

University of Strathclyde, School of Education

Children Referred for Additional Support for  
Literacy Difficulties: Their Views of Being  
Included

A thesis presented in part fulfilment of the requirements for the degree of  
Doctor of Education

by  
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We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time.

(T.S. Eliot, "Little Gidding". 1942 from Four Quartets)

# Children Referred for Additional Support for Literacy Difficulties: Their Views of Being Included

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## **Abstract**

The *Education (Additional Support for Learning) (Scotland) Act 2004*, as amended, provides the human rights-based legal framework which underpins the system for identifying and supporting the additional support need of any pupil in Scotland. The *Supporting Children's Learning Code of Practice (2017)* details the duties on education authorities and other relevant agencies to support learning. In response to these legislative and practice frameworks, Scottish schools operate a staged intervention model (levels 1- 4/ stage 1- 4) for identifying and supporting young people with additional support needs in schools. However, despite these positive legislative and policy frameworks, the system does not always operate successfully to deliver the rights and entitlements of young people, in schools pupils with literacy difficulties continue to experience challenges in school, and a particularly difficult time appears to be at Stage 1 and 2 as the process begins.

The theoretical context for this research is the capability approach of Amartya Sen (1979). The purpose of this research is to document and explore differing pupil experiences of, and perspectives on, the support processes during Stage 1 and Stage 2 intervention in one Scottish secondary school. Using semi structured interviews and visual data techniques (pictures and photographs) the experiences and opinions of the young people were gathered. This research finds that the pupils did not have a depth of knowledge of the staged intervention system and did not feel involved or listened to throughout their experience. The perception of the literacy difficulties and challenges in learning framed the learner identity, and challenges continued despite staged intervention support.

It concludes that pupil voice is potentially a strong change-agent and that insights gathered from the pupil perspective offer an important source of data that could prompt professional reflection on the support processes adopted in schools.

# Chapter 1 Introduction to Study

## 1.0 Introduction

The context of this study is Scotland. The recognition of individual difference and entitlement was reflected within the framework of the *Education (Scotland) Act 2016* and the *Children and Young People (Scotland) Act 2014*. These set out the Scottish Government's ambition for services. This ambition encompasses the principle of inclusion which is delivered through the *Curriculum of Excellence (CfE)* framework and the inclusion framework, which is *Getting it Right for Every Child (GIRFEC)*. These policy frameworks therefore now encompass several key policy aspects which are now statutory requirements through the 2014 Act. A *Code of Practice (2017)* which was published to establish procedures and techniques to enact the Additional Support for Learning Act which included a four-stage intervention approach to further support learning and learners. It ensures that children's rights are at the fore by articulating how these rights manifest in practice from the pupil perspective.

The key duties for additional support needs within the *Education (Additional Support for Learning) (Scotland) Act 2004*, as amended (referred to in this thesis as the ASL Act (2004)), were directed towards identification, making provision and reviewing provision of children's rights and entitlement to additional support, should they need it. The Act clearly stipulates that children and young people are entitled to support whenever it was necessary, for whatever reason, for any duration and level of support should be determined by the individual learning needs of that person. The GIRFEC strategy hoped to promote a model of assessment based on the wellbeing wheel from CfE (Appendix 1). This assessment is known as the *Education Assessment - Part 1* (Appendix 2). The framework is intended to offer a clear link between supporting wellbeing to ensure needs are met whilst promoting the ability to achieve learning outcomes within the curriculum. Where circumstances are complex, a request for assistance from other agencies can be sought through the processes outlined in *Education Assessment - Part 2: My World Triangle* (Appendix 3). The aspirations of GIRFEC in coordinating and promoting integrated working are challenging and

difficult to implement. Ensuring a voice for the children and young people themselves is particularly problematic. To address this, some tools were developed, the main one of which is the ‘*What I Think Tool*’ (Appendix 4). This was an attempt to develop support packages and outcomes that are agreed with the young person rather than agreed for them. The amendments to the *ASL Act (2004)* gave parents/ carers and young people the right to request an educational assessment at any time. The request could be in writing, paper-based or electronic, and should detail the nature of the concerns. The *ASL Act (2004)* also places a responsibility on all educators to observe the young people in their care and identify additional support needs ensuring that the young person, rather than the labelled need was at the forefront of concern. The purpose of assessment is to help identify the support required to maximise health and wellbeing, learning and development.

The *Children and Young People (Scotland) Act 2014* was passed on 19<sup>th</sup> February 2014 and came into force in stages. As part of this Act, a scheme to introduce a ‘Named Person’ system was proposed to support the most vulnerable young people until the age of eighteen. The system was not wholly well-received. Parents’ groups were concerned that the way in which information could be shared by the named person and others was a breach of their rights and was not compliant within the European Convention (Alderson, 2016). Because of these concerns the scheme was ruled against in the UK High Court in July 2016 citing the European Convention on Human Rights. The Scottish Government is in the process of reviewing the procedures.

The suggestion that young people be involved in decisions made about them is not new. The 1994 Salamanca statement (UNESCO, 1994) endorsed inclusion to be the norm with a commitment to education for all. This was championed through Her Majesty’s Inspectors Effective Provision for Special Educational Needs Report (Scottish Government, 1994) by declaring full involvement of the child or young person. A manual of good practice (SOEID, 1998) subsequently stressed the importance of encouraging children and young people to participate in educational discussions, including the assessment and recording process. The feelings and perceptions of the pupil were to be sought and taken into account.

The current situation in Scotland therefore, is that statutory enforcement places the child or young person at the core of all decisions made with them and around them, and a duty on adults to work collaboratively with the young person. However, despite the long history of thought and argument about this, ensuring that true consultation happens can be problematic. There is contention about how much, and how authentic, the process of consultation and involvement is for the child or young person. My experience of working within support for learning and of being responsible for managing a pupil caseload of additional support needs highlights the frustrations and dilemmas pupils experience in making their voice heard. The principle of making support appropriate and proportionate to individual needs is a good one, but it requires careful assessment, identification and planning. The expectation that the child or young person to be actively involved in processes and procedures is also good, and the legislative advancements have safeguarded this as a right. However, despite these good principles and legislative advantages children's rights can still be difficult to deliver, and we need to understand why it is so hard.

## **1.1 Professional Background**

Teaching is a complicated job and qualities such as honest reflection, good heartedness, engagement with the school and other professionals and a willingness to recognise that teachers are also learners, all support the commitment to inclusive education. The commitment and responsibility towards inclusion in education is rooted in a moral purpose and in beliefs and values that should direct one's practice and actions (Norwich, 2013). Professional learning and developing a positive professional identity involves experiences and emotions and a strong motivation that a teacher can make a difference to pupils. This can drive pupil performance and, in doing so, their own professional development (Forde et al, 2006). Through such professional effort, teachers orchestrate their own professional identities and develop the competence and skills to sustain professional standards.

In Scotland, teaching is regarded as a profession that holds enormous responsibility because it influences the future of others. However, having a job as a teacher does not

automatically give you access to the ‘professional club’. It is a teacher’s commitment, intent, values, morality, innovation and adherence to ethical codes that accrues the honour of being a professional (Donaldson, 2011). This philosophy is captured by the *General Teaching Council for Scotland* in its creation of new standards, qualifications and professional recognition (GTC, 2014). It gives an expectation that dedicated teachers will develop an avenue to continue learning by taking opportunities to embrace new challenges whilst improving skills and their professional practice.

To summarise: the introduction of significant legislation directly impacting on the rights of the child with regard to additional support needs meant that these rights have been clearly established since 2004. The CfE and GIRFEC, the *Code of Practice 2017* and the legislative Act of 2014 and 2016 further enshrine these rights. Teaching professionals in Scotland have a duty to act on behalf of children, and an expectation that they will continue professional development, which includes professional development about inclusion and supporting children with additional support needs. However, the way that systems and the professionals that work in them respond to these frameworks and legislative moves determines the outcome for pupils. This is the issue that this study explores.

## **1.2 Personal Background**

I have been teaching for twenty-eight years and for the last fourteen years I have worked in additional support needs. I worked in Additional Support Needs schools and then spent the last ten years specifically as a support for learning teacher in a mainstream school. I work in a large comprehensive school and work with young people across all subject areas. The school anticipate an average of ten percent of the school role will require additional support, which equates to over one hundred pupils having contact with the department each year.

My job involves building relationships with the pupils, supporting them to realise their strengths and helping them to build strategies to overcome any difficulties and challenges they experience in school. A specific case load of young people with identified conditions such as autism, dyslexia, ADHD, and other physical disabilities



make up one element of my role and responsibility. However I also have a responsibility to support all pupils, all learning, and all teachers to make the school a more inclusive institution. Recently there has been an increased accountability to work with partner agencies. Planning for individual pupils requires a process of engagement with pupils and teachers to fully understand the learning profile of the young person, only then can informed decisions come together to present an appropriate and effective support plan. Meetings with the pupil, parents/ carers, and partner agencies establish the effectiveness and impact of the supports and strategies we put in place. As I come across new 'conditions' and learning difficulties I have to extend my own knowledge, so that my practice improves. This is a core driver for my own professional learning.

The problems I see every day are young people continuing to struggle in school with literacy. These literacy difficulties are not confined to the English class but manifest in all subjects across the school. The dynamics of a classroom can be particularly challenging for a learner with an identified condition such as autism, but are equally challenging for the learner who has an unidentified language and communication difficulty. The relationships in the classroom in such cases make a huge difference to the experience of the pupils and their teachers. Where respectful relationships form as a consequence of hard work it is beneficial and central in establishing a positive environment in which pupils can develop their sense of agency and expand their capabilities.

Rights extend to all children. However, I know that all young people need a forthright advocate to 'fight' for their 'rights'. I recognise that the duty is placed on educators by law to provide quality education that is inclusive to all learners and believe that that as teachers, me and my colleagues also have a moral and professional obligation to do our best for all learners.

Working in support for learning, I have witnessed some positive practice but am really concerned about the experiences in school of children who do not have a specific diagnosis but continue to have literacy difficulties. Learners with confirmed dyslexia receive an additional support plan, however, a learner who thinks they may be dyslexic

or who has literacy difficulties without confirmation of dyslexia, can often struggle and continue in school without anyone understanding their learning needs or giving them appropriate support. This presents an interesting group of learners. I am concerned that this group of learners do not have a voice and could get lost in the systems with no clear pathway to obtaining support and recognition. There is a clear legislative and policy focus on listening to pupil experiences which values the role of pupil voice and effective communication in inclusive education practice. Inclusion matters because it allows individuality and confidence to flourish; when we respond to difference we are also establishing pupil-centred quality education for all.

This thesis represents my attempt to understand why, given the legislation, policy, and professional moves outlined above, this group of pupils presenting with literacy difficulties, but undiagnosed, continue to experience problems.

### **1.3 Research Purpose**

The purpose of this research study is to document and explore differing perspectives of pupil experience of the Stage 1 into Stage 2 support process for additional support needs and synthesise these perspectives to understand how the support response operates in one Scottish secondary school. The pupil perspective of how we identify and meet additional support needs, and the impact that this may have on their sense of agency, can influence and evaluate how well we are responding to diversity in the classroom in line with recognition of rights and autonomy. This intention is reflected in the overall research question.

#### **1.3.1 Research Question and Sub Questions**

The main research question that drives this thesis is:

What are the experiences and views of pupils with functional literacy difficulties engaging with assessment moving from Stage 1 into Stage 2 supportive intervention?

This is explored through four sub questions. These are:

1. What is the pupil view of factors prompting the referral for assessment?
2. What influence does the knowledge that pupils have about staged intervention exert on how they seek help?
3. How involved do pupils feel in discussions and decisions about their learning?
4. How do pupils understand and view the support they experience?

These research questions are important because the issue of how pupils see the additional support needs process during the first, Stage 1, part of the process has not been well documented. The process is highly fluid and the complexity of individuality and the ever-changing needs of the teacher and the pupil may influence what procedures are put in place and how they are conducted. In theory, legislation should dictate, and policy should direct, what is done in schools. However, the influence of the school and of the individual teacher affects how much, or little, the pupil is included in decision making about their learning. Such differences could have a bearing on the extent of successful outcomes for the pupil. There is a desire to establish how inclusive education can be achieved by exploring what is working well from pupil experiences and how to effectively promote the values of inclusion and of children's rights.

There are lessons to be learned from the participant view about existing knowledge and practice. It is the focus in this thesis on the participants' interpretation of events and their view of the process that make it a relevant contribution to professional knowledge that could be significant to teachers, school leaders and policy makers.

The theoretical context for this work is based on the capability approach presented by Amartya Sen (1979). This develops a theoretical framework which concentrates on the entitlement of children within educational structures and process design. It argues that inclusive education is a freedom that should be guaranteed for all children. To establish if pupils actually experience a quality educational experience, the practices designed to fulfil the educational entitlement for all children need to be reviewed. Assessing inequalities in education systems within a capability approach requires more than merely meeting pupils' needs; it concerns wellbeing in the wider context. Nothing

takes place in isolation and each individual has different capabilities and aims. Additional support needs systems should work towards the recognition of capabilities as a set of valuable “functioning’s” that a person has effective access to (Sen, 2006). Inclusive education is thus regarded as a basic capability within its own right. Diversity is central to this approach, with an emphasis on empowerment, freedom and value. Pupil agency, and opportunities to develop their identities beyond labels and communication barriers are significant elements in securing social and emotional support of pupils as well as improved education quality (Reindal, 2016).

Developing a pedagogy that is inclusive of all learners also requires insight into the attitudes projected within the learning environment. Establishing effective inclusive practice is specific to each individual setting and effective inclusion is not easily measured. It is not therefore realistic to expect a good practice ‘blueprint’ or manual which can be replicated identically in other educational settings. Although there is a policy push for schools to move away from rote learning towards creating an environment where the pupil is an active participant in the learning process and are able to understand what they are being taught (CfE, 2014), it is not clear that this is being realised for Stage 1 / Stage 2 intervention pupils with additional support needs in school. This change, with the repositioning of the pupil as an agent in their own learning, requires a necessary change in practice of schools and teaching, and the strategies adopted by teachers (Forde et al, 2006). Gibbs and Elliot argue that teachers often already possess the necessary skills to make this change happen, but are hampered by the lack of belief in their ability to respond to the diverse needs of learners (Gibbs and Elliot, 2015).

According to background research, there is a lack of information from the pupil perspective as to how the process of identifying additional support needs impacts on how they feel about themselves (Burden, 2008; Ingesson, 2007; McNulty, 2003; Riddick, 2010). This provides the motivation of the overarching research objective of this thesis, namely seeking the perspective of pupils on their experiences of Stage 1/ Stage 2 intervention process and, through the synthesis of the themes arising from the semi-structured interviews, understand how schools can make things better. In order

to investigate this issue, it was necessary to look directly at how the school identification and support intervention procedures impacted upon a pupil and their feelings of being listened to and consulted. This level of engagement would provide insight from the pupil of their views of being included in the process. The findings gathered throughout this study are intended to inform future practice and discussions on how we can offer a more inclusive experience for pupils experiencing challenges in today’s educational climate. The important issues disclosed from the pupil view form the basis for discussion and professional reflection in order to adopt, establish, and share the best practice possible.

The next section details the legislative decree and boundaries of current practice impacting on Scottish schools when identifying and supporting children and young people with additional support needs.

#### 1.4 Current Practice

The education provision is required to be flexible to ensure individual needs are catered for. There have been some pinnacle legislations that underpin Scottish education in present day as viewed in diagram 1 below.

<i>The Education (Scotland) Act (1980)</i>	<i>United Nations Convention on the Rights of the Child (1992)</i>	<i>Standards in Scotland’s Schools etc. Act 2000</i>	<i>The Additional Support for Learning (Scotland) Act 2004</i>	<i>The Additional Support for Learning (Scotland) Act 2009</i>	<i>The Equality Act 2010</i>	<i>Children and Young People (Scotland) Act 2014</i>	<i>Education (Scotland) Act 2016</i>
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**Diagram 1: Legislation Timeline (Scotland)**

The *Universal Declaration of Human Rights* was endorsed in 1948 and is accepted all over the world. Children’s right were reinforced by the *United Nations Convention on the Rights of the Child* (United Nations, 1989). The convention demanded that a child’s best interests are placed first and also reminded governments that children have a valuable contribution to make to society. The *Salamanca Statement* (UNESCO, 1994) states that, “every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning”. Other points refer

to children's uniqueness, design of the education system, regular school access and inclusive orientation. Equal rights were not only enshrined in the *UN Convention on the Rights on the Child*, but also in the *European Convention of Human Rights*, the *Disability Discrimination Act*, *Accessibility Strategy* and the *Standards in Scotland's Schools etc Act*. Recent legislation further prioritises children's rights with the evolved concept of additional support needs. The *ASL Act (2004)* as amended, aligns the legal framework to promote further recognition of children's rights with the promotion of consultation as well as acknowledging children's status as education rights holders (Riddell and Weedon, 2014). The promotion of wellbeing and rights is further enhanced through *The Children and Young People (Scotland) Act, 2014*, which affords statutory reinforcement of the *Getting it Right for Every Child* programme.

The current practice in Scotland was strongly influenced by the *Standards in Scotland's Schools etc Act* (Scottish Government, 2000), and the policy document produced by Her Majesty's Inspectorate for Education (HMIe), *Count Us In* (HMIe, 2002). Careful planning and rigorous evaluations were also considered to be crucial in the successful support of the pupil (Donaldson, 2002). *The ASL Act (2004)* highlighted the need for closer working partnerships amongst all professionals responsible for supporting learners and their families. It provided the legal context for children and young people experiencing challenges to their learning which impact on their achievements and progress. This act also continued to ensure that appropriate measures were enforced to support children and young people fulfilling their potential (Scottish Government, 2017). The independent advisory group for additional support needs at the time, Enquire, (Scottish Executive) stated that the Act would make a difference to lives by giving support where and when it is needed. It strengthened the links between education, health and social work, and placed a renewed emphasis on working with parents. The *ASL Act (2004)* was seen to encourage collaborative decision-making and safeguard children's rights. The *Supporting Children's Learning Code of Practice* was established in 2010 and amended in 2017 to provide statutory guidance for schools to accompany the *Additional Support for Learning Act*. Support was dependant on need, along with personal learning planning and individualised educational programmes and this was the format of the new system for helping children and young people with

additional support needs. The individual school management of these strategies could have a positive or negative impact on such a system.

Additional support needs arise when a pupil is unable to access and benefit from the school curriculum without support or intervention. This can be for a short or long duration and the factors arising to recognise an additional support need relate to the circumstances of the individual (Scottish Government, 2004). *The Education (Additional Support for Learning) (Scotland) Act 2004*, as amended, provided the legal framework which underpins the system for identifying and meeting the additional support needs of any pupil. The *Supporting Children's Learning Code of Practice (2017)* explains the duties on education authorities and other relevant agencies to support learning. While it is recognised the requirement for additional support will vary across a spectrum of needs and circumstances, the Code of Practice identifies four overlapping themes:

- Learning Environment
- Family Circumstances
- Disability or Health Needs
- Social and Emotional Factors

These four broad areas are further dissected into wellbeing indicators as stated within *Getting it Right for Every Child (GIRFEC)*, as the SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected, Included) indicators. Where appropriate a plan may be put in place to address an identified need and barrier to learning. This could result in a non-statutory Additional Support Plan (ASP) being implemented for the individual. An ASP is a support plan initiated by the school and managed by a key member within the school. ASPs may also be referred in some school environments as a Personal Learning Plans (PLP) or Individual Education Plans (IEP). The local authority of the research school has made attempts to adopt consistent and standardised terminology and formats for support plans. However, there is the possibility that each school is interpreting the terminology, definitions and procedures in their own way, therefore possibly creating a differentiated approach.

The *ASL Act (2004)* has been central to the legal and ethical obligations of schools and authorities across the country. This has led the way for policy change and procedures within Scottish schools specifically with terminology and the fundamental approach for meeting pupil need. The most pronounced policy shift remains with the attempt to move from the stigma associated with ‘Special Educational Needs’ (SEN) to a more inclusive approach of ‘additional support needs’ (Scottish Government, 2004). The *ASL Act (2004)* commanded the introduction of the non-statutory Individualised Education Programme (IEP) and statutory Coordinated Support Plans (CSP) for pupils regarded as requiring support from one or more complex factors or multiple factors (Scottish Government, 2004). Practice is intended to be dynamic in nature encouraging discussion with parents and other professionals involved in the lives of the young people. Emphasis remains on building on existing information, promoting a child centred, inclusive, integrated approach to addressing individual’s additional support needs.

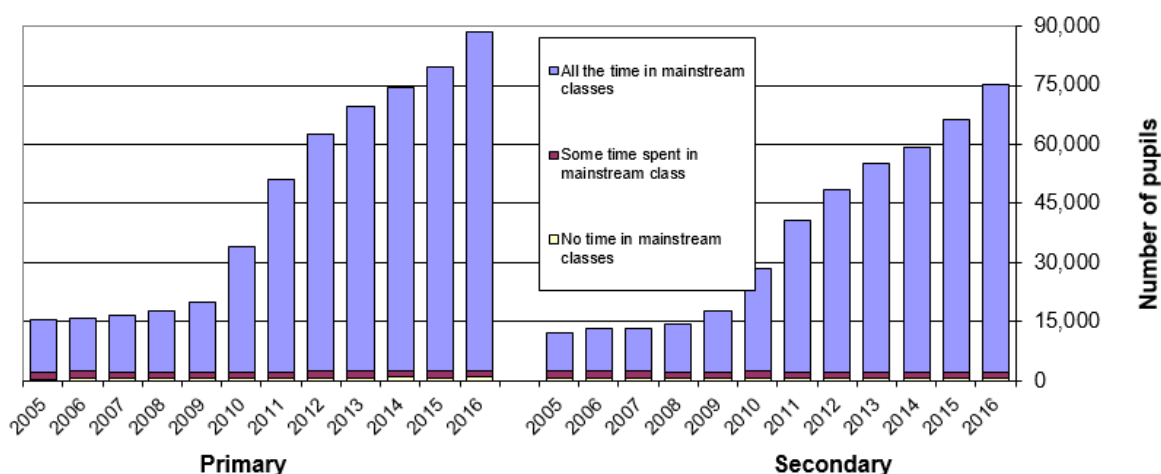
## **1.5 Additional Support Needs**

The evolution of our understanding of additional support needs is influenced by political changes, the economy and legislative developments. The *ASL Act (2004)* not only placed a duty on authorities but also expanded the definition of additional support needs to include an extensive array of children and young people (Riddell, 2009). The adoption of the term ‘additional support needs’ inherits an increase in the number of categories, therefore resulting in an increase of pupil numbers identified within some categories. This, matched with improvements in recording procedures, witnessed school census procedures being instructed to record all pupils receiving any means of additional support to be included in their official statistics.

### **1.5.1 Pupils with Additional Support Needs**

Figure 1 below shows the increase in numbers of pupils identified as having an additional support need across Scotland. The placement of pupils is also demonstrated.





**Figure 1: Number of pupils with additional support needs in Scotland, 2005- 2016.**

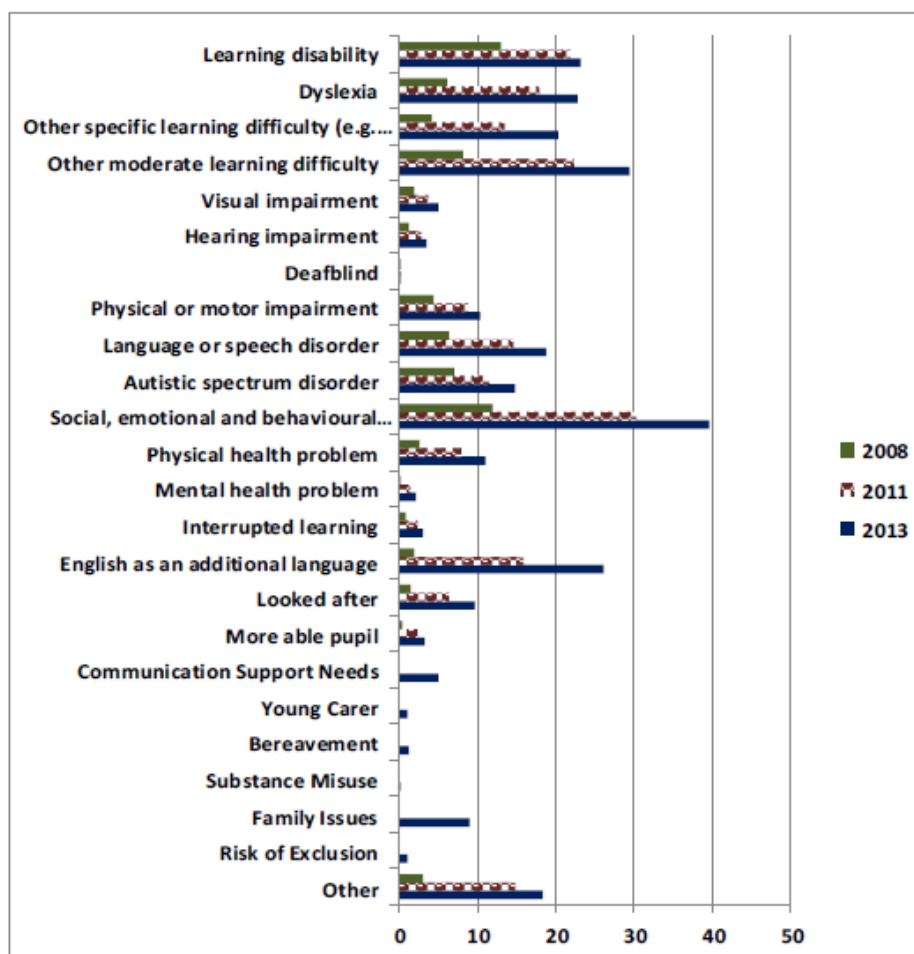
Prior to 2006, schools were only instructed to provide information for pupils in receipt of a co-ordinated support plan or an individual education plan. The new directive evidenced the increase in numbers from 2009 onwards (Riddell and Weedon, 2014). The following table highlights the statistical trend in figures recorded for pupils identified as having an additional support need.

**Table 1: Pupils with additional support needs, (referenced from Scottish Government, 2016)**

	2010	2011	2012	2013	2014	2015	2016
Total pupils with Additional support needs	69,587	98,523	118,034	131,621	140,542	153,190	170,329
With a Co-ordinated Support Plan (CSP)	3,458	3,617	3,448	3,279	3,128	2,716	2,385
With Individualised Education Programmes (IEP)	43,278	42,819	42,847	40,089	37,640	37,168	37,733
Assessed or Declared Disabled	9,799	14,682	15,368	15,510	15,156	15,899	16,265
With Child Plans	N/A	3,351	7,235	12,102	15,946	20,235	25,095
With any 'Other' type of support	25,657	58,256	77,892	94,090	103,568	115,527	131,042

In 2010 a change in collating statistics with the insertion of the ‘other’ category saw an increase in additional support needs numbers. The reason for the support and the nature of the support was gathered independently for each category of additional support needs. Changes saw the introduction of the Child’s Plan category in 2011 and numbers of pupils receiving support but without an IEP/ ASP or CSP were included in the total values.

The extension of categories was in response to legislative changes and the Government campaign ‘*Just Ask*’ (Scottish Government, 2010) which encouraged parents to request additional support for their son or daughter. However, Riddell and Weedon (2014) reminds us that although there was a Government ‘push’ to increase identification, there was no financial subsidy to support the increases presented within schools. The extension of categories used to define additional support needs witnessed some ‘labels’ being used more than others. A summary can be viewed in figure 2 of reasons identified for support.



**Figure 2: Reason for support for pupils with additional support needs. Rate per 1,000 pupils (Scottish Government, 2016).**

Evidence reports the expanding increase in categories such as social, emotional and behavioural difficulty. Mowat (2014) warns of the risk associated with adopting such labels of stigmatisation and potential exclusionary practice. However, the ability to quantify the number of pupils with such an array of additional support needs could be said to be compromised due to the fluctuating nature of such a group along with the lack of clarity available for reporting and recording this group of learners (Moscardini, 2013; Riddell et al, 2006). An inclusive practice model would address the identification and minimising of barriers to learning whilst maximising resources to support learning. Above all, every pupil should be respected, valued and included.

### **1.5.2 Response to Additional Support Needs**

National and international perspectives on supporting children and young people with barriers to learning have adopted significant redress from legislative and policy changes. The increasing positive image special educational needs/ additional support needs has assumed is attributed to the change in social and educational beliefs (Norwich, 2008). Historical environment and social constrictions have in part challenged the advancement in supporting pupils across Europe in countries such as the Netherlands. The US have introduced the *Every Student Succeeds Act (2015)* which surpassed *No Child Left Behind (2002)*. The UK Government introduced the concept of SEN (special educational need) in the attempt to promote a more positive and provision position approach. The *Special Educational Needs and Disability Reform (2014)* was strengthened by the introduction of the *Children and Families Act (2014)*. The UK and the US give testimony to parents and families as prominent partners within an inclusive education debate, unlike European counterparts such as the Netherlands (Norwich, 2008).

In the response to supporting need, each country has adopted their own approach to identifying and meeting additional support needs. Similarities and differences are evident in each specific cultural and educational setting. Both the UK and the US have Individual Education Plans (IEP) but an Educational Statement in the UK has the equivalent legal redress as the US IEP. The tiered response to supporting learners in

the US (response to instruction) has parallels to the staged intervention approach advocated by Scotland and Northern Ireland.

## **1.6 Policy and Procedures**

### **1.6.1 National Policy and Procedures**

The *ASL Act (2004)* contained the essence of equality which followed on from the 2000 Act. The underpinning difference that developed from these pinnacle publications was the shift from the requirement of educational establishments to provide ‘general provisions’ for those requiring additional support in schools to a culture focusing on the individual and a holistic approach to meeting their needs. There appears to be assumptions made as to the contribution the holistic approach has on supporting the child. In principal, the best support for individuals is targeting the ‘whole child’ but concealed is the assumption that the ‘joined up working’ of all the agencies is fluid and non-problematic.

Evidence suggests that young adults experiencing literacy or language learning difficulties are at higher risk of disaffection and disengagement from education (Beck, 2011; CHSRG, 2005; Lloyd- Jones et al, 2010; Reid, 2009). It is vital that teachers gather an insight into how young people form their own self-concept as a learner when experiencing difficulties in school. This could perhaps counteract educational underachievement, mental health issues and low aspirations for their future career prospects.

The *ASL Act (2004)* introduced a framework for providing support for children and young people who need some additional help with their learning. The policy and practice of identification and meeting additional support needs are a directive as a consequence of the Act. The Act governs to ensure that all children and young people are provided with the necessary support to help them work towards achieving all that they can. It also encourages all those supporting children and young people to work together.

As previously stated in section 1.4, a young person may be said to have a need for additional support if circumstances fall within the broad categories of learning environment, family circumstances, disability (or health), and social and emotional factors. Moscardini (2013) reminds us that there is a reluctance to recognise the impact of the learning environment presenting such a significant barrier to learning. A young person may have one or a combination of factors that have led to the decision that they require additional support for learning. Each category should be supported by a set of targets and aims in order for the pupil to access the curriculum and be supported for their period of need. The time that a pupil is considered to have an additional support need may be short term or last the duration of their time at school. If circumstances change or alter then the plan in place supporting the individual must also be adapted and changed to reflect need and appropriateness.

### **1.6.2 Local Policy and Procedures**

The local authority of the research school published a policy into practice document in 2011 formalising a staged intervention process for identifying and supporting pupils with additional support needs within all schools. The generic nature of the policy draws on the collaboration between education, health and social work, who themselves have individual struggles with policy and practice. The clear direction and discussions surrounding supporting learners has the intention of providing a consensus of agreement from the agencies involved in an attempt to get it right for each individual.

Through a process of staged intervention, the research school, as with all schools within the authority, will work to support a pupil and their family in the following way:

Level	Responsibility
1-Stage 1	Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom setting.
2-Stage 2	Internal support, where education staff identify that a child or young person needs support or planning from within the school.
3-Stage 3	External support from within the learning services, where it is identified that the child or young person requires support or planning from beyond the school but within educational services.
4-Stage 4	External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from multiagency services and these support needs are likely to last for more than one year.

**Figure 3: Staged Intervention Process**

Justifications need to be made regarding the decision to implement a support plan or not. It is perhaps the fluid nature of entry/ exit to Stage 1 that adds to the complexity of formalising additional support needs numbers within each school across the authority. Communication as well as tracking and monitoring is therefore vital for those entering Stage 1 as well as those progressing to Stage 2 of the process. An ASP is managed by a support for learning teacher in close collaboration with pupil support. The sharing of information to teaching staff across the school would therefore be the responsibility of the assigned SfL teacher and the relevant pupil support personnel.

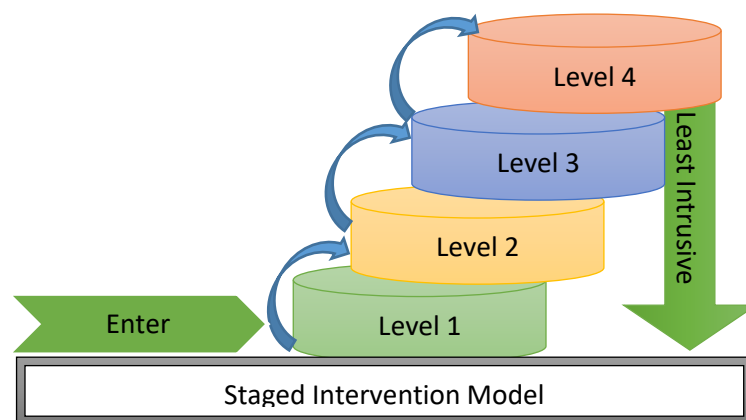
As previously stated, this is a policy document unlike a CSP which is a legislative document. A CSP is a statutory document which is subject to regular monitoring and review (Scottish Government, 2004). Under the *ASL Act (2004)*, a pupil requiring significant support from education and at least one other agency (health, social work, or a voluntary agency) would be considered for a CSP. None of the pupils within the study would be eligible for a CSP but some may be considered for an ASP.

In order to compile an appropriate plan of support, the young person is expected to complete a battery of assessments to establish a profile of strengths and any areas of concern with their learning. The assessment process is ongoing and would be supported with an observation period and feedback from the pupil, their parents and their teachers. In some instances information from speech and language and prior involvement with health professionals (physiotherapist, paediatric occupational

therapist, psychologist, psychiatrist) and/ or social work are necessary in order to gather relevant and vital information for negotiating targets within a support plan. The continued long-term involvement from an additional agency may indicate the consideration for a CSP as well as an ASP. The dynamic assessment process should firmly establish the young person at the centre and core, with the endeavour to seek and take account of the views of the young person (Scottish Government, 2010). In order to accurately establish the additional support need of a young person and implement a plan of support, the data is collated with information gathered from CfE and GIRFEC.

