

ECAD6010: Professional and Pedagogic
Studies Learning: Researching the Learning:
what, how and why am I teaching?

Name: Alice Samuel

Student Number: 2102920

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Appendix 1 – Ethics Form

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Alice Samuel			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student

3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa.
4	Campus:	Carmarthen
5	E-mail address:	2102920@student.uwtsd.ac.uk
6	Contact Telephone Number:	07481823410
For students:		
7	Student Number:	2102920
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Julia Holloway

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☒	16/11/23	
		Institute Research Committee	☐		
		Other (write in)			
		ECAD6010 Module Tutor – Jo Bamsey	☒	16/11/23	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.		
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	<i>BERA Ethical Guidelines for Educational Research (2018) (4th Edition)</i>	☒
	<i>General Data Protection Regulations.</i>	
	<i>EWC Code of Professional Conduct and Practice for Registrants with the Education Workforce Council.</i>	

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☒	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☒	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
7		Employed	YES	☐	NO	☒
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☒
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).					

SECTION E: Details of Research Activity

1	Indicative title:	What are the factors that influence upon an inclusive practice, with a focus on learners with Additional Learning Needs (ALN)		
2	Proposed start date:	27/11/23	Proposed end date:	0 1/12/23
Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain				

	<i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i> Some existing literature was explored before the research study on the chosen topic, facilitating the acquisition of knowledge, identifying themes, and drawing comparisons between existing literature and results. This research activity aim to expand upon existing literature presented on inclusive practice within a specific context, as inclusive practice for all learners in highly pertinent and significant in educational practice (WG, 2016). Research demonstrated that the inclusion of learners with ALN has now been enhanced and supported through the new ALN Code for Wales which has reformed the expectations, experiences and outcomes for children and young people with ALN (Welsh Government, 2021). This system now places the learners' views, wishes and feelings at the heart of the process of planning and support required to overcome barriers and enable them to be included and learn effectively to flourish to their fullest potential just like a neurotypical child (Welsh Government, 2021). The code advocates person-centred planning, ensuring that the individual needs and aspiration of learners with ALN are at the forefront of decision-making. This approach involves learners, parents, and professionals working collaboratively to identify and plan for support. The ALN code encourages a more inclusive approach within mainstream school. It emphasises that learners with ALN should wherever possible, be educated alongside their peers in mainstream setting (Welsh Government, 2021). That said, in an observational research project conducted by Webster and Blatchford in 2015, it was reported that learners with ALN tended to be separated from the classroom setting compared to their peers without ALN. The study also highlighted that 25% of ALN learners time was spent outside mainstream classrooms, often with the classroom teaching assistant. Therefore, the study is hoped to explore the factors that influence upon an inclusive practice for all, but with a specific focus on how learners with ALN are being supported and included within the specific context.
3	Purpose of Research Activity The purpose is to explore and gain a deeper understanding of some of the factors that influence upon an inclusive practice with a focus on learners with ALN. (this box should expand as you type)
4	Research Question What are the factors that influence upon an inclusive practice, with a focus on learners with Additional Learning Needs (ALN)? (this box should expand as you type)
5	Aims of Research Activity My overarching aim of the research activity is to explore and gain an understanding of staff and learners perceptions of inclusive practices and strategies or practices observed and discussed, with a focus on learner with ALN which could associate with diverse influential factors.
6	Objectives of Research Activity 1. The researcher will conduct a review of relevant literature relating to inclusive practice with a particular focus of ALN learners. 2. The researcher will carry out semi-structured interview with individual staff and learners to gather their perceptions on the research topic.

Commented [JB1]: Make sure you add some info about this. You can copy and paste this from your proposal. Make sure you signpost to some research

	3. The researcher will conduct classroom observations to see what inclusive strategies and practices are being implemented in practice. 4. The researcher will send out online questionnaires to all school teaching staff in order to gather a wider range of teachers perspective on the topic focus and understanding further the whole school ethos to implementing inclusive practice. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.
7	This research study will be adopting a mixed methods approach to gathering data through the research methods of interviews, questionnaires, and classroom observations. This will enable me to explore and gain an understanding of the research focus and perceptions of learners and staff. I will conduct semi-structured interviews with individual staff and learners in which they will be invited to respond to key questions relating to inclusive practice, with a focus on ALN learners. As the researcher wishes to gain a greater insight into the influences on inclusive practice with particular focus on ALN learners' then specific questions how this is advocated in the school context and the views of staff and learners on these practices and strategies will be asked to provide data in response to my research study. These interviews will be counted in an informal manner and all responses from learners and staff will be transcribed. All participants will be informed what is the purpose of this study and what is expected of them during this interview. Additionally, I will explain clearly that they do not have to answer any questions they do not wish to and have the right to withdrawn from the study at any point which I will ensure to regularly remind throughout. I will ensure continuing assent from pupil participants throughout the interviews. If any participant wishes to withdraw from the study, then I will ensure that their data is also discarded and destroyed appropriately. The online questionnaire will provide an initial opportunity for the research to gain an understanding of perspectives of teaching staff on inclusive practice and whole school ethos. I will send the questionnaire prior to commencing my research study to enable staff the time to complete. The participants will not be forced to participate or answer any questions that they do not wish. The questionnaire will be anonymous, and participants may withdraw from the study at any time. This will be made clear to staff. I will conduct classroom observation in order to explore inclusive strategies and practices that could be associated with diverse influential factors, centring around how learners with ALN are supported and included. I will also observe school policies relating to inclusion and specifically ALN inclusion. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	This study will take place within local primary school situated in Bridgend, with approximately 227 pupils on roll aged three to eleven taught across eight classes.

	The activity will take place within a sample classroom, within the specific context. This sample classroom will be decided when in the school context. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	(this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	(this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☒	☐
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☐
7	Participant observation with their knowledge?	☒	☐
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method: (this box should expand as you type)	☐	☒

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐

3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.		
	Details of any other participant groups:	☐	☐
	(this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	Estimated 20 participants. <i>(this box should expand as you type)</i>
11	Who will the participants be?	Learners and school staff (teachers and Additional Learning Needs Co-ordinator) <i>(this box should expand as you type)</i>
12	How will you identify the participants?	I will offer the online questionnaire to all teaching staff. Additionally, the sample will be based on a convenient sample, those staff that are available for interviews and pupils that have completed and returned the consent form. <i>(this box should expand as you type)</i>

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐

19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
 (this box should expand as you type)				

Information for participants:		YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☒
28	If YES to any question, please provide full details			
 (this box should expand as you type)				

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.							
1	<table border="1"> <tr> <td>Full risk assessment completed and appended?</td> <td>Yes</td> <td>☐</td> </tr> <tr> <td></td> <td>No</td> <td>☒</td> </tr> </table>	Full risk assessment completed and appended?	Yes	☐		No	☒
Full risk assessment completed and appended?	Yes	☐					
	No	☒					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information						

	Risk to participants: Participants may feel under pressure to give the correct answers to the questions. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to participants:</i> Participants will be explained clearly that there is no consequences for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will affect their education in no way and there will be no repercussions for their actions and answers in regard to research. I will show participants are made aware that their data will only be used for the purpose of this study and their identify and information provided will be anonymised. I will ensure to make it clear they have the right to withdraw at any point within the study and in doing so their data will be destroyed too. <i>(this box should expand as you type)</i>
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities.	
	The questions will be linked to education; however, the questions will be showed to the class teacher to ensure safeguarding, and questions are appropriate. <i>(this box should expand as you type)</i>	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: Risk of accusation of fabrication or falsification of data. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> I will follow the UWTSD Ethical Code of Conduct and BERA ethical guidelines when conducting primary research in a school. <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: Not behaving in a way that could impact the relationships between school and university. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the University:</i> I will behave in a professional manner, at all times. I will also collect my data on an encrypted password protected file and all data will be confidential and anonymised. I will ensure I take responsibility of the data I gather in with ethical guidelines (BERA, 2018) <i>(this box should expand as you type)</i>

6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: N/A <i>(this box should expand as you type)</i>

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.	C2626153091		

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	Arrange a suitable time with the class teacher to provide feedback to pupils. Feedback will be given to adult participants at the end of week of research. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	A letter of consent will be sent which the school will disrupted to parents/carers of pupils within the school. Only pupils where consent has been provided will take part in this study in accordance with BERA (2018) <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

	To uphold confidentiality, anonymity and the privacy rights of all participants involved, referring to the school, location and participants themselves have been anonymised when sharing data to a third party and used only for the purpose of this research study. The data will be handled in a secure and confidential manner, with only the researcher knowing the identification of the school, location, and participants themselves in line with BERA (2018) expectations. Only the researcher will have access to the data and all relevant safeguards will be applied (BERA, 2018). <i>(this box should expand as you type)</i>
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SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.		X
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	<i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	X
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	<i>(this box should expand as you type)</i>		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒

7	Private company computers?	☐	☐
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	All data will be stored on a Encrypted with a password device. <i>(this box should expand as you type)</i>		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	N/A <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	- The researcher <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	- The researcher <i>(this box should expand as you type)</i>		

24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	- All paper copies will be in a sorted securely locked cupboard. - All electronic data will be kept on a desktop which will be encrypted with a secure password. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	N/A <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☐
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	A.Samuel	Date: 16/11/23

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Jo Bamsey	Date:
3	Signature:		16/11/23

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 2: Consent Form

CONSENT FORM

PROJECT TITLE: What are the factors that influence an inclusive practice with a focus on learners with Additional Learning Needs (ALN)

Name of Researcher: Alice Samuel

Please initial box

1. I confirm that I have read and understand the information sheet dated 27.11.23 – 01.12.23 for the above study.

☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.

☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

4. I understand that the information given by my child will be used in a university assignment.

☐

5. I understand that my child's name will not appear at any time.

☐

6. I agree for my child to take part in the above study.

☐

Child's name

Parent signature

Date

When completed, please return to the school no later than Monday 27th of November 2023.

Thank you.

INFORMATION SHEET

PROJECT TITLE: What are the factors that influence an inclusive practice, with a focus on learners with Additional Learning Needs (ALN)

Dear Parent / Guardian,

My name is Alice Samuel, and I am studying for a BAEd qualification at Yr Athrofa, University of Wales Trinity Saint David.

I would like to invite your child to participate in my research project. The title of my project is 'What are the factors that influence an inclusive learning environment with a focus on learners with ALN', and I aim to explore and gain an understanding of staff and learners' perceptions on some of the factors that influence inclusive learning environment.

To gather data for this study, I will conduct interviews with pupils and staff which will be audio recorded however will only be used for the purpose of this study and will be kept on an electronic device which is encrypted with a secure password. I will also conduct a classroom observation and send out online questionnaires to school staff.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study. Your child will also be asked to give their assent before the beginning of the study and continually throughout. I will ensure to make it clear to all staff and pupils involved, that they do not have to answer any questions that they do not wish or that makes them feel uncomfortable.

After careful and precise analysis of the data obtained from the classroom observation, and interviews, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my BAEd course. The results of this study will be stored on my laptop desktop which is encrypted with a secure password and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours faithfully,
Alice Samuel

Appendix 3: School Policies (Curriculum/ALN)

Policy: Curriculum Policy
Key Findings:
- Committed to high quality teaching and learning to raise standards of achievement and progress for all pupils as learners in Wales. Within all teaching and learning numeracy, literacy and digital competency is promoted. Teachers are expected to plan and deliver objectives pitched appropriately to the learners. - All Areas of Learning and Experience (AoLE) are underpinned with challenging opportunities to develop numeracy, literacy and digital competency skills. The principles underpinning every AoLE in School A ensured that the curriculum provided is; • Authentic: rooted in Welsh values and culture and aligned with an agreed set of stated purposes. • Evidence-based: drawing on the best of existing practice within Wales and from elsewhere, and on sound research. • Responsive: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners. • Inclusive: easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society. • Ambitious: embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person. • Empowering: developing competences which will allow young people to engage confidently with the challenges of their future lives. • Unified: enabling continuity and flow with components which combine and build progressively. • Engaging: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter • Based on subsidiarity: commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process • Manageable: recognising the implications for and supported by appropriate assessment and accountability arrangements. Teachers are expected to map out topics and themes using the Areas of Learning Experience (AOLEs) and the “four core purposes” which underpin the Curriculum for Wales. - Ambitious, capable learners - Enterprising, creative contributors - Ethical, informed citizens - Healthy, confident individuals The curriculum at School A: - Is differentiated to meet the needs of all pupils including with Additional learning needs (ALN) and More Able pupils. - Reflects and provides equal opportunities for all pupils.
Policy: ALN
Key Findings:
- Wales wants to transform expectations, experiences and outcomes for children and young people with Additional Learning Needs (ALN) - The Welsh Assembly have developed the ALN transformation programme, which transforms the separate system for special educational needs (SEN) in schools and learning difficulties and/or disabilities (LDD) in further education, to create a unified system for supporting learners from 0 to 25 with AL. The transformed system aims to:

- Ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential.
- Improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners needs, views, wishes and feelings at the heart of the process.
- Focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes. New legislation and statutory guidance is only one aspect, albeit a fundamental one, of the wider package of reforms needed. The ALN transformation programme also focusses on skills development for the education workforce, to deliver effective support to learners with ALN in the classroom as well as easier access to specialist support, information, and advice.

