

Appendix 1 – Signed Ethics Form

SECTION A: About You (Principal Researcher)

Full Name:		Bethan Marie Wright			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	Institute of Education: Yr Athrofa
Campus:	Trinity St David Carmarthen
E-mail address:	1700164@student.uwtsd.ac.uk
Contact Telephone Number:	07964 066454
<i>For students:</i>	
Student Number:	1700164
Programme of Study:	BA Primary Education with QTS
Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

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
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		☐		
	Faculty Research Committee		☐		
	Other (write in) Dr Sioned V Hughes		☒	06.02.20	

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, 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.	
<u>UWTSD Research Ethics & Integrity Code of Practice</u>	☒
UWTSD Research Data Management Policy	☒
BERA (British Educational Research Association) guidelines – Ethical Guidelines for educational Research, 92018)	☒
The research is within the bounds of the normal classroom and in accordance with the ATHROFA guidelines for parental consent as per ATHROFA letter.	☒
Education workforce Council (EWC) research and Ethics Guidelines (2019)	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.					
Institution					
Contact person name					

Contact person e-mail address					
Has this individual consented to sharing their details on this form?	YES	☐	NO	☒	
Are you in receipt of a KESS scholarship?	YES	☐	NO	☒	
Is your research externally funded	YES	☐	NO	☒	
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
	Employed	YES	☐	NO	☒
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	☐
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

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				

SECTION E: Details of Research Activity

Indicative title:	How are children diagnosed on the autistic spectrum supported in mainstream education?		
Proposed start date:	10 th February 2020	Proposed end date:	1 st July 2020
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three 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 **Existing Research** has informed the proposed activity and explain

- *What the research activity will add to the body of knowledge*
- *How it addresses an area of importance.*

Purpose of Research Activity

To increase my personal understanding regarding the views of parents of children diagnosed on the Autistic Spectrum, whether they believe their child's individual needs are being met in a mainstream classroom.

To improve my teaching to meet the needs of children on the Autistic Spectrum and to work in partnership with their parents.

(this box should expand as you type)

Research Question

How are children diagnosed on the autistic spectrum supported in mainstream education?

(this box should expand as you type)

Aims of Research Activity

The aims of the research are to capture the views of parents, children and the teachers; to gathered valued opinions through the educational visit. Existing research such as that by National Autism Society (2019) state '63% of children on the autistic spectrum are not in the kind of school their parents believe would best support them.' Gaining a huge interest into this statistic, I would like to develop on this within my dissertation question.

The primary research that I wish to undertake will provide an insight into how it complements and effects children's learning within the classroom and improve professional practice.

(this box should expand as you type)

Objectives of Research Activity

- To explore the use of educational visits in schools, in particular within the special needs unit, this will be done by interviewing teacher, and questioning parents and observing the children elaborating by asking verbal question.

- To critically reflect on findings and consider how I can use this to improve and transform my professional 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.

Questionnaires – Depending on the child’s responses through the research period I may create and administer a questionnaire if I believe this will assist me to gather quality data. Through the creation of the questionnaires, I will adhere to follow the training provided by the university during my second year of study when designing and destruction of questionnaires was necessary for a specific module. The questionnaires will be focusing on qualitative and quantitative data, or both, depending on the focus. Furthermore, the questionnaire may be administered to learners, staff and parents. No names will be on the questionnaires, considering confidentiality at the heart of this research project. However, they may be asked to share their status in the school (i.e. pupil or teacher) if the questionnaire is completed by both learners and staff and a participant’s role is significant to the analysis. A cover letter will accompany the questionnaire. The questionnaire will be distributed via physical means and online to teachers, ensuring the results will be kept in a secure folder password protected. Once participants have completed their questionnaire, their response will be gathered and paced within the response pool for analysis. For the questions posed within the questionnaire, there will be numerous ways for the individual to respond. This includes provided answers to questions to gather quantitative and qualitative data with the option, if necessary, for the individual to further comment their opinion or experience. Before the participants submit their questionnaires, they have the right to retain their response. However, once I receive the participants response and it is added to the pool their will be no fair means of identifying their response in order to return it to them. This will be explained in the cover letter.

Semi structured interviews – this will involve questions prepared to ask children, teachers and parents when appropriate. I have chosen semi structured as I am not set on key questions and if an answer, I believe to be interesting, I would like to elaborate on this immediately. This will be done in an informal way to make the most out of the opportunities provided to me, as only a handful of children will be asked to participate in these semi structured interviews. I will be preparing emojis with a happy and sad face for the children to show me their assent and consent. No names will be used in the writing.