The staged intervention approach to meeting the needs of learners with additional support needs has discrete stages of intervention which are intended to offer early intervention with the least intrusive action. Every local authority across Scotland is obliged to set out a clear and concise framework of intervention for all staff within schools. The ultimate goal is effectively meeting the needs of the individual requiring additional support in order to access the curriculum, be included, and achieve their potential. The extent to which the pupil feels part of the process of support within school establishes the extent we have achieved the ultimate goal of keeping the pupil at the heart of all we do and creating the conditions for inclusion.

Staged intervention (SI) is the process of intervention and implementing support to the pupil. It is based on the principle of engaging with the pupil in the most efficient and least intrusive way. This is represented in diagram 2 below.



**Diagram 2: Model of staged Intervention adapted from LA Policy into Practice (Scottish Government 2011)**

The process recognises four stages of intervention starting from level one, with the least intervention, through to level four, requiring multi agency planning on an integrated basis. Stage 1-4 evolves with strategy support increasing from the class teacher to school personnel (such as a support for learning teacher), increasing to involvement from other agencies (health or social work) to provision within a specialist establishment. Input from educational psychology may be necessary between Stages 2 and 3 but they are not considered as an external agency within the current local authority model. A leaflet summarising staged intervention was available for parents/ guardians from the support for learning (SfL) department to inform and clarify the school system in place (Appendix 5).

The local authority of the research school adheres to a staged intervention model of support. This is favoured due to the philosophy of a prompt response to pupil need and the support delivered in a manner considered being least intrusive. This model is followed throughout the research and the pupils who entered Stage 1 and arriving at the beginning of Stage 2 with the support for learning department, formulate the research participants throughout one academic year. This model of staged intervention sets out progressive levels of intervention and links with the GIRFEC approach and planning tools. As with all staged intervention processes, movement between stages is usually following exhaustion of the provisions at the level below. In some cases acceleration through the stages will be required to meet the individual needs of the child or young person. This process enables those making decisions about the learner to ensure that the support is appropriate.

At Stage 1 the classroom staff are the main people involved in the observation, identification and implementation of a plan to support learning within the classroom. Figure 4 below summarises the stage 1 process.

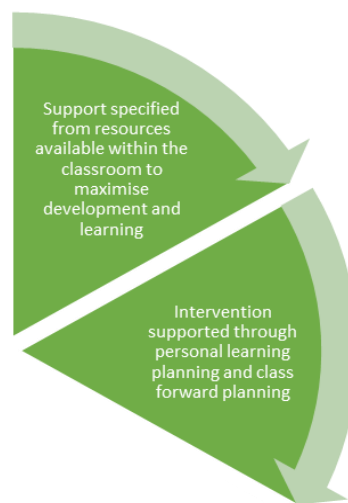




**Figure 4: Summary of staged intervention process at level 1**

Figure 4: adapted from LA Policy into Practice (Scottish Government 2011)

The observation and record of strengths and development needs of the learner are valuable at Stage 1 to gather an understanding of the strengths of the pupil and the particular challenges they are experiencing. Obtaining the pupils’ thoughts and feelings as early as possible can direct a prompt response of appropriate support. Figure 5 below summarises Stage 1 intervention guidance.



**Figure 5: Stage 1 Support Response**

An individualised approach to supporting learning can be sought through personal learning planning and monitored through class planning. Regardless of the referral entry point (pupil, teacher, or parent/ guardian) this response should be systematic. There is not an expectation that a pupil will complete any diagnostic testing without clarity and purpose for doing so. The emphasis should remain on understanding the learner and implementing effective classroom strategies (refer to section 1.6.6). Discussions with the pupil should be ongoing at this stage to monitor progress and impact. As stated in section 1.6.2, it is the inability to progress despite supports in place that elevates the request for assistance to the next stage of intervention. It is when a pupil is regarded to be at Stage 2 level of intervention that diagnostic assessments (Table 2, section 1.6.4) may be completed by a support for learning teacher to further establish strengths and challenges. This can also help in establishing a specify support approach for the individual.

At Stage 2 more formal assessments are completed from within the school and may require the completion of the wellbeing assessment tool, *Education Assessment Part 1* (Refer to Appendix 2). Level 2 is summarised in figure 6 below.



**Figure 6: Summary of staged intervention process at level 2**

Figure 6: adapted from LA Policy into Practice (Scottish Government 2011)

A summary of Stage 3 and Stage 4 can be viewed in Appendix 6 as they were not reviewed as a direct consequence of this study but have been included as a contextual reference for the staged intervention approach. The climate for learning created by the CfE should in principle cater for pupils recognised with additional support needs as it ensures that all young people can participate in learning with the aim to provide a coherent, inclusive curriculum for all. The stipulation that children and young people should be meaningfully involved in arriving at decisions that will affect them is echoed within the *ASL Act (2004)*, *The Children and Young People (Scotland) Act 2014*, GIRFEC and CfE. This therefore requires all staff to develop an understanding of the individual and effectively support their health and wellbeing.

### **1.6.3 School Policy and Procedures**

The school staged intervention procedures and practice followed a yearlong development plan to discuss, plan and implement procedures that reflected government legislation and local authority guidelines. Folders presented to all departments and principal teachers included models and diagrams of a support matrix and personnel responsible for each stage. Procedures for staff, parent and pupil referral to the support for learning department were considered to be clearly laid out and consistent. These followed the guidelines stated in the policy into practice document and were reflective of the recommendations from the *ASL Act (2004)* (Scottish Government, 2004). Within the staged intervention folders, support strategies were included for class teachers to provide appropriate support at Stage 1 (examples given in section 1.6.2 [fig 4 &6] and section 1.6.6).

Stage 2 included a battery of assessments required for the identification process to be continued to establish whether a specific or general additional support need is present. The assessments include a single word spelling test, free writing exercise, phonological assessment, reading accuracy and comprehension, observation and a dyslexic screener. These include access to the national free resource dyslexia toolkit support materials. The outcome of the profile developed from these assessments support the decision to consult an educational psychologist for analysis and further

assessment, or not. In line with policy, an ASP may be introduced at Stage 2 if the individual is showing a complexity of needs/ challenges, or is not making progress with the implementation of classroom strategies at Stage 1. The length of time the process takes before involvement with the educational psychologist can be up to six months, which can seem like a long time for an individual who is experiencing difficulties with their learning. The failure to progress is the determining factor when moving through the intervention stages.

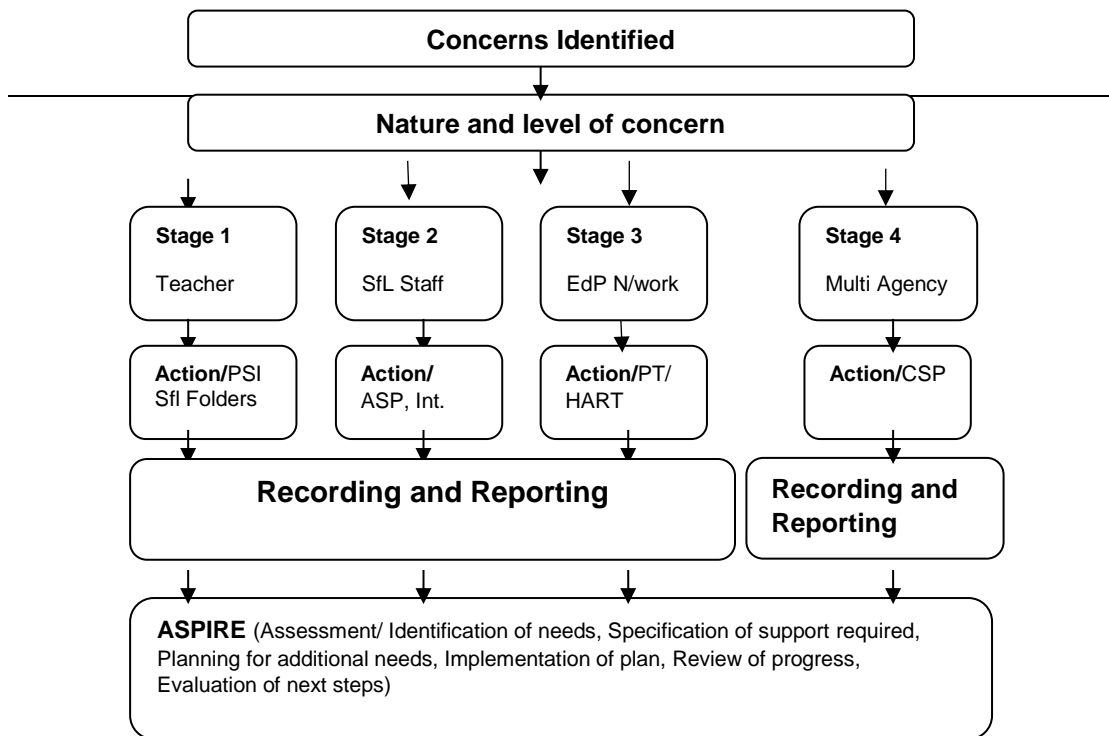
If there is a need to move from Stage 2 to Stage 3, then a request for assistance is made and completion of the GIRFEC forms are essential. These procedures were introduced in the school in 2013 and received some criticism from pupil support staff due to the time and extent of paperwork required before referring to the appropriate agency. The pupil support staff felt that the time taken to complete the necessary paper work impacted on the need to resolve the situation or introduce the appropriate support strategies necessary in the quickest time possible. However, through discussion with the staff at the school and the support for learning manager within the authority, it has been agreed that it is necessary to complete the GIRFEC paper work. These GIRFEC forms are considered relevant to all agencies involved in meeting the needs of the learner with the aim of standardising the paper work whether the agency is education, health or social work. The principal teacher of pupil/ learning support is deemed to have responsibility for completing the form after gathering all the relevant information and before proceeding to a health and wellbeing resource team meeting (HART). It is at this stage that discussions centre on whether the needs of the pupil can be met at Stage 3 or if proceeding to Stage 4 is required.

In November 2013 the local authority of the research school modified their review procedures to ensure a more timely intervention. Before this modification, a pupil's case of literacy difficulties would be allocated a slot at a monthly HART meeting. Historically representation for health, social work and voluntary agencies were present at the HART but not considered relevant in the majority of 'learning' issues. The main personnel relevant to proceeding with the assistance is the educational psychologist. The updated practice within the local authority now grants schools the permission to

go directly to the educational psychologist with a concern raised from a referral of literacy difficulties once the necessary paper work has been completed. This has created a quicker response for pupils, and parents, as well as more productive meetings for personnel involved.

According to the principal teacher of support for learning, the learning issues most commonly queried within the school were for an investigation of dyslexia or a specific difficulty with English or spelling. A specific learning difficulty is an all-encompassing term to cater for those individuals displaying discrepancies across their learning (Macintyre & Deponio, 2003). Due to commonalities and an overlap of indicators, the request for assistance from parents, pupils and teachers in the first instance is commonly to investigate dyslexia. As a recognisable term, dyslexia is the general query of investigation raised by a pupil or parent. Dyslexia is a useful term for parents and the pupil when they have a concern about progress with learning in literacy. The impact of being/ or not being dyslexic may have bearing on how a pupil feels about their learning, themselves, and their success, and presents an interesting construct for exploration. It is the responsibility of all teaching staff to support the individual across the school and in all subject areas.

The course of action within the research school is summarised in Figure 7 below;



**Figure 7: Reporting and responding procedures in the research school**

Key: PSI- pupil support intervention; SfL- support for learning; EdP- educational psychologist; N/work- network support teacher; Int- interventions; PT- principal teacher; HART- health and wellbeing resource team meeting; ASP- additional support plan; CSP- co-ordinated support plan.

Staged one intervention involves the request for assistance by the pupil, parent/guardian or teacher (Appendix 7). From here the class teacher is requested to implement pupil support strategies and monitor pupil progress. Refer to section 1.6.2 (fig 4) for details of this level. The strategies could involve providing more time to complete writing tasks, providing part printed sheets where copying is required, or providing strategies for spelling support such as a word bank of the most commonly used words within the subject area. What appears to happen in the research school is the class teacher automatically refers the pupil to the support for learning department, therefore bypassing the class strategies and the pupil support teacher. Once Stage 2 has been initiated a battery of learning assessments is conducted to establish the strengths and needs of the individual. This is further explored in Chapter 6 and 7.

#### 1.6.4 School Response to Additional Support Needs

Guidelines from policy documents give an account of the type of assessment to be used to provide a rounded view of the strengths and needs of a learner. There appears to be no conformity between assessment tools across the local authority of the research school and assessments appear to have been chosen on teacher preference. A list of the school selection of assessments is given in table 2 below;

**Table 2: Department Stage 2 additional support needs assessment plan**

	Method of Assessment	Comments
1.	SfL Teacher Observation Data	Comprehensive tool to gather insight about pupil strengths and needs
2.	Dyslexia Screener	On line tool- school subscription (£250 per year)
3.	School A & A (School Achievement and Attainment)	Round robin collates information from individual teachers about progress in that subject area.
4.	CAT Test (if available) (Cognitive Ability Test)	Online assessment tool, school subscription. S1 pupils complete this but not all pupils within the school have a completed CAT.
5.	Spelling Assessment (Lexion or SWST) (SWST-single word spelling test)	Most commonly used is the single word spelling test (SWST)
6.	Reading (Fluency & Accuracy) [Gap, Nfer Nelson, YARC- York Assessment of Reading Comprehension]	Completed by the network support teacher
7.	Free Writing	ICT comparison completed for evidence of ICT provision
8.	PhAB (Phonological Assessment Battery)	Phonological assessment battery- appropriate for up to the age of 14.

At this point of the learner investigation, in line with department procedures, a profile of their learning should be completed and discussed with the pupil, their parent/ guardian and the pupil support teacher. It is on the strength of these findings that a

referral to an educational psychologist would be made if necessary and also evidence kept for any SQA additional arrangements implemented. This stage of inclusive discussion is recognised as being crucial to the success of the experience for the pupil.

During Stage 2 of the process, a GIRFEC assessment tool would be completed that would be an entry requirement for the next stage. The meeting of health, social work and education discuss the needs highlighted and plan for the pupil. Three of the pupils within this study reached this stage of the process with a referral to the educational psychologist for a dyslexia investigation. If the needs of the pupil could not be met at stage three then they would move onto stage four with multi-agency input. Once the assessments have been completed, the learner's profile (Appendix 8) is submitted for review. The department procedures state that two members of the SfL department sign off and agree the plan of action for that particular individual.

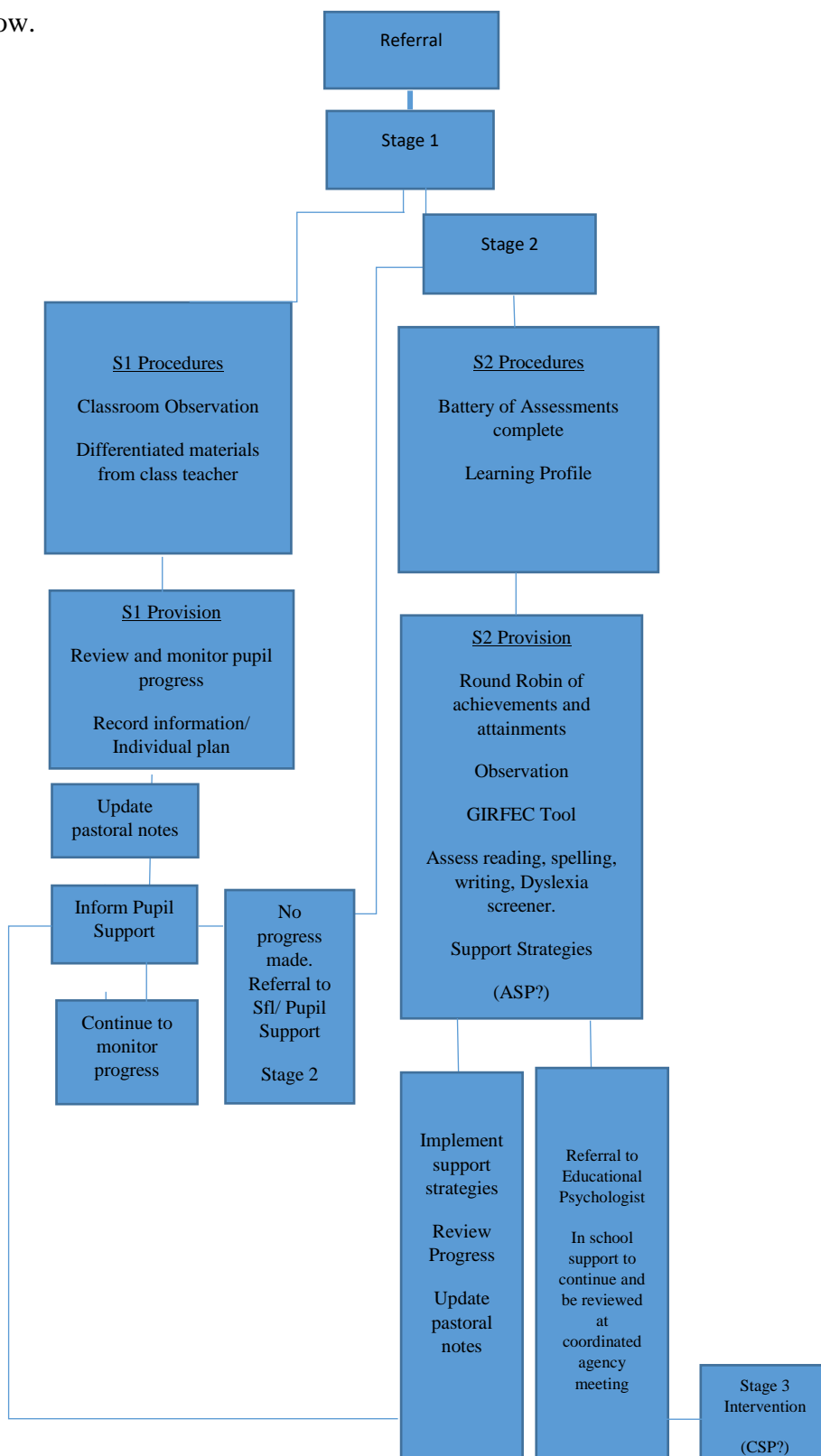
The information gathered was collated through gathering personal information about the pupil, document review and interviews with the participants. This provided a clearer account of the additional support need provision and procedures. The assessments completed as well as the outcome was individual and dependent on factors such as SfL personnel involved and the nature of the additional support need concern. There was no information shared by the SfL principal teacher of individual scores from standardised assessments, only what assessments the pupil had undertaken. This information can be viewed in Appendix 9.

#### **1.6.5 Stage 1 to Stage 2 (Response)**

Communication as well as tracking and monitoring is vital at Stage 1 and Stage 2 of the process. Within a secondary school environment an ASP is managed by a support for learning teacher with close collaboration with pupil support. The sharing of information with teaching staff across the school would therefore be the responsibility of the assigned SfL teacher and the relevant pupil support personnel. As previously stated, this is a policy document unlike a CSP which is a legislative document.



Stage 1 and Stage 2 referral procedures and provisions can be viewed in diagram 3 below.



**Diagram 3: Flowchart of how pupils move from stage 1 to stage 2 of the procedures and the possible outcomes.**

### **1.6.6 School Response to Intervention**

Young people benefit from early intervention and the right intensive support (Riddick, 2010). Ultimately in order to develop and introduce the most appropriate support for the individual, the learner needs to be consulted and involved in the decision making process (Beech, 2013). Parents and learners often seek a ‘diagnosis’ of need as it is hoped this will direct the most effective method of intervention (Elliot and Place, 2004). However, the needs of the young person should be the driving force behind any intervention strategy irrespective of whether there is identification of an acknowledged syndrome or not. The response should be to the need and not the label. It is also important to note the use of the word ‘individual’ and to emphasise that a uniform blanket approach to interventions should be avoided as this would be ineffective in meeting the specific need of that person (Riddick, 2010). It is the duty of the teacher to establish the most suitable approach in supporting the learner who is experiencing difficulties (Florian, 2008). However, Rix et al remind us that a re-conceptualisation of support is needed to better-meet the complex continuum of diverse needs which would be better served with a community approach (Rix et al, 2015).

The school in which the research for this thesis took place advocates the following Stage 1 and Stage 2 strategies for young people displaying literacy difficulties:

Stage 1 Supports and strategies could include;

- Differentiation of the curriculum
- Curriculum flexibility
- Flexibility of assessment
- Professional development opportunities to enhance knowledge and understanding of the diversity of learners’ needs and strategies to address these needs
- Co-operative learning
- Access to information, support and advice
- Alternative arrangements for internal assessments

Stage 2 Supports and Strategies may include;

- Support for learning staff offer support and advice
- Peer support
- Co-operative teaching

- Support for learning staff work with individuals/ small groups
- Non-teaching staff utilised to support learning in a variety of appropriate ways
- Alternative arrangements for external assessments

Planning and recording of approaches can be achieved through a variety of means. Within Stage 1 the class teacher's record of work and forward planning log would allow the necessary information to be logged and monitored. Personal learning planning would also help to support learning at Stage 1 and also act as a useful information tool if progression to Stage 2 followed. Stage 2 of the intervention process may also utilise personal learning planning to monitor progress and support appropriateness. However, the introduction of an ASP at this stage may also be deemed appropriate depending on progress, entitlement and need.

A literacy strategy for all learners with literacy difficulties (identified dyslexic, and those without a given label but present literacy difficulties) would benefit from a multisensory approach (Elliot and Place, 2004). Support strategies should encompass a phonological theme within the given context of the learner. The provision of readers and/ or scribes, if appropriate, would depend on the feasibility for the school resources. However, the introduction of ICT and digital formats can reduce the need for human assistance therefore encouraging independence for the learner. Understanding the difficulties and experiences of the learner will allow for an appreciation of their needs. The causes and consequences of difficulties encountered by the individual need to be acknowledged and addressed so that the required targeted interventions can be introduced (Riddick, 2010). The planning and selection of strategies aim to develop the individual's skills or suggest alternatives that will compensate for the difficulties the learner is facing (City of Edinburgh, 2010). To maintain motivation for the learner and fulfil their rights, they should be involved in the planning and review of strategies with effective communication from all those involved (Scottish Government, 2011). Personal support (Riddick, 2010) for the individual is also considered to be vital in effectively meeting learner needs. Supporting learning and the learner enables a holistic approach in meeting these needs. The emphasis remains on communicating with the learner and taking time to listen carefully to what they are saying and getting to know them within their learning context.

As previously stated, the overarching purpose of this research study was to synthesise differing perspectives gained from semi structured interviews of pupils who had experience of being part of the school process of identifying and meeting additional support needs entering what is regarded as Stage 1 into Stage 2. Staged intervention procedures have been developed in the research school in response to the *ASL Act (2004)*.

At the start of this research the school had recently introduced a system for pupils and their parents/ guardians to refer a child for additional support as well as teachers. This was in line with the legislation and policy guidance as described. Whatever the means of referral, a learning profile would then be developed to better understand the learner or determine what support strategies would be introduced to help with the individual's learning. In order to explore this issue, the focus of this thesis is on one SfL department within a large mainstream secondary comprehensive school for the duration of one academic year. The aggregate of individual case studies of pupils throughout 2013-2014 form the research participants.

## **1.7 Chapter Summary**

Societal changes continue to influence the life and wellbeing of both the teacher and the pupil. There is now the potential for better recognition and support for conditions acting as barriers to learning. There is an accountability to be equipped with the information and strategies in order to cope with the changes and offer the best support possible. As a teacher, we educate the whole child with an emphasis on the wellbeing of the individual. The process of staged intervention is recognised within the context of the responsibility of every teacher and their endeavour to support learners (Moscardini, 2013). *The Education (Additional Support for Learning) (Scotland) Act 2004*, as amended, makes it a legal requirement to protect and support a pupil with difficulties with an accountability of staff to be aware of their role and responsibility in that process of identification and support. Although it could be viewed that empowerment for all can only be achieved when teachers develop the appropriate knowledge, work skills, and pedagogical abilities (McLean, 2009, Kincheloe, 2012).

A commitment to professional learning and development can support in this endeavour. Teacher enhanced knowledge about additional support needs, and pupil participation in the decision making process, are considered markers of an inclusive environment. This, along with reflection on the learning environment, enables exploration of the extent approaches are respectful and collaborative.

The following chapter will review relevant literature in relation to the perception of difference and how we can respond to this diversity.

## **Chapter 2 Literature Review**

### **2.0 Literature**

In this section the review of literature looks at research interpretations of inclusive education guided by the focus on responding to diversity and pupil wellbeing. The focus on wellbeing and diversity is central to Scottish policy and is the context for adopting a capabilities approach as the theoretical underpinning for this thesis. The emphasis of the capability approach is on how classrooms actually manifest inclusive education, recognising diversity and responding to that diversity, by connecting with pupil interpretations and perspectives. This literature review argues the importance of gaining an insight into the pupil experience and that this is an important contribution in shaping how inclusive practice can be achieved.

The connection between a capabilities approach and human rights is the underpinning principle of both the argument and the focus on an expectation that classrooms will be diverse places as the norm for all approaches to teaching. This is a core principle of inclusive education for all.

### **2.1 Capability Approach**

The idea of a capability approach was first introduced by Sen (1979). Sen argued that to reach ones potential and develop capability, an individual has to be fully functioning. Being fully functioning requires all the circumstances around the individual to be enabling. These circumstances could be emotional warmth or stability, material resources, social networks, opportunities and skills such as literacy and numeracy. Acquiring a capability means acquiring a freedom. It relates to the opportunity of what a person is able to do or be, therefore potentially achieving valuable combinations of “human functioning’s” (Sen, 2006). Opportunities are specific to the person and to their context. Martha Nussbaum built on Sen’s concept of capabilities and linked it to human rights. She suggested that capabilities are closely related to human rights in ways that allow them to complement, not compete, with

each other, and that the relationship that connects capabilities and human rights, enabling them to complement each other, is inclusion (Nussbaum, 2011).

Interest in the capability approach has increased over time. In part, this has been because of its ability to span a wide range of disciplines in order to look at complex issues such as inequality, and in part because it spans policy and practice (Robeyns 2005). In education, some of the interest in the capability approach has been due to the limitations and disappointments with the lack of practical progress that has resulted from the previous ideas and issues surrounding inclusion (Norwich, 2013). Armstrong et al (2010) indicate the frustrations that arise from making inclusion actually happen and suggest that rather than arguing about what inclusion is, we should focus on how best to implement inclusive education for all. The capability approach provides a theoretical framework for looking holistically at the well-being of individuals and what is valuable to them as well as the extent to which the context and environment support the whole person.

The capability approach thus encapsulates dignity within a human rights framework (Norwich, 2013). It is linked to a strong ethical argument that respects individuality, the dignity of the learner and the need for supportive relationships, and that all these intertwine with developing capabilities (Reindal, 2016). It is an approach that aims to be proactive rather than reactive (Soriano, 2014). The balance between achievement and support required to expand capabilities requires equity and a requirement to envisage the understanding of 'difference' as a variable of human diversity (Armstrong et al, 2010, Reindal, 2016). The expectation and appreciation of diversity, whilst valuing difference, powers an inclusive stance to diminish a position of deficit and exclusion (Hardy & Woodcock, 2015). It is the positive response to pupil diversity and the celebration of difference that presents the opportunity to enrich learning for all which connects to the capability function of quality education entitlement (Carr, 2016). The connectives between diversity, inclusion and dignity, are created within an environment that aims to develop flourishing opportunities and pupil potential.

Given these arguments, and that an inclusive approach is thought to be the best way to learn for all pupils, not just pupils with additional support needs (Carr, 2016) capability theory provides a useful framework. Ensuring the rights and entitlements of every pupil within the classroom, expanding capabilities and listening to what the pupil has to say about their educational experiences, allows the concentration of efforts to be directed towards ethical inclusive practice within schools.

Ensuring these rights and entitlements is a policy and practice difficulty rather than a theoretical one. However, Nussbaum (2011) has attempted to develop capability theory to do this. She developed ‘Ten Capabilities’ to try and link the capability approach more directly to accountable practice and policy implementation. By providing a limited list of what Nussbaum says are universally valid capabilities, Nussbaum was trying to make capability theory more practical. However, critics claim that the Ten Capabilities still need more specification and link more closely to welfare and economic outcomes rather than to personal wellbeing. Sabina Alkire (2002) claimed that Nussbaum’s list is over-prescriptive and lists normative things-to-do which makes it lack sensitivity to the context and to participants’ experiences. This detracts from the essence of Sen’s approach which is about social choice and, because it narrows the capability approach, is philosophically not aligned to his original intention (Robeyns 2003).

### **2.1.1 Capability and Human Rights**

Both capabilities and human rights require inclusion if they are to be realised in practice (Nussbaum, 2011), In order to promote inclusion in education you must include the views of the pupils (Ainscow and Messiou, 2017) and adopt child centred pedagogies that allow opportunities for pupil agency (Carr, 2016). Terzi (2010) argues that the capability approach can be used to address various kinds of diversity in areas as diverse as health and education and is instrumental in formulating a principled approach to educational provision (Terzi, 2010). Education continues to play an important role in improving equality, leading the way in promoting respect and responding to human difference (Florian et al, 2017) and modern classrooms embrace



pupil needs that are diverse and complex (Mintz & Wyse, 2015). The mind-set of pupils and teachers undoubtedly impacts on confidence and empowerment and a rights-based, inclusive approach has the potential to minimise tensions in class and avoid pupil marginalisation and feelings of being devalued.

The *ASL Act (2004)*, as amended, stipulates a child centred collaborative approach encouraging discussion within an inclusive stance. Seeking the views of the pupil enables involvement and solutions to be fostered with them as an active agent to establish the most appropriate support intervention. The ability to talk and listen with the pupil is an effective way to gather unique and important insight into their thoughts and feelings potentially acting as a catalyst for change and improvement (Beech, 2013; Czerniawski, 2012). The word communication provokes many interpretations and meanings and there is a need to ensure that pupils are given many ways to communicate and can engage with various resources – photographs, verbal, written and physical expressions in flexible and imaginative ways (Lewis & Porter, 2006). When the process of communication breaks down, confusion, frustration, and perhaps even conflict, will increase (Smith & Elliott, 2011). The way in which pupil communications are interpreted and received, and the kind of response that is made once the channels of communication have been opened, may influence and determine the quality and quantity of further exchanges, as well as the pupil's feelings of self-worth and value. Taking time to listen to the pupil has the potential to empower them and enable them to be involved in the decision-making process (Smith and Rix, 2011). Careful consideration of this must remain at the fore of any teacher, or researcher, if we are to avoid an abuse of power and disempowering the pupil.

### **2.1.2 The Capability Approach and Policy**

Florian (2008) reminds us that a policy for inclusion is recognised as part of a human rights agenda. The idea of human rights has been established for a very long time, this includes rights to education and rights in education. The terminology change within Scottish legislation from special educational needs to a broader concept of additional support needs should include all children and young people experiencing difficulties

with their learning. This emphasis on the individual and what they are able to do is a similar focus within a capability approach. Riddell and Weedon (2014) emphasise the need to examine if the discursive shifts in policy produce the authentic necessary changes in schools and learning communities which may be supported through a capability approach as a predominant paradigm for policy debate in human development. Florian (2012) advocates a provision response to the *ASL Act (2004)* to provide for all learners regardless of perceived difference, therefore extending what is available to all, thus extending capabilities. Through greater procedures and protocol for recording pupils identified as having an additional support need, there is an increase in numbers of learners requiring support. Riddell and Weedon (2014) stress the importance that through the evolution of policy the emphasis on pupil autonomy should not be a 'smoke screen' to limit the responsibilities that schools and the local authority have for the quality of service provision. Solutions must still be explored within the school that value the pupil and enable them full access to opportunities across the school with tailored interventions (Mowat, 2015). Within a capability approach, this would also extend to what the pupil themselves values with a balance between achievement and support sought through equity. There are also the implications for teacher education and professional development in an attempt to bring knowledge, skills, mindset and practice up to date (Florian, 2012). This would be supported through current inclusive practice and pedagogy within a capability approach which recognises the power of an inclusive stance to diminish a position of deficit and exclusion.

The attention given to promoting inclusive values within our schools is in the hope of reducing exclusion and discriminatory attitudes. The adoption of the broader association of inclusion as a reform (UNESCO, 2001) that supports and welcomes diversity among learners could be realised through a capability approach which recognises the context and environment of the individual in the support of the whole person. The adoption of policies, cultures and structures of the learning community all impact on the inclusive practice experienced by the pupil. The hope is for the school to embrace and value difference in the legitimate attempt to improve education for all.

## 2.2 Pupil View

Children are now considered to be the experts on their own lives (Fargos-Malet et al, 2010) and the ability to consult with the pupil and tap into their knowledge can inform the kind of support they are given and ultimately leads to providing the best possible support within school (Czerniawski, 2012). The *ASL Act (2004)* has been central in recognising the importance of obtaining pupil view in the decisions and processes. The Act promotes a collaborative process and a dynamic approach therefore valuing the partnership with the pupil. The extent to which the pupil feels part of the process will guide the success in establishing to what extent we have achieved that ultimate goal of centring on the learner's rights, needs and entitlement.

Pupil perceptions, of both the situation and of how their contributions are valued, will enable their view to be shared and promote further commitment to inform and transform the education process of which they are part (Czerniawski, 2012). Listening carefully to the pupil and empathising with how they are feeling is important. The teacher should listen to the pupil and think about the emotional, social and intellectual impact that classroom tasks, people and experiences are having on them, rather than simply focusing on tasks the pupil has completed or things they have done (Riddick, 2010). This ensures we are listening and hearing what individuals are trying to say as half listening carries dangers, as does listening with an ear of prejudice. It is therefore important to remain true not only to oneself but also to the pupil, consequently reflecting a congruent stance.

Pupils benefit from talking about things, and talk can help them to identify and resolve some of the problems that they are faced with (Smith & Elliott, 2011). The art of talking and of conversation is a life skill that should be encouraged within all lessons throughout all schools. Norton (2004) views this ability to communicate and the capacity to engage others in conversation, changes and adapts as young people develop and mature. Reflective listening helps a pupil to feel heard, valued and understood. Language and conversation convey meaning and a deepen metacognitive understanding (Goswami, 2008). Essentially, poor communication can produce

misunderstandings that can result in the feeling that “something is wrong with me”. The availability of significant others to discuss important issues is important if children are to deal positively with any difficulties or challenges (Ingesson, 2007). It is not acceptable to assume that a pupil automatically understands information or instructions that may be given by a teacher. Conversely, it is inappropriate to presume that teachers fully understand all pupils and can predict their threshold of tolerance, persistence, ability, personality or thought process. A pupil may provide quite a different account of the same lesson from their peers, seeing things not as the event presents itself to others but in terms of their experiences and emotional state, or “how they are” (Norton, 2004). Such situations require additional confirmation and reinforcement in the form of communication, specifically acknowledging the pupil’s opinion and sentiments. Only by checking with the pupil can we really appreciate what they are thinking and feeling at that point in time. Assumptions and generalisations can add to pupil stress and frustrations, and irritation inhibits their learning development and success.