ALN stands for Additional Learning Needs. At School A, they recognise that all pupils come to school at different stages of development and with different needs. Whilst many factors contribute to the range of difficulties experienced by some children, they believe that much can be done to overcome them by parents, teacher and pupils working together.

School A values the abilities and achievement of all its pupils. All children are valued, respected, and nurtured. They endeavour to provide the best educational opportunities for each child and strive to maximise the potential in a 'can do' learning culture.

Pupils who meet the locally agreed criteria for having ALN will be supported by class teachers, teaching assistant, other adults, and their learning environment.

The ALN aims of the school are;

- To meet the needs of all pupils through excellent teaching strategies, classroom organisation and differentiation.
- To have a whole school Universal provision that address the needs of all pupils.
- To ensure that all pupils have access to a broad and balance curriculum.
- To ensure that early identification of a pupil's needs is made, whenever possible.
- To ensure that ALN pupils take as full a part as possible in all school activities.
- To adopt a Person-Centred approach where the pupils, parents, school staff and outside support agencies are involved from the beginning, in planning actions and way forward to support pupils with AL.
- To ensure that parents are kept regularly informed of their child's progress.
- To ensure that ALN pupils are involved, where practical, in decision affecting their future ALN provision.
- To work in partnership with parents, pupils and other agencies e.g educational psychologist, speech therapists, social worked, school nurse etc

Appendix 4: Observation Schedules

Observation Schedule:

Research Questions: What are the factors that influence an inclusive practice, with a focus on learners with Additional Learning Needs (ALN).

Research Focus: Inclusive practice	Observation Aim: To observe some of the factors that influence an inclusive learning environment (classroom) with a focus on learners with ALN.
Date: 29 th November Time Scale: 1 hour	School and Classroom Context: Local Primary School in Bridgend, South Wales with approximately 227 pupils on roll ages 3 to 11 years, split across 2 sites with a total of 8 classes. This observation took place in a Year 4 class with 28 pupils with a support staff supporting alongside the class teacher. Lesson details: Mathematics. Children were looking at column method.
Factor Associated – Class Environment/Management Strategy or practice(s) – Weighted Blankets How was it implemented? – Some children allowed to be wrap themselves in weighted blankets while sitting at their desk, listening to the teacher, and completing their work. What was the perceived impact? – This strategy or practice appeared to make certain learners calmer and less restless in the lesson. Additionally, seemed to promote the focus and attention on listening to the teacher explanation and completing the task.	Factor Associated – Classroom Environment Strategy or practice(s) – Visual timetable How was it implemented? – A visual timetable was displayed on a wall, at the front of the classroom. The teacher referred some pupils to the visual timetable during time of this lesson to remind them what they need to do now and what was happening next. At the end of the lesson the teacher made it clear to some pupils that lesson had finished at it was break time next. What was the perceived impact? – This strategy seemed to support certain learners to understand visually what is expected of them now and what is upcoming.
Factor Associated - Teaching and Learning (Pedagogy) Strategy or practices – Differentiated Work How was it implemented? – Depending on the maths group, the math task was differentiated. One group was working on subtraction column method with exchange, while the other two groups were working on additional using the column method with no	Factor Associated: Teaching and Learning Strategy or practices – Scaffolding How was it implemented? – Various means of scaffolding was used throughout this lesson for example adult/staff support, modelling, resources (visual aids), smaller grouping based on learners with similar needs.

exchange. The questions asked on the worksheet also varied depending on groups, two groups had pictorial questions to begin moving to abstract while one group had only abstract styled questions.	What was the perceived impact? – These strategy or practices seemed to support learners to developing new skills, understand new concepts (column method), and gradually encourage learners to become independent, and be more responsibly for their learning through slowly removing the scaffolding measure. These scaffolding measures appeared to allow for differentiation through tailored support being provided for certain learners within the class to accommodate for their needs.
What was the perceived impact? – This appeared to enable all learners to be challenged however complete the work successfully.	
Additional observations: - Children were allowed to sit on beanbags in the quiet area rather than at desk during the explanation of the concept. Teacher made it clear they can sit on the beanbags however they need to be quiet and ensure good listening. - Children were as whole class for the explanation of the column method and the teacher modelled an example on the board – asking whole class input to support her to work the question out. The teacher continued to model a few more differentiated examples using the column method such addition, subtraction, and subtraction with exchange. - Teacher used a rhyme to support the understanding of the column method. - Positive praise and rewards (dojo) were given to learners throughout the lesson. - Reinforcement of expectation and “good choices” – teacher said to one child “make a good choice now”. - Learning objective and success criteria was displayed and explained to learners. - Maths resources available in the maths areas – block, number lines, 100 squares, place value cards. - Math display wall – shows differentiation moving from pictorial examples to abstract examples where learners need to solve it or explain it. Learners’ maths work displayed on the wall. - 4 purposes displayed as a poster on the classroom wall. - English display – showed vocabulary, demonstrated learners work as WAGOLs. - One group was in a breakout space in the corridor with the LSO providing that immediate support while other two groups were in class with the class working mostly independently while the teacher monitor and supported if and when required.	

Research Focus: Inclusive practice	Observation Aim: To observe some of the factors that influence an inclusive learning environment (classroom) with a focus on learners with ALN.
Date: 29 th November	School and Classroom Context: Local Primary School in Bridgend, South Wales with approximately 227 pupils on roll ages 3 to 11 years, split across 2 sites with a total of 8 classes. This observation took place in a Year 4 class with 28 pupils with a support staff supporting alongside the class teacher. Lesson details: Mathematics. Children were looking at column method.
Time Scale: 1 hour	
Factor Associated – Class Environment/Management	Factor Associated – Classroom Environment
Strategy or practice(s) – Weighted Blankets	Strategy or practice(s) – Visual timetable

How was it implemented? – Some children allowed to be wrap themselves in weighted blankets while sitting at their desk, listening to the teacher, and completing their work. What was the perceived impact? – This strategy or practice appeared to make certain learners calmer and less restless in the lesson. Additionally, seemed to promote the focus and attention on listening to the teacher explanation and completing the task.	How was it implemented? – A visual timetable was displayed on a wall, at the front of the classroom. The teacher referred some pupils to the visual timetable during time of this lesson to remind them what they need to do now and what was happening next. At the end of the lesson the teacher made it clear to some pupils that lesson had finished at it was break time next. What was the perceived impact? – This strategy seemed to support certain learners to understand visually what is expected of them now and what is upcoming.
Factor Associated - Teaching and Learning (Pedagogy) Strategy or practices – Differentiated Work How was it implemented? – Depending on the maths group, the math task was differentiated. One group was working on subtraction column method with exchange, while the other two groups were working on additional using the column method with no exchange. The questions asked on the worksheet also varied depending on groups, two groups had pictorial questions to begin moving to abstract while one group had only abstract styled questions. What was the perceived impact? – This appeared to enable all learners to be challenged however complete the work successfully.	Factor Associated: Teaching and Learning Strategy or practices – Scaffolding How was it implemented? – Various means of scaffolding was used throughout this lesson for example adult/staff support, modelling, resources (visual aids), smaller grouping based on learners with similar needs. What was the perceived impact? – These strategy or practices seemed to support learners to developing new skills, understand new concepts (column method), and gradually encourage learners to become independent, and be more responsibly for their learning through slowly removing the scaffolding measure. These scaffolding measures appeared to allow for differentiation through tailored support being provided for certain learners within the class to accommodate for their needs.
Additional observations: - Children were allowed to sit on beanbags in the quiet area rather than at desk during the explanation of the concept. Teacher made it clear they can sit on the beanbags however they need to be quiet and ensure good listening. - Children were as whole class for the explanation of the column method and the teacher modelled an example on the board – asking whole class input to support her to work the question out. The teacher continued to model a few more differentiated examples using the column method such addition, subtraction, and subtraction with exchange. - Teacher used a rhyme to support the understanding of the column method. - Positive praise and rewards (dojo) were given to learners throughout the lesson. - Reinforcement of expectation and “good choices” – teacher said to one child “make a good choice now”. - Learning objective and success criteria was displayed and explained to learners. - Maths resources available in the maths areas – block, number lines, 100 squares, place value cards.	

- Math display wall – shows differentiation moving from pictorial examples to abstract examples where learners need to solve it or explain it. Learners' maths work displayed on the wall.
- 4 purposes displayed as a poster on the classroom wall.
- English display – showed vocabulary, demonstrated learners work as WAGOLs.
- One group was in a breakout space in the corridor with the LSO providing that immediate support while other two groups were in class with the class working mostly independently while the teacher monitor and supported if and when required.

Appendix 5: Initial Teacher Interview Questions

1. In your opinion, what does inclusion mean to you within the context of your classroom environment?
2. What does a successful inclusive classroom look like to you?
3. Can you share some examples of inclusive strategies or practices you implement consistently to ensure a supportive and inclusive learning environment for all.
4. Can you share some benefits and challenges to promoting an inclusive learning environment.
5. Can you share some strategies or practices you use to involve learners in creating an inclusive learning environment.
6. What do you perceive are some of the key factors that influence an inclusive environment?
7. In your opinion how does the Curriculum for Wales promote inclusive practice?
8. How would you define ALN inclusion in the context of your learning environment (Classroom)?
9. How do you feel the new ALN Code supports an inclusive learning environment for ALN learners?
10. Can you share some examples of how you ensure the inclusivity and belonging of the learners with diverse ALN within your classroom?
11. Have you encountered any challenges in adopting an inclusive learning environment for learners with ALN. If so, what are they and how did you address or overcome these challenges?
12. How do you adapt your teaching and learning practice to tailor and support the learners in your class with diverse learning needs.
- 13.
14. How do you approach providing accessible and individualised provision to support and accommodate for learners with diverse ALN?
15. I understand that (meeting the learners needs, scaffolding, differentiation) is an important aspect in promoting an inclusive learning environment.
 - What are your views?
 - How do you think this support children's learning.
16. I observed x (an the inclusive practice/strategy) in your lesson today, do you find x is effective.
 - How do you feel this support/impacts your practice and the children in your class?
 - How does this impact the learners.

Appendix 6: Initial Learner Interview Questions.

1. What your favourite lesson? Why?
2. Do you feel included/part of your class?
3. If yes/no, can you tell me about that?
4. Can you tell me a time where you felt that you belong or welcomed in school/class?
 - How did this make you feel?
5. Do you think your classroom is a good place for everyone to learn?
 - If yes/no, can you tell me about that?
6. Can you tell me a time where you felt supported in your learning?
7. How do you like to be helped/supported in class when you're stuck on your work?
8. Do you know where you are at/what you're doing well in your learning?
9. Do you know how you can improve your work/in your learning?
 - How do you know this? (dependent on responses)
10. Are there things that you find challenging in your learning?
 - If so what and why?
11. What types of help/support do you feel your teacher/LSO uses to help you learn better.
12. What types of help/support do you feel your teacher or school could improve to help you feel more you more part of the school and learn best.
13. What do you think of..... (strategy) do you like it or not? Do you feel it helps your learning/classroom?
14. How x (strategy or practice) supports your learning or you in the classroom.