Observations – I will be observing different individuals during my research project to allow myself to gain a feel for the day-to-day life of the individuals in different environments, how they may preform, how the socialise, where do the concentrate more etc. I will be recording this information for my own research purposes, ensuring confidentiality is at the centre of this research. Both child and class teacher will have access to the diary I will be recording in. Following the observation, I will share the

notes with the class teacher and each child. The child can please a happy or sad face on the observation pages to show if they are happy or not for me to use the notes undertaken and recorded.

Video or audio Taping – I will record sessions that teach the different classes using both the outdoor and indoor environments in order to complete the children's levels of engagements in both mainstream education and special needs unit. I will record different groups and individuals answering questions in the informal interview. Photographic evidence may also be used but I will ensure that none of the child's faces are in the picture and that consent from the child is given by providing a smiley face or sad face on the work. Recording of good practice and interviews with the class teacher will also be done as evidence to reflect and look back on. I will ask permission from all participants for recording before doing this. Transcription will also be used once the audio taping has been completed, to ensure I have written up evidence. To ensure the children are happy with me writing up what they have said from the taping I will ask the children to hold up either a happy emoji face to show they are happy with me to use it or a sad face if they are not happy with me carrying this out.

Learning walks – To support my research I may conduct a learning walk through the school to observe displays and discuss certain aspects of provision with members of staff or pupils. These learning walks may be self-directed or facilitated by a learner, group of learners or member of staff. Prior to conducting the learning walk I will obtain consent from a member of staff. Prior to evidencing the walk (by means of written, photographic or audio methods) I will ask the participants who hosting the walk for their consent to use the information they provide in my research. We are able to use the Mosaic approach where 'this is a strength-based model for listening to young children that we developed (Clark and Moss, 2001 & 2005), based on earlier research supported by the Joseph Rowntree Foundation. Starting with a view of the competent child, the Mosaic approach combines traditional research tools with participatory methods in order to listen to the views and experiences of young children.'

Examples of children's work – Where I feel examples of pupils' work would support my research, I may request samples. Prior to gathering samples of work, I will ensure that I have the class teacher's consent and the consent of the pupils to which the work belongs. Upon gathering samples, I will take responsibility of the work and ensure that confidentiality and security is upheld.

Trial intervention – Depending on the initial research findings, the author may create or trial an intervention with pupils. If this is the case, I may wish to record the intervention practice and the outcomes of the intervention utilising the research methods listed above. Additionally, I may interview and record participants' opinion with respect to the intervention. Pupils will participate in the trial/ intervention on a voluntary basis and can withdraw from the trial/ intervention without notice. Additionally, the participants wellbeing will be monitored throughout the trial/ intervention.

At no time will children's and adults' names be recorded.

At no time will children's names be recorded.

Location of research activity Identify all locations where research activity will take place.		
The proposed study/ research activity will be conducted in the assigned elective school within the Athrofa.		
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.		
N/A		
Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒
	YES	☐
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 prevailing data protection law of the country in question and England and Wales.		

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☒	☐
Details of any other primary data collection method: Field Notes and learning walk.		

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

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 8? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here: (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?	
How many participants are expected?	About 100 participants in the school <i>(this box should expand as you type)</i>
Who will the participants be?	Approx. 40 pupils from different classes within the school. Approx. 30 Teachers. Approx. 30 parents.

	<i>(this box should expand as you type)</i>
How will you identify the participants?	Prior to conducting the research, I will discuss and seek advice from the head teacher or senior mentor in the school setting. <i>(this box should expand as you type)</i>

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			

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

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.

Full risk assessment completed and appended?

Yes

☐

No

☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

- May affect self-esteem through not being chosen as a participant in the research;
- Pupils may feel under pressure to give the 'correct' answer to the questions;
- Safeguarding issues could arise during the research;
- Anonymity.

How will you mitigate the Risk to Participant?

- All potential participants will give in consent forms. Pupils will be told that there will be a selection of children chosen at random. All pupils will be involved in the lesson.
- Pupils will be told that there is no consequences for anything that they say. I will make it clear that I want an open and honest answers. I will make it clear that the answer they give will affect their education in no way and there will be no repercussions in regard to the research.
- If any safeguarding issues arise during the research, Identifying the head teacher of the school as the safeguarding officer. I will inform the safeguarding officer at the school, immediately.
- Pupils will be made aware that all the data will be anonymised and will remain confidential. They will be aware that no pupil will be able to be identified from the research.

