

All schools are striving to ensure that they are fully inclusive and supporting the needs of all their learners. The Salamanca Statement (1997) stated that all children had a right to receive an education that was appropriate and challenging. This reiterates the UNCRC (1989) who declared that it is the right that all children receive an equal education. An inclusive education is one that “accepts differences” (Peters, 1999: 1). Moreover, Warnock (1978) and Loreman (2017) describe inclusion as the removal of barriers and, instead, providing opportunities where all can develop. However, these definitions are vague and lack clarity. Nilholm and Göransson (2017) echo this stating that due to the lack of secure definition, there are inconsistencies in practice. Additionally, Crawford (2003) described the necessity for inclusivity for disabled people within education so that they grow into active contributors of society in the future. Hence, there is a requirement that inclusivity becomes crucial in the classroom.

The WG (2018a) aims to provide an inclusive education to all students. Many of these changes include the child-centred approach and term ‘Additional Learning Needs’ (ALN) replacing ‘Special Educational Needs’ (SNAP Cymru, 2018) due to the “stigma associated with the existing terms” (WG, 2018b: 7). This inclusive practice is further embedded into the Welsh education plans as Donaldson (2015) emphasised in his curriculum review the necessity for Progression Steps to measure pupil’s individual attainment. This is echoed by Sharp et al. (2009), Sylva et al. (2014) WG (2015) & Alexander (2020) who state that pupils learning should move at the pace of their stage and not age. Thus, this philosophy ensures that the learning is inclusive to all pupils as the curriculum is tailored to their ability. UNESCO (2005) reiterates this, stating that an inclusive education is ensuring that learning opportunities need to involve all aspects of life so as to not be exclusive.

I teach in a rural comprehensive school in Powys with over 700 pupils on roll. Within the school, there are 22% of pupils on the ALN register, and around 2% of pupils who access the specialist autism centre situated within the school. Utilising the LEPOLE (2021) model, my setting fits into the integration category as pupils are encouraged to attend their mainstream classes but are provided with a unit to access intervened support. Estyn (2016) commented that pupils from the autism centre, in my setting, are “integrated successfully into mainstream” (Estyn, 2016: 7). This integration, although not explicitly inclusion, has progressed from excluding pupils who had a disability, particularly pre the 1918 Education Act which made education compulsory for all (Historic England, 2021). The LDMLD (2021) describes how many people, such as the Misses White, tried to experiment with curing Student Number: 219004697 2 disabilities. Hence, further excluding disabled

children from a normal childhood. Atkinson, Jackson and Walmsley (1997) and Borsay (2005) both agree, stating that these schools for disabled children were a way of experimenting with medications to 'treat' its pupils. However, this exclusion developed into segregation as specialist centres were developed, such as the 'Cripples College' intended to provide all its students with a skill to allow them to go out into the workforce (Derwen College, 2016). Therefore, although society had not reached full inclusive, this shows a shift in attitude to being more inclusive to disabled people.

Although society has moved away from exclusion, there are still clear examples of segregation and integration, instead of inclusion. For instance, Powys County Council (2020) states that there are three special schools and two pupil-referral units, with which pupils from these specialist facilities could receive an education from a mainstream setting. Cobley (2018) reiterated this, stating that for an inclusive education, all pupils have the right to attend a mainstream setting. In contrast, Ceredigion a "sector leading" (Estyn, 2013: 7) county, pride themselves in offering a fully inclusive education with no specialist centres, but with tailored support available in the mainstream schools. However, Ceredigion recognises that they are not fully inclusive as a county due to the lack of Welsh-medium "hearing or multi sensory impairment" services available (WESP, 2022: 26). Moreover, Powys acknowledges that, under the Transforming Education program, most pupils with ALN "will be taught in their local mainstream school" (Powys, 2020: 7). However currently, there are not enough specialist facilities within mainstream schools to support the diverse ALN (Powys, 2020). Resultantly, there must be a closer relationship between specialist and mainstream teachers to ensure that all pupils receive tailored support. Estyn (2020a) echoes this, stating that effective practice involves mainstream schools working closely with specialist schools so that, specialist school pupils can gain qualifications whilst also providing mainstream staff with ALN guidance and support. Glass and Wise (2000), Skrtic (2005), ETI (2012) and Estyn (2019a) reiterate this, commenting that this practice supports inclusion for all.