Appendix 7 – Initial Additional Learning Needs Co-ordinator Interview Questions

1. Can you explain a little bit of your role within the school.
2. What does inclusion mean to you within the context the school and learning environments.
3. What inclusive strategies or practices do you think are embedded across the school to cater for and ensure a supportive and inclusive learning environment for all pupils, particularly those with diverse ALN.
4. In your opinion what are some of benefits and challenges to promote an inclusive learning environment.
5. What do you perceive are some of the key factors that influence an inclusive environment?
6. How do you feel the Curriculum for Wales support the promotion of inclusive practice?
7. How do you feel the ALN code supports the inclusion of learners with ALN.
8. Have you encountered any challenges in adopting an inclusive learning environment for learners with diverse ALN.
9. Do you think school staff have had adequate training and what that looks like (types of training) to cater for and support learners with diverse ALN.

Appendix 8 – Interview Transcripts (Learners, Teacher & ALNCo) **(Coded)**

Additional Learning Needs Co-ordinator (ALNCo) Interview.

AS – Hi, I am a year 3 student on the BA Primary Education with QTS at the University of Wales Trinity St David (UWTSD). I am here this week to collect some data regarding factors that influence an inclusive learning environment, with a focus on learners with Additional Learning Needs (ALN). I would greatly appreciate if I could ask you a few key questions to assist me on research study. Participation is completely voluntary, and you have the right to withdraw from the research at any time. Should you wish to withdraw, any given data you provided will be destroyed and discarded from the study. You do not have to answer any questions that make you feel uncomfortable or that you do not wish. All information provided will solely be used for the purpose of a BA3 assignment and all data will be kept secure in an encrypted password protected file. Also, all data will be kept anonymous and confidential in accordance with ethical guidelines. Do you wish to take part in this study, and are you happy for me to audio record the conversation?

Interviewee: Yes, that fine.

AS – ok thank you, can you just begin by explaining a little bit about your role within the school.

Interviewee: I have an extensive role because I am the deputy head, the acting head on a Friday and the Additional learning needs co-ordinator across the school and the well-being champion for the local authority as well so yeah huge role at the minute and in 3 weeks times I will becoming the head of the school.

AS – oh wow, a lot of big roles within the school then.

Interviewee: yes.

AS – ok, **what does inclusion mean to you within the context of the school and learning environments.**

Interviewee: so this is actually a journey that we have worked really hard on as a school because **sometimes inclusion can mean just those children who face a barrier to learning but** whereas we are trying to look it as is that rather than creating a neurodiverse school, we are trying to create a learner friendly school so we will get to a point one day where all the reasonable adjustments that we put in place happen so naturally to us that they actually effect everyone in our care really really positively, staff and children alike so that is what we are trying to look at now. **So being inclusive is making sure the curriculum is open and accessible to every single child via any bespoke method possible.**

AS – ok so you are trying as a school to make strategies or practices that you put in place for particular pupils just to become a natural part of your school practice to impact everyone positively.

Interviewee: yes, so basically the ethos of our school is that.

AS – ok lovely, **what inclusive strategies or practices do you think are embedded across the school to cater for and ensure a supportive and inclusive learning environment for all pupils, particular those with diverse ALN.**

Interviewee: When I first came here, one of the biggest barriers to learning was based around behaviour, we had some significant behaviour and some high tariff pupils so there behaviour was impacting upon everybody as teachers couldn't teach and children couldn't learn so the first thing we had to do was look at how we could tackle and impact upon those children positively and that involved really a change in whole school culture so really simple steps like we took on the **ethos of the thrive approach** so it is about positivity and catching children being good it is just as easy to say to a child please walk than don't run and it was just embedding that positivity in everything we do as a school. The sort of strategies we use early was literally putting in the diary and trying to catch pupils being good to reinforce that attention for positive behaviour rather than negative behaviour because the lot of out children seeking attention in any means possible but usually in the wrong sort of behaviours so catching them being good made us walk down the corridor and say thank you for walking or thank you doing this, that whatever it is but actually when we were thanking children we were tying it in to what we were thanking them for so they knew exactly what they were being thanked for and then wanting to do it all the time for that attention. It was exhausted for us as staff and some days it was really hard to find something positive for some children but the more we did it, the more become embedding, everybody benefitted because you would say it to all children but in your diary or in our weekly meetings you would mention that you have noticed that a particular child has not behaving in the way we would like so try and catch them being good and all staff would then target necessarily that child in a really positive way to try and reinforce those positive behaviour we want to see. We have also change the culture of the language we use so with the thrive approach it is about recognising the behaviour as a need and understanding what that need is at the bottom of the pile that they are showing you so for us it is about understanding that behaviour being displayed is a cry for help rather than people coming to me and expect me to do magic and stopping the behaviour going on, they would say like he or she is kicking off but no now we do not have that language, the culture is that the child is in crisis, what is the crisis so the behaviour is this now but what has caused that so let dig back more deeply so we try to avoid children getting into crisis. We do this by 2 ways, first of all we make sure that everything is in place to support them and that they feel safe and secure because if they feel safe and secure it is less likely to go into crisis as they know how to reach out in an appropriate way but also for the children to build in a toolbox of skills so they understand the emotions they are feeling so that is a really long-term process because to understand feeling like anxiety, frustration or rage is really hard but we need to teach those skills just like we teach children to learn maths and English. Just about a year ago also we decided to embed the colour monster book across the school so that is a non-negotiable so nursery to year 6 use the colour monster as the basis as that discussion and structure around how they

are feeling. All of our children not matter what, if they are in deep crisis they can not verbalise their need so they may just show or hold up a colour monster, that way we can understand some of the feeling they are feeling and we got a way to talk to them for them we got a script which is based around that approach so we acknowledge by saying things like I can see that your angry and we use the I wonder why that may be and sometimes we just acknowledge that child's behaviour and having the understanding of what they are going through can sometimes stop them in their tracks and then give them a moment to express if they can at that time what they need but sometimes this takes time for some learners. If their behaviour has been negative and quit dangerous sometimes you cant unpick it at the time and one of the things I would say is if the house is on fire and still smoke coming from it then the fire investigation team would not try and investigate that house at that time so leave it cool down and then come back to it later or the day after that taken some time for staff because you can not have a power struggle between you and a child because that is not we are about as a school so it recognising that you might not get an apology that day, that week or ever but they will normally come back and acknowledge that. We will definitely unpick a behaviour and it might take some time to do and feel really frustrating to that member of staff if they feel they have hard done by the child but actually a year down the line using that approach we are touching wood getting better at the children acknowledging their own feelings and internalising that and being able to say I feel really frustrated because in the game I didn't get my second go or whatever so that is where we are heading. Sorry I talked for ages on that one.

AS – it is ok, lots of interesting and detailed information for me to get a good understanding of the whole school ethos around inclusion and supporting learners. **In your opinion what are some of the benefits and challenges to promoting and inclusive practice.**

Interviewee: well the benefits are that we are here to teach all of our children, they are only going to get on go of this so we have to ensure they get the best possible education, we are the very foundations of what they will do in the future so if we get our bit right then hopefully then they will have lots of different opportunities outside of school. But it is bigger then just academics so in our school we track English, maths, reading ages, comprehension but we also track wellbeing so we have a wellbeing questionnaire and in the last 2 years we have set that right down the nursery so we track that too because we put wellbeing at the heart of what we do as a school and we track it is the same way as we track English and maths that shows us the creditability how seriously we take wellbeing in the school for the staff and children so the benefits are in the 10 years I have been here, we have seen behaviour really really become much more positive, exclusions have been reduced massively, the length of exclusions have reduced massively, our older children are learning the skills to help the young learners so we got a lot better in terms of that cross phase working with the children themselves, peer immediators and we got a child who is our well-being champion which basically uses his learning and life experiences to help other children so he is a really success story in term of having extensive exclusions, he is also a very vulnerable learner, care experience learner who went through a very difficult time to the point where he was nearly permanently excluded but now our wellbeing campion so we hope that the skills he has learnt they will be life-long with him, just in the same way as like anything else we teach children they can take those skills into the real world and all our children with internalise those skills. On the negative side it is hard work sometimes to just take a step back and

realise that you're not the right person to deal with a child that perhaps is in crisis, you might have been the right person before or an hour going but not in that moment and it is recognising sometimes that you need to walk away and you haven't lost face but as a senior leader we need to make sure there are strategies in place that we do debrief and come back and that we keep our training nice and fresh and that we acknowledge between staff how hard work it is to use this approach but the benefits far outweigh the negatives and will impact further down the line but it will have and will continue to take a long time to get exactly where we need to be.

AS – okay thank you for that, **what do you perceive some of the key factors that influence and inclusive learning environment.**

Interviewee: it got to inside the walls and on the walls. Everywhere you look around our school you should see positive messages, promoting wellbeing of our learners and showing that everyone is part of our school family, we are very much a big School A family. Every single person is involved and part of that so our cleaners they are on their hand and knees in the morning so making the environment is absolute perfect for our little people so making it happy and safe place to be in terms of what it looks like, our caretaker is around the school to make sure everything is safe for our children but also he is involved with some of our children for example there is a little child in year 1 which really struggles to get his jobs done but he loves being outside so what we say to him is he needs to do 3 things today and then this afternoon if you have done then he can go and do the leaf blower outside with the caretaker.

AS – that a lovely idea.

Interviewee: yeah, he really enjoys it. Our school cooking team are amazing they know for some of our children for example ASD children they have specific preferences around food like colour or texture, she may know they don't like bean and chips touching, or they will only eat beans if they are in a certain place on their plate so she knows those tiny things. So if you are working as a team like that, so the staff team know our children, but we don't just know the children we know their parents, and grandparents in some cases so if you know the full family history you got a really clear picture of that child that whole child and it is really important to us.

AS – How do you communicate with your parents as a school?

Interviewee: So we use class dojo sort inside school so we can send messages through that, we are very much so out on the gates everyday talking to our parents. As a school we have an open-door policy in terms if a parent wants to come in then they are more than welcome and we will try to see them straight away. We try to encourage them to highlight anything to us straight away so really on early, we have meet the teacher at the very start of year so that is not parents evening, it is just an opportunity for parents to come in and see their child class, see where they sit, chat to the teacher, generally our staff know all the parents anyways, we are a big enough school to be exciting but smaller enough to know all of our parents really well so for me a school is about the whole community and everyone in it so yes the staff, yes the children are at the heart of it but our parents are just as much a part of

that and then my next step is bringing the local community into our school and taking our children out into it.

AS – ok lovely thank you, **how do you feel the Curriculum for Wales supports the promotion of inclusive practice?**

Interviewee: because it is much broader and allow us pretty much gives us permission to teach things like music, arts under the expressive arts area where before we never had time to do that, there was a massive focus on numeracy and literacy through SATs so we only really looked at English, maths and science but then in may or the end of terms you may could do some creative things like painting or PE but now we have had a whole term studying music so for those young people that like to expressed themselves in music, dance or drama gives them a massive opportunity to do that as well as the staff have the permission to take that time in the week to do things like where they might have before normally thought we should be doing maths or English now, I don't think we are 100% with our curriculum, and I do believe it will evolve which is exciting it is self, because it meets the needs of the pupils coming through, but every single person got some form of barrier to learning and some skills and we need to use every single piece of knowledge we have got to make sure we meet those needs.

AS – fab, **how do you feel the new ALN code support the inclusion of learners with ALN.**

Interviewee: yeah I think the graduating response to this new system is quite interesting. It is very very complex and takes a lot of time as the paperwork is huge to support a referral, it is absolutely huge your probably talking about 100 page document just to put in a referral to get someone to come and have a look at the child so they hard work behind it in enormous. If you use, which I encourage our guys to do is as soon as they feel that something is not ringing true of a young person or they are seeing those same sort of issues or barriers to learning, they rise it very quickly which is good, we are absolutely early identification and early intervention school that is what we strive to do so like down in nursery before they come to us we are already working with flying start, early help, nursery groups so our lower school lead goes out for visits so we got referrals got going in before they actually arrive in our school so if I think around someone trying to go onto the neurodiverse pathway the first sort of thing is we would put a record of concern known as a rock and then you need 2 terms of evidence. We would look at then our CCYD which is our associated comp school quality teaching document and on there is loads of ideas of all the available provision we can use and also those extra levels of provision we can put in place if needed. We copy and paste them over into the rock and date those and then you can see actually the evidence then building up. If it is having an impact we may just maintain that but we will actively monitor and if it is not having an impact then we start to work through the graduated repones. Every child has got their open folder and in that we would put the rock, any initially concerns for instance like an ASD issues or traits we have seen and then following that if we feel we are not getting anywhere with that our next steps, we can highlight that so it is a physical document which is quit useful and then get someone to come out and do a observation on the child. At that point they would recommend whether we can move on or stop an actively monitor so the next step we would put in would be all the evidence from parents and school because you need evidence from two settings to make that referral. Then we put that referral through to a hospital then they make the decision whether they think the child goes

on the pathway or not and the problem that arises then we got a couple of children at this point now, if they hospital agree they go onto that pathway then they have to see a consultant and the waiting list to see a consultant that in 26 months currently so we got a young man in year 1 who is formally on the pathway and his letter in July this year, his parents thought that by the time he started in September he would might have some medication which would really benefit him and have really seen benefit other children in our school but he won't be seen now, well he is year 1 now and we started the process in nursery and he won't be seen by a consultant until he is in year 3. So, you are talking about a 4 or 5 year process. In the mean time we need to make sure we put everything in place so we a request for support hours but they are really limited, he could really do with a whole day but even children on the waiting for like YBC will only really get 20 maximum so we do try and put in the request but I am very careful that when we request we really need it for the child if that makes sense. We very rarely ask for support because we do so much in school so when they do see a request or referral from us they know it is real, and serious and important.