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

N/A	
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to Investigator: • Allegations from pupils in the classroom whilst completing the research. • Possibility of being accused of favouritism by pupils who are not part of the focus group. • Accusations of fabrication or falsification of data. • Possible power imbalance with myself as a teacher researcher. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Investigator: • The majority of the research is during a normal classroom activity. During the interview, there will be another researcher in the room. • All potential participants will give in consent forms. Pupils will be told that there will be a selection of children chosen at random. All pupils will be involved in the lesson. • I will ensure that I follow the UWTSD and BERA ethical guidelines when conducting this research. • Pupils will be made aware that participation is voluntary, they have the right to withdraw at any time, without consequence. Consent will be obtained from parents/ carers and the child.
University/institutional risks	
Risk to University: • The need to uphold the good name of the university • Not falsifying any data which could impact the representation and standards of the university Not behaving in a way that could impact the relationship between school and university.	How will you mitigate the Risk to University: • I will make sure that I follow the UWTSD and BERA ethical guidelines when conducting my research task. I will behave in a professional manner, at all times. <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
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What de-briefing and feedback will be provided to participants, how will this be done and when?

I will not be providing feedback to participants as it is not relevant for the research. If the participants request feedback from the response then I, as the author, will provide a summary of the data collected.

(this box should expand as you type)

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.

Participation Consent – Children

I will converse with my class teacher and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask children identified to participate whether they wish to participate, e.g. use happy and sad face. If they show me a happy face, then they are willing to take part. If they show a sad face, they are not willing to take part. This will be an individual exercise so that children are encouraged to respond honestly with their interests and wellbeing in mind. Children will also be informed that they can approach me at any time and discuss their contribution to the research project and explain whether they wish to participate.

Participation consent – teachers

For the class teachers, I will ask them to sign a document if they agree to take part in the research. If they are not willing to sign this document, then I shall not use them in my research. The consent form will include a box for the participant to tick if they agree with the statements, e.g. I confirm that I have read and understood the information sheet stated with the above study. I have had the opportunity to consider the information, ask questions and had these answers satisfactorily. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. I understand that any information given by me may be used in future report, articles or presentations by the research team. I understand that my name will not appear in any report, articles or presentations. I agree to participate in the above study.

I will be following UWTSD data protection guidelines.

(this box should expand as you type)

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.

I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/ Parents etc. Only non-identifiable summary/ aggregate data can be provided in this way.

I will also place a statement on the consent form indicating that 'if you decide to remain anonymous, maintaining your anonymity will be a priority and every practice precaution will be taken to disguise your identity/ If you prefer anonymity, there will not be any identifying information on audiotapes and transcripts without your prior consent. All materials generated from this or any interview will remain confidential.'

(this box should expand as you type)

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwt.ac.uk/library/research-data-management/>).

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
“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.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve special category data (as defined by the GDPR)?	YES	NO
“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),	☐	☒
If YES, provide a description of the special category data and explain why this data needs to be collected:		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐

University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
“Cloud” storage or websites?	☒	☐
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
Confidentiality will be upheld by not requesting participant names on any piece if data collected data will be sorted in a locked cupboard and password protected computer. Any correspondence between my tutor and myself will be through a password protected e-mail account.		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
Raw data will be available to the university module lead and external examiner, on request. All data will be stored until the relevant research assignment goes through the university exam board. After this point, the data will be destroyed. All data will be archived on the university one drive and password protected in line with the UWTSD data management guidelines.		
List all who will have access to the data generated by the research activity:		
Researcher - Bethan Marie Wright Supervisor – Dr Sioned V Hughes Marker -		

List who will have control of, and act as custodian(s) for, data generated by the research activity:		
Researcher – Bethan Marie Wright		
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.		
Any electronic data will be held on a password protected USB stick. Only I will have access to the USB stick. Any hard copies of word or data will be stored in a locked draw. Only I will have access to the key. All data will be stored until the relevant research assignment goes through the university exam board. After this point, the data will be destroyed, All data will be archived on the university one drive and password protected in line with the UWTSD data management guidelines.		
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		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
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	☒
	NO	☐

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



NO

**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

Signature of applicant:

Bwright

Date: 04/02/2020

For STUDENT Submissions:

Director of Studies/Supervisor:

Dr Sioned V Hughes

Date:

Signature:

S.V. Hughes

06.02.20

For STAFF Submissions:

Head of School/Assistant Dean:

CATRIN PARLTON

Date:

Signature:

