security, selecting suitable storage location with an appropriate level of security. The level of security is dependent on the data that is being stored, and these measures can be applied in a different number of ways for specific files, and they can be secured by password protection. For items that are physical copies then these will need to be stored with physical security such as locked doors, filing cabinets or locked boxes that the key in possession will not be visible for anyone to obtain and use. The researcher will need to follow the legal requirements to safeguard participants of the research that holds personal information about them and their children. Keeping this information safely secured is paramount in safeguarding the researcher and the participants.

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