AS – so you do so much of like universal provision so when a child needs that additional support they know that it is serious and significant

Interviewee: that's it, we have done so much before they come, we got all the evidence in place that we can and we have done absolutely everything we can as a school for that child but then at times we need that further support for that child so even like your behaviour when we put in a referral they are like wow school A has out in a referral and they are straight on it. That is the most respectful way to it and then when they come and work with us so for example you have a 6-week action plan, we follow that we the actual letter because it is disrespectful not to but also they have put that in place to follow it and they know then we are following the process. So in terms of the new ALN code it is much more descriptive and heavy in terms of paper work but if you follow it well you should get that sort of level where you got that potential individual development plan in place (IDP) and that child is basically when we have given the child everything we can and still not meeting their needs and then we got those people coming from outside to help us but then it is very much again they become part of our team and we work together with the parents, the child and all key people so the child is surrounded by what they need to thrive to their fullest potential.

AS – is this the same case for trying to get one to one support for child.

Interviewee: yeah yeah, so you would have to have everything in place for that child and they would have to be at a certain stage so 4A so IDP before every consider requesting a one-to-one support and just because they got an IDP it doesn't mean they get any support for them. We have also used effectively reduce timetable, it should be for a very limited time however in this case with the little boy in year 1, well what we also try to look at is avoiding exclusion but for that child we would be looking at short or long term exclusion for this young person so using a reduce timetable really effectively has actually raised him for 1 hour a week to going all the way to 2 o'clock so only 75% of that is supported with a 1 to 1 and the rest of it is support with some of our other young children, helping out with him at break time for example. Our next step would be to go to 3 o'clock but we are not there yet and parents are on board with that and very happy were he is at now, we have a meeting

every 3 weeks to review his progress. Our lunch falls out 2'oclock so he is nearly in all day but just got that last hour really but we got no support with that and we know he is not ready. As long as parents work with us and know they are not ready then that is fine

AS – do you think there are any challenges in adopting an inclusive learning environment for learners with diverse ALN.

Interviewee: **There is always going to be challenges** but it is just about what is the best way to meet that child's needs so something like a one-page profile can be really useful because if you talk to a child in advance of being in places they will often tell you what they need, one of things we are noticing more in our school is we have out them things in place for children to talk about their feelings and they are much more in tune their emotions and understanding how to regulate themselves so they can say to you I angry when this happens so then we can avoid those sort of situations because if they are angry they can't learn, if they feel frustrated that they are sitting next to someone that leans on their work then they can't learn so perhaps putting a piece of tape down their table works, if you feel the best way for them to listen in on the beanbags or on a bench then that's where they will go. We do not make a drama, and we really think it is really worth fighting over, if that child is learning then that's fine, if they are laying on the floor, if they have got their shoes off then absolutely fine but sometimes understanding what works yesterday but not work the next day and particularly for those children who really are going through the process of a diagnosis and even if with a diagnosis sometimes then you know, it is about knowing the children, knowing your family and getting those family on board so they will share relevant information to the teachers which is good for their awareness that they perhaps may be a certain way that day so we can then put something in place if needed to support that child. We have a check in the mornings for those children who need those check ins but we also do in breakfast club we see them in the morning, out on the gate talking to parents so we know by picking up a vibe on the families which is really really important and the rule of that we are absolutely ridgit with our rules, with what we expected out children to do but we are flexible in approach in how we are going to get that for example if our pimple in that we want every child to come into my class and sit down and read their book then what we might need to do for some of those children is put their book out ready or put their pack on their seat or that they sit on a cushion as that is where they read best not on a chair.

AS – ok so you have expectations for all pupils, but you allow flexibility how it is achieved and done is individual for each child.

Interviewee: Absolutely, but we all staff are ridgit on our expectations.

AS – ok great. Do you think school staff have had adequate training and what does that look like to cater for and support learners with diver ALN needs.

Interviewee: **yes, but I think we always think we could do with more training.** What we try and do is talk openly among us and share the experiences as staff and we are so lucky to **have 2 members of staff who are our ELSA and Thrive practitioners** because their experience and knowledge is just absolutely outstanding. We also have staff who actually who are really **interested in learning and continuing their professional development so are studying other**

degrees outside of school as well so lots of our staff are life-long learners and advocate of that. If there is specific training needed for example 2 members of staff are going on a brilliant course it is ELSA but looking at the emotional approach to learning so they will then bring that back into school so facilitating the sharing of good practice and knowledge. Every week we have a professional learning session on a Wednesday night, that always starts with safeguarding update or ALN update so for example if there has been a specific incident or issues that going so staff are made aware but we are not overly sharing but with the right people so there is a good level communication between us all so staff know that something terrible has happened in this family and they need to know the basics so they can look at that child and there is a really good reason why they may not want to engage rather than they potentially getting into conflict with a child through poor communication of someone else. If staff want some training or they highlight that for example we had a child that had diabetes, so we got the diabetes nurse in we undertook training before she arrived in our school, she having a new sensor fitted so we all undergo that training again. Even like EpiPen training, prevent training, team teach, there are also lots of online course that we as staff do and there is a huge checklist and expectation of specific learning that staff got to do and we have to tick them off for example child protection.

AS – Is there any training that the whole school do together.

Interviewee: yeah so all teaching and LSO staff do. So there is certain things we have to do for example in January we all got to re do our prevent training so will that is not a huge issue here , it doesn't mean we shouldn't look at that and highlight that and then when you do your online course, you get a certificate and then I also get an overview of everyone who has undertaken that course so I can see who does what and even anything that is available staff will do that . We make sure we build time in our school timetable to look at training and professional learning for example inset days if some staff are not very good with technology we will do a course or work through something together so it make it a bit more supportive for staff. Any training staff want they will highlight and then we make sure we get it booked and sorted. Then we will give time in our professional learning meeting for staff to share their feedback and key findings about the course to help other staff and inform our knowledge.

AS – ok nice, how do you feel some of your training impacts upon practice.

Interviewee: I can't be honest that all training is excellent, and I am not going to say that because sometimes it it not but I think if you try and take something from every piece of training so that you think is really important then this can sometimes support and inform your practices for example the Thrive training has informed the whole culture of our school in terms how we approach and support the pupils for example in the language we use, looking for the positives and getting the children themselves to recognise and acknowledge their own emotions. I sometimes feel shocked when I hear some other school are not doing some of the things, that we see as absolutely bread and butter to us so I think sometimes we got such expertise's in our school that we need to share it out of school but to open not just local authorities courses but go to another school and see it in action so we had before a young man come over from the bridge which is an alternative provision over her with us, doing part time learning to try and reintegrate back into a mainstream provision. 2 of our

staff expressed an interest to go there to also visit so they have had an opportunity to do so and another member of staff going a bigger school to see how they manage ALN, behaviour and all those big things so we have the opportunity to learn and collaborate across schools and that time usually to sit and discuss about what strategies they use in their school etc that is sometimes the best learning you will ever have.

AS – ok lovely, that is all the questions done. Thank you so much for your time.

Year 4 Class Teacher Interview:

AS - I am a year 3 student on the BA Primary Education with QTS at the University of Wales Trinity St David (UWTSD). I am here this week to collect some data regarding factors that influence an inclusive learning environment, with a focus on learners with Additional Learning Needs (ALN). I would greatly appreciate if I could ask you a few key questions to assist me on research study. Participation is completely voluntary, and you have the right to withdraw from the research at any time. Should you wish to withdraw, any given data you provided will be destroyed and discarded from the study. You do not have to answer any questions that make you feel uncomfortable or that you do not wish. All information provided will solely be used for the purpose of a BA3 assignment and all data will be kept secure in an encrypted password protected file. Also, all data will be kept anonymous and confidential in accordance with ethical guidelines. Do you wish to take part in this study, and are you happy for me to audio record the conversation?

Interviewee: yes, that's fine.

AS – thank you, can you start by explaining **in your opinion what inclusion means to you within the context of your classroom environment?**

Interviewee: for me it **is making sure that all learners in my care can access the curriculum** so they might behaviour difficulties, they might have an additional need but it is making sure that I put things in place so they can all learn to their fullest potential.

AS – ok great, **what does a successful inclusive classroom look like to you?**

Interviewee: I think that is **when the teacher has spent the time to get to know the children on a personal level not just knowing what their educational scores are.** I think if you spend the time to get to know the children individually, you can learn what their triggers are, you can see personality traits for example you can see what children might clash with one another so then you can sit them apart, and you can find out when there is behavioural difficulties I find that behaviour is just a symptom of another need so if you're seeing behaviour it is because another need it not being met.

AS – I agree, I think knowing the children individually, on both a personal level as well as an academic level really important so you can appropriately cater for their individual need. **Can you share some examples strategies or practice that you implement to ensure a supportive and inclusive practice for all.**

Interviewee: So ok we got a few children in my classroom that have got sensory needs, so they do not like noise or things like that, probably myself included I do not like rattling or anything either. So, my way around that instead of constantly having to put a negative focus on the fidgeting, I put things in place that **allow them to fidget in a quiet way.** I will also put

out wobble cushions out for children that are wanders so that doesn't become distracting for others or a will give them a blob of blue tax to play with, so they are not rattling pens or pencils because if they are rattling pens and pencils the ones that do not like sound, start to get louder and distressed. Then before you know it the whole class is shouting and distressed. It just looking at ways to pre-empt the behaviour before it happens.

AS – Yes, I did notice during the observation some learners had wobble cushion. Do you think they are effective.

Interviewee: yes

AS – ok, why do you feel they are effective?

Interviewee: if you don't have a wobble cushion under a child that needs it, they will swing on their chair constantly and it so dangerous and we got a few children who will swing on their child and I offer the wobble cushion just so they can still have that movement but sitting on their chair and in a safe way and I have one of my children he will be doing cartwheels if I don't catch him while he is in the wobbly stage so he will be like cartwheeling around the classroom and I will say to him now we can't be doing that but you can go get your wobble cushion if you want and sit on it and then they will but you can see the sensory need as well as he will say he doesn't want the spiking way up, I want the flat way.

AS – how do you feel it impacts the learners putting these wobble cushions in place.

Interviewee: if you looked at this class last year, you had children have serious temper tantrums in the corridors, you had them bursting out and running off, there was about 50% of the work in their books, they were really struggling and they were split in half as their behaviour was so difficult so for 2 years there were separated so they were in 2 different 2/3 classes and spilt with the year below and this was the first year them coming back together so we thought it was going to be a nightmare but to be honest they have come so far with the strategies that have been put in place for them.

AS – oh wow, how do you feel the wobble cushions support the learners.

Interviewees: I think it really good for those pupils who have that excessive amount of energy like your ADHD learners and learners with sensory processing challenges as it enables them to have that movement providing an outlet of their excess energy that they require but in a safe way and being an active sitting position. I feel it also helps their focus on me and their learning as like I said one child would be up and about everywhere, wandering, doing cartwheels and got no focus on anything but when I remind him about his wobble cushion he can then still wobble as much as he is then normally listening and focused on me or doing his work. Also like I said you can see sometimes the sensory support and experience it can have on a child.

AS – ok, I saw during the observation that you also offered everyone a choice of the blob of blue tax.

Interviewee: Yeah, I did not identify pupils that need it perhaps more than other

AS – do you feel that strategy is effective?