Catrin

14.2.20

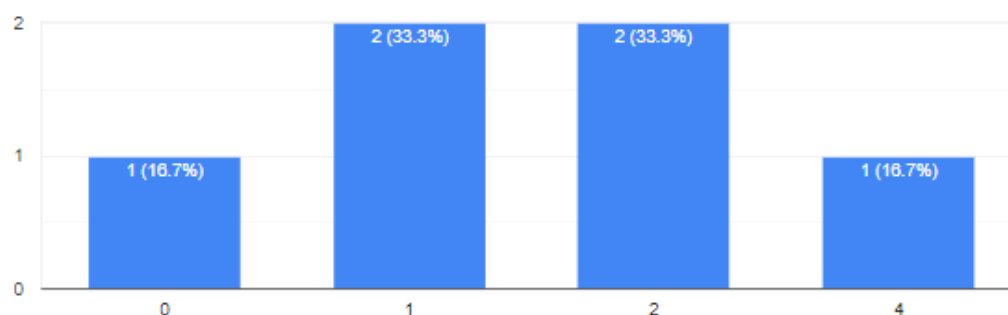
Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	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 (and have NOT completed Section H of this form) (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 Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

Appendix 2 – Results from Questionnaires

How many children in your class are diagnosed on the autistic spectrum?

6 responses



Are there any other children not yet diagnosed but show signs of being on the Autistic Spectrum?
How do you know?

6 responses

1 in the process of following the asd pathway

1 I recognise many of the signs the pupil is displaying.

2 - show clear physical signs (e.g. walking on toes, attraction to sensory stuff like water trays and light /shadows in the room), verbal signs (talking about something repeatedly, stating areas are too loud or delayed speech) and many other factors

2

Yes, they are. They display behaviours which are consistent with the autistic spectrum.

no

Do you provide support for parents? If so, what support?

6 responses

ALENCO support, annual reviews, educational psychologist, IEP

Yes. As ALNCo I meet regularly with parents to discuss their concerns and try to offer support as best I can, this may be contacting specialist teachers or referring them to outside agencies.

Yes, meetings to reassure them that we understand how they feel and map out the support we are providing in school. Only when the children are diagnosed.

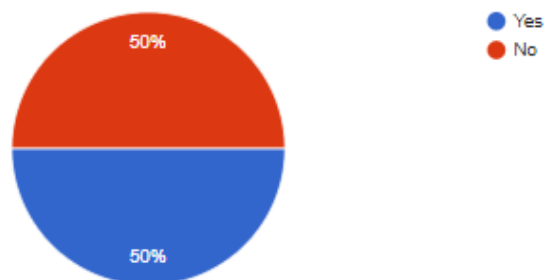
Support parents through annual review meetings, parents meetings, meetings with the ALNCo, support from the pastoral care team (if required) and making yourself available. We work in collaboration with parents to support their children within school and with supporting their children at home too.

We are open and have a good dialogue with parents. We talk about what we're doing in school. Perhaps we could offer more support for home if they feel it's necessary or would be helpful.

Close communication through class dojo and regular meetings

Do you feel you have sufficient training in Autistic Spectrum Disorders to teach children with autism?

6 responses



If 'Yes' what training have you been provided with?

3 responses

In house training on teaching pupils with specific learning difficulties

I regularly attend the Local Authorities training to keep myself updated on recent legislation etc. All staff have completed the ASDinfo Wales online training.

We have had training through our ALNCo as well as specialists. All staff have taken part in an online qualification focusing on ASD.

In your personal opinion do you feel children on the autistic spectrum should be in a mainstream classroom?



4 responses



Please elaborate on your response to question 6.

6 responses

The autistic spectrum is very broad and pupils are individuals. Some can be taught in mainstream others need to be supported in a unit

Over the years we have had a great many ASD children, both in mainstream and in the unit. It very much depends on the individual. Some children find it very difficult to function in a busy class and prefer the quiet, calmer environment of the unit. Each child's needs are met on an individual basis, it is not a 'one fits all' situation.

Stated above

It depends largely on the child. If they are able to perform well in a mainstream setting with or without support then I believe that this is preferable. However, for some children a specialist facility might be more beneficial which is more equipped to provide for children with such needs.

All children are different, and they should be in the setting which will help them to thrive. This won't be the same for all children.

There are varying degrees of autism and associated behaviours and some can be catered for in mainstream settings

The researcher is really interested in your views on this matter, please could you share these?

2 responses

It comes down to what is best for the individual pupil. If a child is not coping in mainstream it can often manifest itself through behaviour, where the child starts 'acting out' because they are finding things overwhelming.

Each individual circumstance is very different. As stated above, I have come across children on the autistic spectrum that are/are not suited to be in a mainstream setting. It is the responsibility of the class teacher, parents and ALNCO to communicate closely on these matters to constantly evaluate whether this is the case or not.