To represent a true account of the pupil experience requires good listening skills. This involves attending to the exact words used by the pupil to capture their mood while understanding how the context affects the pupil’s interpretation (Yin, 2003). We are reminded that this is not about putting words into the pupil’s mouth or prompting a response from the pupil. The focus should remain on creating a safe environment for disclosure and accuracy about what has been said and how the pupil feels. These are crucial in providing the pupil with the platform to tell their story. This conscious effort to listen, and actually hear what the pupil is saying, will help teachers and schools to provide more effective ways of supporting learning for pupils with additional needs and in fact, all pupils (Flutter & Rudduck, 2004).

From this, the importance of listening to a pupil cannot be underestimated if we are to offer insight and consideration of experiences and feelings (Norton, 2004). It is their individual interpretation of events that creates the uniqueness of each situation and occurrence. In some instances the collaborative conversations are a means to promote stronger relationships between the pupil and the teacher (Ainscow and Messiou, 2017).

In order for a conversation to be meaningful, it is necessary to establish how much your listener has understood (Goswami, 2008). This art of understanding has the potential to be a very powerful tool when engaging with pupils.

Attending to the pupil view is considered a moral imperative and studies incorporating the views of students have the potential to challenge teachers thinking and develop change (Ainscow and Messiou, 2017). The European research study conducted by Ainscow and Messiou (2017) with pupils with additional support needs stressed the impact of the pupil view by sharing statements with the teachers shared by the pupils that led them to reflect on their own ideas regarding learner diversity. Powerful statements in the form of 'surprises' had been disclosed to acknowledge unknown thoughts and feelings of the pupils. Such surprises included descriptions of when and where the children felt safe in school; they felt most safe when an adult such as a support assistant was with them, or when they were in the classroom, and least safe in the toilets, isolated in the playing fields or at lunchtime in the dining hall. This information was news to the teachers who were charged with the children's care. The young people also talked about the noises of school life, finding some such as the noise in the dining hall, highly stressful. Again, the teachers were unaware of this. Mortier et al (2011) conducted research exploring children's perspectives on support. The research included learners with additional support needs but schooled within a mainstream environment. The children themselves were the people best placed to guide others in reviewing their supports. They had strong views on the people who deliver support, on the kinds of relationships that were helpful and not helpful. Some of the findings included the positive impact of supports allowing the learners to access areas of the curriculum, but some learners reported that the supports made them unhappy if there was too much adult control. An additional finding was that some of the learners found it challenging to always be nice to the person who was providing their support. This kind of research shows that it is important to think about the emotional, social and power relationships in providing support and emphasises the importance of looking at the wider context of the child. They found that the young people have a lot to say about their experiences of additional support but are rarely asked for their opinions. Their study concluded that the participants perceived supports

in place as fundamentally important and that support was linked to positive school experiences. The potential of challenging thoughts and influencing change by incorporating pupil views further strengthens the belief and value placed on conducting research communicating the pupil perspective.

Lewis & Porter, (2006) argue that the viewpoint of the pupil is essential if researchers are to investigate, and therefore understand, any given context. Lindsay et al (2010) were commissioned to be part of an inter-related research project in response to a review of services for children and young people with speech, language and communication needs. The research study focused on how researchers can use pupil voice to develop a framework to encourage young people to describe and develop their experience of additional support needs. Key themes to emanate from this research highlighted variability in current systems and a lack of equity. Communication was considered crucial as well as including the perspectives of children and young people to evidence best practice recommendations aimed at increasing learner independence and inclusion. Flutter & Rudduck, (2004) provide many accounts of academic research studies which report that it is crucial to gather the perspectives of the pupils before deciding on any course of action in school improvement. The pupils' views are central and without an account of their attitudes and experiences it is impossible to identify what is important that will make a difference to the opportunities for successful learning. The pupil consultations advocated by them as good practice are a declaration indicator of citizenship and democracy with the teacher frequently viewed as the problem rather than part of the solution. The views of the participants can guide and direct attention to the issues most relevant at this point in time to improve planning and quality of the identification and support of additional support needs. It is a cautious and respectful balance of impact that reflects a sincere appreciation of the contribution made by the pupils. Pupils want to be listened to and value the opportunity to be heard (Flutter & Rudduck, 2004). The shift in practice in establishing relationships with pupils, and valuing their contribution, should be met with balance and integrity with the hope of providing the direction for constructing the most appropriate learning environment.

### **2.2.1 Photovoice**

The importance of young people's voice, and of ensuring they can express their views has already been raised and discussed. It is clearly a central issue in both research and practice that language and writing are not always the best ways to encourage communication. The ability to create and share new knowledge through dialogue can be supported through the use of photographs. Empowering the participant to take a photograph presents an insight of what is significant to them (Lieblein et al, 2018). The aim is to deepen discussions and find a way to make it easier to explore issues. Photovoice has three main goals, "to enable people to record and reflect, to promote critical dialogue and knowledge and to reach policy makers" (Wang and Burris, 1997, 370). Using a camera can be novel and motivating producing pictures to enable discussions and prioritising concerns. The use of a camera takes away the stress and anxiety around literacy issues therefore supporting the individual and providing a mechanism for effective communication. The use of photographs draws on all of the information gathered and the visual stimuli provoking emotional responses to situations and experiences (Dunne et al, 2018). This unique perspective from the individual connects with thinking and encourages reflective thought and a variety of interpretations.

Strategies to support effective communication include visual data techniques which can add a uniqueness to engaging with pupils for example by using pictures presented to them, drawing pictures, model making, or asking a pupil to take a photograph. Video work and collage making can also be useful tools in obtaining views and opinions from an individual. Considering potential worries and anxieties commonly associated with individuals experiencing difficulties with reading, writing, and spelling, the use of visual data techniques would provide an appropriate alternative means of initiating conversation and gathering information in a non-threatening manner. The use of visual approaches are often adopted as a medium in which we can see the world through the participant's eyes supporting the sensory prominence within social research in the hope of revealing insight that is not accessible by other means (Banks, 2007). Visual

methods are considered to be the mechanism for empowering young people in research conversations (Galman, 2009).

Photo-elicitation within an interview context is a means to anchor perceptions but also to provide a meaningful context for discussion (Bryman, 2012). Photographs can be used within a semi structured interview with the aim of acting as a prompt during discussions with the pupil as a way of eliciting rich descriptions, evoking emotions and a deeper understanding of the individual experience. It is hoped that by using photographs to invoke comments, any vague memories will be “given sharpness and focus, therefore unleashing a flood of detail” (Banks and Zeitlyn, 2015, p. 86). The use of visual prompts could be considered to be key in nurturing verbal responses and understanding from the pupil perspective. Signs and symbols are also useful tools when working with young people with limited verbal communication.

In order to promote listening and responding to the pupil, three core conditions are considered necessary within a teacher/ pupil relationship. Rogers (1989), stated empathy, congruence and unconditional positive regard as being paramount to work honestly and successfully with a pupil. In addition to this, to facilitate full understanding, the ability to ‘put yourself in their shoes’ is helpful and a necessary condition. Congruence also contributes to a successful process where the teacher is true to himself or herself, avoiding facades or insincerity. An acceptance of the pupil, free from conditions of worth, can be stated as unconditional positive regard, which forms the basis of human respect and value. The pupil is an active participant, assuming responsibility for the direction of their journey with trust at the heart of the teacher/ pupil relationship.

### **2.3 Inclusive Education**

The history of theoretical developments around inclusive education shows that there is a lack of general agreement and common interpretation of terminology and of what inclusive education means for policy and practice. The theoretical advantages of the capability approach have to be understood against this background. Inclusion has never



been a simple concept and the term replaces the more constricted views of previous terminology. As Corbett (2001, p. 13) states, “inclusion or inclusive education is not another name for special needs education.....inclusion involves the identification and minimising of barriers to learning and participation and maximising of resources to support learning and participation”. Riddell and Brown (1994, p. 119) believe that inclusion should “provide a framework within which all children regardless of ability, gender, language, ethnic or cultural origin, can be valued equally, treated with respect and provided with real opportunities at school”. The terminology change within Scottish legislation, from special educational needs to a broader concept of additional support needs, reflects how the research view changed, and now includes all children and young people experiencing difficulties with their learning. Changing the terminology is not enough, and Riddell and Weedon (2014) emphasise the need for research and theory to examine if the discursive shifts in policy produce the authentic necessary changes in schools and learning communities. Florian (2012) advocates that research and theory look at the thinking, the values and beliefs of teachers so that a provision response to the *ASL Act (2004)* to provide for all learners regardless of perceived difference, extends what is available to all.

Integration, the historical terminology for thinking about additional support needs in theory, policy and practice is not inclusion. The terms each have their own meaning in policy and practice and their own theoretical background. Armstrong (2002, p. 102) describes integration as “the principle of educating all children together regardless of ability or disability”. Corbett and Slee (2000) believe the difference between integration and inclusion lies where the former implies finding ways of supporting students with educational needs in essentially an unchanged mainstream school, whereas the latter implies a radical restructuring of schools so that they are inherently capable of educating all students in their communities. Barton and Corbett (1993) viewed integration as being controversial, giving rise to deep emotions and heated debates, a view unchanged within the current educational climate. The confusion between integration and inclusion, alongside lack of teacher knowledge and training, pose substantial barriers to inclusion. This not only informs how the curriculum is delivered but also what is taught as much as who is being taught (Florian, 2008).

Mowat (2014) considers an inclusive school environment attuned to individual needs, to be one reflecting a sense of belonging for the learner where they are affirmed and valued.

Riddell and Weedon (2014) stress the importance that through the evolution of theory the policy and practice also needs to develop. It is not automatic that a theoretical and policy shift will improve the quality of practice and that research still needs to examine the quality of the impact of the new theoretical understandings on pupils' experiences. For example, the emphasis on pupil autonomy should not be a 'smoke screen' to limit the responsibilities that schools and the local authorities have for the quality of service provision. To know what is working, researchers and practitioners need to ask pupils and solutions must still be explored within the school that value the pupil and enable them full access to opportunities across the school with tailored interventions (Mowat 2015). This has implications for continuing professional development and initial teacher education. We need to research and understand how a capabilities approach fits with theories of professional identity, values and agency, and how these are developed in teacher education and professional development (Florian, 2012). This would be an attempt to bring knowledge, skills and practice up to date and in line with current inclusive theory and research. Without this, Reindal (2016) argues that theory will not help young people; there is still a risk of marginalisation within the regular school environment (Reindal, 2016). To summarise, therefore, a necessary shift in theoretical terminology and interpretation of inclusive education has paved the path for a focus on diversity within our schools. This consequently allows a theoretical and practical framework for the individuals' wellbeing with the expansion of pupil agency. Nothing is perfect and the education system, more specifically inclusive education, can be viewed as complex and fragmented, often lacking coherent thinking (Soriano, 2014). There is no theoretical challenge to the concepts and aims of inclusion and capability theory captures the breadth of the vision. The current agenda should now focus on considering 'how' inclusion will manifest within our schools and educational environments rather than the 'why' (Reindal, 2016). This will ultimately project ethical dimensions, epistemic issues, as well as a political agenda as a consequence of such manifestations (Sen, 2006).

### 2.3.1 Manifestation of Inclusive Education Theory in Policy and Practice

One point that has emerged from this theoretical review so far is that theoretical frameworks have changed and do seem to impact, at least in part, on policy frameworks but they do not always change how practitioners think or what happens in schools and classrooms. In 1999, when the Scottish Executive issued a policy on social inclusion and raised the question of exclusions from schools, the emphasis was directed towards the need of the individual child as well as partnership with parents and diversity of provision. The theoretical shift produced similar policy developments in England and Wales, which published *Meeting Special Educational Needs: A Programme of action* in November 1998. Both policies encouraged decision making by young people and safeguarded rights. Political decisions and policy practice during this time, reflected the theoretical framework of inclusion and highlighted the belief in the strong educational, as well as social and moral grounds, for educating children with additional support needs alongside their peers.

Tensions and incompatibilities remain, however, surrounding issues of inclusive practice and the concept of diversity remaining a particular challenge within the classroom (Norwich, 2013). Riddell and Weedon (2014, p. 1) suggest that the endorsement of inclusion within official policy “does not always lead to the practical realisation of such policies”. This therefore signifies a greater need for research and data analysis to inform policy implementation. There is disagreement over how much this needs further theoretical development about inclusion or about teaching and learning. Florian (2012) believes that schools are more inclusive of learners with additional support needs as policy developments continue to reinforce and strengthen the right of every young person to attend mainstream school. She suggests that consequently the stress needs to be on what teachers do that gives meaning to the concept of inclusive education (Florian, 2012). This is supported by Mowat (2014) with the belief that “inclusion is fundamentally about the principles and values which guide how we lead our lives”. The beliefs we hold and the actions we take are influenced by our understanding and attitude to inclusion and inclusive education.

Unfortunately, in practice, multiple and often conflicting understandings are still in existence around concepts of inclusion (Slee, 2013, Mowat, 2014).

## **2.4 Diversity, Labelling and Pedagogical Response Within the Classroom**

Teachers can make a difference on impact to learning, however, directives from legislation and policy to practice do not always influence. Therefore, it is indicated that policy alone cannot guarantee an inclusive outcome for the young people. Teachers need to seek answers that promote a response to learning difficulties and individual need rather than ones that prioritise giving a categorisation of the difficulty. Where teachers look to categorise difficulties, it can prevent them from taking personal responsibility for looking at the child, for understanding that particular child's needs and contexts and responding to them. It also disadvantages children who do not have a particular diagnosis (Gibbs & Elliot, 2015). Literacy difficulties is one example of an additional support need that often prompts referral to the support for learning department in a school because it creates problems for children in class. Many referrals begin with an enquiry about dyslexia and parents may push for a diagnosis. Elliot and Grigorenko (2014) state that they are not surprised parents request a dyslexia assessment as there is a misconception of the effective interventions that would follow. Knowing that a child is dyslexic doesn't really help teachers to know how to respond and may have positive or negative effects. Understanding teachers' pedagogical responses to inclusion is an important aspect of understanding inclusive practice in schools.

### **2.4.1 The Impact of Labelling**

A cautious approach is required when pursuing an identification of a particular need or difficulty of an individual. It is unhelpful, for example, to the learner to overgeneralise and attribute all problems with learning to read, write and spell to dyslexia (Riddick, 2010; Elliot and Grigorenko, 2014) as it leads to false hopes and assumptions of effective support. The drive for diagnosis, whilst understandable, can often lead to the over identification of those at risk of dyslexia (Snowling et al, 2011).

The consequence from such an experience could have negative consequences, creating confusion and frustration for the learner. Dixie, (2011) describes the frustration and unhappiness that result from misunderstandings and miscommunications around a label that affect a pupil's emotional wellbeing and state that a frustrated pupil could be viewed as an unhappy pupil. In an attempt to explain and understand literacy difficulties, individuals may self-identify as being dyslexic, which creates an ingrained belief about their ability and potential which places pupils significantly at higher risk of distress and anxiety disorders (Nalavancy et al, 2011). What makes a difference for a pupil is not the label but when they are supported by their teacher (Gibson & Kendall, 2010). Labels can also be a barrier for some teachers who may have a misconception about the nature of dyslexia. Washburn et al. (2011) found that teachers believe the foundations of dyslexia to be genetic and see the deficiency within the child rather than viewing how the teacher and school can support the child by teaching them appropriate strategies. In addition to this, the teachers' belief in their ability to effectively support dyslexic learners was highlighted as problematic in research by Gibbs and Elliot (2015). These researchers found that as soon as a label was adopted there was a disconnect with the teacher, who felt that helping the young person was out with their skill-set. Their understanding of the young person as a learner was not helped by the adoption of the label; teachers simply opted not to respond, allocating responsibility to the learning support teacher. In Scotland, such research influenced policy with the recommendations within the HMIE report (2008) *Reviewing Education for Learners with Dyslexia* which identified teachers' knowledge of appropriate learning and teaching approaches for dyslexic learners as an area for development. Categorisation of learning difficulties does not come with an automatic intervention success guide for the teacher and the accountability remains on the teacher at Stage 1 to support all learners. Elliot and Grigorenko (2014) endorse the term 'reading difficulties' to include a wide range of literacy difficulties as opposed to the term 'dyslexia' to address theoretical and practical concerns.

The number of children and young people with identifications and categories/syndromes increases as labels evolve. As the number of pupils with additional support needs increases within the classroom, the tolerance level for diversity could be said to

diminish (Slee, 2013). Although labels can be supportive there is a risk they can become misleading and contribute to detrimental practice through exclusion being attributed to the pupils impairment rather than to the culture and processes established within the school (Gibbs and Elliott, 2015, Slee, 2018). In terms of the capability approach, labels and diagnoses may not accurately describe the complex individuality of each pupil (Norton, 2004). Not all researchers see labels as totally negative. Glazzard (2010) argues, in line with the broad philosophy of capability thinking, that it may be considered useful to have a label, but that the ownership of that label is most important considering the power it has in shaping a pupil's identity. Where the individual has ownership of the label, it means that there is more to the individual than the label, and the individual acknowledges the strengths and abilities beyond the label. The label is part of their identity, but not their whole identity.

The interpretations and understanding of labels can, according to some research, hinder the quest for an inclusive environment, but in other circumstances it can be useful. Misunderstanding can result in exclusionary practices but if the appropriate label is fit for purpose it may lead to a better understanding of need, and more importantly attract additional resources and appropriate support, which can help promote positivity and a greater understanding of difference (Mowat, 2014). Gibbs & Elliott (2015) consider potential positive and negative consequences that the quest for a diagnostic label may have. They discuss the language of labelling (including the term 'diagnosis'), arguing that labels will always be there, but more work needs to be done on how teachers, young people and parents interpret the label. Labelling should not suggest, in their view, the belief that it will point towards the most efficacious form of intervention, or that all young people with the same label have the same needs. They support a holistic approach to the young person that includes a profile of the young person's strengths and needs that this information may be more useful in the attempt to keep a focus on the needs of a pupil rather than a response to the 'label' or condition attached to the individual. Confusion and misconceptions around the usefulness or harm of labelling are still evident with pupils, teachers and parents and we need to give more regard given to the consequences of a label (Elbro, 2010). Dweck (2000) goes a step further in stating that harm can result from negative labels, therefore undermining

the mindset of learners irrespective if the intelligence label adopted is positive or negative, consequently resulting in negative effects (Dweck, 2000). This warning, therefore, extends beyond how teachers or systems label to include how learners label themselves.

The impact of this research on policy and practice in Scotland is that definition of additional support needs has broadened and has been linked, in part, to a strategic response to concerns about underachievement in schools (Florian, 2012). As previously stated in section 1.5.1, this has increased the number of categories used to document learners with an additional support need. However, Mowat (2014) warns of the risks of labelling with stigmatisation through the act of identifying a learner as having an additional support need. On the other hand, there is also a risk by not accurately identifying the additional support need therefore not fulfilling rights and equity in education (Forian, 2008). Riddell and Weedon (2014) remind us of the importance of not making assumptions about our learners and supports the abolition of attitudes of “within child deficits”. While the boundaries and determining limits of placing learners within labelling categories is in the long term yet unclear, they are thought to be pedagogically helpful (Lewis and Norwich, 2005). The aim is to support learners without marginalisation and limiting aspirations.

The arguments about the use of labelling in a policy context in education indicate that labelling can have positive and negative consequences, but the consequence of avoiding labels can be worse (Bishop, 2014). Evaluating support strategies and understanding why some learners fail in school can be facilitated through the adoption of labels. There appears to be growing evidence that individuals with literacy difficulties can experience disaffection and disengagement from education (Goswami, 2008) irrespective of any label or diagnosis. Norwich (2010) recognises that diversity within the classroom remains a challenge with the use of labels risking stigmatising learners. However, if labels are appropriately applied, they have the potential to focus attention on the learner who needs support. Disaffection and disengagement would impact on the educational achievements, life choices and the construction of the self as a learner. Individuals with additional support needs report a lack of support in school

(Rose, 2009) and the importance of involving the pupil in the identification and support process fuels the desire to establish where we are in successfully meeting the needs of our learners and establishing ownership of their learning. However, Lewis and Norwich (2005) recognised that although labels can be pedagogically helpful, the long-term implications of labelling on learner identity and provisions of support remain unclear. There is “no clear objective criteria for the myriad of labels that exist in education” (Lauchlan and Boyle, 2014, p. 399) which adds to the complexity of the issue, however, greater awareness is needed to the relationship between label, learning needs and provisions of support.

In summary, there has been a lot of theoretical debate and research into the effect of labels. Labels have the potential to impact positively on the learner and access appropriate support mechanisms, however, a response to learning needs should be initiated regardless of whether a learner has an identified label or diagnosis. Conversely, if a learner does possess a label or diagnosis, this does not satisfy a blanket approach to support. They are an individual and the label will “never tell the whole story” (Bishop, 2014, p. 392). The respect of individuality and dignity are strong ethical markers within a capability approach. Nevertheless, it can be difficult to cater for individual learners without the acknowledgement of difference. How difference is framed within the educator’s mindset, and the mindset of the learner, questions the value and purpose placed on labelling. This ultimately impacts on the appropriateness of interventions for learners- with or without a label- requiring support in the classroom. This prompts a closer investigation of support implementation at Stage 1 level.

In the quest for a more inclusive approach to education and equality of opportunities, it is important that assumptions are not made about the learners’ ability or potential based on presenting difficulties or labels. Generalisations should be avoided based on the implementation of legislation therefore resulting in everyone being included in our schools. Issues of understanding, skills, practice and the evolution of policy and legislation impact on how much, or little, we have fully embraced the evolving concept of inclusion. The beliefs and attitudes held by teachers within the school will



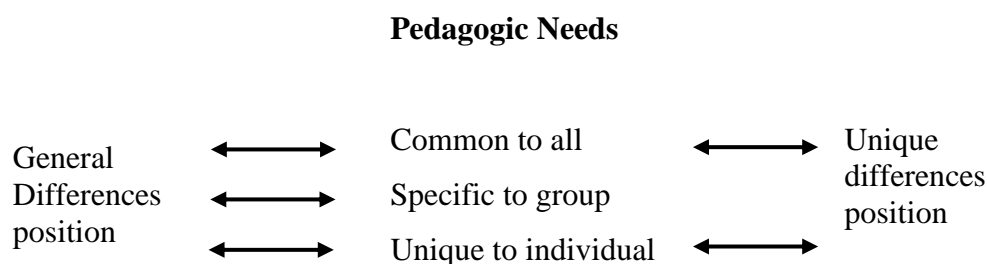
potentially impact on the pupil's inclusive experience. There is continued emphasis on children's rights and the requirement for the learner to be involved in discussions and decisions that affect their learning and wellbeing. Avoiding stigmatisation and marginalising pupils can be best achieved when individual difference is appreciated and contextualised within an authentic inclusive pedagogical approach. A barrier to this ideal is the complexity and challenge in our understanding of inclusion which impacts on the ability to adopt fitting collaborative inclusive practices.

#### **2.4.2 Pedagogical Responses within the Classroom**

Pupils with different kinds of learning difficulties may not be provided for adequately in general class teaching due to a missing link to a continuum of teaching or pedagogical approaches (Lewis and Norwich, 2005). However, this can be supported through credible and established supports and training. National support resources such as the Addressing Dyslexia Toolkit (2015) providing information and supports for learners with literacy difficulties and dyslexia. This invaluable resource is readily available for all teachers in schools across the country. There is a need for teachers to take account of individual characteristics rather than rigid general procedures (Lorusso et al, 2011) with appropriate practices deployed in the classroom to increase pupil involvement, understanding and motivation to learn (Blackman, 2011). Teacher attitude, including nonverbal behaviour, can have an indirect effect on pupil success and achievement (Hornstra et al, 2010). The continuum of special provision and support could be said to be specific to the setting in characterising not only the ways inclusion is reportedly used in practice, but also indicating the way in which the concept is used and intended to be used by others (Ainscow et al, 2006). Collaboration and a whole school strategy approach would share the responsibility for an inclusive pedagogical approach with shared goals and understanding.

The decisions and strategies adopted within an inclusive environment are informed by the needs of the pupil and the professional understanding of those needs. One of the areas researched by Lewis and Norwich (2005) was exploring if the differences identified between learners can be systematically linked with learners' needs for

differential teaching (Lewis and Norwich, 2005). Their research prompts two challenges: one of the act of teaching itself and the other of how we conceptualise difference. Their conceptual framework identifies two dimensions within pedagogical positioning; “general versus unique difference positions” (Lewis and Norwich, 2005, p. 3). Diagram 4 demonstrates this conceptual framework,



**Diagram 4: Pedagogical position conceptual framework**

The unique differences position is a pro-inclusion stance although there does not seem to be substantive evidence available to fully support this position. The contrast from the general difference position of the unique difference position appears to be more commonly adopted within an additional support need environment for categories such as dyslexia, moderate learning difficulties and low attainment (Lewis and Norwich, 2005). However, Reid (2005) reminds us that while pedagogic needs are significant, the priority of focusing on the barriers to learning should not be trivialised when identifying and planning for effective intervention.

Those committed to inclusion must seek to change that which can be changed. School staff can commit themselves to creating fairer, more humane environments at school. The view held by Fox et al (2004, p. 189) connects the quality of the pupil’s inclusion as “being dependant on the extent to which the curriculum is made accessible to the child and the child is seen as central to the learning process”. Silva and Morgado (2004) identified teaching approach and curriculum design as key components in student academic success, therefore advocating for setting clear objectives for what a school is aiming to achieve as their key to successful inclusion. Slee (2008) argued

that schools have ignored the need for deconstruction, therefore failing to alter cultural practices to increase pupil participation and remove exclusionary pressures.

Education staff need to be confident enough to provide diverse learning approaches and to cater for individual needs. The recognition of individual difference as an acceptable aspect of human development with greater emphasis on learning outcomes and teaching strategies has the potential to overcome barriers and lift tensions constricting inclusive ethos (Florian, 2008). Through the deconstruction of the resolutions that have been on offer, Dyson and Millward (2000, p. 184) considered the need to “increase the understanding of whose interests they serve, what values they embody, what compromises and trade-offs they involve, the less we are their prisoner”. There is a professional obligation not to ignore the impact of inclusive approaches supporting diversity and equity. There is a need to continue to face fears and anxieties and engage in inclusive practices. The variability in current practice and the financial constraints affecting some schools and local authorities further contest the concept of inclusive education, however, there is a belief that teachers can make a difference (Florian, 2012, Mowat, 2015).

The class teacher takes a central role in the management and organisation of the pupils’ daily educational experience (Fox et al, 2004). Attitudes of the teacher play a critical role within the classroom (Savolainen et al, 2012). The processes that evolve within the school place an emphasis on the intentions and goals within that context (Ainscow & Sandill, 2010). A review of teacher awareness of skills and competencies provokes a proactive starting point for change (Soriano, 2014). Teachers have the ability to learn, therefore providing an opportunity to enhance their effectiveness as teachers and educators. Continuing professional development and in-service training are opportunities for teachers to highlight areas of need and gain knowledge and increase their capacity for improvement.

The role of the teacher includes planning, developing, monitoring and evaluating the learning situations with adequate use of the curriculum to best suit individual needs. The curriculum should include all the learning experience offered by the school, which

should provide a balanced, broadly based opportunities promoting spiritual, moral, cultural, mental and physical development of each individual. This holistic responsibility for wellbeing is reflective of the capability approach. There is an obligation to prepare pupils for opportunities, responsibilities and experiences of adult life. It is the process by which a person begins to learn how to learn. Achieving skill and accumulating knowledge are not enough, “the learner can be helped to achieve full mastery by reflecting and equipping the learner with a theory of mind” (Bruner, 1996, p. 64). Education should be the business of providing a supportive, safe environment in which to nurture independent, free thinking, responsible adults, equipped with knowledge and means for acceptance and resilience.

The development of inclusive practice would be evident in the relationship of actions being driven by inclusive values. The desire is for equity, participation, community, compassion, respect for diversity, sustainability and entitlement (Ainscow et al, 2006), with principles moulding decisions and practice. The knowledge and skills of the teacher, underpinned by their own values, are central in determining the direction of development.

The fundamental aim of creating and maintaining a positive learning environment whilst reducing exclusionary practice should continually challenge our thinking. The increase in numbers of pupils with an additional support need, and the growing diversity within Scottish schools, requires a more effective and inclusive approach. Pupil involvement, support, skills, knowledge and attitudes are all relevant areas to be considered within a successful pedagogical agenda to develop and address the inclusion of all learners.

## **2.5 Pupil at the Centre**

Within the capabilities approach the pupil is at the centre of the educational enterprise (Reindal, 2016). This therefore focuses on the pupil wellbeing and the expansion of agency. This interdependency of emotions and affiliation is entwined in human dignity and ethical dimensions. The Salamanca Statement (UNESCO, 1994) highlights issues

of importance such as children's uniqueness, design of the education system, regular school access and inclusive orientation. Some may regard the Salamanca Statement as making a clear declaration concerning children's rights: a moral imperative for action towards children's rights and promoting inclusion, which includes listening to what each individual think and feel. The Salamanca Statement also acknowledges the need and challenge for schools in developing a child centred pedagogy (UNESCO, 1994b).

Young people's learning experiences are significantly influenced by group dynamics and social factors (Child, 2007). Ideally professionals dealing with young people should develop distinctive strategies to be effective in dealing with the wide array of complex human behaviour and at times personal educational crisis. One strategy is to adopt a humanistic approach with the emphasis on the whole person (Due, 2004) and the needs of that person. This humanist approach was developed by a group of American psychologists in the 1950s: the most influential being Carl Rogers, founder of the person-centred approach (PCA). An educational environment reflecting a person-centred approach would be one in which the quality of the relationship is the priority. Within the practical element of this approach there is the emphasis on the person and the quality of the learning relationship. This idea of a PCA has shaped educational policy in the attempt to raise awareness of the impact others can have on the development and potential of pupil achievement and success as stated in the Standards in Scotland's Schools document in 2000. This was echoed by Czerniawski (2012) where a more child centred discourse is regarded as being key in nurturing the feeling of being trusted and respected.

By the time children enter school they are already effective conversationalists (Berk, 2012). It is highly informative to listen to pupil comments and the questions they ask (Donaldson, 2006). Maximising the opportunity to listen to the pupil view can develop confidence and the efficacy desired and intended within the education and growth of the pupil. In the Scottish education system the emphasis on the pupil's ability to 'talk' is reflected in the curriculum assessment of talk within the CfE framework. Gaining the pupil perspective on matters directly affecting them should be responded with a focus on their needs and not their wants (Dixie, 2011). The relationship formed

between the pupil and the teacher is fundamental to effective learning and teaching (Glover & Law, 2002; Riddick, 2010). This professional relationship, setting the boundaries within the learning environment, is central in providing a realistic and respectful weight to the valued opinions of the pupil. This further supports the need to be realistic and apportion the impact of the pupil view. Therefore, the emphasis must remain on establishing pupil need whilst valuing what they say, avoiding tokenism (Czerniawski, 2012). Acting on what is said initiates reflection and directs practice towards a more effective way of supporting the needs and rights of the pupil. In addition to this, the practice of engaging in conversation and building confidence in self-expression and opinion of past experiences can contribute to dramatic gains in children's ability to produce well organised, detailed, expressive narratives (Berk, 2012). This skill will support pupils well not only within school but establish valuable transferrable skills for learning, life and work.

## **2.6 Learner Agency**

Learner agency is a significant concept within the capability approach. The emphasis is on the persons ability to act on behalf of what matters to them and through choice, advocating for the empowerment of the individual (Sen, 2006).

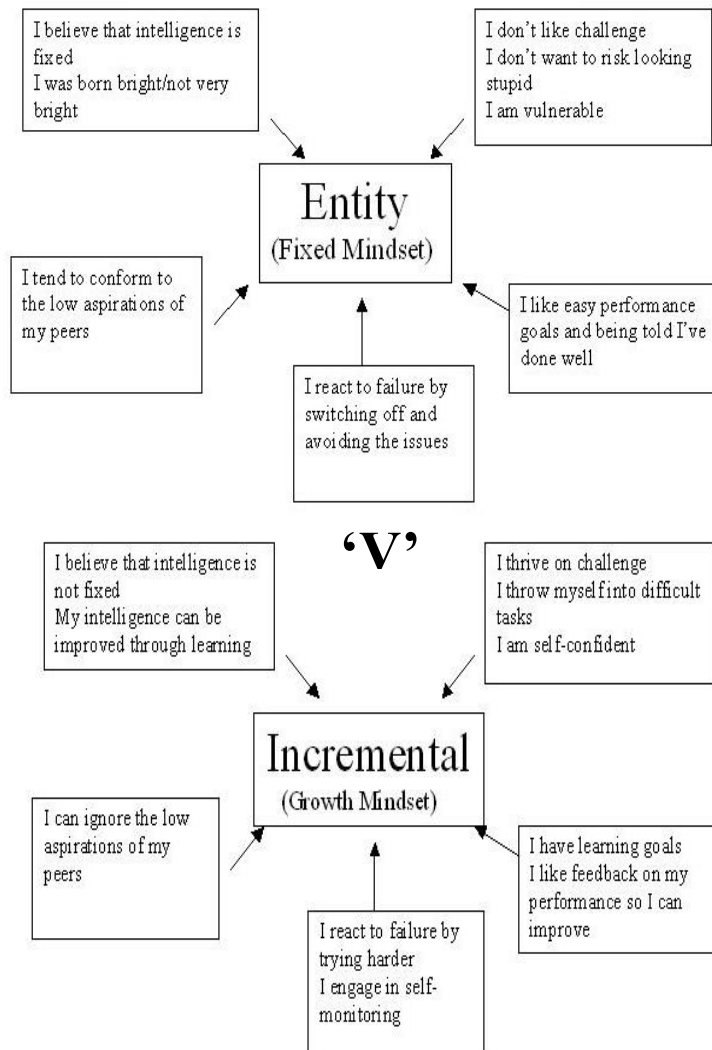
It has long been recognised that individuals with literacy difficulties see out their school career with persistent challenges (Kiuru et al, 2011; Lovett et al, 2012). This can be a frustrating time for the pupil and for some a worrying and confusing time that challenges a pupil's sense of agency and efficiency (Williams, 2017). The individual's self-concept is thought to be linked to how they perform in school therefore connecting with self-determination and growth mindset (Riddick, 2010, Charteris & Smardon, 2018). There will undoubtedly be influences and responses relevant to this creation of agency from parents, friends and teachers but the focus in this project remains with the pupil and their thoughts and views. How one individual would describe themselves may not be the match of a description from a friend or a teacher. Teachers have the ability, for better or worse, to influence pupils' self- esteem and attitude towards learning (Riddick, 2010). Negative conditions of worth associated with low self-

esteem often lead to a negative disposition and feeling of insecurity (Green, 2000). Involving pupils in discussions and decisions is a means to boost self-esteem, confidence and willingness to engage (Mills, 2006, Charteris & Smardon, 2018). Consulting the pupil and pupil view continue to be important ideas evolving from the pupil agency agenda.