Interviewee: that simply just stops them from rattling pens because it drives me crazy but if it drives me crazy then it will drive another child in the class crazy if they have sensory issues so I am just trying to cut down on the things that could trigger someone.

AS – how do you think the use of blue tax as a fidget toy impact the learners.

Interviewee – again I think it can promote better focus and concentration for some people through again out letting some sort of excessive energy. For some learners in my class, they will play with it all day which I sometimes think they are using it as a self-regulation tool throughout to outlet their energy, keep them calmer and regulate their behaviour. It again can support those learners who have sensory needs and need something to play with again to make them feel calmer and contented but then like I have mentioned it prevent triggers off other children in the class so the rattling and tamping of pens or pencils could trigger them off.

AS okay great thank you, can you share some benefits and challenges to promoting an inclusive learning environment.

Interviewee: yes, so there is always going to be benefits for it like all the children being able to access the curriculum is the dream really for any educators, you want your all your children to be learning and making progress but in the process of getting your inclusive classroom environment, you need to spend time to speak to the children to get to know them personally so for example I go in to breakfast club in the morning, so I will go in to see how their morning has been just to try and check the temperature before they come into class. Things like taking the time to spot if someone is not happy in the corridor and getting to know them even before they come into your class so if they are in a lower class, get to know them all but particularly the wobbly ones so you know before they get to you. It might also be difficult because you may have children with competing interests so you might have someone that likes being loud but then another one that does not like loud noises and it is trying to create an environment that meets both of those needs so sometimes you need to create space for the one who needs to make noises so if you got someone who verbally stims all the time then I would say if you need to make those noises will you take a message to the office for me so they can walk up to the office, making as many noises as they want and then come back. This can be also helpful for children with lots of excessive amount of energy like you ADHD learners. I will offer them a movement break and write them a really special message on a post it like “Can you just say thank you, and then send them back they got the wiggles” to take to the office. They will then normally write a message back and send them back to class. They have then burnt off some energy then.

AS – thank you, when you said about getting to know pupils in the lower class before they come to you in the new academic year, how do you do this?

Interviewee: We will have conversations with the current class teacher which allows us to learn more about the children we are going to have next year to gain understanding of their interests, strengths, challenges, needs both on a personal and academic level so we can better prepare for them before starting. Also, all children have a folder where all information is kept about that child for example previous assessments, any concerns raised, if they have an individual development plan or undergoing to referral process for an ALN which gives us another insight about the child. I also the first week do like get to know me activities with my new pupils so they can get to know me, and I can get to them in order to establish a sense of a supportive and positive classroom. Then like I said spending that extra time to go into breakfast club to get to know them and also communicating and engaging with their parents/carers once they have started.

AS – okay great thank you, where you said that you offer your learners with movement breaks to burn off some of the excessive energy by taking messages to the office. How do you feel this supports the learners.

Interviewee: Massively, it allows them to outlet some of their excess energy, helping them to regulate their energy levels. I feel it also supports and resets their ability to concentrate and attention span when they come back into class through having their little burst of movement, making it easier I feel for them to come back to engage in their learning again. Also, like I said earlier about pre-empting behaviour before it becomes worse, I can sometimes send children to go on one of these movement breaks before their behaviour escalates into crisis mode where they are completely disruptive and impulsive which I feel support them to regulate themselves and helps to prevent and manage their behaviour before it escalates.

AS – Ok fab, can you share some strategies or practices you use to involve learners in creating and inclusive practice

Interviewee: it is predominately behavioural issues that we got this year in the class so what I tend to do is teach them recognise their own feelings before they get to those big feelings so getting them to see that they are not feeling right now and getting them think check their own behaviour temperature. I try get them to think what is getting on their nerves right now and what can I do about to stop that and it is teaching children they should be responding not reacting so if they are not in the position to respond then they shouldn't be saying anything at all for example walk away from a situation then come back and giving them examples constantly through little social discussion for around 10 minutes. I will bring everybody to the carpet and be like right this happened at breaktime today what could be do better next time so we all talk about it, and we will be like that was reactive, that was responding, and this person was right in what they were saying but maybe they could have said it in better way. Getting them all to do it together so they can see that someone was trying to get their point of view across, but they may not have been doing it in a nice way.

AS- ok, **what do you perceive some of the key factors that influence an inclusive learning environment.**

Interviewee: We all differentiate the learning so there is always scaffolds in place to support the learners the have additional learning need (ALN) but we also have activities that stretch your more able pupils as well. From an academic perspective I think schools are really good at doing that anyway, but I like to think that our school is good at being inclusive of learners that struggle and being able to manage their emotions and the curriculum in place.

AS- ok thanks, in your opinion how does the Curriculum for Wales promote inclusive practice.

Interviewee: yeah, I think the Curriculum for Wales is inclusive from the perspective of the interest of the children, so it is not such a heavy focus on maths and English, but they want it to be broader curriculum. I would like it to be much broader than it is at the moment but we are still restricted to read, write and think in the mornings and then maths but if we didn't do that then kids wouldn't be able to pass their exams in the future but you can definitely see there is more opportunities for us as teachers and the children like things like expressive arts where before expressive arts would have been like bottom of the list you would get everything else done first for example you English, maths and science then everything else really would be left the bottom if you had some time at the end of the year potentially for activities within expressive arts, but now the Curriculum for Wales has changed that, making all the Areas of Learning and Experience of equal importance and we should ensure in our teaching and learning experiences to promote children with that opportunity to develop their skills and knowledge within all those areas.

AS – Yes I agree, I think perhaps our previous education system have been governed strongly by literacy, maths and science as core priorities but now the curriculum for Wales is promoting a more holistic approach to teaching and providing more opportunities for learners to develop their skills and knowledge in a range of areas of experience.

Interviewee: yes definitely.

AS – How would you define ALN inclusion in the context of your learning environment?

Interviewee: It is looking at the children as a whole child so you need to look at the types of influences that they got in their life so you need to have good relationships with their parents/carers, you need to find out what kind of environment they are living in, like for them are they living in environment where their parents didn't really have a lot help when they were growing up and then have become parents themselves. It is looking at do they have the tools they need to help their children recognise their own emotions. It is kind of I suppose break the cycle sometimes.

AS – yeah, how do you communicate and engage with your parents to have those strong relationships to get that sort of information about their family life and the child's influences and sort of get them on side to support.

Interviewee: So, I have quite an open relationship with my parents so I will talk to them on the gate in the mornings, we have parents evening, we have open evening where we bring them into the school and they can come around to see the environment, classroom and

meet the teacher. Throughout the school really, we have an open door policy to try and communicate and collaborate all round really with others teachers, parents and other practitioners about any questions, concerns or ideas. As a school we want to try and foster an openness and partnership within the school community and that's particularly with our parents/carers, so they feel comfortable to come talk to us for example about any questions or concerns at any time and know that we will take it seriously and listen to them. I speak to the on dojo and share any information that I have got on dojo, I try share as much information possible. If I can see their child has had a bit of a wobble this morning, I will just drop them a message to say where they okay this morning coming into school and then this can give them the chance to say actually for example one of the pupils in my class his shoes had got full of sand on the weekend and he come in and he was in a right massive strop when he come into class and then mam said he had to wear a different pair of trainers and he didn't want to wear a different pair of trainers but I would have never of known that if I did not ask the question.

AS – thank you, **how do you feel the new ALN code support an inclusive learning environment for learners with ALN.**

Interviewee: I think the ALN bill has been really positive because when they brought in the ALN bill it moved away from learners who struggle and being brought out and separate identifies and being in the corridors, now they are part of the classrooms and support in being put in classrooms. I think that stops the children feeling like they are the thinkies who go out of corridor all the time or stand out, when really there is nothing wrong with their intelligence but they just require different levels of support and the reason I said it in that way is because that is how one child explained it to me once, they said why am I out in the corridor, why am I not doing the work and he referred to himself in that way and I was thinking I am not sure if I am comfortable with this so it is things like that, they feel they are part of the classroom but your never going to get from the fact that sometimes they got different work to the other children because they can't access the same work especially in maths but yeah I think it is better for them as they feel like they are part of learning environment.

AS – yeah, I found research which I put into my research proposal about that ALN pupils tend to be separate from the classroom setting compared to their pupils without ALN and how much time they spent outside the mainstream classroom and often with the teaching assistant. So, it is interesting to hear that you feel that the new ALN bill has moved this away and now learners with ALN are more part of the classroom and practices within the class are being put in place. Also, the new ALN bill now includes everyone in the decision making like the learners, parents, teacher, and any other professionals.

Interviewee: yes, you got to be open with everyone involved and I think it is created a much better environment for children with additional learning needs as they know what is going on and involved in all of the decisions, like for example there is a child in my class who takes medication for ADHD so I talk to her about the discussions around medication and say that the reason the doctor has given this to you is because you need to help you rather than just being like take this and she got no idea what is it for.

AS – yes lovely. I think it is definitely important that children are involved and understand what is going on with things that directly impact them. **Can you share some examples of how you ensure the inclusivity and belonging of the learners with diverse ALN within your classroom?**

Interviewee: So we got speech and language therapy for one pupil, like I said earlier about the movement breaks for learners that might have ADHD, wobble cushion that fidget a lot, weighted blankets so if someone is really overstimulated so you know when they get to crisis point then the weighted blankets have been really good to help calm them and things like emotion coaching and thrive teaching as a whole school so it is about really picking the learners up before they get to escalation so learning what their triggers are and making other adults that work with them aware of the triggers and most importantly making the learners themselves aware of those triggers because as they get to this age, they should be aware of their own emotions and they should be able to recognise it and then so taking the time to put all those things in place and we have got a calm corner as well which has got a lot of resources so if I have spotted it, they can independently go and get what they needs as well.

AS – yes, I saw lots of those strategies and practices being used when I came in to observe earlier, I had never seen the wobble cushion before so that was really interesting. We touched on this a little bit before, but **have you encountered any challenges in adopting an inclusive learning environment for learners with ALN.** So, you have already mentioned about the time it takes to get to know the learners, is there anything else.

Interviewee: Yes it takes a lot of time but also the competing needs in the classroom, it can be really difficult to find that space for learners and it come become more difficult as they move up through the school because when you get to the upper KS2, then you haven't got an extra adult in with you so if you got a child that is heading into crisis, you can't call on anybody to take them away so they can have that calm space and time to regulate their emotions and if you are calling someone like senior leadership like deputy head, head teacher then the children see that as a negative thing and think that they are in trouble now cause I am being removed, whereas if you got an adult in the classroom, they could just simply say do you want to go for a walk or chill out somewhere they would associate it with a bad thing but it necessarily the same thing but because it being directed to those bigger and important people in the school in the children's eyes then they think they are in trouble now but I know they would deal with it in the exactly same way as the LSO would, they would be like come on lets go for a chat and walk. You have probably seen it while you have been walking around, we are not a shouty school, we are a school that helps the children and help them regulate. They are not going to learn to regulate if they can see an unregulated adult dealing with them but shouting.

AS – ok thank you, **how do you adapt your teaching and learning practice to tailor and support learners in your class with diverse learning needs.**

Interviewee: I have had to work hard at using my tone of voice so like if I get overstimulated, well I think I feel through the net so if I get overstimulated I know I get loud so I have had to be cautious of myself and my needs as well so I will walk over to the child if they are being

disruptive I will say quietly to them to dial down the volume bottom on your back, whereas in the past as a new teacher I would have probably said come on now everybody it is time to calm down, it is quiet time but sometimes I think that defeats the object as they see it as your being loud so why have I got to be quiet. Yeah, it is just showing the children and getting into the mindset of children don't do what I say they do what I do so if you show the behaviour that you want to see then they will cope.

AS - how do you approach providing accessible and individualised provision to support and accommodate for learners with diverse ALN.