Furthermore, using the Index Model (2002), there are clearly aspects of my setting that is ensuring inclusion is evident for all. These include: "Are all students encouraged to have high aspirations about their learning [and] treated as if there is no ceiling to their achievements?" (Booth and Ainscow, 2002: 53). Nevertheless, there are areas to develop and there should be more of an emphasis put into promoting inclusion. The BC (2010) states that ensuring an inclusive culture in schools needs to come from the senior leaders within schools. Hence, inclusion should form part of the school's priority for development. For instance, Lodge (2005) suggests that listening to learners

can be an effective tool for promoting pupil inclusivity. However, Wilson (2000) and Messiou and Hope (2015) argue that these opinions are not always used holistically which limits the reliability of the results. Resultantly, I will trial two strategies and evaluate their effectiveness for inclusion.

I have chosen to use Kolb's (1984) reflective cycle to organise my evaluation of two inclusive classroom strategies. Firstly, I wish to discuss the Cymorth spelling intervention that I provide in my setting.

Within my setting, I complete a spelling assessment for all pupils in Key Stage Three (KS3) and then calculate the standardised score for each pupil. Using this data, I then draw up Cymorth groups, based on the level of support required and time that I can provide. Both Linn and Miller (2005) and Mertler (2007) agree that Standardised testing is a good source of data that provides indicators for pupils that require additional support. Also, standardised testing as a tool is inclusive as, all pupils are at a level playing field. However, Kamenetz (2015), NUT (2016) and Carroll et al. (2017) states that, particularly with vulnerable learners, they will not perform to their highest ability when placed into a test scenario. I am certain that some of our ALN learners in school did not perform to their best ability as they just wanted to finish the tests. This leads to the question in how accurate this data is and whether this strategy is supportive for our most vulnerable learners in school.

Nevertheless, after analysing the standardised scores, it became evident that there were a high number of pupils who had a low spelling score (Appendix 1). Rahman (2020), Ofsted (2020a) and Crew (2021) state that the lost-learning caused by home learning is a major contributing factor due to poor spelling from learners. However, PHE (2020), CPAG (2020) and the NLT (2021a) commented that the loss of learning has increased the gap between the socio-economic groups. As such, it is suggested that the weakest spellers would come from the most deprived homes. In contrast, Waldron, Wood and Kemp (2016), Buckwalter (2016) and Curtin (2018) believe that spelling accuracy was on a downward trend due to advances in technology such as predictive text. Many pupils who had scored low extremely low in their spelling test are already placed on our ALN register. However, there were a minority of pupils who scored low on their spelling tests but are not on the ALN register (Appendix 2). As instructed by the ALNCo, I was only to support the ALN students due to a lack of available time on my timetable. However, this practice felt exclusive for 4 pupils who did not have an ALN label. Meijer (1999) and the NAfW (2019) state that schools do not have enough

money to provide top quality resources to their ALN pupils. Resultantly, as a school, the decision was made to prioritise the pupils on the ALN register with this Cymorth support.

Pupils were grouped in small, similar aged and ability groups and informed which lesson per week they would be receiving the support (Appendix 3). Fishbaugh, Berkeley and Schroth (2003), PHE (2014), Alexander (2019) and EEF (2019) state that children perform better when they are in a safe environment. Hence, I ensured that pupils were put in small, same year groups to ensure that they feel comfortable. Firstly, I gave pupils another spelling test of common exception words from the KS2 curriculum (Appendix 4). Using these results, I decided how many of the Snapwords per week that I thought the pupils would be able to manage, grouping them into a five or ten word scheme (Appendix 5). Kyriacou (2007) and Sharp et al. (2015) believe that it is important that pupils are effectively challenged in line with their progress being closely monitored. I decided that, also, I wanted to get parents involved to support the intervention. Both the DFE (2010) and Estyn (2020b) comment how a rise in attainment takes place when families are involved in the learning process. Therefore, I have emailed parents with a copy of the words we are completing and some parents have been fully engaged in the intervention (Appendix 6). I am relieved to see that, although not all, parents seem keen to continue with these spelling words at home.

Moving on to the reflective observation in Kolb's (1984) cycle, I will discuss my evaluation of these sessions and areas for development. Reflection is a fundamental aspect of teaching as it "allows teachers to continually improve their practice" (Scales, 2012: 24). Pollard et al. (2008) and Grigg (2010) reiterate this, stating that reflection is a tool for improving the quality of teaching. Firstly, I think it is important to recognise the benefits that have come from this strategy. Ultimately, many of the pupils within the Cymorth groups are having success with their spelling using these Snapwords (Appendix 7). In conversations with staff around the school, they are noticing how pupils are improving their spelling of these everyday words and are making phonetically sounding attempts at non-familiar words (Appendix 8). As pupils are targeting their priority words in the list, they are in charge of their own learning. The EEF (2018) states that an intervention is more successful, particular for older pupils, when they are able to see their progress and achieve goals.