Developing a systematic understanding of human behaviour and the factors that influence its development will enable a connection to be made with how pupils with additional support needs identify themselves as a learner. It is how they feel about their additional support need and looking holistically at their needs that ultimately forms the self-concept and perceptions (Macintyre & Deponio, 2003). This capacity to build self-perception based on abilities provides a sense of agency and impact on learning (Williams, 2017). However, it is recognised that the academic self-representation is only one dimension of a multi-dimensional concept of what we term the self (Riddick, 2010). The focus of the study directs thought and attention to the area of learning and experiences within school in order to focus on the impact of agency.

Beliefs and goals are thought to guide behaviour and forge the identity of the self which is linked with agency (Dweck, 2000). How a learner thinks about themselves has an impact and can present misconceptions about ability. This is described by Carol Dweck (2000) as two distinct categories, Entity or Incremental self- theory. These are summarised in diagram 5 below.

## Self- Theory



**Diagram 5: Outline of self- theory (Dweck, 2000)**

The Incremental/ Entity perspective on self-concept would undoubtedly have a crucial consequence on a learner's self-belief, motivation to learn and hopes for the future. McLean (2009) believes that motivation is the most important factor for the successful learner. Within the learning environment, the way the teacher conducts themselves and the climate created has the potential to motivate or demotivate a learner. McLean (2009) reminds us to remain mindful that the concept of the self is able to be changed, therefore bringing an accountability on the climate created for learning by the teacher as well as the skills and knowledge they possess. Motivated and engaged learners are key to agency and the accomplishment of goals.



The enthusiasm and success of a learner can be shadowed by challenges and disappointment. It is important that teachers are able to identify different kinds of internalising problems in order for pupils to feel supported and develop resilience (Dahle et al, 2011). The resilience of the individual in the face of difficulties and sense of control within a situation can also impact on their success and sense of agency (Mitchell and Riggs, 2000, Williams, 2017). The skill of a teacher is reflected in their ability to create the support and environment balanced between empowerment and challenge (Czerniawski, 2012; Glazzard, 2010; Reid and Fawcett, 2004). The agency position of an individual is shaped through everyday actions, interactions and relationships (Jorgensen, 2015). The internal dialogue and struggle to understand themselves as a learner can lead to negative or misunderstood self-representation. The process of assessment is in itself a daunting journey with no guarantees for answers to often deep rooted and emotional learning struggles. This therefore presents conflict to the developing perception of efficacy and sense of agency.

Maintaining a sense of control and position of acceptance within their learning community is considered specific to the context of an individual's learning environment. Enabling the pupil to maintain an element of control when experiencing learning difficulties and engaging in open conversations with the teacher is paramount for the most positive outcomes (Glazzard, 2010; Gunter & Thomas, 2007, Williams, 2017). This would therefore support the learner capacity for agency through consultation and autonomy (Mills, 2006, Jorgensen, 2015, Williams, 2017, Charteris & Smardon, 2018). The inclusion of the pupil with decision making and information sharing throughout the process of establishing whether an additional support need is present, or not, is suggested to be the most appropriate and successful approach in meeting learner needs.

Attention is drawn towards extension of pupil agency to include the agency of the teacher. How teachers cope with difference in the classroom reflects teacher agency, competencies and ethical values (Soriano, 2014, European Agency, 2015). Teachers play a vital role in effective praise and encouragement of pupils due to the large amount of time spent at school. Within education, a teacher may consider a pupil to be bright

and able, whereas the pupil may see himself or herself as struggling and failing. The experiences encountered throughout a lifetime contribute to this concept of self-image, with the influence of family, friends and circumstances bearing greatly on the balance of this view. On reaching adolescence, individuals begin to spend more time with their peers and become more concerned about peer acceptance and popularity (Kiuru et al, 2011).

Objectives such as discipline, efficiency and fulfilment are those that may echo within the school environment. Vygotsky (1978) considered the two most powerful factors influencing achievement and learning to be the teacher and the environment created for learning. Therefore, the cognitive development of learners is enhanced by the interactions that occur within the socio-cultural context of the school (Blackman, 2011). The making and maintaining of friendships in school can prove to be happy and stressful for some pupils. There is a need to understand social and psychological conceptions of learners as well as their perceptions of themselves in order to provide the best educational support and experience (Kincheloe, 2012). The social and hidden school curriculum can be one to offer challenges, which can be just as great as the academic challenges faced within school. Understanding the pupil perspective and hearing their views about their experiences can be supported through listening, the use of appropriate techniques and nurturing a respectful safe environment. The construction of a 'self' is considered through the resourcefulness of adopted identities within a person's agency (Smith and Rix, 2011). The 'self' is not fixed but able to adapt and react to varying experiences and conditions.

Over the years research that focuses on the pupil perspective has increased. The views and opinions of pupils with additional support needs are increasingly being documented but the pupil experience of engagement with the staged intervention process is less well documented. In addition to this, the uniqueness of this study centres on representing pupils with an additional support need within a mainstream setting. This adds a contrast to the information gathered on additional support need pupils within special education establishments. However, the pupil perspective must not be disregarded due to any challenge or difficult implications that may come to light from

the information, which undermines what the pupil view has to offer (Ainscow and Messiou, 2017). Although it could be said that the main beneficiaries of listening to the pupil and of student voice are the adults who listen, learn, and facilitate (Gunter & Thomas, 2007). The power relationships within school and the influence of the pupil view may also contribute to the true value of pupils' perspective being recognised. Current legislation identifies pupils as partners in their educational journey. Unless pupils are truly regarded as being 'equal' within the system, the value and insight they can add will remain limited (Jorgensen, 2015).

## **2.7 Education for All**

In order to develop inclusive education systems, the role of organisation cultures and leadership play a central role (Ainscow & Sandill, 2010). The importance of collaboration and the interactive process between the teacher and the pupil is a means to focus on the pupil wellbeing through the expansion of pupil agency. Barriers to inclusive practice can potentially be reduced through effective active collaboration and advocating child centred pedagogies (Hardy & Woodcock, 2015, Carr, 2016). Gathering the pupil view has the potential to add a distinctive perspective for developing change and provide a deeper insight towards the 'how' inclusive practice can be achieved (Ainscow & Messiou, 2017).

Strong relationships with teachers and friendships within school are also important within the process of social learning (Laing, 2017). The self-efficacy of the teacher, values and perspectives emanating through their practice are determinants of equity and fairness of processes impacting on the capabilities for the pupil. Capabilities are goals that fulfil an individual's entitlement, and education is a distinct entitlement within its own right with the purpose of expanding capabilities for the individual (Armstrong et al, 2010, Nussbaum, 2011).

## **2.8 Chapter Summary**

Children and young people's voice is important because it reflects a rights based inclusive approach within education, but promotes attention to individuality acknowledging a support response that should not just be about labels. This is an important focus for this thesis. It has been recognised that theory influences policy, but policy doesn't always filter into practice. There is an increasing need to conduct research into practice so we evaluate the effectiveness of current practice in response to policy shifts. The capability approach emphasises a proactive response that is bound by a strong ethical perspective which is a noble rationale for this thesis. In addition to this, the holistic reframing of theory towards a capability approach considers the wellbeing of each individual. This is relevant because it focuses on young people, their context and their perspective. The links to wellbeing and human rights are reflective of the intended perspective of this research, therefore being compatible to the aims of this thesis.

The literature directed thought to factors that are considered to have a positive influence on the realisation of inclusive education practice in schools. An effective proactive approach is important to consider when contemplating support intervention. Attention remains in favour of a holistic approach when exploring individuals and regarding their wellbeing. Most importantly, the emphasis on children's rights, and safeguarding these rights, should emanate through every process, procedure and interaction with children and young people. Establishing how much or how little these issues are evident throughout the pupil experience should be included when exploring why some learners continue to struggle irrespective of the legislation and policy guidelines.

## Chapter 3 Methodology Chapter

### 3.0 Methodology

The *ASL Act (2004)*, as amended, provides the legal framework which underpins the system for identifying and meeting additional support needs. All authorities are required to be compliant with this enactment as well as the *2017 Code of Practice (Supporting Children's Learning)*. This study gathers the experiences and views of pupils with functional literacy difficulties engaging with the process from Stage 1 into Stage 2 support intervention. The *Education (Scotland) Act 2016*, *Children and Young People (Scotland) Act 2014*, CfE, and GIRFEC also stress that we should listen to the pupil. How well the pupil is consulted throughout this decision-making process are indicators of how well we are attuned to individual rights and entitlement.

The capability approach presented by Amartya Sen (1979) in Chapter 2 recognises a theoretical framework which concentrates on the entitlement of children within educational structures and process design. Inclusive education is a freedom that should be guaranteed for all children. The practices engaged with to fulfil the educational entitlement for all children require to be reviewed to establish if pupils experience a quality education experience. Assessing inequalities in education systems within a capability approach is recognised to move forward from merely meeting pupil need towards the recognition of capabilities- a set of valuable functioning's that a person has effective access to (Sen, 2006). Inclusive education is regarded as a basic capability within its own right. Diversity is central to this approach with an emphasis on empowerment, freedom and value. Pupil agency, identities beyond labels and communication barriers are significant elements in securing social and emotional support of pupils as well as improved education quality (Reindal, 2016).

As stated in Chapter 1 the overarching objective of this research study was to synthesise differing perspectives from semi structured interviews of pupils who have experience of being part of the school process of identifying and meeting additional support needs entering what is regarded as Stage 1 into Stage 2. This is in the attempt

to establish if we are fulfilling the entitlement of quality education support with the expansion of capabilities.

This research was carried out through investigating the existing procedures of identifying and meeting additional support needs from the perspective of pupils at one Scottish secondary school. Over a period of one year pupils referred to the support for learning department with literacy difficulties impacting on progress and achievement were interviewed about their views of the support process. Visual methods adopted for the interviews empowered the pupils through research conversations. Photographs were presented to the pupils depicting their school day as a means of promoting discussions based on their emotional response and reflection. The pupil was also asked to present a symbolic photograph, of their choosing, that was significant to them as a learner. The twenty pupils referred for support were interviewed on two occasions to gather understanding and information about their experience. The study design provided insight to the following questions.

### **3.1 Research Question**

What are the experiences and views of pupils with functional literacy difficulties engaging with assessment moving from Stage 1 into Stage 2 supportive intervention?

#### **3.1.1 Research Sub Questions**

1. What is the pupil view of factors prompting the referral for assessment?
2. What influence does the knowledge that pupils have about staged intervention exert on how they seek help?
3. How involved do pupils feel in discussions and decisions about their learning?
4. How do pupils understand and view the support they experience?

## 3.2 Methods

To address the research questions a qualitative methodology and methods were adopted for this research.

A case study approach was chosen to collect systematic evidence and it focused on a group of pupils referred to the SfL department over one academic year. This qualitative research utilised techniques within the concept of photovoice where photographs were included as discussion points within the interview process. In addition to this the participants were asked to take a photograph of their choice as part of an interview task. A supplementary task in the interview involved the participant completing a wish on a star.

Action research was initially considered but as the intention was not to adopt a problem-solving approach, this was later discarded. The traditional view of educational research is reflected as action research (Banks & Mayes, 2001), and while it can be seen to inform practice it may not always pave the way for action and imminent change. Therefore, it could be viewed as acting as a means to develop a greater understanding of concepts and theories through practice (Bell, 2000). Surveys were also considered but the study was not considered as being a large-scale participant study with the intention of making generalisations in the analysis phase. If there are thoughts and feeling questions to be addressed, then large scale surveys are not considered appropriate due to the difficulty in these questions being answered via survey techniques.

People were at one time reluctant to accept qualitative research based on one individual observation, as it was considered to be subjective (Cohen et al, 2011), considering quantitative research to be more objective through the collection of data from a large number of people. The quality of the data, regardless of participant numbers is of the essence, ensuring objectivity with factual data. Quantitative research has been the dominant paradigm in educational research since the nineteenth century. However, qualitative research has continued to emerge since the mid twentieth century

(Lankshear and Knobel, 2004). It is now better defined and more prominent with qualitative research methods being accepted and recognised within education and other research dimensions (Opie, 2004). It was considered that the decision of conducting qualitative research would add clarity and rich description to the process.

### **3.3 Educational Research**

The defining focus of educational research centres on that which is to enable young people to learn what is valuable and significant (Pring, 2015). This educational function of schools must ensure that the research undertaken, and the outcomes of such research, reaches the people that matter the most. Making sense of the revelations and discoveries from research needs to be communicated to those within educational practice in a language and style that makes sense and maintains relevance to the educational climate. This connection with research supports the developments through the spectrum from policy makers to the teachers and the pupils. This research approach draws on the words and experiences shared by the pupils engaged in the staged intervention process while at secondary school. The constructs by the pupils shares their perspective and understanding of how they view their reality at that point in time. This social construct is accepted to be in “a constant state of revision” (Bryman, 2012, p.32) and the reality created is “dependent on human interpretation and knowledge” (Braun and Clarke, 2013, p.26). The accounts given from the pupils in this research study, using words and descriptions, determine their truth and accepted knowledge.

A research project initiates with the feasibility of the study, exploring theoretical justifications to ensure rigour and elements of value are placed on those directly and indirectly affected by the research. Most of all a researcher must make themselves understood. This understanding stems from a research question(s) that is clearly and carefully framed, remaining manageable within the constraints and purpose of which it is to be written. The research question(s) constructed for an investigation directly informs decisions regarding which research design is best for the study, which includes the strategy for data collection and analysis (Cohen et al, 2011). This demonstration of appropriateness and coherence increases the credibility of the research study



(Lankshear and Knobel, 2004). Quite often establishing this skilful research question(s) can be the most difficult aspect for some researchers (Andrews, 2003).

### **3.4 Ontology, Epistemology and Methodology**

A mindful component of any study is the acknowledgement that the positioning of the researcher, the subject and the discipline all possibly impacting on the ability to retain neutrality and balance. The ontological position of this study is broadly social constructivist in suggesting that social interaction mediates and changes the meanings of events.

The desire to achieve clarity about the within knowledge generated through this research prompts a reflection on beliefs and assumptions. The author of this study respectfully contemplates the beliefs and assumptions surrounding learners with additional support needs and the reality of difference. The denial of difference can potentially polarise thinking and detract from an ethical mode of exploration and options (Norwich, 2013). There are undeniable tensions surrounding the many possible interpretations of dilemmas in inclusive education and the research I have conducted accepts that views of additional support needs influences and are influenced by the education environment, legislation and policy (Freedman, 2016). The directives of legislation cannot be policed in all aspects of how the rights and entitlements of learners are upheld and therefore the policy and practice within schools rely very much on the knowledge and beliefs of the teachers and senior managers within the school. The knowledge and beliefs held about additional support needs and the level of respect surrounding diversity are predictors of actions and engagement with learners experiencing difficulties. Developing an understanding of this from the perspective of the learner and giving them a valid voice in the evaluation of support mechanisms are a means to enhance knowledge, practice and research.

Knowledge is never neutral or unbiased, but rather it is the product of professional and personal histories (Thomas, 2014). Concepts and practice are in response to formal study, work environments, and interagency working. The terminology in use, the

practice of teachers and professional exchange are often directed and inherited. Advancements in legislation and policy documents encourage reflection on personal beliefs and knowledge to establish if what we know and do is still considered fit for purpose within the current framework. The rights and entitlements of children and young people should direct actions and processes to ensure a quality education experience for all pupils. Capabilities and human rights are related through inclusion (Nussbaum, 2011). Children's rights perspectives state that their views should be heard and that they should be active participants in the processes and decisions affecting them. However, the degree in which they are regarded as a valued participant is very much down to the judgement of adults (Blaisdell, 2018). Epistemology defines the nature of knowledge, signifying what is known about the reality. The reality presented by each of the participants in this research was created by their subjective accounts and the significance assigned to them, therefore supporting the epistemological assumption through qualitative research. The construction of each pupil account can only be given by them with their understanding of reality being clearly stated to ensure meaning and accurate interpretation.

My positionality as a researcher is clearly defined by my belief in the power of supportive relationships and in obtaining the perspective of the pupil in order to direct change and improvement in support for learning provision. My epistemological assumption is that knowledge is experiential and subjective and I place considerable emphasis on the accounts given by the pupils (Opie, 2004). The decision to conduct qualitative research and the adopted methodologies was through the desire to gather the depth of insight and perspective to answer the specific research questions. Quantitative and qualitative research approaches were explored that would each produce a very different account. The aims and intentions of this research were again reviewed before deciding to develop this thesis using qualitative research (Cohen et al, 2011). It is the participant perception and interpretation of events that make this thesis contribution relevant and significant to knowledge and practice. The research questions focussed on gathering an insight into how the pupil feels within their own learning context, in their reality, and do not suggest it is possible to obtain a description of their accounts. The common factor of this case study group was being involved in

the same procedures within the same school and within the same time frame. Important lessons can be learned from the participant's view and how it is positioned within this study. It is recognised there are no certainties of cause and outcome. The difficulties and challenges presented by the pupils can be understood from many perspectives, but gaining a deeper account of their experiences will hopefully bring a greater understanding of the challenges that this group of learners encounter.

The framework of this research generated a systematic study adopting qualitative research methods to present and explain individual experiences. The aim was to encapsulate a better understanding of where we are at this point in time in understanding how to successfully support learners with literacy difficulties and why these learners still find accessing appropriate support challenging. The rationale was to document and present the pupil views and explore the events, beliefs, attitudes and policies that shape their experience. The research platform that seeks views and perspectives from the pupil guides this research focus and the design and methodology adopted. The aim of the study is reflected in the title and is to explore the views of children referred to the Support for Learning department because they require additional support with literacy and synthesising their perspectives on what it is like to be part of this process.

### **3.5 Research Framework**

The nature and intent of the inquiry guided the adoption of the chosen strategy for this research. Quantitative research would collect the facts and investigate relationships between research findings (Bell and Opie, 2002), but was not an aim of this study. In contrast, qualitative research, seeking insight rather than statistical analysis, reflected the purpose and desire. Some researchers may question whether a scientific, quantifiable approach can be used when dealing with human beings due to the complex and unique nature of the being (Bell, 2000). The individuality and uniqueness of each participant would not have been appreciated with the use of a quantitative methods. The difference between the two approaches can best be viewed as "technical rather than epistemological enabling the enquirer to 'mix and match' both methodologies and

methods according to what best fits a particular study” (Robson, 2002, p. 47). However, the process for a pupil engaged in seeking additional support for literacy is often shadowed in science and statistics of diagnostic testing, and qualitative research would add much needed clarity and reflection so as to protect ethos and the directives of current legislation and policy.

When considering quantitative research to establish cause/ effect or relationships there are some cautious reminders for researchers. An experimental approach would satisfy a researcher who wished to establish a causal relationship. However, when dealing with changes in behaviour, a causal relationship is much more difficult to establish due to the influences of other issues (Bell, 2000). This should remain a consideration in the evaluation of any research study. Time issues, expense and more importantly ethical implications for the participants would perhaps limit the choice for an experimental approach. An alternative for a researcher may be to take the decision to adopt a quasi-experimental methodological approach, maintaining quantitative rigour. Although not a consideration for this research study, the use of a quasi-experiment would enable the research to be carried out in a setting that was realistic, while controlling as many factors as possible to ensure validity (Cohen et al, 2011).

Thorndike, almost a century ago, stated that, “all man’s learning, and indeed all his behaviour, is selective. Man does not, in any useful sense of the word, ever absorb, or represent, or mirror, or copy, a situation uniformly.” (cited by Kelly et al, 2008, p.113). This poses the question of how we ourselves evaluate quantitative and qualitative research. Quantitative research prides itself on the formulation of laws, replication ability, prediction and control (Cohen et al, 2011), whereas qualitative research strives to understand the world from the participant’s view, looking at something more completely with the emphasis on understanding (Lichtman, 2010). Opie (2004), states that all research is explanatory in nature, offering an interpretation, not a replica of how things are in the world. The stance we take and the lens in which we conduct our research will lend itself towards the production of specific data and representations reflective of our own research beliefs.

The purpose and validity of the research study should also be clearly communicated to the reader from the start which is fuelled by a belief in the intentions of the researcher and the reasons behind those intentions (Phillips and Soltis, 2004). One of the challenges to research, as mentioned earlier, is deciding the direction of enquiry which ultimately is framed through the ontological and epistemological stance of the researcher (Braun and Clarke, 2013). You cannot rest the decisions on only one model of practice (Forde et al, 2006) before careful consideration and elimination of other possibilities. It is through establishing a starting point of existing knowledge and reflexivity on the part of the researcher that the direction in which to proceed is indicated. Reflecting on the question of what is (or should be) regarded as acceptable knowledge within a discipline by the researcher will establish the framework in which to conduct the research (Bryman, 2012).

Perhaps limitations occur where choice is seen as being solely either a qualitative or a quantitative approach. Both approaches have benefits and limitations depending on the specific research aims and objectives. Some researchers choose to adopt a mixed method approach to balance the production of measurable results with meaning. Opening up our mind to new possibilities and opportunities would benefit our own knowledge and development in addition to offering dimensions and possibilities to a research study. This links us back to our own reflection of what it is that needs to be known and why this information needs to be explored. The end of this research will only be the beginning, where the views and experiences of the pupils in this study will have added new meaning and value. This, along with the knowledge gained from the literature, supports reflective practice and enhanced motives in meeting pupil need for those requiring additional support in school.

### **3.6 Qualitative Research**

Qualitative research is descriptive in nature, using words and images as its medium. Interviews are commonly used as a tool within this paradigm therefore engaging in conversation with a purpose. This would enable the researcher to add to the clarity and understanding of the data collected (Maykut and Morehouse, 2003). Interviews

conducted as part of this research were semi structured and carried out at timely intervals in order to capture the lived experiences of the pupils while engaged with the staged intervention process of identification and support. The strategy for questioning and collecting information in the form of interviews is considered to be one of the most important techniques for gathering data in qualitative research (Lichtman, 2010). The participants were listened to and the responses were noted in their truest form with no hidden agenda or leading questions. The semi structured interviews contained key questions with the flexibility to ask supplementary questions for clarification from the participant. Active listening and providing a calm and comfortable atmosphere encouraged the pupils to open up and provide more complete answers (Walliman & Buckler, 2008). Providing full attention to the participant and clarifying answers minimised ambiguity and allowed the pupil to remain at the centre of the process with mutual engagement.

Qualitative research is based on understanding and explanation with the researcher driven by the desire to understand and interpret the world in terms of the people living in it, therefore meanings and interpretations are paramount (Cohen et al, 2011). Qualitative research is empathetic in nature, with the intent of understanding others' perspectives within a given situation with genuine concern for the individual(s). This approach to research has become a recognised and accepted form of inquiry presenting careful descriptions of events relating to people, while being open and responsive (Bell, 2000). Methodological approaches within this paradigm would include ethnography, for example in-depth observations, and phenomenological research, which investigates the nature of why a particular phenomenon exists. Techniques of data collection include the use of questionnaires, observations, and interviews.

The shared views of the pupils involved with the research study will provide insight and an understanding of what it was like for them to be part of the staged intervention process within their school. The insight and interpretation of their responses presented a systematic view of their reality (Cohen et al, 2011). The impact of additional support need investigation and the support strategies implemented for the pupils were

discussed as a means to structure relevant variations in experience to order and discern critical aspects from the pupil's learning situation (Kelly et al, 2008).

It is important in the world of education that you do not take anything for granted or leave any assumption unquestioned (Opie, 2004). The implementation of the *ASL Act (2004)*, as amended, *Children and Young People Act (2014)*, and the local authority policy into practice document (Scottish Government, 2011) does protect and heighten attention to procedures and the holistic approach to meeting the needs of the pupil. However, it is the deeper appreciation of the views of the pupil which creates a more accurate picture of how well we are succeeding. The gathering of information from the pupils and interpreting information produced from in-depth conversations would allow for personal and unique reflection (Lichtman, 2010). No two experiences are the same and each individual would bring a unique viewpoint with their respective thoughts and feelings.

The case study of pupils within the bounded unit of the school was considered to be a successful approach in gathering insight through an in-depth study of interactions in an enclosed system (Opie, 2004). The interactions of events were viewed through the pupils' views of staged intervention within their school. The picture created was reflective of the pupil situation and accounts at that particular time in their educational experience. This qualitative approach relied on the view of the pupil to be shared through the researcher in order for the in depth descriptions and understanding to be shared and presented as a consequence of participation in this research (Lichtman, 2010). However, challenges to this approach are presented in the complexity of contextualising a school and pupil experiences, as human nature presents as multifaceted with the elusive quality of social phenomena (Cohen et al, 2011). Therefore, the methods of gathering information and the pivotal role of the researcher required careful planning and contemplation in order to satisfy the aims and objectives.

### **3.7 Case Study Approach**

The adoption of an evaluative case study approach was a strategy for exploring the experiences of the pupils to satisfy a reflection of educational policy impacting on the real lives of pupils with potential additional support needs with the aim of enhancing educational practice (Bassey, 1999). At all times it was the intention to communicate the thoughts and views of the pupil effectively and accurately. The policy into practice document within the local authority of the research school dictates what procedures and practices are in place for identifying and meeting additional support needs. The autonomy and accountability may be the same but the standards of practice should ensure quality assurance for the pupil and their parents. The strength of carrying out this particular cohort case study was the attention to the subtlety and complexity of each pupil case combined to form their truth and lived experiences of staged intervention (Bassey, 1999). The case study method allowed for the retention of the holistic and meaningful characteristics of the real life events as described by each of the pupils (Yin, 2003).

A good case study is one that is patient and reflexive with the ethic of caution not being contradictory to the ethic of interpretation (Stake, 1995). However, the adoption of a case study can take many forms and careful consideration is needed to respond to the aims and intentions of the particular study (Hamilton, 2011, Yin, 2013). Yin (1993) advocates generalisations within the approach whereas Stake (1995) considers particularisation to be the essence. The empirical approach from Yin and the positivist language adopted was not considered to reflect the intentions of this study and although Stake's approach was compatible with qualitative research, the language was confusing with the label of Theta and Iota representing intrinsic and instrumental case studies. In addition to this, the similarity between terminologies induced a desire to reflect and form a deep understanding and appreciation of the intentions of this particular study.

Bassey (1999) alludes to a study of singularity which is representative of Stakes instrumental case study approach and Adelman's (1980) bounded system (cited by



Bassey, 1999). The possibilities for this study lay between Bassey's singularity being studied in depth in natural settings as opposed to Stake's approach focusing on the issue rather than the case. Yin (2003) also identified four types of case study designs, each satisfying a particular research aim and intention. It was important in the preparation stage of the research to be clear and explicit about the research design. The consideration of Yin's approach to an exploratory theory seeking case study approach was disregarded as was his explanatory theory testing approach as there was no intention or regard for this direction or purpose. The adoption of an embedded single case study design as stated by Yin was also initially considered with focus intended on one school with the multiple experiences of the pupils enriching the exploratory approach. A multiple case and embedded multiple case design, all variants of a case study design, were explored but not adopted within this research study design. The intention remained to focus on the experiences of the participants and not the exploration of differences within or between the cases. It was not the goal of this study for replication or comparisons to be made which is also associated with multiple case design.

Considering the aims and objectives of the research, it was decided that the purposive sampling of the research cohort would be achieved by satisfying the inclusion criteria as detailed in table 4, section 3.9.1. This decision resulted through the desire to maximise the learning opportunity, having access to the case and their willingness to participate (Hamilton, 2011). The judgements made within sampling benefit from consideration to specific profiles that may be helpful in answering the research question based on the nature of the research. The judgements could be made on faith, socio-economic status, assessment results, age or gender. Random sampling was not appropriate for the design of the research considering the research aims and questions. It could be viewed that within this research the focus was on one particular subgroup of the pupils referred to the support for learning department within the same academic year. This homogeneous sample shared the similarity of being referred to the school support for learning department for difficulties with reading, writing and/ or spelling. These functional literacy difficulties were key aspects relevant to the study which received careful consideration in the sampling process.

The description from the pupil and the interpretation of the information documented seeks to understand the participant perceptions of the reality they experience and portray. The adoption of an evaluative case study approach of a singularity was conducted with the aim to explore the additional support needs system for identifying and supporting pupil need and rights in mainstream, with the desire of illuminating the experiences of the pupils and a focus on worthwhileness (Bassey, 1999). However, the difficulties with case study research within schools is recognised with the uniqueness of the context of the study and perhaps the study being subjectively dependent (Glover and Law, 2002). Nonetheless, the study is regarded as worthwhile as it seeks to describe, interpret, understand, and explain what is happening for the pupils whilst portraying events and possibilities without certainties as to the outcome of future events (Bassey, 1999).

### **3.8 Demographics of the Research School**

It was noted in section 1.0 that each learning environment is specific in its own right with respect to individual learners, social and cultural identities. The research school is a denominational school which serves four surrounding towns within the easterly peripheral of the west coast of Scotland. The school is set within a historically industrial town and holds the capacity for one thousand five hundred and forty five pupils. It is a co-educational secondary school with stages from first year to sixth year (S1- S6). At the time of the research study, the school had a roll of one thousand three hundred and forty-six pupils as outlined below in table 3;

**Table 3: Research school role**

<b>Research School</b>		
<b>School Capacity</b>		1346
<b>Current Roll</b>	S1	265
	S2	246
	S3	246
	S4	255
	S5	206
	S6	128
	<b>Total</b>	1346

The school has one hundred and three full time members of teaching staff with a current Scottish Index Multiple Deprivation (SIMD) rating of 2. At present 19.9% of pupils are in receipt of free school meals which is 2.8% higher than the local authority average and 4.5% higher than the national average.

The building is situated amongst local authority housing and private housing developments. There are seventy-five teaching areas extended over three floors with extensive physical education facilities. These facilities are a shared resource with the local community in the evenings at weekends.

### **3.9 Participants**

Information gathered as a consequence of the staged intervention process was charted on a matrix as a summary of each individual participant (Appendix 10) to give a holistic overview of the pupil experience and outcome. This highlights the pupil entry point of referral and by which mode, the outcome of their investigation, any strategy implementation, and visual data information from their interviews which is expanded upon in chapter 4. Further details of the recruitment of participants is also included in chapter 4.

The research school appears to have thorough procedures and clear guidelines for initiating a request for assistance, however, gaps may still be present which results in pupils struggling in silence with the potential for disengagement and failure. The assessments applied and the procedures in place for the pupils were available during this yearlong study.

Twenty pupils engaged in the support for learning process during the academic year the research took place. The entry to the process was through either a self-referral or a referral from a teacher or a parent/ guardian. There were only three self-referrals in the year of the study. One of those pupils commented they did not want to worry or '*bother*' their dad with his concerns, therefore seeking help on his own by going to the support for learning department. Each of these cases presented differently with one pupil having a close and strong social network and family support, whilst the other having no established friendship group and a split family with little contact from his mother. This pupil did appear to struggle socially and continued to feel isolated while experiencing difficulties with his literacy. Although all three pupils were considered to have no specific additional support need, one of the pupils received writing strategies and one received strategies for concentration. The pupil with the writing strategies did admit that he used to do the exercise but has not done so for a while. However, there appears to be a lack of personnel monitoring and reviewing the strategy plan. This again seeks further clarification and investigation which is explored in Chapter 6 and 7.

Out of the thirteen parent referrals, only one pupil was considered to have a specific spelling difficulty and three pupils progressed to the next stage of the process to be referred to the educational psychologist for further investigation for dyslexia. Only one of the pupils referred by a teacher was considered to have a specific learning need with his spelling, with the other three pupils presenting no specific additional support need after completion of the assessments. Professional judgement and concerns with literacy were not substantiated by the tests and process by the SfL department. Therefore, the results from the study presented the majority of the participants not

being considered as having an additional support need from the screening measures carried out in the school.

### **3.9.1 Inclusion/ Exclusion Criteria for Participants**

The case study focused on the group of pupils referred to one department within a mainstream Scottish secondary school. For the academic session 2013- 2014, all of the pupils who were referred to the SfL department considered to be at Stage 1 into Stage 2 at risk of literacy difficulties potentially formed the participant group in the study. The inclusion criteria were based on the pupil having no specific or general learning need documented prior to entering the research school.

Document analysis was carried out to examine historic data within the SfL department with regards to the number of pupils who had been referred to the SfL department with a request for assistance over the last three years. This was necessary in order to estimate the participant numbers to warrant the feasibility of the study. The anticipated number of sixteen pupils for the academic session of 2013-2014 was calculated from the average figures from the previous three years. The trend showed an increase in numbers, however it was also necessary to anticipate that some pupils or parents/ guardians would not want to participate in the study. The participant number included in the study was finalised at twenty pupils ranging from S1- S6, therefore superseding the estimation.

The pupils and parents received a participant information sheet explaining the project and consent form (Appendix 11). An inclusion criterion for participants also included signed forms from the pupil and their respective parent/ guardian. The head teacher and principal teacher of support for learning in the school had agreed that the pupils, and their parents, who satisfied the inclusion criteria could be approached and invited to participate in the study (Appendix 12). Therefore, the process of participant inclusion in the study is summarised in table 4 below.

**Table 4: Summary of the inclusion criteria for the participant entering the study**

<i>Inclusion Criteria</i>	<i>Description</i>
1.	Agreement from the head teacher and the SfL principal teacher (in line with guidelines set by the head teacher)
2.	Pupil inclusion criteria would be those that present with a difficulty in reading, writing and/ or spelling, but without a documented specific or general learning difficulty (for example, dyslexia)
3.	Participant information sheet and consent form given
4.	When consent was received the pupil then entered the study

Any pupil who did not wish to enter the study continued to be supported in accordance with the school SfL procedures.

It was necessary to obtain consent from parents/ guardians, as well as from the pupils, prior to the initiation of the study. This was completed via the information letter and consent form. The university ethics committee granted consent to carry out the study and, in addition to this, the Head Teacher of the school, as well as the PT of SfL, were contacted for their approval. The Head Teacher and PT of SfL were provided with an outline of the research study in writing and had agreed to the study being conducted within the school.

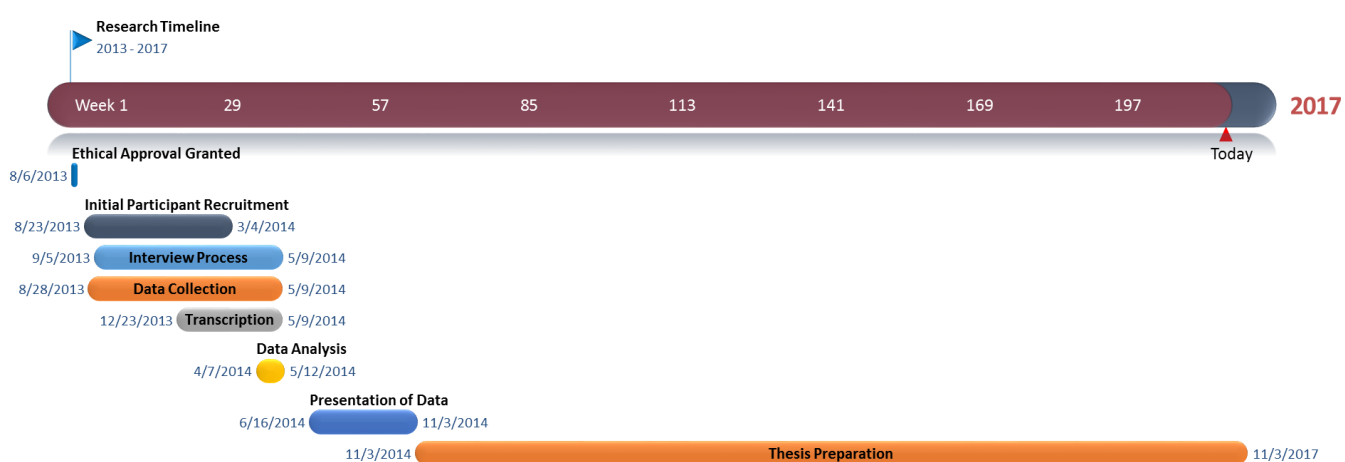
The following chapter details the specifics of the research design adopted for this particular study. Information on the research tools utilised enables a greater understanding of the research process followed for this research.