Interviewee: If they have significant need for example speech needs then we access outside services and they provide programmes so there will be a speech and language team involved so they are called SALT and they will be in contact and what they will do is put together a program that will address the child individual needs and then an adult in school normally a one to one support or LSO will run through the programme with them but there is loads of way we change the classroom to help children. Where there is a less significant need for example not making progress in maths, I will provide additional opportunities for them to go through something that they are struggling with, or they may have a smaller group so they 4 children to 1 adult so they can have more of that immediate support. If they are more able, I may stretch them by giving them a reasoning or problem-solving question linked to what we are having just been doing that is in maths. So normally in maths the lower group would have a smaller group with a dedicated adult for support and they may be using some concentrate resources to help them visual the concept first then moves to more pictorial question and few basic abstract questions, my middle group would be doing pictorial questions first then moving onto abstract, then my topic group would be doing abstract but then like I said I would give them reasoning or problem solving questions so they can really explain and apply the concept learnt. We as a school use the White Rose maths scheme so my lowers and middle may be working on the year 3 scheme still, but the tops will be working on the year 4 scheme. Also, the lower and middle bit be working on a simpler concept like column method as that's what we are working on currently, but they will be doing addition with no exchange whereas the top group would be doing subtraction in the column method with exchange. The lowers will also have a direct adult to support if needed but we do try and promote their independence in the concept so scaffolding that support when appropriate and then middle will have some support if needed but we are mostly trying to promote independence a bit more. The top group is generally independent all round once they have had the initial delivery of the concept. In terms of literacy in the mornings across the school, children are grouped in ability so for example some of my children go work with the year 3s and some of them are still doing phonetics whereas some of them are doing language and literacy so more compressive and writing etc because they have got that concept of phonics so that varies depending on the where that individual child is at. In topic, I tend to get them to work in mixed ability groups so I will get the more able learners to support the less able learners and often when it is a discussion task the less able learners are much better than the more able learners so it is nice to see them shine in the some groups tasks so in the afternoons we tend to do mixed ability and lots of collaboration work.

AS – yes when I came in to observe, I seen the differentiation and the scaffolding in the maths lesson, which varied depending on their group level. I noticed in your maths area also on the display you had that approach of concert, pictural and abstract to help children understand the mathematical concepts.

Interviewee: yes, in maths we always use that approach.

AS – do you think that approach is effective and if so how?

Interviewee: in maths it is definitely effective as it helps students develop a deeper and more flexible understanding of the mathematical concept through gradually working from concrete experiences so real-life resources to pictural aids like drawings etc and then final working to abstract experiences so using mathematical signs and symbols to solve concepts. But most importantly they can progress through this approach enables children to understand and solve maths concept in the way that is appropriate for them at that time and then progress when they are ready for example to pictorial questions then abstract. Like just in my class, I have got learners that still require concrete and pictural experiences to have that visual and hand-on representation to understand the concept where others can automatically solve questions at the abstract stage using methodical symbol. I feel it really supports children problem solving skills as they have a good understanding then how they can use different methods to work out different problems.

AS – ok thank you, so I understand that differentiation is important aspect of promoting an inclusive learning environment. What are your views on this?

Interviewee: I think if it something specific like a writing task or math skill then it is really really important the differentiation because for example in maths if they were all doing the same maths then you are going to have some learners that it is too low for them then your going have other learners that can't even access it. But I do like the way white rose maths is structure as like I said you moving through the pictural example and moving towards the abstract so it makes it more accessible for learners that might not be necessarily on that level of work if they haven't had at it laid out in that format so I think sometimes you can still push learners as long as you are thinking outside the box so if you're giving them visual opportunities so it is not just abstract then they access learning that is much higher than they have had in the past so they are then able to complete the same work as maybe. Like I have said I got a smaller lower group and a bigger middle group which is doing the same work but they are working more independently where the smaller lower group is being supported with a direct adult and then the top group are on the year 4 scheme so there is benefits then to differentiation. However when I look at things like the topic work in the afternoon it depends on what they want them to do like if it a discussion task I wouldn't probably differentiate it other than I would make notes for myself of what questions I would like to ask that might be suitable for the lower learners but others that might push other learners to their higher order thinking skills but because it is also differentiate in terms of I have put the mixed ability group together you will see that they tend to support each other and you will get really valuable discussion coming from them when they are mixed ability and then when there are activities where they need to create a project you will see, if you spend a lot of time with your children then telling them they do not do the work for

somebody but explain how to do it, you end up with multiple children in your group that are able to help and those children can then access the same learning then. Children seem to learn better from each other than us teacher so as long as you invest that time in explaining so getting children to explain their own learning, they get better at explaining to other children.

AS – thank you, what are your views on meeting the learners' individual needs as another important aspect of an inclusive classroom.

Interviewee: well like we have said earlier really, it really important to make sure every individual in your care can access the curriculum at the appropriate level for them and are given opportunities to learn and progress to their fullest potential in a positive and inclusive learning environment where all learners are valued, supported and can learn despite their for-example barriers, learning styles, ability. Like if you look at Maslow's hierarchy of needs like if your are not meeting their needs like safety, self-esteem, and all those bottom layers they are not going to be able to learn so that is why you need to spend the time getting to know the individually, seeing whether they do feel safe and like our things like our well-being survey that we do just to try and get a enough information, like sometimes there might be a child in the class that is really quiet who you think yeah, yeah they are fine and then you do the well-being survey and the score really really low and it is then that I will then chat with them for example one of the questions on there is do you get enough sleep and couple of children said no and so I will pick that afterwards and ask they why they are not getting enough sleep and there will be things like there is a new baby in the house or, and then you start to understand if they are not learning at quickly as they normally would that they are tired and that can open a conversation with parents. We sometimes send leaflets home about the importance of getting the appropriate amount of sleep and how to get a good sleep routine with your child. The wellbeing survey are a really good place to start because we do it in the autumn term and then do it again in the spring term so it is like a temperature check how the kids are doing and you can get a good bit of information from them and things like you know when you're having class discussion you can see how they interact with one another and if you see someone over reacting and then you can think to yourself that was a bit of an overreaction and that there may be something going on and a chat is needed with that child but instead of going in with do you think you overreacted there, I tend to go in with are you alright, how are you feeling today and then sometimes they open up to you and other times they won't. But by asking the question they may even come and tell you later on in the day, they might not tell you when they are het up but because you asked them if you're alright then they think I go and tell her now.

AS – yes I agree. What are your views on scaffolding as another aspects to an inclusive classroom in regards how it supports learners learning.

Interviewee: Sometimes you got children that there literacy skills for example are really low and we provide the support in read, write ink because like previously mentioned they go to a group that is working on the skills they need but sometimes in topic they may be doing a genre of writing for example but they are still learning how to do their phonics so you do need to scaffold them there like you might have to give them a template to follow or something like that as they are not quit at that level where some children that are in a

language and literacy group they are regularly writing different genre of writing because they are still not learning how to spell or how to read. So yeah, scaffolding is needed because you're always going to have those learners that are not able to access the same learning without support and especially as they move through up to upper KS2 where there is less support available from adults, you couldn't have another group that has got a completely differentiated activity that is completely different like at the moment who is ever is the a read, write ink group would be doing completely different to someone in language and literacy that is true differentiation but the scaffolding allows you to teach the children all together with limited number of adults to help but still making sure all children are getting to the end goal.

AS- thank you, I seen in your class a visual timetable. What are views on a visual timetable in your class in regard to impacting your learners.

Interviewee: Yes, so the visual timetable I think is quit a good idea especially for your learners who really like to know the structure or routine of the day so they like to know what is happening and is expected and those whose who may struggle during transitions so for example this could be your learners on the autistic spectrum, your ADHD learners or even your learners with anxiety or trauma as they like to know what is happening. I feel the visual timetable gives all learners a clear structure and routine what is happening throughout the day but benefits particular pupils more as they can then anticipate and prepare themselves or with support from adults for what is coming next so it can make them feel calmer and make the transitions throughout the day more manageable and smoother for some learners. Like I have said it can help reduce children anxiety or may have had trauma or lived a life on uncertainty or lots of change as they know what is happening throughout the day. Even though it is up on display so all children can see it if they need, I personally do refer to it more for specific pupils in my class that I feel struggle more with the unknown and really need that understanding of what is happening at different times of the day otherwise this could cause a trigger for them so for example I will say to the child let look at our timetable now we have just done say maths and next it is break time. It does have it benefits and does impact some pupils more than others but at times I do sometimes forget to refer to it, just due to the busyness of the classroom and it takes time to update it accordingly, so it is ready and fits with every new day. I think sometimes due to the nature of a class and school environment things do pop up or change than initially planned and what meant display on the timetable, so I think it is important that we teach and support children with the skills at the same time how to cope and manage themselves during times of change as it happens in everyday life and not to be sort of fully driven by that set structure or routine even though I understand this can be super hard for some children and would take a long time if ever.

AS - AS – ok lovely, that is all the questions done. Thank you so much for your time.

Interviewee: No problem.

Focus Group Interview with Year 4 learners.

AS – Hi I am Miss Samuel, and I am training to be a teacher. I have come to your school this week to find out what your school does to support you and meet all your needs. I have already come into your both classroom during a lesson to see what support is available and how your individual needs are being met so I have some idea but now I want to hear your opinion on some of these things. When you struggle in class, I might look things that go on to help you so that you do not struggle anymore. Some of you may need extra help with some areas of learning for example support from you teacher or learning support, counting block to help you in maths. Some of you may need other things to help your learning or generally when you are in class or the school for example wobble cushions, blue tax to fidget with during lessons to help you in class, ear defenders to help you when things perhaps become too loud or you feel overwhelmed or some of you may need a classroom timetable that you can see during the day to know what is happening throughout your school day. I might want to ask you questions about how you think this helps you in school. Some of you may say you do not need any support in school, but I might want to ask you if you think it is a good idea that other learners get extra support while others do not. I might want to ask you if you know of the support that is given to other pupils in your class. All this information will help me get a better understanding of how you learn, and what your school does to support all children. You have the right not to answer any questions that you do not want to or that make you feel uncomfortable, and you have the right to withdraw from this research at any stage without any reason or having to explain yourself. This information will only be used for the purpose of my research, and you will not be identified in any way. Are you all happy to take part in this research?

All pupils: Yes.

AS – Ok great, **can you all begin by telling me your favourite lesson and why?**

Child E – PE because I like sports. I do gymnastics and trampolining outside of school, and I am really good at it.

Child C – Maths because you can learn all different things in maths, and they help you in other things as well.

Child J – Topic because it is just fun, and we can learn about different things.

Child P – Maths because you will use it in your life all the time and if you do not learn any of your maths you won't be able to get a job.

Child G – Maths because I find it a little bit easier than Literacy.

AS – Okay lovely, thank you. Next question, **do you feel included or part of your class?**

Child E – **yes.**

AS – Can you tell me why?

Child E - because **we all help each other when we are sad or stuck. Sometimes we have our little wobbles, but someone normally then helps you.**

AS – so helping each other when you need it and being kind to one another makes you feel your part of your class.

Child E - Yeah

AS – ok, Child C do you feel your included and part of your class.

Child C – Yes

AS – Can you tell me why?

Child C – because in our class we got this seneth and there is jobs so if you get given a job then you feel your one of the special people in the class.

AS – Does your teacher pick the people for the different job?

Child C – No, it is a class vote.

AS – ok good, Child J do you feel part of your class:

Child J – No

AS, - ok, can you tell me more about why?

Child J – because I am wild!! I am one on my own.

AS – okay great, Child P do you feel part of you class?

Child P – Can we say sometimes.

AS – Yes of course you can, whatever you feel.

Child P – ok sometimes but well most of the time.

AS – Can you tell me about why it is not all the time?

Child P – because there can be at times you can have arguments with people in your class and then sometimes you do feel you want to be in the class or as comfortable especially if the argument has not been sorted.

AS – ok interesting answer, once that argument has been sorted, do you then feel part of your class?

Child P – Yes.

AS – ok lovely, Child G do you feel part of your class?

Child G – yes because I got a good group of friends which make me feel happy when coming to school.

AS – okay thank you for your ideas. Are you all happy to continue?

All pupils: Yes

AS – okay fab, **can you tell me a time when you felt you belonged or welcomed in your school or classroom.**

Child E – I feel welcome because we I first started when I was in nursery, I remember making new friends which give me nice memories which I have always keep with me.

AS – lovely.

Child C – I feel welcomed when I come to school in the morning as our teacher and everyone says 'Bora da' or 'Prynhawn da' in the afternoon which makes you feel nice and warm inside that people care about you.

Child J – I feel like I am welcomed in my class when my teacher gives me a hug in the mornings.

AS – great, how does that make you feel Child J

Child J - It makes me feel happy.

AS – Amazing. Child P and G what about you can you tell me a time where you felt you belonged or welcomed into school or class.

Child P – When anybody feels upset, the teachers are always there to help you and ask you how you are feeling. I am part of the school senath and that makes me feel I am part of the school.