Nevertheless, not all pupils are making the desired progress because they are not engaging with these spellings outside of the sessions. Watson's (1927) frequency and recency theory states that

pupils need to be constantly revisiting new content in order to fully understand and retain the information. Moreover, although all parents sounded engaged during initial conversations, not all parents have shown the same commitment in supporting their children with these spelling words. Epstein and Sanders (1998) state that most parents do want to support their children with homework, and Smock and McCormick (1995) found that approximately 50% of parents support their children with daily homework. Additionally, the DFE (1989) believe that effective schools keep parents well-informed about their children's progress. However, Hong and Milgram (2000) comment that parents are unable to create the correct learning environment at home and, consequently, cannot get students to complete their homework. Therefore, a more effective method is required in order to ensure that the learning takes place outside of the Cymorth intervention.

Additionally, I believe that I could be offering more support to pupils who are not on the ALN register, even if not by using Cymorth. My fear is that the longer we exclude pupils who are not on the register but have difficulties with their spelling in KS3, the larger the gap is going to be by the time they reach their GCSE exams. According to the IEE (2014), one of the five key messages to inclusion is ensuring that the support is offered as early as possible. Therefore, to be more inclusive, I have been looking at what support could be offered more widely to pupils that require support but who are not on the ALN register. The DFE (2017), Estyn (2020c) and Ofsted (2021) recognised schools for demonstrating how it tailored the curriculum to meet the needs of each individual student. Therefore, from analysing the spelling results, I could tailor my class teaching so that, for part of the lesson, students who scored lower than average on their spelling test receive high-quality teaching from me using the Snapwords in our English lessons. This would be far more inclusive practice and, as the IEE (2014) comments that, teaching for SEN pupils can benefit all pupils.

As I move onto the evaluative aspect of Kolb's (1984) cycle, I can immediately recognise that my practice could have been more inclusive. To achieve this, two lists should have been written identifying learners on and off the ALN register who would benefit from spelling support and passed around to English teachers. Additionally, for learners not engaging at home, I will ensure pupils write the instruction to learn their words into their homework planner. The PLB (2021) recommends pupils using homework planners because they allow for students to develop a sense of responsibility. Thus, this ensures that the pupils take ownership over their learning. Moreover, I will also contact each pupil's form tutor and ask for their assistance in supporting the spelling practise. Best, Jarvis and Ribbins (1980) believe that the role of the form tutor is to support each pupil achieving targets.

However, Marland and Rogers (2004) do recognise that, as a form tutor, not all will have the subject knowledge and confidence to teach a specific set of skills. In my setting, some form tutors are LSAs. Therefore, to support this potential lack of understanding, I will produce a small information pack that briefly explains the purpose and impact that ten minutes per day can have (Appendix 9).

Completing Kolb's (1984) reflective cycle with the abstract conceptualisation leads me to question the future of this Cymorth strategy. I will conduct the intervention with the new amendments in place. I anticipate that, with more engagement from home, pupils will achieve higher scores. Furthermore, as a standardised test is such a beneficial tool, I intend to provide pupils with another spelling test next term which will allow me to track the pace of the progress. According to Nason (2015), it is vital that the progress achieved in a learning activity is reviewed regularly throughout the teaching period. However, with the potential for another period of online learning in the Spring term, it is likely that I will not see the desired progress that would have been made in the classroom. According to Montacute and Cullinane (2021) during previous lockdowns, 84% of teachers surveyed stated that the attainment gap between special needs pupils and their peers. Therefore, flexibility with my targets for these pupils should be considered when I evaluate the impact of the intervention next term.

The second strategy that I wish to use Kolb's (1984) reflective cycle to analyse is the using a Learning Support Assistant (LSA) to target reading support on Accelerated Reader (AR) in the classroom.