## Chapter 4 Research Design

### 4.0 Research Study

This chapter outlines the procedures and measures that were used to gather the information from the participants. Details of the design of the semi structured interview schedule and the inclusion of visual data techniques are justified and included in this chapter. Important ethical issues are also detailed in protecting the participants from the planning phase of the study through to the production of findings and conclusions.

A summary of the research process timeline can be viewed in diagram 6 below.



**Diagram 6: Research Process Timeline.**

### 4.1 Recruitment of Participants

During the academic session 2013- 2014, any pupil who was referred to the support for learning department for difficulties with reading, writing and/ or spelling were possible participants. Regardless of whether they participated in the research study, the pupil completed the staged intervention procedures for identifying and supporting learning needs and difficulties. The pupils within the study consisted of a selection of pupils from S1- S6 and a combination of male and female students. As previously stated in Chapter 3 (section 3.9), each of the pupils were referred to the SfL department via referral from either a teacher, parent/ guardian or a self-referral. Once contact was made with the SfL department, each pupil was issued with a consent letter and asked

if they would consider being a participant in the study. It was only on the completion and return of the consent letter that the pupil could enter into the study (refer to table 4, section 3.9.1). Throughout the academic session twenty-two pupils were referred to the department and twenty pupils entered the study. One pupil did not return the consent forms as he did not want to take part and the other pupil became a school refuser and subsequently withdrawn from the school role. Therefore the research participants consisted of four S1 pupils (2 male/ 2 female), three S2 pupils (2 male/ 1 female), four S3 pupils (3 male/ 1 female), five S4 pupils (4 male/ 1 female), two S5 pupils (1 male/ 1 female), and two S6 pupils (1 male/ 1 female). Refer to Appendix 10 which demonstrates the matrix summary of the pupil referral entry, the outcome of the staged intervention process and the strategies for the individual pupil.

The implementation plan for gathering data did not account for the department temporarily closing the referral window due to the SfL teachers' SQA exam duties. This resulted in the department not accepting a pupil referral for additional support need investigation and requiring them to wait until after the formal exam diet had finished. This could have hindered the anticipated numbers for the study and would certainly be a consideration for future projects. The anticipated number of sixteen pupils in the proposal stage was exceeded but due consideration to department procedures should have been acknowledged as they would have the ability to impact on the data collection phase of the project.

Each of the pupils adopted a fabricated name starting with a random chronological letter from the alphabet. This was to protect the pupil's identity and maintain anonymity. Initially each pupil was given a number code but to keep the flow of language and personalise the responses a name was considered to be more appropriate. Important dates and events were recorded on the project plan (Appendix 13) to prepare for any 'hot spots' for referrals that may arise. These included parents' evenings, HART (health and wellbeing resource team) meetings, pupil interviews, and reporting periods. The parents' evenings and S1 pupil interviews proved to be central for a pupil being highlighted as having difficulties and being referred to the SfL department for staged intervention. The S1 referrals were either from a parent/ guardian or in the



instance of the S1 interviews, a self-referral. These procedures work well for the school but seem to highlight a loop that does not always encompass the classroom teacher and reinforce the accountability for Stage 1 support strategies being implemented within the classroom. This is an important point particularly during the referral freeze stage where a pupil would be relying heavily on the classroom strategies to support their learning.

The research participants entering the study completed the staged intervention procedures as explained in Chapter 1 for identifying learning needs but completed two additional interviews. The parental referrals accounted for thirteen of the pupils, with teacher referrals standing at four pupils and three pupils with a self-referral.

## **4.2 Research Interview Questions**

The literature review looked at the interpretation of inclusive educations within the framework of the capabilities approach. This approach advocates for the rights and entitlements of the pupil with the promotion of gaining an insight into the pupil view of their experiences. The questions in each of the interview schedules were structured at getting a sense of their thoughts and feelings about abilities, challenges, support and being included. The experiences documented from the pupils through the questions asked would provide insight to the educational response to them.

The inspiration for the interview schedule structure was derived after reviewing The Better Communication Research Programme (Lindsay et al, 2010) which investigated the perspectives of children and young people in a series of ten publications to explore communication research, practice and policy. One project focused on The Preferred Outcomes of Children with Speech, Language and Communication Needs and their Parents (Roulstone et al, 2010) and used the subthemes of: Who Am I? People Around Me. My Achievements. Other People. My Abilities. My Feelings and Hopes For The Future. The principle aim of increasing the opportunity and means of gathering the individual perspective was achieved and presented implications of this project for professionals in both health and education. The nature of GIRFEC and the ‘what I

think tool' (Refer to Appendix 4) was also reflected in the grouping headings presented in the question format. The categories were considered to be relevant and appropriate for this study with adaptations made for the context of this research.

#### **4.2.1 Interview Tasks (Photograph and Wish)**

The visual images used within the interview structure were a means to encourage the participant to tell the account of their experience. By asking the participant to take a photograph generated meaning to their perception (Cohen et al, 2011). The participant was engaged in the interview process as an active agent without stress or the feeling that there may be a right or a wrong answer to the questions or task (Child, 2007). It was the responsibility of the interviewer to monitor the dynamics of the interview as well as the flow of conversation, including the visual tasks with the star and photographs. Ongoing observation and reflection would gauge the motivation of the participant in expressing their views, feelings and experience. The star shape was an adapted concept from the formative assessment technique where pupils may be asked to state 'two stars and a wish' to improve their work. It is an attempt to move away from summative judgements and acknowledge a perspective of change from each individual situation.

#### **4.2.2 Semi Structured Interview Schedule**

The semi structured interview schedule (Appendix 14) was the chosen tool to seek the views of the participants. The semi structured interviews were split into two parts with questions asked initially and then the introduction of visual data. The initial questions were categorised into the following groupings,

- Who am I?
- My achievements
- My abilities
- The people around me
- My feelings

The questions were structured to gather the views and experiences of the pupil in the hope of establishing what they value in the current system and what could be changed to improve. In addition to this, the literature in Chapter 2 (section 2.2) recognises the pupil as an active participant in their educational experience. Imposing systems and strategies on a pupil does not reflect the philosophy of CfE, GIRFEC, the ASL Act (2004), as amended, and the Children and Young Person (Scotland) Act 2014. Identifying aspects of the current staged intervention procedures that the pupils valued and understood would help to establish a reflection on good practice. Being aware of the support systems in place and the pupils' thoughts and feelings about the support strategies were also aspects regarded within the interview structure in order to provide insight on the impact of the intervention process.

### **4.3 Interviews**

The first interview was conducted at the initial stages of the staged intervention process and comprised of the five groupings outlined in section 4.2.2 to collate information. The questions were designed to encourage conversation and avoid the possibility of yes or no answers. The open questions were also specific to gather their views of themselves; successes in and out of school; important people to them and how they felt as a learner. This traditional approach was supported by the semi structure whilst offering the scope to take forward an area of interesting disclosure. The depth and strength of the pupil response was supported by the inclusion of seven photographs covering familiar places within their daily school experience (Appendix 15). The photographs provided a light and fun element to the interview as none of the pupils had experience of a photographic interview. The philosophy from the Harvard Visible Thinking Strategies (Harvard, 2013) was adopted as a means to foster understanding. The interview integrated the 'What Makes You Say That' question routine. The introduction of the photographs with the question routine facilitated thinking from the pupil perspective as well as connecting their ideas and interpretations. The fact that the pupils were not asked to read or write questions and answers was respectful of the difficulties experienced by the participants and the challenges they faced with literacy and confidence in this area. The photographs were received well and also served the

purpose of supporting the pupils with potential literacy difficulties and cognitive difficulties. The photographs were of their environment and the pupils gave insightful and unique answers specific to their thoughts and views. The pupils were given thinking time, including paraphrasing with summaries, during the interview which checked for understanding and accuracy of the pupil account. The visual data technique of using the photographs was so successful that this is an area that would be included in further research practice, and possibly even extended where appropriate.

The second interview was conducted after the screening procedures were finished and the pupil would hopefully have been informed whether there was an identification of additional support needs (Appendix 16). The difference in experiences did however provide an array of information from the pupils that was relevant and interesting for the research study. The second interview was split into three discrete parts. Part one involved the pupil being given a camera and asked to photograph an item of importance to them and their learning. This visual technique was fun and successful in engaging the pupils. All of the pupils enjoyed this task and it opened up rich discussions with the pupil. The pupils responded well to the task and were able to explain clearly the picture content and why they had chosen that picture for the task. The novelty of the request was greeted with laughter and reassurance was required to give some of the pupils confidence and the support to take a picture of whatever they wanted.

The second section of the interview involved semi structured questions about the support strategies that were being discussed or implemented for them to support their difficulties. The varied responses dependent on the pupil experience was also valuable and relevant to the research aims and objectives. It was a positive practice to meet with the pupil twice during the research project as it gave the opportunity to clarify any points and presented a calm and relaxed atmosphere for discussion. This second section had six possible questions about the support strategies but in the case where a pupil had no support strategies, or no feedback from the assessments, then this point was discussed and how this impacted on how they felt. This again was a positive feature by having a semi structured interview as it gave room for adaptation whilst ensuring relevance and appropriateness for each of the pupils.

The third element was again unusual and different from what the pupils had ever been asked to do before. The pupils were presented with a star shape and asked to think about what they would wish for to make a difference to them as learners (Appendix 17). Again, the discussions that emerged from being asked to complete this task added depth and clarity to the opinions and experiences already disclosed. Where the pupil had evident stress with writing tasks, they asked if the answers could be written for them. In some cases, where spelling was the challenge, a pupil would ask how to spell a particular word or phrase. All of the pupils were able to complete the task and explain their wish and what it would mean to them as a learner.

The positive outcome from this research project has fuelled the desire to further extend the use and possibility of visual techniques being used within an interview format. The average time for each of the interviews was twenty minutes, but in some cases the interview took longer when a pupil answered extensively, although at times additional information was included that was not considered relevant to the study. In these instances the information recorded, once transcribed, was disregarded due to non-compatibility of information to the research aim and objective. With further experience of interviewing, and lessons learned from this study, the adherence to time and strategies to maintain focus, whilst being flexible, will be beneficial in gathering the most appropriate and relevant information for any future study. Although interviews can be timely when transcribing, in this study it was successful in engagement and establishing rapport with the pupils. This therefore created the positive, comfortable environment where the pupil felt supported and valued in order to speak freely and honestly.

#### **4.3.1 Interview Timescale**

The plan of the study was clearly and comprehensively logged to account for unforeseen, unplanned personal or professional barriers (Refer to Appendix 13). The initiation of the plan was on completion of the ethical approval and approval granted by the University Ethics Committee in April 2013. A plan was also successful in documenting contact with the pupil and dates for the first and second interview. The

first pupil (S3 pupil) to enter the study was in August 2013 and the last pupil entered the study in March 2014. The completion of all the interviews was in May 2014. The first and the second interviews were conducted six to nine weeks apart to allow time for the assessments to be completed and the appropriate strategies anticipated to be put in place. The school term ended in June 2014 and therefore the entry into the study would be bound by the dates and feasibility of data collection. Therefore, the last date of entry into the study was in May 2014. After this date a pupil may have been referred to the SfL department for literacy difficulties but would undergo standard departmental procedures.

The interviews were staggered throughout the year as the pupils being referred to the SfL department were unpredictable. Once a referral was made and the pupil agreed to take part with signed consent, the time plan logged each interview date. Once the data was gathered via the Dictaphone, transcription continued from December until May.

#### **4.3.2 Interview Transcripts**

The transcription of each interview was completed by the researcher and conducted over the time period from December 2013 through to May 2014. A secondary review of the transcripts took place between August and November 2014 to ensure the thematic analysis process had included all possibilities and extracts of what the pupils had said during the interviews. The transcripts were transcribed verbatim and although this was time consuming it did allow for full engagement with the data and familiarisation with each pupil within the case study. This also links to the philosophy detailed in chapter 2 about the importance of careful listening to what the pupil has said. Each interview was recorded on the laptop and played back to be transferred to text. It was initially thought that the use of a software package would aid the transcription but a trial of this proved to be too inaccurate. The trial of Dragon software was carried out at the initial stages of the interviews, with hope of accuracy and time efficiency. There were too many errors in the trial interview when the speech was converted to text and would not therefore be reliable enough to use within the study.

Each of the transcripts were labelled to the pupil and the process was repeated. In order to ensure reliability three random interviews were chosen by a trusted friend to transcribe. A comparison was then made between the transcripts that had been completed by the researcher and the completed scripts by the trusted friend. This is explained in detail in chapter 5. The first interview and each pupil's second interview were collated together to form a transcript for each participant. The photographs and the wishes created by each of the pupils were copied and maintained their exact form and content. Explanations of the photographs and wishes were also transcribed onto the corresponding participant interview script.

#### **4.4 Ethical Issues**

All human behaviour is subject to ethical principles, rules and conventions which distinguish socially acceptable behaviour from that which is generally considered unacceptable. Ethical issues relate to the subject matter of the research and to the research methods and procedures. It was imperative to be honest in the intentions of the research in order to disregard any possibility of deception. University regulations and professional guidelines were followed; therefore ensuring the research was conducted in an ethical manner. Ethical approval was granted from the university as well as being passed by guidelines as stated by the head teacher of the research school.

This work is guided by the principles set by the Scottish Educational Research Association (2005) and the British Educational Research Association (2011). The guidelines ensured the enhancement of the quality of this research with the purpose of improving the experiences of the pupil (SERA, 2005). As well as maintaining the integrity of the research study, the best interests of the pupils involved in the study were paramount. As a consequence of engaging in this research study, the responsibility remained in sharing the findings with the pupils and relevant teachers within the research school. This endeavour to communicate the findings in a clear and concise manner should be carried out with respect, sensitivity, and dignity for the participants and all those involved with the study (BERA, 2011). The rights of the pupils involved with this study were regarded and respected at all times with their best

interests remaining at the fore and considered in all decisions and actions (United Nations, 1989).

It was vital that the information gathered through the interviews with the pupils that their view was represented as it was heard and understood. As stated in section 4.1, the names of the participants were eliminated to ensure client confidentiality. Names were replaced by a false name, with each student adopting a fabricated name. All confidential information was kept separate in a secure locked environment. Ethical approval was not sought for the individual participants' scores from the standardised tests completed during the Stage 2 process. The principal teacher agreed to information sharing of completed tests but not individual scores. Informed consent letters were given to the pupils on behalf of the researcher. Informed consent was granted from the parent/ guardian of the pupil as well as from the pupil themselves. If any of the participants wished to withdraw from the programme these wishes would have been respected. The support in place or discussed with the pupil would remain and their needs would continue to be met in the best possible manner for the pupil.

#### **4.4.1 Credibility, dependability and trustworthiness**

Reliability was assured in this research study due to a pilot interview being conducted with sample photographs (Appendix 18). The feedback from this experience allowed for revisions to the questions and the photographs used. Initially photographs that were believed to show an emotion about school and being a learner were chosen to be used. Four pupils (existing pupils on SfL case load not involved in study- one pupil from each year S1-4) were asked to interpret the picture and it soon became clear that the response lacked an emotional response from their experience and the interviewees found interpretation of the picture challenging. It was as though the pupil was anticipating there would be a right and wrong answer to give rather than the focus on their own experience and views. This resulted in the decision to restructure the task with familiar photographs representative of the pupil school day.



Rigour in qualitative research is witnessed by the demonstration of integrity, competence and legitimacy (Liamputing, 2009). The manner in which the data is handled and the choice of approach all serve the purpose of ensuring quality. The adoption of a thematic analysis approach to the analysis of the data provided evidence of a rigorous approach to this study (Braun & Clarke, 2006). Before data can be analysed it needs to be suitably prepared and organised (Lankshear and Knobel, 2004). A clear path of information was documented at each stage of the process to enable clarification and transparency. This supports the researcher with meaning and connection as well as the participants to support trust and accuracy of meaning. The verbatim transcripts transcribed from the interviews formed the initial point of the process. The systematic records of the interviews and analysis process also served the purpose to keep the pupils' words and meanings as pure and accurate as possible. The dismissal of using computer technology to organise data allowed for familiarity with the participants' responses and to personally connect with the data. However, the time needed for this was underestimated in the plan for the research. Time was important to faithfully conduct the research and organise the data to analyse and process. It was important to be mindful of the halo effect and avoid assigning greater significance to some responses over others (Lankshear and Knobel, 2004). The documentation of responses from the transcripts provided an overview of all the participants in order for equity and accuracy.

Individuals who agreed to take part in the research project were treated with dignity (Salkind, 2013). This consideration and the respect shown was a conscious effort to prevent the participants from experiencing harm, either physically or psychologically. At any point the source of the information could be traced to the transcripts and the recordings were secured but available if they required to be listened to at any point. The replicability within qualitative research can be challenging as the responses and the case study were unique to this situation and the participants involved. It was therefore necessary to carefully plan the analysis phase which involved a check of the formation of codes and themes by a neutral person to read and evaluate drafts and also for a selection of the interviews to be transcribed and validated by a volunteer. It was at no point the intention to offer promise or assumption of the opportunity for complete

replication of this research. It may be fair to say that the generalisability of the research findings could possibly be sustained in a different but related setting (Salkind, 2013). In schools across the country there are pupils who experience challenge and difficulties with their reading, writing, and/ or spelling. Additional support needs is not specific to any one gender, race or social setting. It can affect anyone and is recognised in legislation, policy and practice. The research cohort included all pupils referred within a one-year time scale. The information gathered from the research served to offer a depth of insight and understanding from the participants within this study to inform and guide future practice. The lessons learned and the information shared from this research serve as the guide and point of consideration for all those involved in identifying and meeting additional support needs in school.

During the interview validity was achieved through clarity of questions and the approach to conducting the interviews. The audio recordings were clear and safely stored to be checked or validated at any time, which was the same for the transcripts of the interviews. The trusted volunteer who sampled random scripts ensured inter-rater reliability in the coding of transcripts, therefore confirming with participants' responses. The design of the interviews with the introduction of the visual data supported the reading and writing difficulties that lay at the route of some of the participant challenges. The pictures offered a medium of exchange that provided an appropriate climate for conversation and trust. The tasks involved with the interviews where the pupil took a picture and made a wish also connected with the pupil to recognise their importance and value. It was vital that the pupils within this study recognised that there are people who believe in them and are sincerely interested in that what they had to say. The audit trail of all interview data was carefully stored and analysed to establish the commonalities within the responses and therefore establishing the themes that were unique and specific in this case study (detailed in section 5.4). The credibility of the research is evident in the clear demonstration of data collection and detailed path of analysis. The documentation of themes can be linked back to transcript pages and lines of data. This provides the explicit and coherent approach with a worthwhile research intention. The justifications given for each stage of the process had the pupil's best interests at the fore. The time taken to

write and check the meaning from the pupil was also important to signify to the participants the value of their input.

Ultimately it is the reader that will verify the worthiness of the research and care and attention was given to the presentation of information. The initial challenge was in establishing the research question and sub questions where personal justification and questioning persisted. At all stages of this research it was helpful to persistently question important issues in this research and why it was important to know this. The pupil experiences and views remained at the heart of this case study. The appropriateness of each stage and the link from the research question through methodology, data collection, analysis, presentation and established conclusions demonstrated the research study coherence and credibility. However, it is recognised that the interpretation phase of the project needed to be precise and careful in order to avoid inaccuracies and false assumptions.

The importance and hazards of interpretations lay in the hands of the researcher with the possibility of multiple interpretations being feasible. The information gathered from each of the pupils with the question and answer interviews, the visual interview with pictures, the task of taking a picture and explaining this, and by making a wish, all supported the interpretation phase of the research. The researcher carefully recorded and connected the words, meaning and the pupils' ability to put in context what they felt and why. This process accurately recorded each pupil's experiential account. The truthful presentation of data was concerned with facts and the lived experiences of the pupils in the study (Hough, 2012). Summarising information gathered from the participants, and paraphrasing at the time of the interview, ensured that the pupil views and meaning had been understood (Liamputing, 2009). The presentation of data and conclusions made were established as honestly and sincerely as possible. The inclusion of actual text from the interviews in the body of the thesis was realised as a means to connect with the pupil and convey their meaning to the reader and enhance understanding for all.

It was important not to just describe the pupil experience but the desire was to communicate their views to the reader and the relevance of these to the educational issues surrounding the topic within this thesis. To establish if the practice in place is the best way forward to meet pupil need cannot be decided without consulting the pupils themselves and listening to what they communicate. The information shared from this study is specific to the pupils within the research school context but many lessons can be learned from what they have to say. The benefit to future practice as well as the wellbeing and success for pupils undergoing investigation for possible additional support need can be explored and considered through the pupils own honest and in-depth account of their experience.

#### **4.4.2 Ethics within Child Participatory Research**

Research studies that explore education from the perspective of ASN pupils illustrate the importance of listening to the pupil perspective but raise ethical issues about research that involves children's voice. Blaisdell, (2018) draws on pupils' voice as evidence of their active agency and individuality in which children and young people, as individuals, have an active contribution to make. Her research demonstrated the principle of participation by documenting the children's view through the contextual relationships between the adults and children. Therefore, recognising their voice, agency and contribution from their lived experiences. Both Porter (2014) and L'Anson (2013) raise the difficulty of truly hearing what pupils with additional support needs are saying because of the unequal power relationship between adults and children. The participants understandings of the process and the enduring right of adults to consent, or to withdraw their consent, for children's participation underlines the power relations and highlight the need for careful consideration of these issues. O'Neill (2014) goes one step further and stated that he considered the children in his study to 'assent' but not 'consent' due to the judgements made by adults and children's capacity (capacity relating to decision making, disposition and agency). However, he does add that 'capacity' is evolving and has the ability to alter through time and experience.

Power inequities and social hierarchies exist and are required to be recognised to avoid a passive position of the child (Liasidou, 2015). The child- adult relationship is a key factor which shapes how children's participation is lived and experienced (Blaisdell, 2018). The interactions between teachers and pupils and judgements made will ultimately influence the empowerment of the pupil and the extent to which their rights and entitlements are being recognised. The respect for each other and the trust built between each party are central in exploring an ethical deliberative process (Bourke, 2017). Professional training and discourse can facilitate a better understanding of the principles and value-based judgements associated with children's views.

Caution is required when engaging with children and the concept of obtaining pupil view. The area of pupil view is more complex than it first appears as it is an adult that decides what is included from this exchange and authenticity cannot be assumed (L'Ason, 2013). Maintaining children's rights and attempts to avoid ambiguity must be upheld with all engagement, in all decisions made, every interaction, and at each part of processes to avoid tokenism. Recognising the child as a competent social agent appreciates the capacity the child's contribution to be meaningful and active (O'Neil, 2014). This therefore increases the accountability that research which draws on the pupil experience, utilising their view, is achieved to best serve the interests of the child as well as the adults.

#### **4.4.3 Insider Researcher**

As an insider researcher, it was necessary to avoid confusing the pupils of my role as a teacher and as the researcher, each of which are potentially viewed as an authority figure (Cohen et al, 2011). The preparation phase was helpful to ensure the dialogue was not rushed and the pupils had time to think over the request to participate in the study. This process was also supported by clearly stating the purpose of the research and corresponding role therefore putting the participants at ease and establishing a congruous interaction. Potential power imbalances existed where a participant had perhaps received assessments or support within the role as a support for learning teacher. It was vital that each pupil recognised they had a choice whether they would

be part of the research or not. Clarity of the conversation, checking for understanding and providing the opportunity to ask questions all supported in the delivery of important information that participation in the research would not compromise the support they were entitled to for the learning difficulties they were experiencing.

The harmonious interaction between the researcher and the pupils was supported by the attention to setting and environment, listening skills and the overall conduct of the interview (Unluer, 2012). Access to the participants for both interviews, and the photography task, were easily facilitated by being in the same establishment as the pupil and organising slots that were in agreement with the pupil and the relevant school personnel. However, although this ease of access by being on the building and obtaining the pupil timetable, I was aware that ‘springing’ an interview on the pupil had the inherent risk of inducing stress and uncertainty. Each interview was mutually agreed with the pupil within a time framework which was detailed in a letter outlining where the interview would take place, the time of the meeting, who would be there, as well as the structure of the interview and contact details if they required to reschedule or withdraw from the research. I was also conscious that planning provided expectations of the pupil but also my role and wanted to avoid going to the class and asking to meet with the pupil which could be viewed as being embarrassing and drawing unnecessary attention from their peers.

Some of the participants had previously been in the department before and it was important that the room being used for the interviews would not resemble a classroom. The tables were removed, and a coffee table replaced the furniture along with large comfortable chairs. This immediately changed the aesthetics of the room reflecting a more relaxed and inviting atmosphere. Light refreshments were made available where the participant could choose a soft drink, crisps or some fruit if they so wished. Sitting next to the participant and not directly across from them was a conscious action so as to avoid barriers with tables between each other and allow them to see everything I was writing down during the interview. The room was transformed into a more relaxed and inviting space all conducive in constructing calm and welcoming surroundings.

Conducting the study in the my own school of employment had benefits and highlighted possible hindrance to the study. For some pupils participation in the study was made easier due to the fact that they already knew of me as an established member of the school community and recognisable as a familiar face. Being known to the participants enabled the creation of a comfortable atmosphere putting the pupil at ease rather than a guarded stance when faced with a stranger. However, this could also prove to be challenging for some of the pupils as disclosure of thoughts and feelings can be a very personal process and difficult to disclose to a familiar person. In this instance, the skills I possessed in creating a comfortable environment for the pupil was vital, again, reinforcing assurances of the purpose of the study being reinforced. The role negotiation of being recognised as a ‘teacher’ and ‘researcher’ needed to be balanced and built on trust. This was important to minimise any risk of confusion for the participants and conflicting view of the me within the school. Assurances emphasised my commitment to them as a support for learning teacher.

#### **4.5 Chapter Summary**

The research design chapter documented the research journey for this study. The participants provided a personal insight of their views of being part of the staged intervention process and the discussions brought a clearer connection into how this impacted on their views a learner and perception of being included. In addition to the interviews, the information gathered from the pictures and the wish that they made supported a depth of insight and their true account of their lived experience. Each step of the process adhered to ethical guidelines to ensure the trustworthiness of the research and the rights of the participants.

The following chapter guides the reader through the analysis steps of the research process.

## **Chapter 5 Analysis**

### **5.0 Analysis**

This chapter details the decisions around the chosen analytical approach of thematic analysis. The features and justifications of the thematic analysis guide the reader to the practical application within this specific research. Consideration of the trustworthiness of the process is reflected and documented for the reader at each phase of the process.

### **5.1 Analysis of Data**

The analysis of the text aimed to understand what the participants truly felt and thought about the staged intervention process and their view of being included. The description of their accounts aimed to reflect the richness of the experience capturing the setting and the individual. The inductive approach used the interview questions to group the data and subsequently look for similarities and differences in the participant responses. Thematic analysis was used to analyse the data in the attempt to formulate themes and answer the research question and sub questions.

Using a computer package such as Nvivo or ATLAS.ti to collate and document the data was initially considered, but the time taken to learn the system and efficiently work with the software would have impacted on the timescale of the study and the anticipated completion date. Benefits of utilising such software would be regarded as beneficial in any future research study and training opportunities would be explored. Excel, Microsoft Word, and pen and paper were the systems adopted within this study which were easy and quick to utilise. Excel and Word are two programmes that can be confidently applied and have been used historically with previous research projects. The traditional pen and paper mode of documentation allowed for full immersion with the data and to be able to stay connected with the views of the pupils. The systems utilised were appropriate and although demanding in time, it was managed within the time scale planned.



## 5.2 Thematic Analysis

The process of analysing qualitative data is viewed as one of the most complex and crucial aspect of a qualitative project (Lichtman, 2010). Sound logic and high quality evidence are necessary to convince others of the conclusions presented (Walliman & Buckler, 2008). A sequential and organised approach to analysing the data was achieved by the inclusion of codes. This allowed for the responses from the participants to be organised and grouped for the interpretation phase without misrepresenting meanings and inference from statements and explanations given. A thematic approach can provide a rich and insightful understanding from the participant's perspective (Braun and Clark, 2006). The coding and categorising of information and responses create meaningful categories of units for analysing (Cohen et al, 2011). The words, phrases and sentences from the participant interview transcripts were logged and documented to compare and draw explanatory conclusions. The critical thinking that is involved in thematic analysis is central to the art of qualitative analysis. Links between codes, categories, and themes and how the researcher codes the descriptions from the participants remains the crucial element within the analysis (Ritchie and Lewis, 2003). As the process develops and intensifies the emphasis remains on making the process of data analysis transparent and linking each of the stages with clear and concise documentation (Braun and Clark, 2006; Ritchie and Lewis, 2003).

The purpose of thematic analysis is to identify patterns from the data that are relevant to answering a particular research question (Howitt and Cramer, 2008). The approach can be either inductive or deductive but often a combination of both approaches is used by researchers, where both approaches have something to offer qualitative data analysis (Boyatzis, 1998). The researcher identifies and selects the units of analysis from the data as a beginning to the analysis process (Pinnegar and Hamilton, 2009). This can be specific words, terms, repetitions or statements that are of interest and spoken by the participants or observed from them. Initial coding shifts to the construction of themes. The theme "captures something important about the data in relation to the research question and represents some level of patterned response or

meaning within the data set” (Braun and Clarke, 2006, p. 82). Each theme represents a clear focus and purpose for the researcher. Conclusions can be drawn from the analysis of the extracts and connections between the themes either to each other or the importance to answering the research questions.

### **5.3 Adopting a Thematic Analysis Approach**

Thematic analysis is used by qualitative researchers and scholars in social, behavioural and applied sciences (Boyatzis, 1998) and offers an “accessible and theoretically flexible approach to analysing qualitative data” (Howitt and Cramer, 2008, p. 52). As previously mentioned, the codes and themes derive from what the participants have said or done and can successfully be used across a data set. This intention to offer insight across cases allows the researcher to observe and make sense of the shared meanings and participants’ experiences. Thematic analysis is a way of getting close to the data and developing a deeper appreciation of the content (Boyatzis, 1998) therefore it is important to carefully consider and reconcile the data collected (Pinnegar and Hamilton, 2009). The engagement with thematic analysis gives the opportunity to make sense of the data collected and any shared experiences and significances. It is concerned with characterising and reflecting perceptions and lived experiences (Gibbs, 2007). The results are applied to a specific research aim and in answering the research questions rather than addressing and assessing theoretical models. The approach would typically involve the following steps where,

1. Data familiarisation is key to thematic analysis so that analysis is insightful.
2. Coding the data involves applying short verbal descriptions to small amounts of data.
3. Identifying key themes as the codes are the building blocks towards constructing the themes which integrate sets of the codes.
4. The themes are refined and defined for the reader.

Documentation of each step of the analysis process should be clearly logged in order for the reader to clearly follow the trajectory from the data collection to the development of meaningful themes through to the presentation of the findings.

## 5.4 Research Analysis

The adoption of thematic analysis was based on the approach by Braun and Clarke (2006) who developed their thematic approach in relation to psychology in a systematic and sophisticated way (Howitt and Cramer, 2008). This method allowed a systematic approach to be used across the entire data set clearly documenting each phase to ensure reliability.

The phases of the analysis plan adopted from Braun and Clark (2006) is given below in figure 8.

Phase
Familiarising with the data
Generating initial codes
Searching for themes
Reviewing themes
Defining and naming themes

**Figure 8: Thematic Analysis Phases. Adopted from Braun and Clarke (2006)**

The purpose was to engage fully with the experiences as told by the participants and identify patterns relevant to answering the research questions. A summary of the phases from the research study can be viewed in figure 9 on the following page.

Phases	Description of the process	Application to Research
1. Familiarising with the data	Transcribing data, reading and re- reading the data, noting down initial ideas.	20 pupils took part in the research study, completing two semi structured interviews several weeks apart. The interviews were recorded by dictaphone and transcribed combining the responses from interview one and two, photographs and wish (detailed in chapter 4). The data collected from all the interviews was transcribed and during this phase any initial thoughts were noted down.
2. Generating initial codes	Interesting features from the data were coded systematically across the whole data set. Data was collated that was considered relevant to each code.	Repeated patterns were identified across the entire data set and each transcript was given careful attention in this coding phase.
3. Searching for themes	All data relevant to each potential theme was collated and placed into the potential themes.	This active process involved manoeuvring and combining different codes around similar clusters. The shift from codes to themes captured something important about the data in relation to the research questions.
4. Reviewing themes	Developing themes are reviewed. Checking themes against the collated extracts of the data. Generation of a spreadsheet documenting the analysis.	Refinement of the themes started with the coded data to ensure a comprehensible pattern was formed. Once this was established the themes were considered in relation to the data set in its entirety. Careful recording of information supported the generation of the themes as it helped to visualise the links and connections between themes. Meaningful and purposeful themes were therefore established.
5. Defining and naming themes	Ongoing process to refine and establish themes with a clear focus, scope and purpose. The story of each theme is supported by extracts from the data.	Each theme was clearly stated and defined. Each theme name conveyed the essence of what the theme was about. The themes were identified from across the content of what the participants had said about their experience. Three main themes were generated through this process.

**Figure 9: Demonstration of analysis phases and a description of the process for this study**

The last phase of the process is considered to be the production of the report. Examples of transcript extracts accompany the details within the analysis phase to demonstrate why it is interesting and relevant. The final analysis of the selected extracts, research questions and literature review combine to formulate the conclusions.

## 5.5 Trustworthiness of Analysis

The inclusion of trusted volunteers was beneficial in the analysis stage to increase the reliability and trustworthiness of the process which in turn maintains the pure and accurate accounts of the participant thoughts and experiences. Table 5 provides a summary account of how the reliability of the transcription, coding and generation of themes was increased (these points are expanded in section 5.6). The interrater reliability was useful to support the interpretations and reach agreement on decisions made. As an insider researcher the interrater reliability at the transcription phase was also reassuring to establish that all of the data collected was in response to the research process and not obtained through the role as support for learning teacher.