Appendix 3 – Typed up semi-structured Interviews

Child A

- I prefer the unit to the mainstream class
- It is more flexible in the unit; I can get up and move around when I need time away from my work.
- The teacher is very supportive and is always in class.
- We do more arts and crafts in the unit, that I really enjoy.
- We get free time which helps me to go back and finish work that I have not been able to finish.
- We mix with the other classes in the school at play time, lunch, eco committees and swimming with year 4 and 6.
- I like the smaller class as there is not too much noise.
- I find it hard to socialise with big groups, so it is much easier to make friends in the unit.

Child B

- I like the unit because the class is small and there is not as much noise.
- I like being in the unit as I found the work very hard in the mainstream class.
- I did not like to ask for help, as it would draw attention to myself.
- I do miss socialising in class sitting with my friends, but I do still see them at lunch, break, swimming and rugby after school.
- Work is still challenging in the unit, but Mrs Hughes wants us to challenge ourselves.
- Mrs Hughes is always supporting s and gives very clear instructions, which I'm not afraid to ask for help.

Child C

- I prefer the unit over the big class because I have learnt so much more, when I was in the big class, I did not understand the work and I did not like asking for help.
- I enjoy work in the unit we have discussions and debated which I really enjoy taking part in but would not have the confidence to do it in the big class.
- I find it easier to make friend in the unit because it is a small class.
- Mrs Hughes gives very clear instructions which I find very easy to follow and I know if I do not understand something, I can ask for help.
- In the unit I find it easier to talk about how I am feeling, and Mrs Hughes knows when I am having a bad day.
- Since being in the unit I feel a lot more happier when coming to school I feel relaxed.
- The unit has many resources like the I Pads which I really enjoy going on as a reward when I have completed all of my work.

Appendix 4 – Additional needs Policy

ADDITIONAL LEARNING NEEDS POLICY

This Policy should be read in conjunction with the Special Educational Needs Code of Practice for Wales 2002

At [redacted] we strive to provide opportunities for all our children to achieve success in a caring, safe and stimulating environment.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD states:

Article 23

Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

We are strongly committed to achieving the principles set out in the COP for Wales 2002:

- a child with special educational needs should have their needs met
- the special educational needs of children will normally be met in mainstream schools
- the view of the child should be sought and taken into account
- parents have a vital role to play and should be kept informed, at every stage, of their child's progress
- children with special needs should be offered full access to a broad, balanced, relevant curriculum

The school has approximately 600 pupils on role including Nurseries. We support a policy of inclusion whereby pupils with special educational needs are placed in mainstream classes. We also have a Specialist Teaching Facility catering for up to 9 pupils.

[redacted] Primary School works within a cyclical process of planning, teaching, assessing and evaluating. This process, in itself, is able to take into account the varying needs and abilities of most pupils, and enables them to learn and progress. Those pupils however, who do not show signs of the progress expected of their peer group, may have an additional learning need (ALN). At any time within Parkland Primary School it is acknowledged that there will be a number of pupils with ALN.

(The Warnock Report, which preceded the 1981 Education Act, stated that an estimated 20% of pupils would, at some stage, experience some degree of ALN.)

Additional Learning Needs

of which only a small minority - on average 2% - would be the subject of a Statement.)

It is recognised within the Code of Practice, that the needs of most pupils with ALN are able to be met within mainstream provision, and without a statutory assessment, or statement, and that all pupils - with or without a statement - should, wherever appropriate, be educated alongside their peers.

A special educational need is a learning difficulty requiring provision additional to, or different from, the educational provision made generally for children of a same age in school (COP for Wales 2002).

"A child has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of children of the same age;
- (b) has a disability"

The staff at Parkland attempt to respond to all pupils as individuals by reconsidering and restructuring curricular organisation where necessary and allocating resources to enhance equality of opportunity. We attempt to accept all pupils from the local community who wish to attend our school.

In addition to the 500+ pupils attending Parkland within the mainstream classes the part-time nursery classes, rising 3s nursery class and Oaktree (preschool playgroup) there are also those pupils within the Specialist Teaching Facility (STF). The STF caters for pupils with moderate to severe learning difficulties, aged from seven to eleven years. Thus the range of educational need to be found within Parkland varies from short term, minor difficulties, to the more long-term, severe difficulties. In order to recognise and meet these varying needs and abilities, it is necessary to offer a continuum of educational provision within the curriculum framework.

It is recognised by the staff at Parkland that all class teachers are responsible for the educational provision of every pupil within their class, enabling them to fulfil their individual potential. For some pupils, however, differentiated work, extra help or more attainable objectives may be required in order to ensure equal access to the same opportunities as their peers.

For those pupils experiencing greater difficulties, and who are in need of additional support, there are experienced staff, within the school, who are able to offer support and advice for class teachers, parents and for the pupils.