Justice and Sofka (2010), Miller and Kelly (2014) and Duczeminski (2021) believe that being able to read allows pupils to be more ambitious, able to reflect and a more effective communicator. Hence, my ambition to support pupils develop good reading habits. In my setting, all learners in KS3 now have an AR account. AR prides itself on being able to increase pupils' reading and enjoyment for reading (NLT, 2016). After completing an initial reading assessment, it was clear that there were pupils who had extremely low reading ages (Appendix 10). The NLT (2021b), Christodoulou (2021) and the DFE (2021) all state that reading skills have been severely impacted during home learning. Therefore, it was very important for me to support the lost-learning due to home learning.

I decided that I would provide an LSA with a Guided Reading (GR) plan to target these pupils in English lessons (Appendix 11). GR uses Vygotsky's (1978) Zone of Proximal Development and Bruner's (1960) Scaffolding, in that, learners are supported by an educator and extended in their understanding with support in place. According to Kiehl (2020), GR does not often form part of the Secondary School curriculum. However, Moore (2021) states that there is often not a need for GR to be taught in the secondary school as learners already have developed reading fluency. Nevertheless, I decided that there was a necessity to conduct GR due to the low reading scores. Heston (2011), OSI (2017) and Mwaura (2018) all state that GR is a beneficial tool for supporting learners key reading skills such as understanding the text and making predictions. Additionally, Fountas and Pinnell (1996) and Richardson (2009) believe that the GR provides the learners the pupils with the strategies to decode text and read fluently. Estyn (2021) echoes this, commenting that GR supports pupils' learning of text specific vocabulary through directed questioning. However, by only focussing on this group of pupils, it does suggest that this practice is not inclusive. Both Estyn (2019b) and Ofsted (2020b) state that not enough attention is paid to middle ability students who tend to coast in lessons. However, I thought that this group of low reading ability needed this support more in order to progress with their learning in the secondary school.

To maximise the learning time of these pupils, I thought it would be best to utilise the LSA in the class with me to run the GR session. Sunderlin and Wills (1968) and Lindberg, Walker-Wied and Forjan Beckwith (2006) believe that each teacher should be supported by an assistant in the classroom. This is echoed by the Alberta Teachers' Association (2000), who summarise that the LSA can enrich the learning opportunities provided by the teacher. However, Mortimore et al. (1988) and Blatchford et al. (2002) both believe that the LSA should not replace the teacher because they do not have the expertise of the teacher. Franklin (2018) and Alston (2019) echo this, commenting that using an LSA with particularly groups of pupils means that this group misses out on the quality teaching time from the teacher. Moreover, Giangreco et al. (2005), Blatchford, Webster and Russell (2012) and the DfE (2019) state that we should not 'stick' these LSAs to the same group of pupils because they can become reliant upon them and will struggle when the support gets taken away. Fundamentally, I wanted to use the LSA to support the teaching of the reading small group, as directed through me. This practice is justified by the EEF (2015) who believe that the LSA should enhance the teaching, not duplicate.

Moving onto Kolb's (1984) reflective aspect, I can see that there have been some positives and some areas for development. Using Dweck's (2008) growth mindset as a group culture, pupils are being praised for their efforts, regardless if they pass the quiz or not. Ross (2008) echoes this, commenting that achievement stems from effort rather than talent itself. Thus, pupils recognise that the amount of effort put in correlates to the reward in their reading. Moreover, for pupils who do not engage with reading ordinarily, they required more motivation to complete the reading book. Kohn (1999) identifies the types of motivation that learners need, firstly extrinsic and the intrinsic. Although the aim is for pupils to be intrinsically motivated, I have had to provide extrinsic motivators such as treats to ensure full engagement.

Nevertheless, I do not know how well the pupils engaged in the book, only if they passed the quiz (Appendix 12) due to not getting feedback from the LSA. Therefore, I do not feel as though I am using the LSA to the full potential. According to the Professional Teaching Assistant standards in Wales, it is important that a "TA explores new ideas and techniques" (WG, 2019: 44), a philosophy echoed by Hammersley-Fletcher and Qualter (2010). Additionally, I do not know what GR training the LSA has received. For instance, Fisher and Blachowicz (2005) state that vocabulary is taught best when it is in the context of a book rather than discretely. Also, Cotton (1988), IES (2007) and Shanmugavelu et al. (2020) argue that we must provide learners with enough wait time to provide a well developed response. Additionally, if these pupils are being asked higher order thinking questions that stretch pupils thinking and understanding (Bloom, 1956). However, I am unaware if pupils are being explicitly being new vocabulary as it is encountered and are provided with high-order questions with enough wait-time.