**Table 5: Summary of established reliability. Explanation of how reliability was established in the analysis phase.**

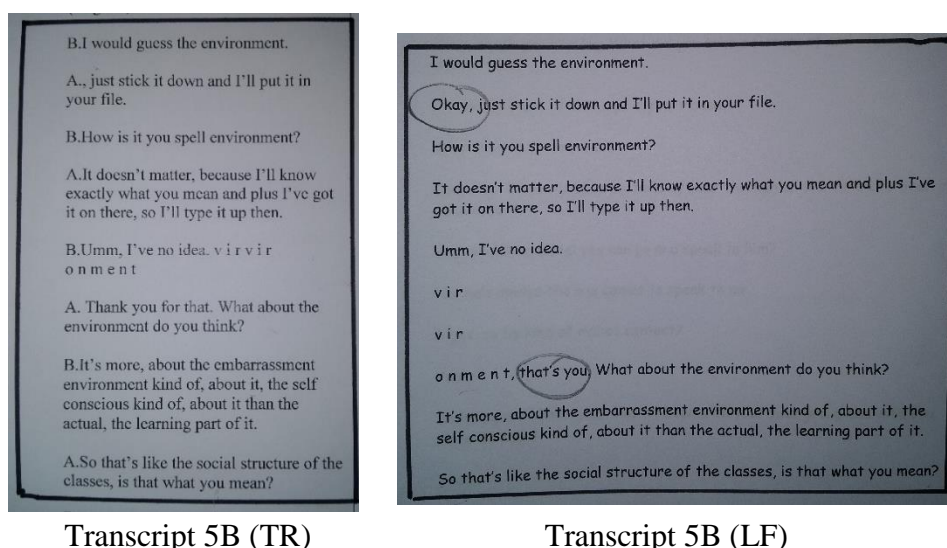
<b>Reliability Established</b>	<b>Summary Explanation</b>
<b>Interrater reliability of transcription</b>	To ensure that the transcripts from the research project were accurate and consistent three interviews were transcribed by a colleague (LF). The three transcripts were transcribed using word and the same three transcripts completed by the researcher were then compared for any inconsistencies. The first 100 words were selected from the participant response to their wish (randomly selected). A square was drawn round the text and each word was compared. We compared the data to ensure statements and phrases were recorded and documented accurately and true to the words of the participant. This ensured that information used was established through the responses from the participants and not from prior or accessible knowledge of the participant due to being an insider researcher.
<b>Interrater reliability of analysis phase</b>	This was increased by the researcher and a colleague (CC) both working together through the five phase approach. CC is a network teacher and was knowledgeable about staged intervention and therefore did not require additional information on the context and meaning of staged intervention. A copy of the research questions were given to explain the aims and objectives of the research. Once we had completed the transcripts we exchanged and viewed each other's. At each phase of the analysis information was shared and discussed before any decisions were made therefore being open to questions and justifications. This was a lengthy process but worthwhile to ensure that authentic decisions were being made at each phase. 100% agreement was sought through the process of resolution and by discussion.
<b>Interrater reliability of the coding</b>	Once all of the transcripts had been coded and a coding index was completed a colleague (NR) who was not involved in the initial analysis process was asked to code two random transcripts. The volunteer was provided with a copy of the code index and the choice of transcripts were chosen at random from numbers in a hat. It was important that there were enough codes to capture the diversity and the patterns within the data.

The latter stage of the analysis process included being asked questions by the volunteer and challenged on decisions made which was realistic preparation for any further scrutiny that may be encountered. The sample choice from the volunteers was random and also served as a test to how well the researcher had engaged with the participants and how transparent the researcher's thinking and procedures had become.

## 5.6 Thematic Analysis of Research Project

### 5.6.1 Transcription

The analysis process started with the transcriptions from the interviews with the participants. Each interview was transcribed after completion of interview 1 and 2, therefore occurring sporadically throughout the year. Transcription initiated in December 2013 and continued until May 2014. The analysis process started in April 2014 and continued until themes were satisfactorily established. As summarised in table 5 (section 5.5), once all of the interviews were completed (completed May 2014) the interrater reliability of the transcription was ensured by three interviews being transcribed by a trusted volunteer, who is a primary school colleague. Three random participants were chosen by the volunteer from research numbers drawn out of a hat and the transcripts were compared for accuracy. An extract of the pupil response from the same section on each transcripts was compared for accuracy word for word. A sample of this can be viewed in figure 10 below.



**Figure 10: Transcription Reliability.**

Although the layout of the transcripts differed, the content was matched and presented 95% accuracy with the word sample in each of the transcripts. The 5% difference within the participant response was found in the inclusion or exclusion of the use of a comma or a full stop and a word difference. As can be viewed in figure 10, a word difference was noted with 'okay' and 'that's you' (circled), which did not change the context of the statement or intended meaning. As the thoughts and opinions of the participants were of interest the content of statements were scrutinised rather than pauses, laughter, interruptions and stories unrelated to the research aims and objectives. Once the transcripts had been completed for the selected three, the recordings of the interview were listened together whilst reading the transcripts simultaneously. Therefore, errors and discrepancies were able to be screened for.

### **5.6.2 Phase 1: Familiarising with the data**

Each transcript was read and re-read thoroughly and the recordings of the interviews were also listened to again to ensure the capture of information and the context in which it was given and intended. The reading through of the transcripts also allowed for familiarisation to develop with the interviews and the data.

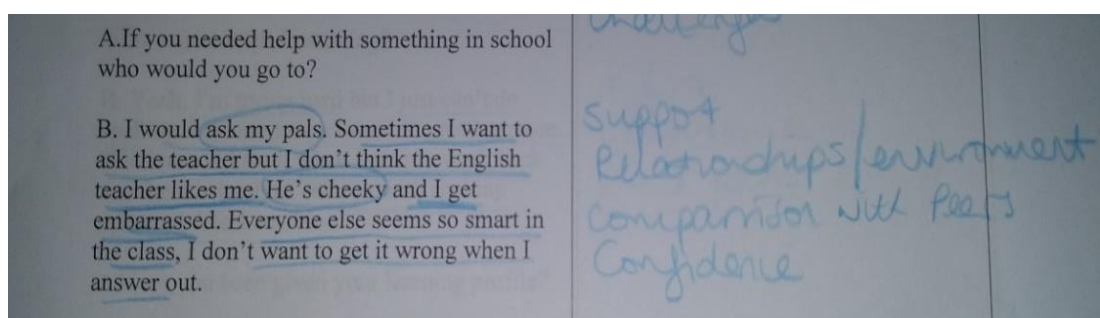
Initial thoughts and ideas while reading the transcript were logged at the right hand side of the margin about the information. Once the reading of the transcript was finished, it was read again but this time in more detail. On the second reading of the transcripts particular words or phrases were highlighted that were interesting and thought to be relevant. The second reading was conducted more slowly and intensely, therefore carefully reading each word and line of the transcript. Once the initial coding was completed, a grid was developed using a Microsoft Word document to log and store the responses from the participants on each question to manage the amount of information from the transcripts (Appendix 19). The interview questions were used on this grid to group the data from each participant response. It was not the questions asked that were the focal point of interest but the response from the participant and what they had to say. The responses were then read and reread to look for similarities and differences in the participant responses. This was to ensure that important

information was not missed and to understand what the pupil was saying about their contextual experience. Consolidating all of the data from the interviews was beneficial in providing the overall structure and map of responses from the interview process.

### 5.6.3 Phase 2: Generating Initial Codes

CC and the researcher each took ten transcripts which were coded individually and interesting phrases and statements were underlined or circled with any information about the code or code explanation being included in the margin at the right hand side. The underlined texts were either words or phrases, even extending to whole sentences. Below is an extract of the open coding completed by the researcher. The participant, a fourth year pupil, was asked who they would go to in school if they needed help (Q4a). The participant talks about friends being the most important contact for them if they needed help and the impact of the English teacher's approach as to how they feel as a learner in that class. This was labelled as 'environment' and added notes on how the teacher might influence confidence and the overall learning experience. The underlined words and phrases were highlighting interesting and relevant data thought to be worth noting and coding.

Participant 4A: Fourth Year Pupil. Question 4(a) The people around me: Who would you go to in school if you needed help?



**Figure 11: Extract of participant transcript.** Extract of the open coding completed for participant 4A.



The start questions within the interview schedule for interview 1 were intended to put the participant at ease and gathered general information that was not intended to be used in the analysis process. Therefore, the information given by the participant in section 1 questions titled “Who am I ?” would not be included in the analysis. The inclusion of a margin to attach detailed notes and ideas was useful when reviewing the code and later discussions as the analysis progressed. It was the ideas logged at this point that directed the building blocks working towards possible themes. It was from here that patterns and ideas were beginning to shape the analysis process.

Once three transcripts were coded a discussion took place to check each of the codes that were noted. Similarities in the codes were explored and a list of the codes from these transcripts commenced. This continued until all the transcripts were completed initially logging one hundred and ninety two codes. The codes were discussed again to check for duplication or overlapping. Once satisfied that no new codes were emerging, the one hundred and ninety two codes were cut out on index cards. These codes were also stored on a Microsoft Excel sheet so that the codes could be manoeuvred manually and electronically for a complete overview of the information. The word grid was also coded to ensure no important information had been missed. The codes that emerged from the Excel grid, and the ones completed from the transcripts, were cross matched and compared. The codes were reflective of each other and similar features across the data were collated into thirteen broad codes. The code list can be viewed in figure 12 below.

<b>Code</b>
1. Pupil perspective of own learning ability
2. Key to successful learning from the pupil perspective
3. Challenge to pupil learning with additional support needs
4. Importance of friendship groups
5. Knowledge of the support system
6. Staged Intervention- Stage 1 experience
7. Staged Intervention- Stage 2 experience
8. Awareness of purpose of Staged Intervention
9. Communication style of the teacher
10. Key to positive communication (pupil perspective)
11. Impact of negative communication (pupil perspective)
12. Positive teacher communication qualities
13. Negative teacher communication qualities

**Figure 12: Coding list**

At this point, a coding index was composed and given to a trusted volunteer (NR) to code two transcripts (Appendix 20). NR coded two transcripts which were randomly selected from drawing numbers from a hat. Once NR completed the coding, NR, CC and the researcher came together to discuss if the codes provided a label for features within the data potentially relevant to the research question. It helped that the coding was completed individually before coming together to discuss the coding as we each brought our own perspective. This was beneficial to check that the codes appeared across more than one data set and relevant to the research questions. Having trusted volunteers involved in this phase was a measure of ensuring important information would not be discarded and information worthy of a category of its own could be considered. No new codes were introduced as the codes that existed captured relevant data and appeared across both sets of data.

#### **5.6.4 Phase 3: Searching for themes**

Searching for themes involved the breakdown of information and spoken words on each of the participant transcripts. The one hundred and ninety-two code index cards were grouped and regrouped until clusters of topics and issues came together to form the coding list (figure 12). General potential themes were then identified and the information was collated accordingly using a camera to note initial groupings and track the analysis process (Appendix 21). The initial codes were grouped into potential themes and then narrowed into more refined groupings. The resulting three themes captured features important about the data in telling the participant's story. The codes and themes were outlined in a spreadsheet to provide an overview of all the information (Appendix 22). The Excel sheet tracked the information with one heading for 'other' to account for emergent codes not included. This process continued until there was data saturation.

The inclusion of the exact words from the participants in the extracts to support the theme would savour the meaning and intent behind their words. It was important not to distort what the pupils had said and the context in which it was expressed. Once the themes were constructed, paper copies were printed off to work on and read and re-

read as well as having access to the information electronically. This allowed for the tracking of decisions and the link between the original data to be maintained and preserved.

#### **5.6.5 Phase 4: Reviewing Potential Themes**

The entire data set and the coded data were included in the review phase. The themes were checked against the collated extracts of data from the interview transcripts to check that the themes work in relation to the data. The grid developed in Phase 1 with the participants' responses to the interview questions was useful when reviewing the data from across the entire data set and across cases. All of the data was read and re-read again to ensure the themes meaningfully captured the data. Themes were checked and retraced back to the transcripts and reviewing persisted as to the correlation of themes reflecting and describing a coherent and meaningful pattern. The theme names were refined but continued to convey an immediate indication of the essence of the theme.

#### **5.6.6 Phase 5: Defining and Naming Themes**

Three themes were generated following the five phase analysis process.

1. Pupil Perspective
2. Knowledge of Support System
3. Communication

Each theme had nested subthemes which captured specific aspects of their associated main theme concept. The definition of each theme included the specific nature of the theme and why it is unique and important. This is illustrated in figure 13.

<b>Theme</b> <ul style="list-style-type: none"> <li>• Sub Theme</li> </ul>	<b>Definition</b>
<b>Pupil Perspective</b> <ul style="list-style-type: none"> <li>• Concept as a learner</li> <li>• Pupil account of their literacy histories</li> <li>• Impact of friends</li> <li>• Emotional responses and self-belief</li> </ul>	Participant thoughts and belief of their own learning ability and success. The challenges, strengths and learning profile were aspects identified by the pupils to shape their perspective. The impact of the label dyslexia contributed to the experiences and thoughts for some of the participants.
<b>Knowledge of Support System</b> <ul style="list-style-type: none"> <li>• Who would you go to for help</li> <li>• Stage 1 experience</li> <li>• Stage 2 experience</li> <li>• Pupil evaluation of support strategies</li> </ul>	Knowledge and purpose of the support system from the pupil perspective. Who the pupil would go to for help and their evaluation of support strategies was interesting and relevant. The experience of stage 1 and stage 2 of the staged intervention process also provide a clear focus and scope of the research questions.
<b>Communication</b> <ul style="list-style-type: none"> <li>• Impact of communication</li> <li>• Positive communication</li> <li>• Classroom Interaction</li> </ul>	The communication style of the teacher and the impact on identification of additional support needs was significant across the entire data set. Positive and negative communication styles as well as communication skills of the teacher were specific to this theme and the account of the pupil view and experience.

**Figure 13: Identification and definition of the three emergent themes**

These resultant three areas were generated from the pupil responses with the aim of developing themes that offered explanations of what was happening within the data. Ideas were generated and explored through the use of an analytical five phase plan and discussions. A consensus of agreement was sought on 100% of the final themes. This exercise was also invaluable to engage with conversation and clarity about the decisions that influenced the process. In addition to this, justifying the final themes and core concepts by mapping back to the data from the interviews was also supported through this process.

## 5.7 Chapter Summary

The approach based on the work by Braun and Clarke (2006) set out a five phase analytical process in which the data was systematically identified and organised to detect patterns of meaning across the entire data set. Each step in the process presented an overview of the main themes and interconnections. The resultant three themes captured important elements in relation to the research questions representing meaningful patterns of what the participants have communicated. The following

chapter extends this by detailing the findings resulting from the thematic analysis of all the data from the interviews, visual data, photographs and wish task.

## **Chapter 6 Findings**

### **6.0 Findings**

This chapter presents the qualitative findings from the two semi-structured interviews including the interview tasks. The interview tasks include the information gathered from the photographic journey of a school day, the photographs taken by the participant and the star wish task from interview 2. The chapter uses the structure of the interview to present the information supported by extracts from the actual interview responses.

### **6.1 Interviews**

The interview schedule (detailed in section 4.2 and 4.3) aimed to leave a six school week timescale between interview 1 and interview 2 with four out of the twenty participants remaining within this timescale. However, the other sixteen participants received their second interview between seven and nine weeks apart.

There was no relation to how the pupil entered into the staged intervention process with the outcomes of the assessments and the support strategies implemented. The process of staged intervention within the study focussed on Stage 1 into 2. Three pupils out of the research participants progressed on to Stage 3 with the majority of the pupils being identified as having no specific additional support need (fourteen pupils). Two of the pupils were recognised as having a specific difficulty with spelling and one pupil being told she had moderate learning difficulties (internal identification by principal teacher of support for learning). One of the pupils will receive additional support for behaviour and remains at Stage 2 of staged intervention but will receive a more holistic approach from behaviour support within the school.

The time scale for each participant and comments on reasons for any delay are summarised in table 6 on the next page.

**Table 6: Summary of interview timescale of participants between interview 1 and interview 2.**

<b>Participant Code (Alias)</b>	<b>Interview 1</b>	<b>Interview 2</b>	<b>Comment</b>
3 A (Hugh)	5/9/13	4/11/13	9 week time break due to October holiday and pupil absence.
3 B (Ian)	23/10/13	4/12/13	6 weeks
4 A (Kyle)	25/9/13	13/11/13	7 week time break due to October holiday.
1 A (Ben)	1/10/13	19/11/13	7 week time break due to October holiday.
1 B (Dan)	1/10/13	19/11/13	7 week time break due to October holiday.
1 C (Abby)	1/10/13	19/11/13	7 week time break due to October holiday.
4 B (Mark)	25/11/13	22/1/14	8 week time break due to the Christmas holidays.
4 C (Paul)	27/11/13	22/1/14	8 week time break due to the Christmas holidays.
4 D (Dana)	27/11/13	23/1/14	8 week time break due to the Christmas holidays.
4 E (Peter)	28/11/13	23/1/14	8 week time break due to the Christmas holidays.
1 D (Beth)	17/12/13	13/2/14	8 week time break due to the Christmas holidays.
6A (Sue)	27/1/14	17/3/14	7 week time break due to prelim exam commitment.
6B (Tom)	27/1/14	17/3/14	7 week time break due to prelim exam commitment.
5 A (Ellie)	28/1/14	26/3/14	8 week time break due to prelim exam commitment.
5 B (Rob)	28/1/14	26/3/14	8 week time break due to prelim exam commitment.
3 C (Jane)	7/2/14	21/3/14	6 weeks
2 A (Ed)	21/2/14	1/4/14	6 weeks
2 B (Fin)	21/2/14	1/4/14	6 weeks
2 C (Cath)	5/3/14	30/4/14	8 week time break due to the Easter holidays.
3 D (Gary)	14/3/14	9/5/14	8 week time break due to the Easter holidays.

The fourth year participant group saw the biggest amount of referrals with five pupils. Even though the department suspended referrals, S4 referrals from parents continued up to the start of the SQA exam period. However, the principal teacher, in line with SQA procedures, did not implement staged intervention or additional exam arrangements for those pupils as there was no historic evidence of SfL involvement and the last minute contact was considered to be 'exam panic'. Some of the S4 pupils involved in the study did receive additional exam arrangements for National 5 exams with one pupil having 25% extra time and one pupil being a digital candidate (ICT/electronic SQA exam). However, the candidates sitting National 3 or 4 exams are bound by the guidelines set out within the equality act and are not permitted 'human intervention' for elements of reading and writing in the literacy units. These pupils are required to undertake their own reading and writing regardless of the difficulties experienced, although they would be allowed to use a computer to type their work and have computer assistive read out loud software.

## **6.2 Interview Questions**

The order of questions and the picture task was reversed after the initial plan as the picture prompts would perhaps be an unfamiliar task for the participants within an interview and it was important to put the participant at ease and feel relaxed. The traditional question and answer format was more of a conventional approach and was successful in putting the pupil at ease and in getting to know them a little better. The interview questions (as detailed in section 4.2) were collated with the purpose of creating a picture of who the pupil was and connect their thinking in gathering their views and opinions related to the staged intervention process (SIP). These questions from the interviews structure the findings within this section.

From previous practice, it was known that pupils can describe the difficulties that they are experiencing. The questions were worded in an attempt to gather a deeper insight into what the respective pupil believed to be their own strengths and development needs. This was an attempt to understand how each individual envisaged themselves



as a learner and create an account of their views of being included in the staged intervention process.

The first set of interview questions (questions 1-4) were intended to settle the pupil and put them at ease while getting to know them. As previously stated, these questions were not included in the thematic analysis and therefore the responses were not included in the findings.

The second set of questions (questions 5-7) extended on the grouping of achievements and things that the pupil has done, can do, both in and out of school. Information presented in the tables are extracts from the data transcribed from the participant interviews. These are the actual response from the pupil as they stated in the interview.

### 6.3 Grouping 1- My Achievements

The pupils were reminded that achievements do not need to be only recognised as medals or awards, but that it can be something that you have accomplished that makes you proud. A sample of two first year participant responses to the questions can be viewed in table 7 below. All participant responses can be viewed in Appendix 23.

**Table 7: Summary of responses from interview transcript for Question 5- 7.**

	Participant	Interview 1- Questions 5, 6, and 7.		
		In School- what are your best achievements?	Out of school- what are your biggest achievements?	In School- Has the staged intervention process changed your achievement?
Response from	Ben	Passed French test	Help tidy my room	Better at English
Response from	Dan	Doing my talk in English	Football team	Feel more confident

#### 6.3.1 Question 5 asked- In school what do you consider to be your best achievements?

Out of the twenty responses only one pupil was unable to think of their best achievement in school. Twelve pupils stated a particular subject area with four responses specific to sporting achievements. Music was mentioned by two pupils and one response for 100% attendance.

### **6.3.2 Question 6 asked- Out of school what do you consider to be your biggest achievements?**

Five of the pupils felt their biggest achievements out of school involved helping at home or a family member. One pupil mentioned writing a poem and music achievements accounting for two responses. One pupil could not state any achievement and eleven pupils stating sporting achievements as being significant.

### **6.3.3 Question 7 asked- How has the staged intervention process changed what you feel you could achieve in school, if at all?**

In each interview staged intervention was clarified as being the help and support process. This was on request from the participants to explain and validate the term. Eight out of the twenty participants did not feel that the staged intervention process has changed their achievements in school with one pupil believing that he “gets moaned at less” from teachers. There were twelve pupils who felt the process had positively impacted on their achievements in school; ICT provision and receiving support were specifically mentioned to have helped with their achievements.

From the data collected, the staged intervention process experience varied for each pupil and each participant liaised with a different member of the support for learning department to manage their case. In addition to this, each year group had a different pupil support teacher, with two assigned to each year group. Although each of the pupils did not directly link their staged intervention experience to their achievements in school, they did comment on their experience and view of the process. It was important to establish if the participants were aware of the process and if it was making a difference to them as a learner and individual. The information gathered linked directly to theme 1 (Pupil perspective) and theme 2 (Knowledge of support system) that were identified through the analysis as detailed in chapter 5.

#### 6.4 Grouping 2- Favourite and least favourite subject areas previously identified.

In the next set of questions the participants were asked to give their opinion of where their strengths lie as well as their most favourite subject in school, and their least favourite, with an explanation of why they thought that. A summary of two second year participant responses are summarised in table 8. The full summary of answers given from all of the participants can be viewed in Appendix 24.

**Table 8: Summary of responses from interview transcript for Question 8- 10.**

	Participant	Interview 1- Questions 8, 9. And 10		
		Strengths- Where do you feel your strengths lie?	Favourite Subject	Least favourite subject
Response from	Ed	Science	Science	French
Response from	Fin	Don't know	Home Economics. I'm good at it and would like to be a chef.	Maths or English. My handwriting is rubbishy

##### 6.4.1 Question 8: Where do you feel your strengths lie?

Nine of the participants stated that their strength was in a particular subject at school where three of them specifically mentioned practical subjects (PE, HE, and Tech). Eight participants felt that skills such as talking, teamwork/ group work, leadership and being loyal was their main strength. Two participants felt that their talent for music was their strength however, there was one participant who did not recognise their area of strength.

##### 6.4.2 Question 9: What is your favourite subject at school just now? What makes you good at it?

Fourteen of the pupils identified a practical subject as being their favourite and one pupil chose Maths. The remaining five pupils named a variety of subject areas across the curriculum. The subjects most favoured by the pupils were those where they experienced success and liked the teacher. One of the other strong factors with the subjects most enjoyed were the ones where the pupil was in a class with their friends.

### 6.4.3 Question 10: What is your least favourite subject at school just now? Why do you think you find it difficult?

Two pupils disliked accounts and five pupils mentioned maths as being their least favourite. Eight pupils stated English as being the subject they least liked with French, Tech (Practical Craft), Biology and Modern Studies being identified by seven of the participants (numbers do not equate to twenty as three participants mentioned more than one subject in their answer). One participant commented that they liked all of their subjects. The response from the participants viewed Maths and English as being the least favourite and topped the disliked category with many of the pupils displaying strong feelings.

Gary, in third year, commented that,

*“I despise English. I’m just no good at it. I don’t think I will ever be good at writing. My handwriting is terrible and I take ages to get finished. I compare this to my friends, mine is terrible compared to them”*

Fin says,

*“Oh, English, I’m confident reading and writing, I don’t mind that but spelling, Oh boy, it’s bad, I’m rubbishy at that. I was writing stuff up on the board and I spelt it wrong, man it was bad, everyone was laughing, the teacher told them to stop but I felt so stupid.”*

Abby adds,

*“I hate maths! I get really stressed out. Sometimes I can feel my hands shaking in class. I think I am going to pass out when the teacher asks me a question. I just copy from [person sitting next to her]. I’m just bored in English, we have had hundreds of teachers cause [class teacher] is off sick. I don’t think they are even English teachers”*

There are many factors impacting on the pupils’ favourite and least favourite subjects at this point. These include the success experienced in that area, the teacher, the class, and the pupils’ perceived ability. For Abby, she has ‘hated’ maths since primary school and believes that she is terrible at maths and claims that ‘she can’t do it’. At the point of the interview Abby was in the second top Maths class for her year group and had been referred to the support for learning department by her parents because of spelling problems and a decrease in confidence. Abby’s lack of confidence had resulted in anxiety attacks at the thought of having to come into school. For Abby, and others

interviewed, the support from others stood out as a strong and positive force in their experience. The views gathered through the interviews within this topic area added a depth of information in all three themes as outlined in section 5.6.6 (Pupil perspective, Knowledge of support system and Communication).

### 6.5 Grouping 3- Who would you go to for help?

Pupil view remains central in the cultural approach to getting it right for every child. This was significant to themes two (Knowledge of support system) and three (Communication) identified in Chapter 5. The concept of people helping the pupil and being aware of who to ask for help from was included to gain the pupil understanding of the support mechanisms available to them. A summary of the participant response from two third year pupils can be viewed in table 9 below. The full summary of all participant responses is included in Appendix 25.

**Table 9: Summary of responses from interview transcript for Question 11-13.**

	Participant	Interview 1- Questions 11, 12, and 13		
		In school- who would you go to for help	Out of school- who would you go to for help	Do you feel listened to?
Response from	Hugh	My friends	Certain mates, people I trust	I don't feel listened to in school
Response from	Ian	Mr (Science teacher) and Miss (Pupil Support). Mr (Science teacher) is my anger management teacher. Miss (Pupil support) is related to my mum.	My mum or my pals	Not all the time. If I'm trying to say something and they look away I know they're not listening to me. When they listen they are paying attention.

#### 6.5.1 Question 11: Who would you go to in school if you needed help?

Fourteen of the participants named a teacher as someone they would go to for help in school if needed. Friends were identified by five of the participants (one pupil chose a friend as well as a named teacher). One participant didn't know. Where friends were stated in the response from the participant the friendship groups and peer support emanated throughout the responses for being invaluable in supporting individuals through challenging and stressful situations. To a lesser degree a specific teacher was mentioned as a key support in school. Where a teacher was mentioned as a key person,

the impact and influence they had was strong and momentous for the pupil. This impact did however work either positively or negatively for the pupil. Cath, a second year pupil comments,

*“I can go to Mrs [name of teacher] if I’m stuck. She talks to me and explains things”*

Ed, in the same year on the other hand feels that he can go to his mentor if he needs help and Kyle in fourth year can go to his PE teacher as he feels *“...I can talk to my PE teacher, they’re nice”*. Dana explains,

*“It makes a difference when there are teachers who want to get to know you and interested in you as a person.”*

Beth also believes that a teacher getting to know you and *“building a relationship with them”* makes it easy to ask for help. On the whole friends dominated the response as the person to turn to.

### **6.5.2 Question 12: Who would you speak to out of school if you needed help with something?**

Fifteen of the participants stated that out of school they would go to a family member for help if needed. Five of the participants would go to a friend if they needed help (one participant would go to either a family member or friend). Thirteen of the pupils were referred to the SfL department with a concern by their parents and therefore felt that they had listened to them and supported them. Three of the pupils self-referred and the remaining four pupils referred by a teacher. Fin self-referred and explained that,

*“I told my dad’s daughter, well it’s his girlfriend’s daughter, that school is crap. I can’t spell, my handwriting is terrible and I’m in the lowest maths class. I went into a wee flaky and getting angry. I can’t ask anyone as I will look like an idiot”*

Fin only sees his dad’s partner and his dad, twice a year as he lives with his mum and her partner. He doesn’t feel that he can talk to his mum’s partner and instead he tells them all that everything is fine at school. Friends are very important to him but he is floating between friendship groups and explains,

*“ I don't really have much friends. I don't want to tell anyone how I feel. I don't want to look like a dafty. It would be good to have a friend to talk to, someone I could trust and they don't tell everyone your secrets.”*

### **6.5.3 Question 13: Do you feel listened to in school/ out of school?**

Seven participants felt they were listened to and seven participants did not. The remaining six participants felt that they were sometimes listened to. One pupil stated they feel that teachers don't listen to you in school and “*pretend to listen*”. Although only seven of the participants felt they were listened to in school, all of the twenty participants believed that it is important for a teacher to listen to you. Mark explains this as,

*“...if teachers don't listen to you then I feel less important.”*

Three of the participants explained feelings of frustration when they felt a teacher was not listening to them. This became an issue for the participants as they felt that by not listening to you then they don't understand you. This was explained by the participants as inducing feelings of frustration and annoyance at not being listened to as opposed to feelings of confidence and being valued when listened to by teachers.

## **6.6 Grouping 4- Changes in my learning**

The next set of questions intended to gain the views and feelings of when the pupil initially noticed a difference in their learning and their awareness of the SIP. This links specifically to theme 2 (Knowledge of the support system) and theme 3 (Communication) as specified in section 5.6.6. A summary of two 4th year participant responses to these questions are included in table 10 below. The full participant cohort responses can be viewed in Appendix 26.

**Table 10: Summary of responses from interview transcript for Question 14-19.**

	Participant	Interview 1- Questions 14, 15, 16, 17, 18, and 19					
		When- did you first notice a change	Point of change- feelings	Profile- have you been shown your profile	Profile results- expected or surprised	Was SI (Staged Intervention) explained to you	Do you feel listened to throughout SI (Staged Intervention)
Response from	Kyle	In S1	I didn't understand why I was getting rubbish marks, I felt dead stupid. When I came to high school I stopped being able to spell.	No	I was told I wasn't dyslexic and that I had to do the spelling book	The teacher told me what I was going to do.	I just done what I was asked to do.
Response from	Mark	End of P7 start of S1. I didn't really think about it much.	In 4 <sup>th</sup> year I would take my time but I always be behind so I thought I would ask to get help. The work gets more and increases	No	I had a suspicion that I was dyslexic but I'm not. They said nothing was wrong	Things were explained thoroughly. I was told to try and keep concentrating more and that I had done well.	Yes

### 6.6.1 Question 14: When did you first notice a change with your learning?

Nine participants remembered noticing a change during primary school and nine participants noticed a change with their learning in S1 or S2 at high school. One participant can't remember when there was a change and the remaining participant stated that it was during his sixth year where his English teacher pointed out her concerns to him.

### 6.6.2 Question 15: What did it feel like at that point?

One pupil thought he would end up in a wheelchair when he was first told he had dyslexia. Jane felt “*bad*” as she believed she was good at writing stories but felt her teacher and her dad did not share this opinion. Three of the pupils were surprised to be told they were not dyslexic with one pupil associating “*failing the dyslexic test*” as a negative outcome and therefore explained her difficulties on being “*stupid*”. By



“failing a dyslexic test” does not indicate a ‘fail’ but in fact points towards a ‘pass’ and not being dyslexic. This concept and a statement of ‘stupid’ will be discussed later in chapter 7.

Paul and Peter, who are both in fourth year, explained that they are not sure when they first noticed a difference in their learning but that they “*used to be good*” and do not know what has happened. This was unlike Ellie, now in fifth year, who recalls experiencing difficulties in primary school. She remembers her mum “*fighting*” with the teachers because they weren’t doing anything to help her. Ellie explained during her interview that while in first year her mum wrote a letter to ask for help but unfortunately she feels she got “*lost*” in the system. There was no record of this in her support for learning notes. It was not until the fifth year parents night that Ellie’s mum spoke to the SfL department asking for help as she was worried that Ellie had become so frustrated and was trying so hard that she wanted to leave school. She explains,

*“ I just want to understand why I have to work so much harder with my reading and writing than other people my age. I want to understand why I find reading stuff and taking in the words so hard. I need to make sense of it all, I have waited such a long time for answers and I just want to understand.”*

Ellie has decided to remain at school and is awaiting the decision from the educational psychologist as to whether she has dyslexia.

As previously stated, nine of the participants recall difficulties coming to high school as the work increased and became more demanding. However, for Gary, Jane, Rob, and Tom, it was one of their teachers who raised a concern with the support for learning department as they were worried about their progress and how they would manage in an exam situation. Tom explains his experience,

*“I was fed up with my English teacher moaning at me all the time about my spelling. She was forceful that I get some help....I don’t get moaned at as much and I get things done quicker using the computer.”*

Tom has been identified as having a specific spelling difficulty by the support for learning teacher from the results of the screening assessments through the staged intervention process. However, prior to this he did not recognise he had a problem and was not concerned about it although he knew he was a bad speller. Tom said that the experience of staged intervention had been good as he felt listened to and things were explained.

### **6.6.3 Question 16: How did you feel when you were shown your learning profile?**

Three participants had knowledge of a learning profile with the remaining seventeen pupils having no knowledge of this. Although only three participants received their learning profile, nine participants felt that things had been explained clearly to them throughout the staged intervention process. This proved to be positive and impacted on how they viewed themselves at this point in time. This apparently outweighed the production of a profile as the participants who did view their profile commented that it was being listened to and the explanation of their strengths and difficulties that help them feel confident. Ellie explained,

*“I was shown the profile and talked about my strengths as well as the stuff I find hard...the profile highlighted the same difficulties that I was finding with my work so that felt good.”*

Not all of the pupils in the study were aware of the learning profile existing and were not presented with this in any discussion. Where the profile was used when meeting with the pupil it did seem to support discussions and act as a tool for the pupil to observe their strengths and reflect the challenges that they were experiencing. It is on the evidence of the results from the screening assessments that strategies are contemplated and implemented for an individual. The assessment phase of stage intervention is important in compiling the evidence and justification for decisions made surrounding the pupil.

#### **6.6.4 Question 17: Was it what you expected or were you surprised in any way with your profile?**

Ben commented that the teacher listened and explained things and his profile said he was good with numbers (he was pleased with that). However, Ben was confused and disappointed as he “...*didn't pass the dyslexic test.*” This was a comment as previously mentioned from question 15 where three of the pupils stated they didn't pass the ‘dyslexic test’. Dana believed that because she didn't pass this test then she must be stupid. Peter still believes he is dyslexic regardless of the screening assessment showing that there were no additional support needs present. Out of the twenty pupils within this study, only three of the pupils (Ian, Paul, Ellie) presented with a dyslexic profile and were being referred to the assigned educational psychologist to establish whether they would be identified as dyslexic. Interestingly all three pupils referred to the educational psychologist were initiated by parental referrals asking for their son/daughter to have a ‘dyslexic test’. Ellie explained her dad had dyslexia and she would now receive a reader and scribe for her SQA exams. Ellie, Ian and Paul at the time of writing had not yet received a confirmation of dyslexia or otherwise. They continued with the additional arrangements put in place by the support for learning department. For Ian this involved extra time in exams and a support assistant in some classes (Maths and English). Paul continued with using ICT (alpha smart, laptop) in assessments and extended writing assignments.