AS – Ok, I have never heard of a school senath before, can someone explain more to me about this.

Child C – well we haven't gone to any meeting yet for it but basically the class does a vote to who should be part. We got to go to meeting to share pupils' ideas or our ideas on what could be done to make the school better.

Child P – we basically got to go to meetings to see what we can do to make the school better.

AS- okay thank you, Child G what about you can you tell me a time where you felt you belonged or welcomed into school or class.

Child G – When I come into school in the morning and my teacher says, 'Bora da' and if it's been the weekend, she will ask what I did.

AS – how does this make you feel?

Child G – it makes me feel that she is happy to see me, and she cares.

AS – ok fab, **do you have support in your class or school?**

All pupils – Yes

Child E – from my teacher when doing maths.

Child C – either from my teacher or sometimes we have resources that can help us.

Child J – I have lots of support in my class like my wobble cushion, headphones, weighted blankets, and my teacher helps me with my work when I need her too.

Child P – my teacher helps me.

AS – ok fab, Are you all still happy to continue?

All pupils – Yes.

AS – ok great, can you now tell me a time where you felt supported in your learning or in class?

Child E – I got stuck on my work before and I put my hand up and my teacher come over and sat with me and helped me.

Child C – When doing maths, our teachers give us or we can go get maths resources from the maths area like blocks, number grids or line, multiparton grids. Whatever we need to help us answer the questions.

AS – okay great, Child J can you tell me a time where you felt supported in your learning or in class.

Child J – I can become overstimulated in class because it is too loud, and miss says 'Put the headphones on' to help me calm down.

AS – okay lovely answer.

Child P - I can't really think of a particular time as I always feel supported really when I need it.

AS – that fine, that is good to hear that you always feel you are supported. Child G what about you, can you tell me a time where you felt supported in your learning or in class?

Child G – one of my friends helped me when I got stuck on a maths question before.

AS – ok lovely so a bit of peer support. Do you know what you are doing well in your learning?

All pupils – not to really.

Child C – our parents go to parents evening and sometimes my parents tell me then what my teacher has said.

AS – ok, does your teachers tell you what you doing well in your learning?

All pupils – no not really

Child J – when it was parents evening, my mam come out with a happy face and said I am doing so well.

Child P – well, when I was in year 2 I had no idea how to do column method, I didn't even know what it was but now I can I am in year 4 I can do add, take away 4/5 digit number in the column method.

AS – That's great.

Child G – I know if I am doing well in maths because my dad is a maths teacher so when we are doing maths in the house, he tells me what I have got right and where I have gone wrong.

AS – okay lovely, **do you know how you can improve you work or your learning?**

Child E – yes, our teacher says if we got it right, we have pink writing and then the green writing what we can probably do to improve

AS – pink writing is what you have done well, and then green writing is what you can improve or do better next time.

All pupils – yes.

Child P – if we make a speeling mistake she will put that in green or in maths she will put a green shot next to the questions that we need to check and improve.

AS – ok fab, do you find anything challenging in school?

Child E – yes division in maths because I have got a calculator, I use it but I don't really get it the divided bits.

Child C – when you don't really get something but it could be a maths test so you can't really ask your teacher for any help so that can be tricky.

AS – ok, Child J do you find anything challenging in school?

Child J – when I get angry, and I feel then I can't be in the class. We are told by teachers that we need to respond rather than react, but I find that really hard sometimes.

Child P – yes you can find that hard sometimes Child J but you're getting better at it.

Child J – that's true.

AS – okay lovely, child C when you do become angry how do you feel this impact you're learning.

Child J – well I cannot concentrate or do any of my work because I can't let things go very well or quickly so I need sometime out of the class or to talk to my teacher to help calm down.

AS – ok so until your calm then you're ready to learn again.

Child J – yes.

Child P – I am little bit like Child J answer, if I am a little bit sad about something I can't leave it go and concentrate on anything.

AS – Child G what do you find challenging in school?

Child G – I don't know. Actually, literacy lesson can sometimes be hard for me.

AS – ok, can you tell me more about that?

Child G – I am not very good at spelling, so I find it hard when we have to do lots of writing.

AS – okay thank you, are you all still happy to continue.

All pupils – Yes.

AS – fantastic, **what types of help do you feel your teacher or learning support use to help you learn better.**

Child E – like I have said before, **green writing so I know how I can improve and when I put my hand up and say, “I am stuck, what shall I do” and my teacher comes over and help me what to do**

Child C – **when they give us feedback straight away** like what we can do better or improve this little mistake and then it will be better.

AS – okay lovely answer. Child J/G/P what to do you think?

Child J – well it is the **opposite to Child C answer as if miss has told us what to do and then we ask her again what to do she goes “did you not just hear me” but she does work out the first math question with us all together before we do the rest on our own to show us what we need to do.**

Child P – **she tells us that mistakes are marvellous which makes me feel good to release that mistakes are good and help us learn and when she gives us examples before doing the work by ourselves.**

Child G – **when my teacher comes over to help me when I am stuck.**

AS – okay fab, **what types of help do you feel your teacher or school could improve to help you feel more part of your class or learn better.**

Child E – **maybe when she writes on the board, write it so we can understand it.**

Child C – I don’t think anything could be improved as I feel everything the school and my teacher does is good enough.

AS – Okay great.

Child J – Well sometimes when I shout out in the class or get on the teachers nerves, **she calls the office for anything. I am just like “Why are you calling the office!”**

Child P – **whatever your upset or something and you might be talking to a teacher about it and then miss says you got to be in your seat in 5 seconds and then she counts down and if you are not in your seat because your talking to someone, she just shouts at you to sit down.**

AS – ok, how does that make you feel?

Child P – it makes me feel sad because I feel I have not said my feelings and the problem has not been sorted.

AS – ok I understand, that might link back to your response earlier where you said that if you are sad you can not concentrate on your learning but if you have not had that time to talk to someone then I can see why you find this hard. What about you Child G?

Child G – Sometimes I tell the teacher what someone has done to me on the yard and sometimes they say “stop tell taling” and then they don’t do anything. They say they are going to talk to them about it but they don’t, they just stay talking to different teachers.

AS – ok, how does this make you feel?

Child G – I feel they sometimes are not listening to me.

AS – okay nearly at the end now. I am going to ask questions now about some different support I have seen being used in your some of your classrooms. So, when I was in year 4 class, Child J I saw you were sitting on something as well as some of your own friends in your class. Can you tell me more about this as I have never seen them before?

Child J – it is my wobble cushion that I can take everywhere in the school so it lets me have the wobbles but in my seat.

AS – ok, what do you think of your wobble cushion.

Child J – it is amazing.

AS – do you feel it helps you in the classroom.

Child J – yes, it helps me stay in my sit and focus on my teachers as otherwise I am walking around all the time, doing cartwheels, and getting distracted but then my teacher says where your wobble cushion and then I get it so I can then still move but on my seat. We also have weighted blankets.

AS – ok what do you think about the weighted blankets.

Child J – it keeps you in place.

Child P – I think it is like a warm hug wrapping around you as it is so bag. It has sand in it and is really heavy, so it is massive hug.

AS – ok, how do you feel it helps you in the classroom.

Child P – when your sad it feels you’re having a big hug around you to comfort you.

Child J – they can make me feel calmer in the classroom especially when I am becoming overstimulated.

AS – okay great. I saw you worked with your partners next to you a lot during the lessons before you told your teacher your ideas. How do you feel about this?

Child J – it is fun because you can share with your friend first before sharing with the whole class

Child E – I like it because can get advice from someone else.

Child C – it is nice to know different ideas but sometimes you can go with other someone else ideas more than your own.

AS – how do you feel it support your learning?

Child C – we can learn from one another and work things out together.

Child P – we can share our ideas with a friend first to see their opinions on our answer before sharing it with everyone.

AS – ok, Child J/E/G anything you wanted to add or say.

Child J/E/G – no.

AS – ok that's fine, so I seen your teacher offered you all blue tax before the lesson to fidget with. Can you tell me what do you think about it.

Child P – I love it.

Child J – and me.

Child G – I don't really have it.

AS – ok do you feel it supports you in class Child J and Child P.

Child J – it helps me concentrate.

Child P – well miss give it to us to stop us fiddling with other things like pens that can make noise and be distracting for other people.

AS – ok great, so some of you said earlier that you sometimes get extra help from your teacher. What do you think of this?

All pupils – I like it.

AS – ok, do you feel it supports your learning and if so how?

Child E – Yes because if you are stuck, she can help you understand better, so you then do the work.

Child G – yes, same reason as child E.

Child P – Yes, because it helps you understand better, but you can also ask her questions about the work to see if you are doing it right or you need change it.

AS – ok great, last part now I have seen in your class a visual timetable of the school day. What do you think of this?

Child J – I love it because it gives me a clear structure of the day which I need because sometimes I don't cope well when I don't know what is happening or what is expected at different parts of the day, so this help me understand and feel calmer as I know what is coming next and what I need to do.

AS – okay lovely answer.

Child P – me too, I like it because I know what is happening throughout the day but it is on our wall for all of us to see but my teacher sometimes shows it more to other children in our class throughout the day like Child J.

Child C/E/G – yeah, she does do that.

Child G – its ok, but I don't really look at it or need it.

AS – do you know why she shows the timetable more to other children throughout the day.

Child P – I think it is because they can become frustrated and upset more in school at times when they do not know what is going on.

Child J – like me, I need to know.

AS – okay, that's all the questions. Thank you all very much, you have done so well and tried your very best to answer everything I have asked. You can make your way back to class nicely.

Appendix 9 – Questionnaire Questions and Responses

1. Do you feel you promote an inclusive practice for all learners

[More Details](#)

● Yes
● No

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Question 2: If yes to Q1, can you provide some examples of strategies or practices that you use to foster an inclusive practice?

Participants:	Responses:
1	Differentiated activities linked to ability; targeted support from support colleagues where necessary
2	Flexible seating allows children to find a comfortable writing position on the floor if struggling with conventional seat at table. Limit time sitting on the carpet throughout the day. Differentiation of tasks and practical fun activities to promote skills independently.
3	All children are given the same opportunities. Where children have individual needs, support is put in place to try and allow them to access the same as others.
4	We provide a variety of areas for the children to access. Sometimes this is directed. At other times the children can choose which areas to access and how they will use the resources. We have some children who find it difficult to regulate their emotions. We have a Colour Monster corner where the children can develop their emotional literacy by placing their name on a colour monster matching their current emotional state. This is also a relaxing safe place where children can access at will to help them regulate their emotions. We keep a fairly regular timetable and share this at the beginning of the day. Both as a text and visual timetable. This aids the children who need routine. We regularly engage with parents through the Class Dojo app and share how the children have been and what strategies we have used. We have one child who finds it very difficult to come into school in the mornings. He calms quickly when distracted so I now arrive at the gate to meet him with a litter picker and bin. He likes to have 'jobs' to do. Another child has one-to-one to enable him to access the curriculum appropriate to his needs.
5	There is a timetable where learners are completing purposeful activities throughout the day. Intervention activities run throughout the day to make sure basic skills and well-being activities are completed to develop these skills. Parts of the classroom are developed to promote well-being, literacy and numeracy as well as enquiry work.
6	Differentiated learning resources. Differentiated questions asked to children during input. A calm area/regulation area including a blanket, fidget toys, mindfulness colourings.

7	Differentiated work, small groups, targeted interventions such as Dyslexia Gold, Thrive and ELSA, 1:1 staff, tools to help with regulation such as wobble cushions and weighted blankets.
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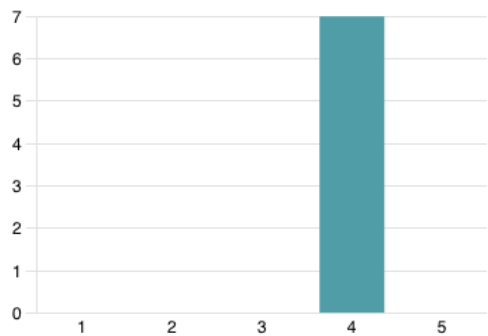
Question 3: If no to Q1, what more do you think could be done?	
Participants	Responses:
1	I always think more can be done and am looking for new ideas to support busier children to develop their independence and ability to complete focused tasks

Question 4: What do you understand by the term "inclusive practice"	
Participants	Responses:
1	Allowing all children to access an activity or series of them, regardless of any learning difficulty or status
2	Catering for all the differing learning styles.
3	Ensuring all children have the best possible chance to learn and access to education regardless of individual circumstances or needs.
4	A space where all children can access their learning or the learning environment at an appropriate level where they can be challenged, engaged, and supported. This could be due to the layout of the room, how resources are presented / differentiated or how adults support, question, and challenge.
5	This means that your classroom is set up to cater for all abilities, both genders, with resources which can be used independently throughout the day whenever they need them.
6	An environment with measures put in place to make learning accessible for all. These can be tools for behaviour, emotional regulation and to close the gaps in the children's education.