As I move onto the third aspect of Kolb's (1984) reflective cycle, I can see that there are improvements that need to be implemented in order to fully embrace and benefit from this strategy. The main area for development is the delivery and recording of the actual GR process, rather than just seeing the end result. Rog (2012) and Estyn (2020d) suggest that keeping a folder with pupil records so that you can build up an assessment bank with how the pupils are doing. By using AR, we are building up this bank. However, we are lacking the assessment records showing the development of specific reading skills and, therefore, there needs to be information passed on from the LSA to teacher. PITT (2018) and Bromley (2019) agree stating that, for impactful learning, there must be effective communication between teacher and LSA. Thus, I created a record sheet for the LSA Appendix 13). This record taking formed a target which was included on their performance

management documentation, a popular target for improving the practice of an LSA (TP, 2013). To make this strategy become more inclusive, I have passed this strategy and resources to other English teachers because, as TCIP (2017) states, the more collaborative a school is, the higher student attainment in their learning. However, it is difficult to rely on this strategy to make the desired reading progress because there is not an LSA in each KS3 English lesson. Additionally, there has been a supply teacher shortage due to the Covid-19 staff absence and so LSAs have been stepping out of their role and into the role of supply. Hutchings et al. (2009) and the BBC (2021) reported that teacher shortages resulted in the LSA duplicating the teacher role and not fulfilling their duty.

Moving onto the final stage of Kolb's (1984) cycle, I have been able to evaluate the effectiveness of the strategy and how to ensure inclusivity. I have been working with the LSA to trial the new observation sheet with tailored questions which has been effective in providing information into the group (Appendix 14). Black and Wiliam (1998), DFE (2004) and WSCC (2021) highlight the importance of assessment steering the future learning opportunities, depending on the need of the pupils. Thus, I have included extra reading skills questions as appropriate to target the individual. Resultantly, this strategy has been a success in providing pupils with opportunities to increase their book level on AR. Pupils who have been targeted have made big increases in their reading ages (Appendix 15). As GTC (2009) states, measuring progress in pupil development from an intervention highlights the benefits for conducting it.

Nevertheless, my dissatisfaction at the lack of inclusivity is highlighted here. After analysing the second assessment completed by all pupils, there are a group of pupils who have slipped in their reading ability (Appendix 16). Dunne et al. (2007) and Messiou (2017) suggest that teachers will often target the SEN and MAT and will, instead, neglect the middle ability pupils to coast through without any targeted support. Therefore, it questions if whether the same attention had been put into this group, they would have made a similar level of progress in their reading. However, the EEF (2014) state that more progress will be achieved in an intervention when the pupils have a lower starting point. Thus, the average ability students will unlikely make the same progress as the targeted group. Nevertheless, with a finite number of resources, my decision was to target the lowest level readers. The Nafw (2000) noted that a money saving technique for schools is to cut the number of LSAs working. This is the realism within schools and, we are often seeing hours of LSAs being cut not added and, consequently, we have to work with the resources we have got.

In conclusion, Kaplan and Miller (2007), Unlu (2017) and Martindale (2020), describe an inclusive classroom is one where all pupils are supported to achieve their full potential. This philosophy is strived for by all teachers and is at the centre of Donaldson's (2015) Curriculum for Wales as it will "set high expectations for all" (WG, 2020: 3). Additionally, one of the principles underpinning the ALN Code is inclusive education whereby nearly all "young people with ALN are supported to participate fully in mainstream education" (WG, 2021: 38). However, Knight & Crick (2020) note that these documents do not ensure inclusivity for all pupils, instead it is focussing on pupils who are on the ALN register. Therefore, there must be an emphasis on ensuring that all pupils are included, regardless of their place on the ALN register.

As I reflect upon my practice, I do not think that I am as inclusive as I can possibly be. Ghaye (2011), Schon (2016) and Brookfield (2017) comment that reflection is an important tool for practitioners to use to evaluate and improve upon their teaching keeping the pupil progress at the forefront. However, there is not always a need for pupils to be offered the same support to achieve the objective, in this instance spelling and reading. The DFE (2013), HC (2018) and NYCC (2019), describe that not all pupils need the same provision and it is down to professional judgement to decide upon which pupil will benefit most from the extra support. Furthermore, as part of my reflection, I have chosen aspects from the inclusion index (2002) to put into a personal action plan to promote inclusion (Appendix 17).

Word Count: 4397

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Example Assignment – Mark of 71%

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