#### **6.6.5 Question 18: Were the stages of the process explained to you? When was that?**

Eleven of the participants did not feel that the process had been explained to them and nine participants did feel things were explained throughout the process. Four of the participants stated that they carried out the instructions from the teacher to complete ‘tests’ without really understanding what they were being asked to do. One participant did not seem to even know the name of the teacher delivering the assessment. Explanations that were given to the pupils varied from being given at the start of the tests or throughout the whole process. Ed was given a writing book support strategy without even being told how he had got on with the spelling assessment. School procedures for stage 1 into stage 2 include a classroom observation, differentiated

materials, a battery of assessments and the compilation of a learning profile. The desired child centred approach with the endeavour to seek and take account of the views of the young person as directed by the Code of Practice (2010) should have been implemented which will be discussed in Chapter 7.

What was noted from the study was the incidence where a pupil performed adequately in the assessment battery and although was considered as not having an additional support need, they were still experiencing difficulties with their literacy across the school. The appropriateness of assessments, or the effectiveness of the process could be questioned in light of these findings. This will also be deliberated in chapter 7.

#### **6.6.6 Question 19: Do you feel listened to throughout the process? Is this important to you?**

Ten of the participants felt listened to throughout their experience of staged intervention and ten felt they had not. Four of the participants within the study felt that it was important to be listened to and Tom considered this to help pupils feel “*valued*”. Beth explained that having someone to listen to you was important as she had the opportunity to “*explain her frustration*”. Abby and Cath both explained that they did not feel listened to throughout the process in school but did feel listened to by their family at home. This will also be discussed later in chapter 7.

### **6.7 Photographic journey of a school day**

Picture 1 was of the pupil entrance to the school and was representative of the beginning of the school day. The picture is included in diagram 7 with the twenty participant comments in the speech bubble. (The full twenty responses with interview extracts to all picture prompts can be viewed in Appendix 27. Two fifth year pupil responses can be viewed in table 11). The pupil response varied but the replies reflected an emotional response.

Picture 1.



Stressed. Not a very nice place but I need to go there.  
I hate school. I don't like coming to school.  
I feel tired. Entrance to the social area. Just doors  
A place I need to go. I feel tired. It feels good.  
Okay, I get to see my friends. I need to start learning.  
Get on with it- that's what you do. Alright, you need to come  
Tired, tired for what's coming next. I feel tired.  
Okay I guess, feel depressed when I get there.  
Do I want to come into school?  
I look forward to coming to school.  
You change as you go through the doors to fit in.

**Diagram 7: Summary of participant response from picture 1 of the school doors.**

Picture number 2 was of the social area in the heart of the school. The summary of responses are given in diagram 8 below.

Picture 2.



Nothing to do with learning- gets you out of class.  
Social area is good as you are with friends. It's annoying.  
Nothing associated with learning. Nothing really, just busy.  
It's good cause my friends are there. Hungry  
Everyone talking and not being in class. Hassled and crowded.  
I don't like the social area. Happy. Chilled.  
Crowded. Daunting. Don't like it there, I hate it.  
Feels good to be with friends. Good, not worrying as your with pals.  
I don't like it there. Happy- get to talk to your pals.  
Feels good, chat to friends and they can help you with homework and stuff.

**Diagram 8: Summary of participant response from picture 2 of the social area.**

Picture 3 was of the assembly hall, a place that the pupils experienced on a weekly capacity and in a variety of contexts. Summary of responses are included in diagram 9 below.

Picture 3.



Gets you out of class. Talking from teachers, a telling off.  
 It's a place. Daunting, more people watching you.  
 I presented a power point at assembly, it was good, I liked that.  
 Head teacher speaks, nags, good to be told stuff so don't get confused.  
 Together as year group, talk about things. Can't be bothered with it.  
 A lot of taking from teachers. Get told new stuff. Blazers on.  
 Bored and worried. Excited- lots of information.  
 Exams and Prelims. Exams- bit worrying. Pupil Council  
 Listen- I forget most of it. Don't like it, stressful, anxious, desks, exams.  
 Exams- stress, it's stressful. Stressful, it's a stressful environment

**Diagram 9: Summary of participant response from picture 3 of the assembly hall.**

Picture number 4 is of the pupil support sign. The pupils tended to associate learning support with pupil support and there was a tendency to talk about the SfL staff as pupil support teachers. Diagram 10 below demonstrates the summary of pupil response.

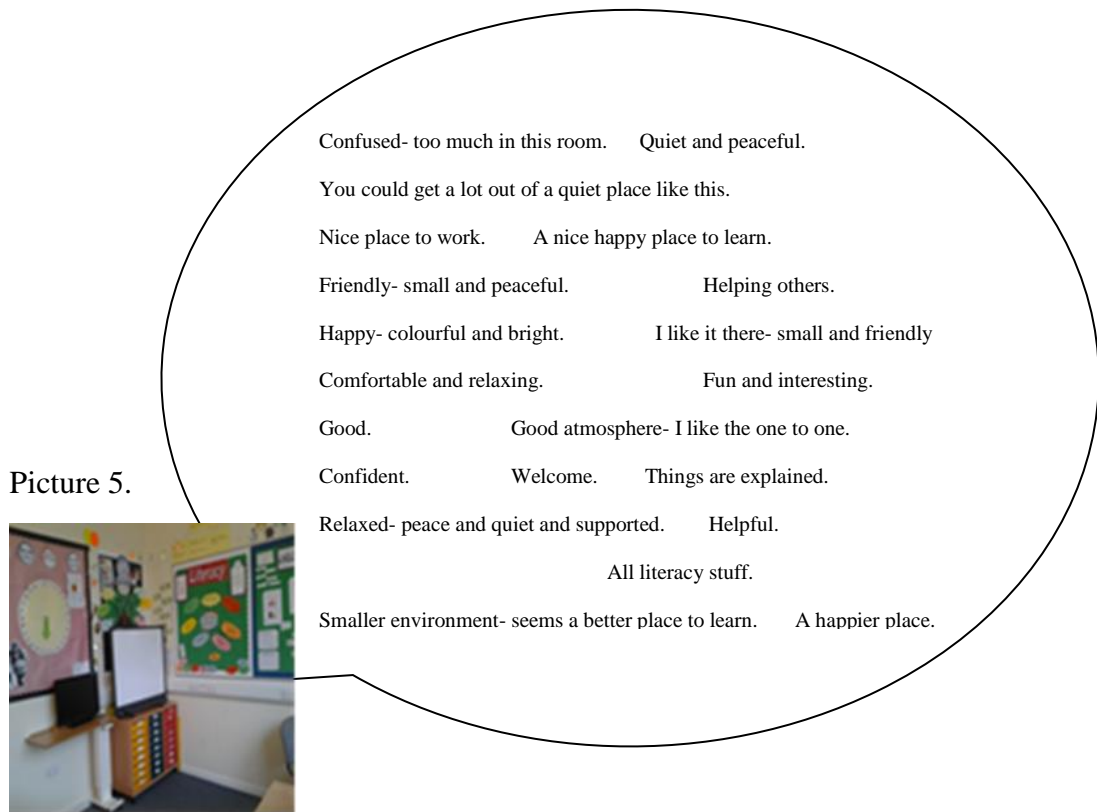
Picture 4



Just a sign. Nothing really.  
 Encouraged- it's good to talk. Confident with the support.  
 Welcome. Makes things easy when everything is explained.  
 Good, I feel good coming here. SfL are helpful.  
 Supported. Help. I know they are there if I need them  
 Embarrassed asking for help in class. Can get help.  
 Good- built up a relationship with her, she's nice. Okay.  
 I know they are there. Help from them. Nothing.  
 Talking and listening is good. Valued.

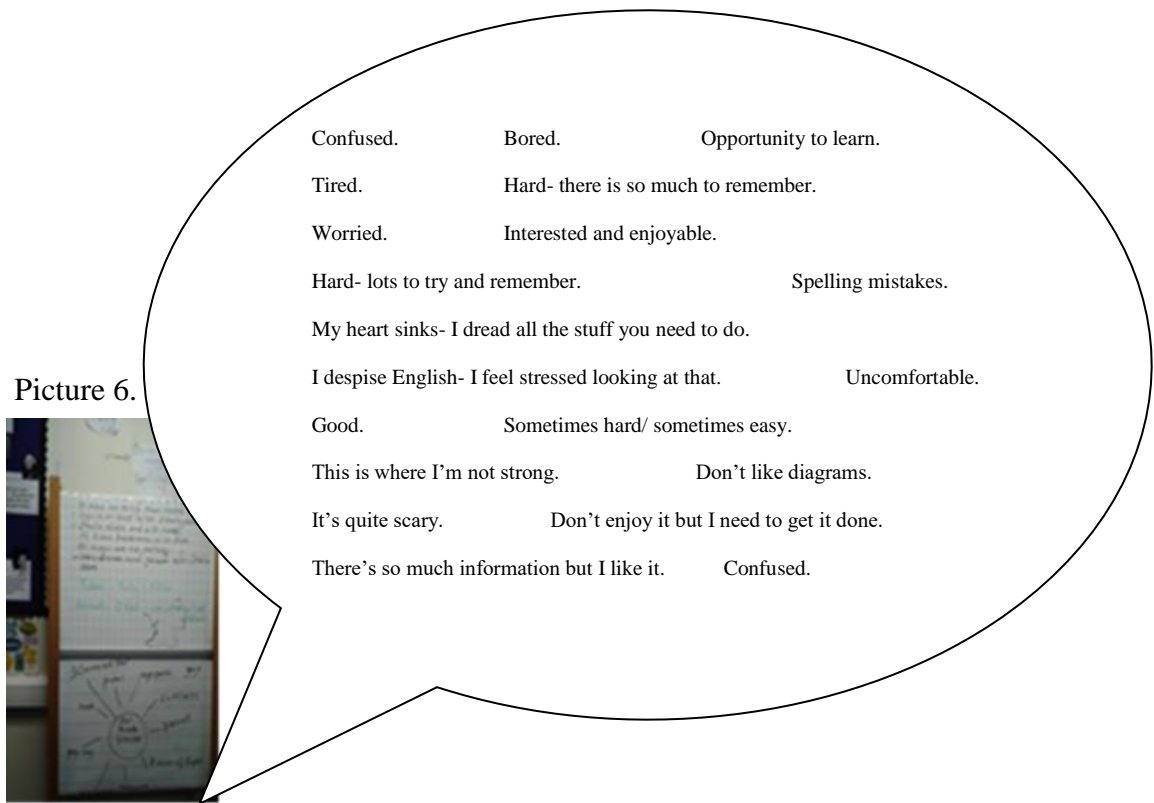
**Diagram 10: Summary of participant response from picture 4 of the Pupil Support Department.**

Picture 5 was of the support for learning room. Not all of the pupils had experience of working in the room and were therefore asked to answer from what they saw in the picture. For others, the room was familiar and used for support tutorials and assessments. Diagram 11 below demonstrates the summary of all pupil responses.



**Diagram 11: Summary of participant response from picture 5 of the Support for learning base.**

Picture 6 was taken of a board of work representing literacy. The pupils were told not to try and read what was on the board but to look at the nature of the work and respond to how they feel. Diagram 12 summaries the responses from picture 6.



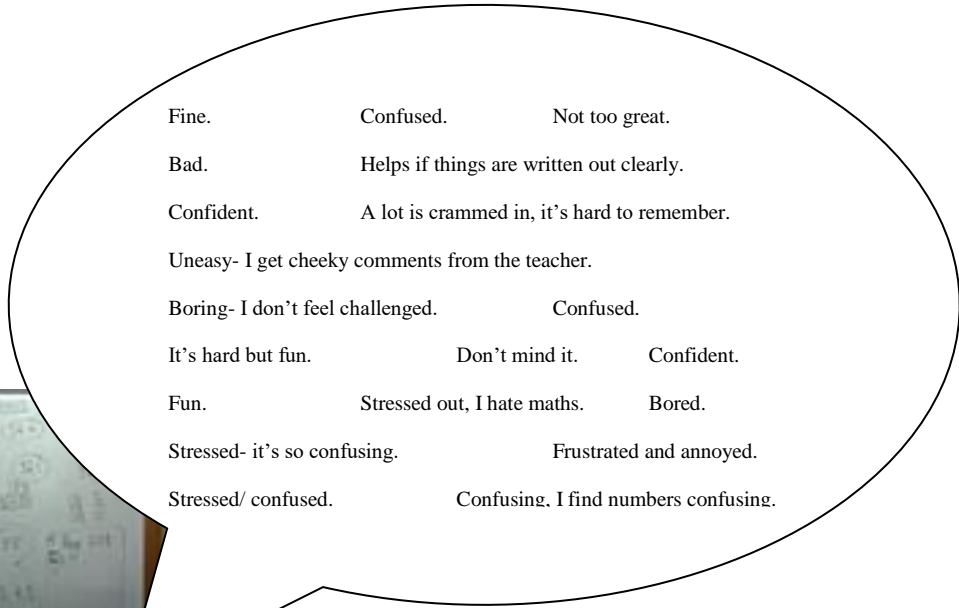
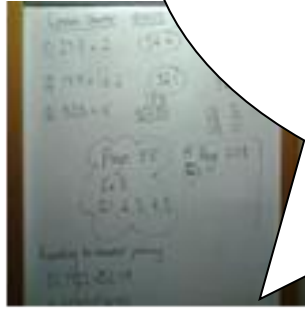
Picture 6.

**Diagram 12: Summary of participant response from picture 6 of Literacy.**

Picture 7 was representing numeracy and the pupils were instructed not to read the information in the picture but to view it as a representation of number work. Although difficulties in Maths was not specific to this study, it is understood that reading difficulties can impact on the success that a pupil can experience in maths. In addition to this it was intended to give a balance of the pupils' school day. None of the pupils underwent investigation for dyscalculia and it is not a standard screening procedure within the authority. It would need to be a specific request and repeated on two separate occasions six months apart before an identification could be made. Diagram 13 on the following page represents the summary of responses from all twenty participants.



Picture 7



**Diagram 13: Summary of participant response from picture 7 of Numeracy.**

The information gathered was central in shaping the defining themes as detailed in Chapter 5. Table 11 includes a summary of the participant responses from the fifth year pupils to being shown each of the photographs. The full twenty participant responses can be viewed in Appendix 27.

**Table 11: Summary of fifth year pupil responses from interview 1 transcript for the 7 picture task.**

	Participant	Pic 1	Pic 2	Pic 3	Pic 4	Pic 5	Pic 6	Pic 7
Response from	Ellie	The same thing over and over again. Do you want to start a fresh day learning and then going home and not remembering half of it and coming in the next day and getting hit by more.	Sitting about with your friends not worrying	Exams, stress, it's stressful	Peace and quiet, relaxed and feeling supported . Getting out of class for a wee while.	People want to know about you and what is happening in your life. They always want to help.	If teachers would take things one step at a time rather than writing so much on the board and expecting you to take it all down and you don't get to go over it again for ages. It's hard to remember	Scary. I have Meares- Irlen Syndrome and went to Caledonian University for my glasses. All the test have been for dyslexia. If I'd got tested earlier I wouldn't be waiting now when I am leaving school.
Response from	Rob	You know you need to come	Crowded all the time. There's nowhere really to sit or stand anywhere	Wearing a blazer. Teacher's always saying blazer's on blazer's on	I've not had to be overly coming here a lot	Looks pretty good	A bit confusing at first but it's alright. Kind of keep hanging in there.	I like the maths part but I don't really like whenever he comes over and he kind of goes like "if you go any slower you'd be going backwards", that kind of thing

Each of the photographs depicted a familiar scene from their school day (Refer to Appendix 15). This task appeared to be novel for the pupils but on the whole the task appeared to be received well and allowed for the depth of engagement hoped for through this study. Many of the pupils commented "*I've never been asked that before*" when presented with a picture and asked how do you feel when you see that? Each answer was unique to that pupil reflecting their thoughts and feelings at that point in time.

## 6.8 Findings- Interview 2

The second interview was conducted six to nine weeks after interview 1 which was dependent on the initial contact with the participant. This time scale was chosen to allow for the staged intervention screening procedures to be completed and adequate information to be gathered regarding any additional support need of the pupil. This

stage of the interview focused on the strategies put in place to support the difficulties experienced by the pupils. It was at this point that the pupils were asked to take a photograph of something/ somewhere important to their learning and explain why they took that photograph. In addition to this, the pupils had the opportunity to make a wish. This wish was something that they could change, or wished for, to make things better for them as a learner.

The request to take a photograph and making a wish were received well by the participants proving to be interesting and fun for them. This approach allowed for a deeper discussion and insight into the thoughts and feelings of the pupil at that time. The semi structured interview took the following structure and the pupil was asked to take a photograph which was discussed towards the end of the interview before making their wish. The table below (table 12) demonstrates the responses from the sixth year participants to the questions from interview 2. All twenty participant responses can be viewed in Appendix 28.

**Table 12: Summary of responses from interview 2 transcripts for questions 2A, 2B, 2C, 2D, 2E and 2F.**

Participant	Support Strategies- How do you feel about the support strategies in place for you?					
	Q2A. Were they discussed	Q2B. Do you understand their purpose	Q2C. How do you feel in class now	Q2D. How do you feel as a learner now	Q2E. Have things changed in any way	Q2F. What do you hope for now
Sue	No	Don't have any strategies	Things still aren't clear, I get confused	Confused	No change	To get to use the computer for my writing
Tom	I was asked if I would like using the computer better and if it would help.	Yeah, to help with my spelling	Okay, don't use it in class, just for assessments and my exams.	Its better. I can get things done quicker. At the start it was different and difficult as it was new but it is better now.	I don't get moaned at as much from the teacher	To get on and do well

The pupils within the study were referred to the SfL department with difficulties with either reading, writing, spelling, or a combination of these. The referrals indicated the difficulties were impacting on the pupils' progress and success in school and in some cases having a detrimental effect on their confidence.

In order to gain an understanding of how the participant felt about the support strategies in place for them, the following questions were asked.

### **6.8.1 Question 2A: Were they discussed with you?**

Eight of the participants were involved in the discussions about the strategies given to them as support, however, twelve of the participants had not been involved with the discussion of strategies or received a meeting to discuss feedback. Out of these twelve participants there are four individuals who have no strategies in place at all. Eight pupils were involved in a meeting with their pupil support teacher or the support for learning teacher where the strategies were discussed with them. Although Rob commented when asked if the strategies were discussed with him “*not a lot*”. From Kyle’s perspective he was “*told*” to do the spelling book which suggests no discussion took place.

For Sue and Tom, who are both in sixth year, had the added pressure of formal National Assessments and pending SQA exams. It was important that they had the best opportunity to produce work that reflected their ability and potential. At the time of the second interview Sue still had not been informed about the results of the screening assessments or how she had performed.

*“I’ve not been told how I’ve got on in the test things or what’s wrong. My dad doesn’t understand. It is so frustrating.”*

From her notes, Sue’s father was informed by the school that she did not have any additional support need but she had not received any information herself. Sue reports that teachers are still complaining about her writing and she intends to ask for the use of ICT in her exams to help with her writing. Tom uses ICT and as previously mentioned has been identified as having a specific spelling difficulty (school identification). He has SQA provision to use ICT, with spellchecker, and is a digital exam candidate. He is pleased with this outcome and says that teachers are not moaning at him as much.

### **6.8.2 Question 2B: Do you understand the purpose of the strategies?**

Strategies such as ICT and digital exams have empowered seven of the pupils within the study and this is in the hope of alleviating the difficulties with writing and spelling. The access to ICT support in the form of Read Out Loud (text to speech package) via the digital exam papers also allows pupils the appropriate support in an exam situation if they have reading difficulties. In addition to Tom and Abby, Rob, Paul, Dana, Ellie and Gary also have access to ICT. Rob and Ellie explained, this makes it less stressful for them, without worrying or being nervous. Gary is able to complete the necessary work in the same time as everyone else when he uses the computer and this makes him happy.

### **6.8.3 Question 2C: How does it make you feel in class now?**

Six of the pupils complete a spelling programme booklet at home which is handed in to the SfL department to be corrected. Ben feels that the spelling programme has helped his spelling and he feels good that he has improved. Although Ben was considered to have no additional support need he will continue with the spelling programme which will hopefully be reviewed at a later date by the support for learning teacher. Dan, who also takes part in the spelling programme says,

*“I feel more confident using the home spelling book. I am able to ask teachers to help me in class and explain it a bit more. Yeah, I feel more confident now.”*

Cath also feels more confident since progressing with the spelling programme. She also has a spellchecker that she can use in class and this helps her confidence as she can ‘sort’ her spelling. Fin used to have the spelling booklet but he has not been doing it and no one has spoken to him about it. Although he does not present with an additional support need he does continue to experience difficulties and stress with spelling. He does not know why he does not get help anymore, but he does not want to make a fuss and exclaims “*What’s the point?*”.

#### 6.8.4 Question 2D: How do you feel as a learner now?

Writing exercises, spelling rules, and in class support are other examples of support strategies reported during the interviews. Kyle likes the fact that he gets help in class,

*“I’m not stupid but I do find it hard to read and remember my spelling words. It’s annoying when teachers go on about the stuff I find hard.”*

Kyle continues to feel worried when he is in his English class. Mark and Dana also receive help in their English class but this help already existed in class for another pupil who had an ASP and not an allocation for them in relation to their staged intervention. They are also excused from reading out loud in class and this takes the pressure and anxiety away for them at the thought of struggling to read out loud in class. Dana also has an allocation of 25% extra time to complete tasks and for her SQA exams. However, Dana feels that she needs more help in her classes as,

*“ Sometimes it can be hard in class. Not all teachers are helpful in class. It depends what mood they are in.”*

Peter feels that in his classes the teachers are too busy to help and Paul explains,

*“If I get stuck and the teacher is too busy to help I start talking and get in trouble and sent out.”*

Peter hopes that there can be more help in his classes. He feels this could make a difference to him and what he could do in class. Cath also finds things difficult in class as,

*“In some classes they [peers] make a fool of you, I don’t like that.”*

Kyle also shared some experiences that were difficult for him,

*“Mr [name of teacher] was dead cheeky, this was in front of everyone. I feel embarrassed to ask for help. I feel so stupid and embarrassed. It’s so annoying.”*

Jane also feels annoyed at how things have turned out.

*“I don’t know what’s going on! I’ve not heard anything about the tests but my teacher told me I was dyslexic. I am so frustrated and makes me feel really bad. I get no help in class, it is so frustrating.”*

Abby also feels frustrated. It annoys her when people make comments about her spelling and she does not feel confident with her writing. She has not got any strategies and just “*gets on with it*”. One of the things she dreads is when the teacher puts red pen through the spelling mistakes. Abby feels that this is unfair, the teacher points out her mistakes but does not show her how to fix them.

#### **6.8.5 Question 2E: Do you feel that things have changed in any way in class?**

Five of the pupils (Fin, Jane, Kyle, Mark, Sue) feel that there is no change since the start of the staged intervention process. Three of the participants (Dan, Beth, Paul) did feel that they were more confident in class now and having strategies proving to be a positive change. Two of the participants (Gary, Rob) mentioned the positive impact of ICT and one pupil (Dana) specifically felt that the allocation of 25% extra time for exams and assessments has been a positive change. Ben and Cath feel they are able to manage spelling difficulties better and Ed thinks his writing is better. Peter is not as nervous now and Tom does not get “*moaned at*” as much from his teachers. Abby’s mum bought her a spellchecker to help but she feels embarrassed and does not use it in school. Hugh and Ellie have not received specific support strategies and use their own methods/ strategies whereas Ian had still not received a meeting to discuss strategies.

#### **6.8.6 Question 2F: What do you hope for now?**

One participant (Jane) hopes that the teachers would “stop going on about their writing” and two participants (Paul, Dana) would like more help from teachers. Understanding of their difficulties was desired from two of the participants (Mark, Ellie) with three others hoping for the use of computers to help them (Abby, Cath, Sue). Seven of the participants (Beth, Ed, Hugh, Ian, Gary, Rob, Tom) hoped that they would do well at school, passing exams and achieving their goals. Getting in good

classes was what Peter hoped for now and Dan hoped to get more confident. Ben and Kyle hoped to keep getting better at spelling and Fin hoped to be the neatest, fastest hand writer.

### 6.8.7 Photograph Task

The pupils were then asked to show their photograph and explain why they took that photograph (refer to section 4.3). Again the information gathered from the participants shaped the resulting themes. The photographs from all the participants can be viewed in Appendix 29. The explanations that accompanied the pupils' photographs were also documented during transcription to be included in the analysis phase. A summary of the participant responses from a random selection of the cohort are given in table 13 for the picture task and the wish task. All twenty participant responses for the photograph and wish task can be viewed in Appendix 30.

**Table 13: Summary of a random selection of responses from interview transcript for photographic task (Interview 2) and wish task (Interview 2).**

	Pupil	Picture Task -Interview 2		Wish Task- Interview 2	
		Picture of...	Reason...	Wish for...	Why...
Response from	Ben	Social Area	Talk with your friends there and ask them for help if you need it.	Spelling to be better and not have problems with my spelling	Want to be in a better English class and not with all the stupid ones.
	Ed	My Mentor and a Bunsen burner	They are important to my learning as I would go to my mentor if I needed help and I love science.	To have more fun in classes.	Make it more fun to learn
	Hugh	Bench, grass. Leaves. 2 bins, a bench and a half, a back door, fences and some of the school in the back	I like nature and being outside. I like a place where I can be at peace. It would be great to be out in nature with my music.	I wish I could play my music in class	It keeps me calm and settled. I can get more work done
	Dana	[ Name of teacher]	She is a teacher who is there for you no matter what. She is important to me and when I go into her class I feel happy and she really cares about you.	A bit more support	This would be better for me as I think I would do better with my learning. Any extra help I am always happy with that.
	Ellie	Sports Centre	Where I feel most comfortable. It's where I get my pride when I'm in school for winning medals and praise. I get that there that I don't get in any other subject.	To understand my problems	So I know and can understand why I have to work so much harder than other people my age to understand and learn.
	Tom	My glasses	They are the very bottom, the foundations of my learning. If I didn't have my glasses then nothing else is important as I can't interact with any teachers to help with my learning as I can't see anyone. If I didn't have my glasses then I couldn't see to read or take anything in or see to learn. They are the foundations for me to learn.	A photographic memory	It would be fun



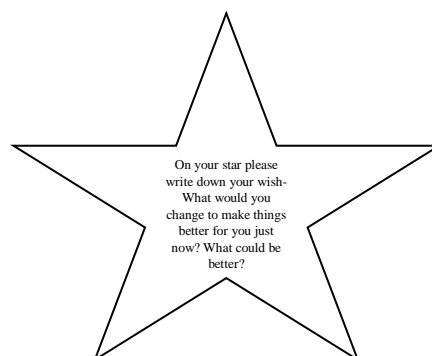
Ben, Dan, and Beth all pictured the social area as their friends, or time with their friends, were the most important thing to them. Ed and Dana took a picture of a special teacher (with their permission). Their support, time and kindness stand out for them and they remain important forces in their school life. This was a similar theme for Rob as the kindness shown by his pupil support teacher was the deciding agent in taking a picture of the pupil support area, which connected Rob to his pupil support teacher. Mark, Paul, Ellie, and Peter all photographed a subject area where they have experienced success and are considered to be talented in that area. Cath, Abby, and Tom chose elements that enable information to be transferred from their thoughts into the public domain in order to be understood and communicated. Gary, Ian, Jane, Kyle, and Sue photographed structures of the school building that signified transition around the school or “*escape*” from one environment to another. Hugh and Fin both pictured outside scenes that could be viewed from their classroom. Fin produced a picture of a tree and explains,

*“I look out of the class when things are tough and this tree is like me. It’s still growing”*

Fin feels alone a lot of the time and hopes that things get better in the future. The tree represented hope for Fin that things could get better. Hugh’s nature scene was taken as this is his escape when in class. The quiet and peaceful atmosphere from the trees makes him feel calm. He wishes that he could escape some days and go there and play his music sitting on the bench by the trees. He also wishes he could play his music in class as it helps him to concentrate and keep calm, but the teachers do not allow this.

### **6.8.8 Wish Task**

The final part of the interview was for the pupil to write their wish on the star given to them. Refer to table 13 for a selection of responses and to Appendix 29 for all twenty completed star wishes. The wish task is presented in diagram 14 below.



**Diagram 14: Interview 2 participant wish task**

When some of the pupils were asked to write their wish down they asked if this could be completed for them. For some they were worried about their spelling and for others they thought their writing was too messy and would not be understood. This could be considered as a reflection of the anxiety some of the pupils continue to experience. Each pupil made a very personal wish and thought the star was a fun activity.

Eleven of the pupils wished for something to be changed within themselves which included understanding their difficulties better. Seven of the pupils wished for the learning environment to be different as they believe this would make their learning experience better and help them to be better learners. Two of the pupils focused on the communication between teachers and pupils believing that if teachers listened then this would make things better for learning. Paul's humour and individuality shone through when he exclaimed,

*"I've took my picture and you have another one on there...I took another picture of a chocolate sweet packet. [I asked him why] ... because I like this chocolate and I liked using the camera, it was fun..."*

Interestingly two of the boys, Fin and Tom, both wished for a photographic memory. They both thought it would be 'cool'. When asked what they would use it for they each felt it would be great for taking in all the information from the teacher and the work on the board. Tom felt there is so much to learn and Fin's concern was that the teachers go too fast and push the board up too quickly. He feels he misses so much work and cannot catch up.

Communication and explanations were high on the wish list of the pupils as well as wishing people would have better understanding. The wish was for them not only to understand their difficulties and make sense of the strategies given, but also for teachers to understand the pupil as an individual and help. Kyle wished that his teachers were nice. This is not to say that all teachers are not nice, but in his experience the teacher has not always made it easy for him to ask for help. Taking time to listen and understand was a gauge for the pupils as to what makes a nice teacher.

## 6.9 Summary of Findings

As previously stated in chapter 1, the purpose of this research study was to synthesise differing perspectives from pupils who have experience of being part of the school process of identifying and meeting additional support need entering what is regarded as Stage 1 into Stage 2. The study set out to gain a better understanding of how well the pupil is included and the way in which the process of staged intervention impacts on a pupil experiencing difficulties as a learner.

Fourteen of the participants identified a teacher as the person they would go to for help if needed. However, five of the participants would rather speak to a friend, with one pupil not knowing who they would go to. The participants included in this study were recently known to the support for learning department and could, where required, potentially access the support mechanisms they needed. If a supportive environment is not created, pupils may not access the support system and their difficulties would remain hidden and undeclared. The gateway to support could be obstructed due to a lack of knowledge of the process or a lack of trust.

The adoption of labels such as ‘dyslexia’ impacted on how some of the participants formed their learner identity. A dyslexia screener is included in the battery of assessments by the SfL department at Stage 2. This, along with the other completed assessments compile a learning profile of that individual indicating the learner strengths and any areas of difficulty. Pupils referred to the ‘dyslexic test’ and the implications of them ‘failing’ this to imply they must be ‘stupid’. This indicates a misconception about the purpose of this screening tool and more importantly how the learner then views them self as a learner as a result of passing (dyslexic profile) or failing (non- dyslexic profile). The inference of the label to them also provokes discussion on the possible generalisations and misconceptions that continue to surround dyslexia.

The production of a learning profile appears inconsistent across the study cohort. This draws attention to the department procedures and the impact this may have for the

pupil and their experience of the process. The child centred approach advocated within policy with focus on seeking and taking account of the young person's view was not apparent where eleven of the participants did not feel the process had been explained to them. In addition to this, half of the cohort, in their view, did not feel listened to throughout their experience, with twelve participants not being involved in feedback meetings or discussions of strategies.

Strategies are recognised by the pupil as being important to their educational success. All of the pupils who received support strategies felt that they were helpful and were initially motivated to work with the strategies at home or in school. The difficulties arose when a pupil did not receive any support strategies or feedback. The feeling of not being valued resulted from lack of feedback and support. Whereas the act of listening and responding to the pupil need connected with a feeling of caring and kindness. Peer support was a big factor for the pupils within the study as was social acceptance from peers. However, for some of the pupils the comparison they made to their peers' achievement and ability fuelled and affirmed their recognition of having an additional support need.

The breakdown in the staged intervention process was evident in the lack of collaboration and sharing of information between teachers. The lack of knowledge and understanding on the part of the teacher was considered to have a major impact on how the pupil felt as a learner. This was transferred into the learning environment and climate for learning. Some of the pupils lacked confidence in certain learning situations due to the behaviour and attitude of the teacher. The beliefs of the teacher regarding additional support needs will ultimately filter into their behaviour and the classroom climate they create. Addressing the issue of teacher pedagogy will support the direction of inclusion and enhanced practice in supporting pupil need.

### **6.9.1 Chapter Summary**

The findings from the research are presented in this chapter through the insight and experiences of the pupils. This included the information gathered from the two semi

structured interviews completed by the participants including the photographic journey of a school day, the photographs taken by the participant and their star wish task from interview 2.

1. Pupil Perspective- The perception of difficulties and challenges in learning frame learner identity. However, challenges continued despite staged intervention and support strategies.
2. Knowledge of Support System- The participants did not possess a depth of knowledge of the staged intervention system.
3. Communication- The pupils did not feel involved and listened to throughout their experience

Key features from the participant responses from interview 1 and 2 shaped the defining three themes, which have led to the findings presented. The subsequent findings were generated and will be discussed in Chapter 7.

## Chapter 7 Discussion

### 7.0 Discussion

Themes emerging from all of the sources of data in Chapter 4 were subjected to thematic analysis and the themes and subthemes that emerged are described in Chapter 5. This discussion chapter draws on these themes and the information that emerged from the detailed analysis reported in the findings section of the thesis (Chapter 6). It links the knowledge that emerged from these two chapters to the themes that emerged from the previous research and to the capabilities approach and the literature presented in Chapter 2.

The discussion is structured around the research questions and sub- questions and the findings are discussed with reference to the three key themes of pupil perspective, knowledge of support system and communication and their consequent sub themes. To facilitate discussion, the outline of the main findings from Chapter 6 are again summarised in Table 14 (below).

**Table 14: Main findings from chapter 6**

<b>No.</b> <b>(Link to Capability Approach)</b>	<b>Finding 1</b> <b>(Diversity)</b>	<b>Finding 2</b> <b>(Agency)</b>	<b>Finding 3</b> <b>(Communication)</b>	<b>Finding 4</b> <b>(Inclusion)</b>
<b>Finding</b>	The perception of difficulties and challenges in learning frame learner identity	The participants did not possess a depth of knowledge of the staged intervention system	The pupils did not feel involved and listened to throughout their experience	Challenges continued despite staged intervention and support strategies.