5. On a scale 1 to 5 (where 1 is not at all confident and 5 is extremely confident) how confident do you feel in promoting an inclusive learning environment?

[More Details](#)

4.00
Average Rating



6. To what extent do you believe that promoting an inclusive practice influences the overall teaching and learning in your classroom.

[More Details](#)

Not at all	0
Somewhat	0
Moderately	0
Quite a bit	4
Completely	3



Question 7: Please provide details to the above answer.	
Participants:	Responses:
1	Whereas promoting inclusive practice is important and vital for allowing all children to take part, it must be the preparation, knowledge, skills, attitude and performance of the teacher that allows their pupils to access learning most effectively. This is obviously coupled with the attitude of the pupil and the nature of the task.
2	I try to think about my learners when planning activities. I try to listen to pupil voice and go with what the children are excited about learning.
3	All children are planned for each week, including interventions for those children that may need them.
4	We are constantly thinking about the classroom, activities, and routines from the children's point of view. We know them well enough now that we can reliably predict how they will respond to various situations and stimuli and plan appropriately. The Foundation Phase allows us to challenge all learners appropriately.
5	The most effective practice provides opportunities for all learners and if the work and the resources you have are accessible for all of the pupils then they will all feel included in their learning. As well as this, if the work that is set is relatable to the learners it will apply more to them.
6	Ensuring learners are supported to develop in their own individual way, supports their progression. Providing learners with the support to understand their emotions and ways to regulate themselves always them to be ready to learn.
7	There are many children that have needs as individual as they are. Unless you spend time understanding the individual needs of the children then they will not thrive. If you look at Maslow's hierarchy of needs children need to feel safe, belong and have a higher self-esteem before they can learn.

Question 8: What do you perceive the benefits are of promoting an inclusive practice?	
Participants:	Responses:
1	Allowing all children equal access to a series of activities. Allowing all pupils to have equal opportunity to improve.
2	Creating a safe learning environment where all the individual needs of the children are met.
3	No child should be left behind or excluded from accessing an education. It is also valuable for children to see that individuals have different needs and may need to have different support in place.
4	All children are able to access their learning at an appropriate level of challenge. No children are bored, as they are not challenged. And no children are in a state of

	anxiety as they are taken out of their zone of proximal development and into their panic zone
5	Learning is more effective as they feel safe and valued.
6	Each child has an opportunity to make progress.
7	An inclusive learning environment supports learner engagement and improves standards in the classroom. This then improves the children's life chances.

Question 9: What do you perceive the challenges are in fostering an inclusive practice ?	
Participants:	Responses:
1	Time (preparation) staffing ratios
2	Resources. Time constraints and full nature of the curriculum and schemes we follow.
3	Staff shortages can sometimes put pressure on meeting the needs of some learners with individual needs.
4	Energy. Constantly reflecting and predicting. Time and money. We often attempt to develop our environment, but often have to compromise. All children change as they develop, as do their needs. We also have the constant strain of developing an environment that caters for a variety of children with widely varying needs. We mainly do this through challenges, choice and developing their independence.
5	Planning can be an issue and making sure that everyone is working at all times. The environment has to change to meet the demands and that can be challenging at times. Making sure that resources are refreshed all of the time, a time restraint is something that teachers have.
6	It can be difficult to ensure you have extra resources. It can be time consuming to prepare and consider what and how you need to differentiate.
7	In order to create a learning environment that is truly inclusive, you need to spend time getting to know the children on an individual basis. This can be time consuming, but the benefits outweigh any negatives. Collect information from other adults and use every resource at your disposal to build a picture of the whole child.

10. In your opinion, are there factors that you feel positively influence an inclusive learning environment.

[More Details](#)



Question 11: If yes to Q10, what are they and why?	
Participants:	Resources:
1	See above
2	An interesting learning environment where everything is clearly labelled do that the children can access all materials and work creatively and independently with them.

3	Flexibility. A reflective practice. Open to ideas from everyone (park your ego). Be willing to make mistakes, take chances. Constantly look for ideas. Try to see everything from the children's POV.
4	Teacher effectiveness. Reflection of teachers and how certain areas are working. Meaningful resources which are readily available. Safety which is paramount Good working rapport with learners and staff.
5	Allowing pupils to communicate confidently. Provide a space in the classroom for pupils to go to if they need space from their table or away from others to concentrate more. Pupils are then able to sit at a table or space without distractions around them, they can freely regulate themselves and come back when they are ready to fully engage.
6	The relationship between staff and children is really important. They need to trust the support you are giving. Good communication with parents is key too. I ask parents to send me a message on Dojo if they have had a difficult morning so I know what to expect when they arrive.

12. In your opinion, are there factors that you feel negatively influence an inclusive learning environment.

[More Details](#)



Question 13: If yes to Q12, what are they and why?	
Participants:	Responses:
1	See above (challenges)
2	The rigidity of schemes and the scale of everything that needs to be completed within the curriculum.
3	Rigidity. Thinking all children are the same. Lack of money. Laziness. Lack of motivation. Going stale.
4	If learners aren't trained to use areas and resources effectively then it is a waste of time doing things.
5	A pressure for pupils to complete work in a certain amount of time.
6	Sometimes the needs of different children clash so managing the learning environment can sometimes feel like a juggling act.

14. Do you have learners with Additional Learning Needs (ALN) in your classroom currently or you have previously encountered in your teaching experience.

[More Details](#)



Question 15: If yes to Q14, what strategies or practice did you/do you take to create a sense of belonging and inclusivity in the classroom for the learners with ALN?

Participants:	Responses:
1	Differentiation of task & opportunity. Increasing time constraints. Adequate support and clear success criteria that is fully understood to all children to achieve a level of success that is appropriate for them
2	Flexible seating. Dojo rewards Visual timetable Game playing -board games to promote turn taking.
3	Checking in with those children at regular intervals. Ensuring they have access to Thrive / Elsa where applicable. Visual timetables on the wall. Extra scaffolding and support through support staff and resources.
4	See previous answers.
5	-Learners were always doing an activity whether it was with myself or an LSA. Their abilities were always taken into consideration. -Expectations of work were relative to their abilities. -Some learners have been given specific tables to work on away from external distractions.
6	Building a good relationship for pupils to confidently communicate if they need more support. A calm area. A working area without distractions. Allowing all pupils to make use of the calm area and adopting strategies for the whole class. Explaining things clearly and writing the steps down in the board.
7	Movement breaks, wobble cushions, weighted blankets, one to one time to discuss emotions, lessons to support social, emotional, and behavioural difficulties that may arise, social stories, differentiated tasks, smaller groups with an adult and seating arrangements are some of the strategies I have used.

16. Have you found those strategies or practices given for the above answer (Q15) to be effective for supporting learners with ALN.

[More Details](#)

Yes	6
No	0
Some	1



Question 17: Please give details why to above answer.

Participants:	Responses:
1	See above 15
2	Wellbeing is a huge focus as emotional difficulties prevents pupil engagement.
3	It allows learners to work to their potential and develop their own strategies to manage their learning and social skills.
4	We see as much as possible for their POV. We discuss with other professionals and seek support from outside agencies where appropriate.
5	Each learner is different and when some methods work for some won't work for others. Therefore, making sure that you trial lots to find some methods that work for you and the learner.
6	Providing pupils with strategies.

7	Often learners will display behaviour that is undesirable. Behaviour is a symptom of a need. By providing them with a tool to regulate or access the learning easier you meet their needs and the undesirable behaviour reduces.
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Question 18: What adaptations do you make or have made to your curriculum, teaching methods and learning environment in order to support and tailor for learners with diverse ALN?

Participants	Responses:
1	Differentiated task, success criteria and level of support
2	Pupil led learning, getting ideas from the children and fitting those ideas to the skills that need to be covered.
3	Different expectations. Brain breaks for those children that require them with firm boundaries.
4	Differentiated challenges. The child with a one-to-one has a now and next routine. He is only expected to work for his age in minutes plus one before having a change in activity. Another child has very rigid routines. We have children who have a numeracy age 2+ years above their CA. We challenge them through reasoning tasks and allow them choice when it come to other maths challenges.
5	Differentiation is included to suit their needs and sometimes taken from other Progression Steps. Interventions are set up to develop and enhance basic skills.
6	Training to support learners specifically. Pupils provided with extra support, providing pictures and examples.
7	Calm corner including colour monsters, weighted blankets, differentiated instruction, small groups etc

Question 19: How do you promote understanding and acceptance among learners regarding their peers with ALN?

Participants:	Responses:
1	If differentiation is a regular feature of the classroom, then all children recognise it for being the driver to allow them to achieve success. Realisation that success can look different for different learners needs to be understood across a peer group.
2	Game playing
3	Honest and open approach. Explaining to children in child friendly speak if certain children have different needs.
4	We discuss situations as a whole class. we foster a sense of community through collaborative activities. We encourage all children to share their thoughts and feelings. We want all children to be heard.
5	Group work, talking about being unique, supporting inclusivity, embracing differences.
6	Learners are taught how to recognise their emotions and discuss ways they can regulate in the classroom environment instead of during 1:1 times with an adult. This builds acceptance amongst the children and they see the different aspects of class life that can overstimulate someone. Children are encouraged to respond instead of reacting.

20. Are there any challenges you have found in adopting inclusive practice for learners with ALN?

[More Details](#)

Yes	4
No	0
Sometimes	3



Question 21: If yes or sometimes to Q20, what are they and how have you addressed or overcome them?	
Participants:	Responses:
1	See answers above!
2	Needing 1:1support for pupils.
3	Lack of staff sometimes creates more of a challenge.
4	You feel like you are being pulled in several directions at once. You just have to keep trying, keep questioning yourself and reflecting. But also accepting that you won't get it perfect but you just have to try your best.
5	Time consuming, keeping a bank of resources.
6	In order to create a learning environment that is truly inclusive, you need to spend time getting to know the children on an individual basis. This can be time consuming but the benefits outweigh any negatives. Collect information from other adults and use every resource at your disposal to build a picture of the whole child.

22. Have you participated in any professional development opportunities related to teaching and including learners with ALN

[More Details](#)

● Yes
● No

5
 2



Question 23: If yes to Q22, do you feel this has influenced your teaching practice and if so, how?	
Participants:	Responses:
1	Understanding success in small steps - the Bsquared programme that provides a broken down success criteria for the curriculum (pre and present Donaldson curriculum) allows a practitioner to find the next steps to allow a learner (especially ALN) to achieve a level success appropriate for them. Having an experienced support colleague is also vital.
2	It's always useful to develop understanding of ALN and continually strive to improve teaching to enhance learning experiences for all children, not just those with ALN.
3	I am now more able to observe and understand students with trauma and ACE's. It has allowed me to be more empathetic and give them more time to process and deal with things. We have been given ASD training which allows us to understand them more and know what strategies to use in different situations and with individuals who require more structured and firm boundaries in place.
4	Yes. Provides lots of information and an opportunity to talk to other professionals is brilliant to gain an understanding of good practice.
5	Yes, our school has spent significant time and effort learning about best practices to support our learners with additional needs and now we have children accessing the curriculum that would otherwise end up excluded.

Codes:

Red - Teachers understanding of inclusive practice and its importance.

Blue – Benefits of Inclusive Practice

Yellow- Challenges to implementing inclusive practice generally and specifically for ALN learners.

Influential factors to inclusive practice;

- **Light Green**- Legislation
- **Light Blue** – Pedagogical strategies or practices
- **Pink** – Classroom environment strategies or practices

Dark Grey - Staff views on the impact and effectiveness of inclusive strategies and practices.

Orange - Pupils' views and examples of being included, welcomed, and supported in school or class.

Dark Green – Pupils recommendations to make them feel more included and supported in their learning.

Dark Red - Pupils views on the impact and effectiveness of some observed strategies and practices

Purple – Training and Professional Development.

Light Grey – Impact of training on practice