These findings are central in the discussion of this study. The overall research question outlined in section 3.1. is stated as,

*“What are the experiences and views of pupils with functional literacy difficulties engaging with assessment moving from Stage 1 into Stage 2 supportive intervention?”*

The following sub questions were detailed in section 3.1.1 as a means to establish an answer to the overall research question, therefore satisfying the research aim and purpose as detailed in section 3. In summation, the sub questions were detailed as;

1. What is the pupil view of factors prompting the referral for assessment?
2. What influence does the knowledge that pupils have about staged intervention exert on how they seek help??
3. How involved do pupils feel in discussions and decisions about their learning?
4. How do pupils understand and view the support they experience?

The key themes from the thematic analysis in Chapter 5 and the findings from Chapter 6 are discussed in this chapter. Clarity in the discussions are also supported by transcript extracts from participant interviews as well as links to the literature discussed in Chapter 2. The focus remains on answering the research sub questions in order to respond to the overall research question.

### **7.1 Question1: What is the pupil view of factors prompting the referral for assessment?**

A capability approach recognises the balance between achievement and support and values the perspective of the individual. Therefore, establishing the balance of support requires researchers to take note of what is of value to the individual. Blackman (2011) suggests that appropriate practices deployed in the classroom have the potential to increase pupil involvement and their understanding and motivation to learn.

Level 1 of the staged intervention process places a responsibility on teachers to support each learner in the classroom. The process, as stated in Chapter 1, is intended to engage support for the pupil in an efficient and in the least intrusive way possible. The support offered by teachers at Stage 1 should be in response to the difficulties experienced by the learner and teachers have an obligation to plan and implement support strategies to gauge their effect and impact. It is when supports have been exhausted at this stage,

and difficulties for the learner persist, that a request for additional assistance can be made at Stage 2. This is regardless of a diagnosis or label.

It was explained in section 2.4.1 that labels can be useful, although it is also important to realise that the holistic approach recognises identities beyond any given label. However, the research in this study highlights that some pupils self-identified as ‘dyslexic’ and three pupils were identified by other professionals as having dyslexic tendencies during Stage 2 of the staged intervention process. In doing so, they gave themselves a clear label. This study did not determine their reasons for this, whether it was to explain their difficulties to themselves or to others, or for some other reason, and this would be an interesting area for further study. The participant outcomes/decisions from the staged intervention screening process are summarised in Table 15 below;

**Table 15: Identification of Participant Additional Support Need Outcome**

<b>Dyslexia Referral (to Educational Psychologist)</b>	<b>Specific Difficulty (SfL Identification)</b>	<b>No Additional Support Need Identified</b>
Ian, Paul, Ellie	Dana (MLD) Abby (Spelling) Tom (Spelling)	Ben, Dan, Beth, Cath, Ed, Fin, Gary, Hugh (behaviour), Jane, Kyle, Mark, Peter, Rob, Sue

Elliott & Gibbs (2008) state there is a danger that for many, a diagnosis of dyslexia is seen as principal means of gaining additional help or support in class and in school. This should not be the case in Scottish practice. In Scotland, there is no reason for pupils to ‘wait to fail’ as Snowling et al (2011) suggest can happen, and by responding to the need rather than a label, a Scottish teacher has the power to implement appropriate support strategies to target areas of difficulty. Were this to happen, it would, in part, allow pupils like Jane to feel listened to and supported in class and to avoid failure and disengagement. This study found that the failure to do this increased Jane’s frustrations with school, which impacted negatively on her relationships with the teachers. Abby reported a similar lack of positive teacher action; teachers kept highlighting what she was doing that was incorrect but did not help her to fix it. Paul too, reported that his requests for help went unacknowledged, which led to relationship



problems with staff. The findings from this research study indicate the necessity to strengthen the requirement to challenge some teachers thinking of how they view learner difference. A capability approach recognises the need to adopt strong ethics surrounding how teachers view pupils in respect of their individuality and dignity. Teachers should not wait for a label but attend more closely to what pupils do and what they say. Only when we have embraced this thinking can there be an authentic appreciation of diversity within the classroom and that links this with how we frame and communicate difference. The importance of listening to pupils and taking their perspective on what is problematic is an important finding of the research carried out by Ainscow and Messiou (2017). They have called for researchers as well as practitioners to develop further understanding of what is actually happening in the classroom through research that takes the pupil viewpoint as a primary source of evidence.

Washburn et al (2011) state that some teachers have a misconception about the nature of dyslexia. They do not understand it as a continuum and cannot therefore respond to the issues that pupils face. The label may misdirect teachers to think of dyslexia as one specific kind of problem with just one solution. But the pupils' experiences reported in this thesis indicate that it is more complicated than this. Communication between pupil and teachers therefore needs to be clear and accurate with shared meaning and time to check understanding. This could have helped Hugh realise that he did not have an illness whilst recognising the challenges he faces with his reading and writing. Hugh's story also highlights that labels can be distressing for pupils and cause them to worry. Labels can also stop teachers from acting to support children's needs whilst they wait for a proper diagnosis. The label of being potentially dyslexic did not help Jane whose teacher referred her to the SfL department for dyslexia. The frustration she described whilst waiting for her diagnosis and not having her needs met, resulted in her feeling "*really bad*" as she did not know what was going on. Nalavancy et al (2011) warn that individuals with self-identified dyslexia report significantly high levels of distress and anxiety disorders. Although the use of labels risks stigmatisation, they also have the potential to focus attention on the needs of vulnerable learners (Norwich, 2010). Therefore, while it may be considered useful to have a label, it is the ownership

of that label which is most important considering the power it has in shaping a pupil's identity (Glazzard, 2010). Wider professional understanding of a capability approach to support for learning would focus teachers on the individual rather than on label.

The tendency for teachers to look for labels and the miscommunication between teachers and pupils around what labels mean can have lasting impacts on pupils. Although teachers are in the prime position to identify and support children at risk of literacy difficulties, Snowling et al (2011) warn this can lead to the over identification of those at risk. Mintz and Wyse (2015) indicate that this increases the tensions and anxieties for pupils experiencing difficulties within the classroom. This thesis shows that the good intentions of teachers looking for a reason to explain difficulties without investing in a solution, can at times mean that the pupil is confused and anxious. This was the experience of Hugh and Jane where their English teacher told them that they were dyslexic. The teachers in each instance did not have specific training in learning support or dyslexia. Hugh and Jane were not identified as having any specific additional support need from the staged intervention process and continued to feel frustrated and confused. When Hugh was told by his teacher that he was dyslexic he was really worried and thought he had some serious illness. He has since been told that he is not dyslexic and believes it must have "*gone away*". There was no explanation given from the teacher who decided he was dyslexic, and no explanation given about what dyslexia actually is. Without the feedback from the learning profile, and no communication with SfL, Jane has not received any support in class, which causes her stress and anxiety at school. She just wants to understand her challenges. Her father was told over the phone from the Principal Teacher for SfL that there were no indicators of dyslexia from the screening assessments but according to Jane, no one has communicated this to her. With no strategies initiated from the SfL department Jane relies on the teacher in the classroom for support. Jane feels she does not get on well with her teachers and they "*get on her nerves*" as they do not listen to what she is trying to tell them. This worry for Jane is echoed by Gibson & Kendall (2010) that without resolve and a shared understanding she is at risk of low achievement due to ongoing confusion regarding learners' barriers. More work is needed to help teachers understand the benefits, but also the possible negative consequences, of the influence

of labels on the mindset of pupils and parents around labelling. Legislation, policy and practice have been unable to shift this mindset. This indicates that we need to listen to calls for more research to be conducted within classrooms and learning communities about how teachers understand the longer-term effects of their actions. A capability approach has the potential to nurture a more authentic response to difference and human diversity through equitable means.

The literature review indicates that it has long been recognised that individuals with literacy difficulties may experience persistent challenges in their school career and that these may not subside, but also that teachers can be part of the solution. Florian (2013) states that teachers can make a difference and Gibson & Kendall (2010) indicate that teachers can make a difference for a pupil when they are supported by their teacher. In addition to this, there is recognition that teacher agency and attitude, including nonverbal behaviour, has an indirect effect on pupil success and achievement (Hornstra et al, 2010, Savolainen, 2012, Soriano, 2014).

The findings from this thesis indicate that in Scotland, more should and can be done at Stage 1 intervention to understand the level of support, and the kind of support that is required before a referral for an assessment is made at Stage 2. The capability approach is a theoretical framework that can foster a coordinated approach of wellbeing support. However, we do need to understand how, if teachers adopted this theoretical view, it would impact on their practice and help them listen more closely and thoughtfully to the young people.

### **7.1.1 Learner Perception of Need**

Listening to pupils can help them to position their difficulties within an overall view of their strengths, rather than simply focusing on what they cannot do. Not doing this can make young people take an unbalanced view of themselves. Being proactive is advocated through a capability approach, with teachers anticipating and informing rather than resisting or reacting. The pupils' thoughts and feelings impact on their individual development of agency. Agency has been highlighted as important not only

for how students cope with school at the present time, but also for the future view of potential and choices in life (Mitchell and Riggs, 2000, Jorgensen, 2015, Williams, 2017).

For many of the children in this study, such feelings of lack of agency began early, in primary school. In the cases of at least nine young people, the literacy difficulties of the pupil went back to historic difficulties that they recalled from primary school. Through discussions it became apparent that the experiences from their younger years influenced the thoughts and feelings of the pupil right through to secondary school. Abby, for example, feels a historic lack of ability in maths that completely overwhelms her and stops her from having any agency. However, her mathematics was not particularly poor, and she was coping in the second top maths class. In keeping with the capability approach, however, not all young people define themselves like this. Tom knew he could not spell but used digital technologies to overcome this. He did not define himself in terms of his poor spelling and felt alright as a person in general. Capability theory links pupil voice and agency in ways that could be helpful for Scottish teachers and pupils.

In primary schools, teachers have children all day and it may be easier for teachers to listen to pupil voice. In this thesis, positive experiences from primary school were conveyed such as teachers being available to talk to and help, with one of the pupils describing his primary school as a *'helping'* school. The trust built up between the teacher and pupil appeared to be a strong indicator of a successful experience. However, even in primary schools, confusion did persist where a pupil was experiencing difficulties and did not develop an understanding of the nature of these challenges. The transition to a secondary school environment is also important and should not be ignored as a factor to be explored for pupils experiencing barriers to their learning and possible emergent support needs. This thesis did not examine this, but it could clearly be important. The memory of being a good worker and being successful in primary school resulted, for young people such as Peter, in the perception of being *'clever'* in primary but not in secondary. The ability to cope and achieve is important. Peter explained it as *"not knowing what happened when he got to high school"*, he

*“just forgot how to read well”*. This belief impacts on how he approaches reading tasks within school and limits the scope of any possible success and development. It also has implications for schools as academic work becomes increasingly more challenging as pupils progress through the years.

The agency and identity that pupils feel is clearly important and needs a stronger focus in learning support teaching across the school. Dana’s view is that she is stupid and her poor view of herself and her capability is one that is extremely sad. However, although she expressed this limited her view of herself in terms of the judgements people had made about her, she still had agency. Dana has applied to colleges and for an early release from school. She expressed herself clearly, communicated well throughout the interview and has completed her National 4 level across a variety of subject areas. She has completed her assessments with additional support and hopes to be placed on an access course for childcare at her local college. This future with choice and optimism is blighted by a belief, in Dana’s own words, that she *“is stupid”*. She is happy for any help given in class but does feel that with more help she could have done better. Dana thought she was dyslexic but the screening assessments did not highlight any dyslexic difficulties. The SfL teacher explained to her that she is slower at tasks and will take more time to complete work. From this Dana, and her mum, made the assumption that she was *“just stupid”*. The principal teacher of SfL categorised Dana as having a moderate learning difficulty. There is a link between labels, identity and agency. Dana is disappointed in her words as *“she failed the dyslexic test”* as this would have made her difficulties easier to explain to people, and in particular, her teachers. This was similar to Ben who also disclosed during the interview that he *“failed the dyslexic test”*. Mark thought he was dyslexic and Ellie has waited years for a dyslexic identification to ease the frustration she feels and believes being dyslexic would ease the stress and anxiety. Understanding these different reactions shows the importance of focusing on what is of value to and for the individual. This is a strong element within a capability approach. For Dana, Mark and Ellie the dyslexia assessment was important and of value to them, which should be explored further to gather a better insight of this significance to them. Nalavancy et al (2011) and Dixie (2011) stated some alarming findings from their research that

individuals with self-identified dyslexia report significantly higher levels of suicidal thoughts, depression, distress, general mental health issues and anxiety disorders than other young people. The confusion of the learner at not understanding why they have literacy difficulties contributes to the complexity of the experience. As previously stated, these difficulties do not just disappear (Reid, 2009; Riddick, 2010; Thomson, 2009).

The holistic person-centred approach advocated through a capability approach and within policy and practice was not always evident in each pupil experience with detrimental consequences for those involved. The rigid formation of strengths, difficulties, as well as opinions about school and as learners, evolved through individual experiences and beliefs.

### **7.1.2 Emotional Responses and Self Perception**

A rights based inclusive capability approach has the potential to minimise tensions in a classroom avoiding marginalisation and feelings of not being valued. Not every pupil with potential additional support needs, would find self-disclosure of their strengths and challenges easy.

The belief we have in ourselves and our abilities is powerful in directing our thoughts and actions. The past experiences and beliefs lay the foundations for our performance and achievements of the present. The help and support available for pupils experiencing difficulties can make the difference to the success and self-perception as a learner. This is not a fixed entity (summarised in diagram 5, Dweck, 2000) and for the pupils within the study having good communication, involvement in discussions and decisions as well as having strategies, all served as indicators of successful learning and a positive experience. It was disappointing to hear Abby's account of her primary school experience where she established a rigid belief that she is terrible at Maths. This subject still provokes feelings of stress and anxiety for her now. This seems to have disseminated into other areas of her learning and established strong feelings against school in general. In addition to the anxiety surrounding Maths, Abby

has difficulties with her spelling, which initiated the referral to the SfL department. This has caused her a degree of frustration across all subject areas. However, Abby is in the second top Maths sections for her year and therefore does possess competency within that subject. Other pupils reflect a resilience and a directed focus of school as a stepping stone to the future. Tom coped with the complaints from his teachers about his spelling even though he thought they would be aware of his specific spelling difficulties as identified by the screening assessments. He has his own coping strategies and although he believes that school is “*not a nice place to be, he has to go there*”. His mindset and agency are a strength that support him with his difficulties, and he has self-developed strategies supporting his learning. In order to promote inclusion in education we must include an authentic account of the pupil view. Adopting child centred pedagogies through a capability approach framework can allow for greater opportunities for learner agency.

It takes a great deal of self-confidence and self-esteem to be able to share and discuss thoughts and opinions. Academic ability and social ability are factors that can contribute to the highs and lows of self-esteem. The opinion we have of ourselves, the judgements made, and value placed on our self, can be reflected in self-esteem. Low self-esteem and ongoing confusion regarding learner barriers were considered by Gibson and Kendall (2010) to result in longer term problems with achievement.

## **7.2 Question 2: What influence does the knowledge that pupils have about staged intervention exert on how they seek help?**

The participants in the study did not possess an in-depth of knowledge of the staged intervention process although they were able to identify a person they would go to for help. Although procedures and processes were in place for the pupil, it is debatable as to how inclusive they actually are if the pupils do not know them.

The pupils within this study were not familiar with the term of staged intervention, however, they were aware of the support for learning department and their role in helping students with their learning across the school. The participants did not differentiate between ‘stages’ of support and although they spoke of the teacher

‘helping in class’ it was not apparent from the data their knowledge of their entitlement to stage one support within the classroom. The pupils were not aware that they had the right to request additional support if they felt this would help them.

The staged intervention referral process was either initiated by the pupil, a teacher, or a parent. Table 16 below summarises the referrals for the participants.

**Table 16: Participant Staged Intervention Referral**

Self-Referral	Teacher Referral	Parental Referral
Peter, Fin, Ed	Gary, Jane, Rob, Tom	Abby, Ian, Kyle, Mark, Paul, Dana, Ellie, Sue, Ben, Dan, Beth, Hugh, Cath

This very small study shows that parents made many more referrals than teachers or pupils. The low self-referral rate from pupils may indicate a lack of agency or voice, but the reasons for the low teacher referral rate are unclear. This is a small group of people and the study may not be representative. It is an important issue for understanding learning support in Scotland, but not one within the scope of this study.

The teacher is bound by legislation and policy practice to listen, support and nurture the young people they meet each day. The values and attitudes held will undoubtedly filter into the classroom with positive, or negative, consequences for the learners. What is said and how this is communicated has also had a massive impact on the learners within this study. This has affected how they feel about being included, the school, the teacher, the subject and more importantly, how they feel about themselves as a learner.

This thesis reports that the young people all recognised that they needed support. However, their entitlement to support and to support that actually worked, their understanding of the process of how to get this, and their understanding of what their teachers knew of the system, and of their own situation, are all aspects that indicate a lack of the pupils’ understanding of the staged intervention process and how it should work for them. Corbett (2001) and Lewis and Norwich (2005) highlighted decisions and strategies informed by need and the presence of a process of identification intent



on minimising barriers to learning were amongst a range of indicators of inclusion. Within this thesis, findings indicated that the pupils with strategies in place reported the most positive experience coping with their challenges in school. Having strategies developed confidence, efficacy and engagement. Cath mentioned that she feels supported by her teachers by being allowed to use the spellchecker in class. However, if the strategies were not in place, pupils did not know they could question the provision they received and not having strategies in place led to embarrassment and a lack of confidence in class, which made them less able to ask for the help that was needed. This was repeatedly mentioned by the majority of the pupils in the study. All this was made worse by a lack of communication. The frustration came about for the pupil assuming their teachers knew they had been referred to SfL and were undergoing investigations, but there was no account or support put in place in class for them. Elliot & Gibbs (2008) cautiously remind us that there may well be a search for a diagnostic label due to the belief that this will point towards the most efficacious form of intervention. Regardless of whether a label or specific difficulty was identified, the challenges being faced by the pupil were real and persistent. Perhaps an appreciation of the capability approach should extend to pupils as part of introducing them to the staged intervention process when the SfL teacher first meets them. If the emphasis is to remain on responding to difficulties experienced by the learner and not a label, and more importantly, not disregarding the learner without a label, learners need to know this and know what they system should deliver for them.

Understanding the process validates the decisions made with the pupil and ensures their entitlements are being addressed. This thesis shows that the view of the pupil was valuable when looking at the impact of the support strategies. This established whether the pupils considered the strategies to be successful in targeting factors affecting their learning. However, it also shows that without an understanding of the staged intervention process, pupils cannot ask for the support they need, or know how to communicate when it does not happen.

There is strong support that the pedagogy of listening to the pupil should under no circumstance be a tokenistic approach (Beech, 2013; Czerniawski, 2012). Clear

expectations and communication can support and validate the process of listening to pupils and hearing what they have to say. Pupils need to understand that this is their entitlement as part of the staged intervention process. At times it will not be possible to act upon the pupils wants but as previously stated in the literature, the response is to the needs of the pupil within a rights-based concept (Florian, 2012).

An individual would be more likely to approach a person for help if they felt safe and supported. An environment nurturing respect and trust were key elements recognised by the participants for successful learning. Qualities such as empathy can add sincerity when establishing a positive relationship. The participants identified the person they would go to for help as someone that they trusted. Friends rated high as being the person to go to for help and certain teachers.

### **7.2.1 Impact of Friends**

The impact of friends was of significant importance for many of the participants and this value placed on friendships by the participants is respected through a capability approach. This value extended to relying on their friends for help, support and encouragement. However, for others, the comparisons to their friends and the criticism received from their friend added anxiety and stress to their school day. The desire to be the same as their friends and not to be different was also a powerful message that emerged from the data.

During adolescence individuals begin to spend more time with their peers and become more concerned about peer acceptance and popularity (Kiuru et al, 2011). Support from friends and social gathering of peers were highlighted as being most important to the pupils within this study. However, comparison with friends could be negative and sometimes meeting friends could be difficult. The pupils Fin and Ed however, did not like the social area within school as it becomes too busy and crowded, although friends are important to them. Having friends to help and support was highlighted by the pupils as well as not being in class, which was regarded as being a stressful environment. The best classes for Paul were those he shared with his friends as he felt

more relaxed. However, although Gary enjoys being in class with his friends, he compares his writing with his friends and feels he does “*terrible*” in comparison to them. The differences are highlighted by the comparisons he makes, often putting himself under pressure to keep up and be the same as his friends. For Gary there is a risk, explained by Ingesson (2007), of low self-esteem and being more vulnerable to feelings of being different.

Within the study the pupils did not necessarily mention self-esteem in their interview response but spoke of feeling bad, not being good at things they used to be good at, not keeping up with others in the class, and feeling frustrated at not being able to do as well as others in the class despite trying really hard. Kiuru et al (2011) also acknowledged adolescent young adults becoming more aware of individual differences in abilities and achievements. This comparison can lead to stressful situations if the pupil does not recognise and comprehend their strengths and why they find some things difficult, and more so if those around them do not understand (Gibson & Kendall, 2010; Reid, 2005).

The influence of peers was acknowledged in the literature by Laing (2017) and the impact of acceptance and building strong mutually respectful relationships with adults. Peer support and friends continue to be significant for the wellbeing of the majority of the participants within this study. This was central for pupils whilst undergoing additional support need investigation as well as class support and for homework tasks. Although the comparisons made between friends initiate concerns and self-judgements, friends are a support and present as a coping strategy. However, for Gary, school is a stressful environment. When presented with the picture of the school main doors during the visual-prompt interview, Gary explained that for him, the front doors of the school represent a transformation. He described going through the doors and changing who he is and the way he acts, conforming to “*fit in*”. The desire to have friends and being accepted are stronger than his motivation to learn and do well at school.

Abby does not possess a strong friendship group and had recently changed class due to bullying. She is unhappy at school and goes as far to say she “*hates school*”. She lacks confidence as a learner and becomes embarrassed when the friends she has comment on her spelling mistakes. Abby is unable to identify an area or subject that she feels she is good at and discloses that there are times when she does not want to come to school as she feels anxious and stressed. Fin also expressed the desire to have a trusted friend who would “*be there for you and not tell everyone your secrets*”. For some of the pupils interviewed, it was the fact of seeing friends that motivated them to come to school and they looked forward to breaks and classes with their friends the most. This indicates that, as part of the inclusion process, teachers need to consider friendship groups. The capabilities approach highlights what is important to the learner and friendship groups, for some learners, are very important.

### **7.3 Question 3: How involved do pupils feel in discussions and decisions about their learning?**

This research has highlighted that teachers can make a big difference in learners’ educational experiences and listening and communicating effectively with learners is central to the support process. This is realised through the capability approach with an emphasis placed on the importance of supportive relationships. The case studies in this thesis indicate that communication was variable; whilst some pupils were highly involved, for others the process was not always good.

There is a need for teachers to communicate with the pupil to get to know them and appropriately support not only their academic needs, but also the personal, social and emotional empowerment of that young person (Gibson & Kendall, 2010; Smith and Rix, 2011). Abby connected a teacher listening as being caring and it made a significant difference to Dana when a teacher wanted to get to know her and interested in her as a person. Tom also associated good teaching with being listened to and having things explained. This enabled Tom to feel valued and want to be at school. This was echoed within the literature where a more child centred discourse is regarded as being key in nurturing the feeling of being trusted and respected (Czerniawski, 2012;

Riddick, 2010). This was emphasised when a pupil could identify a specific person that they could communicate with in times of need.

The teachers mentioned by the pupils were someone significant to them that took time, interest and communicated well.

### **7.3.1 The Process of Communication**

The theme of communication further promotes the importance of listening to the pupil if inclusive education will ever be achieved (Ainscow and Messiou, 2017). The lack of communication during the staged intervention process was a common view highlighted by some of the pupils regardless of whether they had a learning profile completed. Communication barriers are addressed through a capability approach to structure and frame practices to reinforce the process of communication to prevent children and young people's values being disregarded.

Seventeen pupils out of the twenty participants did not know about, or had discussed, their learning profile. However, the communication and explanations involving the pupils within the process appeared to be the most beneficial which resulted in the most positive experiences. Dan was able to talk through his learning profile once all the screening assessments had been completed. This allowed him to recognise his strengths and the areas he was feeling most challenged. This was similar for Cath who had a named person within support for learning to liaise with and discuss each step of the process. This communication allowed Cath to know what was happening and that helped her. This experience was in contrast to Abby who received no feedback or explanation on how she had performed in the screening assessments. Abby continues to struggle with her confidence and feels anxious and stressed in school. Without collaborative communication it is difficult for pupils to understand and build up a positive learning concept. Dahle et al (2011) acknowledged the importance of teachers being able to identify different kinds of internalising problems in order for pupils to feel supported and develop resilience with the moral obligation to privilege their views (Porter, 2014).

Czerniawski (2012) states that the communication process and consulting learners has the potential to act as a catalyst for change and improvement, not only for the pupil but also for the teacher (Czerniawski, 2012). However, it has been noted in the literature by Gunter & Thomas (2007) that there is a risk involved in giving students an opinion as what they say, and how they say it, may not be welcomed or liked. Although many of the pupils expressed the importance of being listened to, the majority of the pupils within this study did not feel listened to which resulted in frustration. Dixie (2011) reminded us in the literature review that a frustrated pupil could be viewed as an unhappy pupil, and good communication should never be underestimated as when effective communication breaks down, conflicts increase.

The word communication provokes many interpretations and meanings and Lewis & Porter (2006) acknowledged there is a need to view methods of communication in flexible and imaginative ways. This would be advantageous in eliminating problems and instil value with what the pupil has to say, therefore considered worthy and important. The instances in the study where the pupil was listened to and involved in the discussions around their additional support need investigation resulted in positive outcomes and an opportunity for the pupil to identify their strengths whilst acknowledging the areas of challenge. Gary even went a step further to suggest that a person should be available in school, not a teacher, which you could go to talk to and know that they will listen. The need to be heard was directly linked to the belief that they would be understood.

The chance of misunderstandings was recognised by Ingesson (2007) having the potential to result in the feeling that “something is wrong with me” and the availability of significant others to discuss issues with is important for the acceptance of the difficulties. What was echoed in all of the pupil responses was the importance to the pupil of the teacher making time to listen and help. This draws further attention to the importance of mindset in determining impacts of achievement and ability. Misunderstanding and confusion can harm the potential and capability of an individual.

### 7.3.2 Impact of Communication

Blackman (2011) believed the cognitive development of learners is enhanced by the interactions that occur within the socio-cultural context of the school (Blackman, 2011), which was also a finding of this research. A capability approach emphasises the specific context of everyone as well as recognising the need to safeguard the pupils social- emotional state.

Fin reported that he does not feel confident with his writing, but he is too embarrassed to ask for help in class. He believes that the pace of learning that is expected by some teachers is too fast and means that they do not take an interest in you. Fin feels supported when a teacher talks to him directly. Peter explained how he “*just got on with it*” in the classroom with no interaction or communication process between him and his teacher. Engagement and motivation to learn is diminished resulting in Peter describing himself as lacking confidence and belief in his abilities.

What is said and how information is communicated has a powerful influence in shaping the learners’ beliefs about their abilities and achievements. As previously acknowledged by Kiuru et al (2011), awareness of ability and difference increases through maturity. Abby, Kyle, Rob, Sue and Tom are all very aware that they have challenges with literacy, although this was not what they found most difficult to deal with. Instead it was how the teacher communicated with them in class, with regards to their difficulties, that caused stress and anxiety. All five of the pupils had experienced teachers complaining about their writing and spelling in class, causing embarrassment. Nalavancy et al (2011) clearly state that school experiences dominated by fear and negativity are not conducive to a nurturing classroom.

There is a need according to Lorusso et al (2011), for teachers to take account of individual characteristics rather than rigid general procedures. Taking time to get to know the pupil and understanding their difficulties is important in building a learning relationship and developing appropriate support strategies. If this is not communicated to the pupil the feelings of embarrassment and anxiety could prevail. According to the

pupils, the teachers were aware of their difficulties and challenges but this did not seem to make a difference to the way they communicated with them in class. The difficulties were highlighted, affecting how they felt in front of their peers, and there were no obvious strategies presented to the pupil. This was also the case for Abby who wished her teacher would help her and explain how she could fix her spelling rather than “*going on about it*”. Again, the risk, as Nalavancy et al stated (2011), is in the danger of school experiences being dominated by fear and negativity. The resilience that Abby could develop and strategies that could be in place to support her were not communicated. By listening to her, and hearing what she has to say, may have helped the teachers to use their power to make the changes necessary to support Abby through this difficult time and extend her capabilities. It is shameful that a child or young person could leave school feeling this way with such unhappy memories.

### **7.3.3 Positive Communication**

Gunter & Thomas (2007) consider the main beneficiaries of listening to the pupil are the adults who listen, learn, and facilitate. Educators recognise the contribution the ignition of student views can bring. The benefits presented are there not only for the pupil, but also for the teacher and the whole school community.

Lewis & Porter (2006) support the viewpoint of the pupil as being essential to any mode of investigating and therefore understanding a given context. The awareness that has developed from listening to the pupil has been insightful and disappointing. The honesty presented by the pupil accounts have provided a stop and think approach to how we include the pupil and involve them in the process of support. The need for shared meaning and collaborative approaches are a necessity now to ensure that pupil disengagement and underachievement are tackled in the best way possible (Snowling et al, 2011). The disappointment comes from the fact that the pupil view does not appear to have the impact that it should within the present educational climate for the majority of pupils involved in this study.



### **7.3.4 Photovoice**

Sometimes oral communication can be difficult, and we need to explore other forms. A photovoice approach was found in this thesis to be an effective method to investigate pupil perspective and gain an authentic depth of insight. This success echoes the success that Wang and Burris (2011), Ainscow and Messiou (2017) and Lieblein et al (2018) also report. The visual interview included a picture of the school front doors and the pupils were asked how they felt as a learner. One of the most interesting responses from four of the pupils when presented with a picture of the school doors was that they felt tired. The tiredness stemmed from the thought of what lay ahead in the school day or the effort to keep up with the work as well as the thinking involved during the school day. Challenges were expressed from the perspective of feelings about coming to school, feelings of ability and the demands placed upon them. The pictures helped young people to think about their experience of school in a new way and helped them connect the experience of school with their emotions about school. This is an approach that could be more widely used by teachers for evaluating pupil experiences and accessing their voice.

Workload and the demands placed on the participants by teachers were significant barriers to their learning success. In an effort to enhance skills and learning, Lorusso et al (2011) recognised there is a need to take account of individual characteristics. These pupils had never been asked before of their views of being a learner and do not think anyone in school knows how they feel. These same pupils described feelings of stress, frustration, anxiety in different learning situations and pressure to do well in classes and exams, resulting in not feeling confident as a learner.

### **7.4 Question 4: How do pupils understand and view the support they experience?**

Strategy implementation for the participant at Stage 2 level of intervention (support for learning department) are summarised in Table 17 below. Some of the participants received a combination of strategies, therefore their research name will appear in multiple columns.

**Table 17: Participant Support Strategies**

<b>Spelling Strategies</b>	<b>Writing Strategies</b>	<b>ICT/ Digital</b>	<b>Extra Time</b>	<b>Concentration</b>	<b>No Strategies</b>
Cath Ben Dan Beth Kyle Mark	Ed	Gary Abby Paul Dana Rob Ellie Tom	Ian Abby Dana	Peter	Fin Hugh Jane Sue

Where a pupil has experienced a support strategy, they generally are received well and support that pupil across the school. Although not an element included within this study, it would be interesting to explore how the SfL department record and monitor pupils presented with such profiles (Learning difficulty but no label/ category). Nineteen of the participants still experienced challenges with their learning but the strategies were considered by the pupils to be a positive aspect for them.

The screening procedure and assessments to establish the presence of additional support needs serve their purpose most effectively when they are matched to outcomes/ results, and then plotted against strategy introduction and successful strategy implementation. Warnock (2010) promotes the adoption of a neutral tone when regarding ‘deficiencies’ in learning and accentuating what support strategies could enable pupils to achieve. Close monitoring and review of strategies is needed to provide evaluation for the next steps. This does not appear to be the experience of the participants but is the stated reporting and responding procedures of the school (section 1.6.3).

A barrier to teachers can be the lack of knowledge about the learner and their particular condition (Gibson & Kendall, 2010). This is important if pupils are to get appropriate support. Only seven of the participants had an observation completed a part of their screening measures (refer to Appendix 9). Valuable information can be missed through simple procedures not being carried out. This would help to provide a balanced view of the learner and log the information to be shared if necessary. Knowing and understanding a learner’s difficulties can break down this barrier for teachers.

Accessing resources such as the Dyslexia Toolkit (Dyslexia Scotland, 2015) and CPD opportunities, as well as liaising with the SfL department, are ways in which the class teacher can be supported to provide the most appropriate support for the pupil and therefore impact positively on achievement (Washburn et al, 2011). As stated in the staged intervention policy into practice document (Scottish Government, 2011), the classroom teacher is responsible for the provision of support within the classroom at Stage 1.

In order for support strategies to be realistic and beneficial they have to be directed to each of the problem areas, whether this be academic or social/ emotional. Consulting learners does not only satisfy a legal requirement but as Smith and Rix (2011) stated, it is also central in enhancing learner skills and empowerment. Creating a learning environment where student view is a priority can be viewed as a pedagogical process, with highs and lows, but Gunter & Thomas (2007) considered this to be definitely worthwhile as it enables reciprocal learning. Knowledge and purpose of the support system from the pupil perspective was an indication of how well we are working ‘with’ the pupil rather than doing ‘to’ the pupil. The quest for a more positive response to pupil diversity is imperative if we are to realise the rights and entitlements of the learner. The opportunity to achieve this is prompted by Sens’ capability approach which connects the learner with the contextual opportunities and values to drive towards the capability function of quality education entitlement (Carr, 2016).

#### **7.4.1 Supportive and Unsupportive Classroom Interaction**

A teacher’s pedagogical identity is evident in the way in which they orchestrate their classroom and the interactions that happen as a consequence of learning and teaching. In addition to this, a teachers’ attitude and belief establishes the atmosphere within the classroom (Florian, 2008). It does not take long for a pupil to work out how this will be. Within the capability approach inclusive education within the classroom is a freedom that should be ensured for all children and young people.

Paul described the frustrating learning environment within one subject where he waits so long for help from the teacher that he gets distracted resulting in him being sent out of the class for talking. This is repetitive behaviour and he is now becoming disengaged from that subject. Dana explained that sometimes teachers can be helpful, but it depends on what mood they are in. In Ellie's view the teacher spends more time with the students studying Higher and she is left to work things out on her own. Kyle gets annoyed with his teachers going on about the things he finds difficult, although they were aware he has been referred to the support for learning department for help. Ed and Fin both expressed the difficulty waiting for the teacher to help in class. They mentioned the busy class and the teacher not being able to get round everyone to help, and the teacher goes too fast.

As stated previously, the view that the teacher does not listen or interact in supportive ways is echoed throughout a number of the interviews, although Fin takes it a step further by saying that his *"teachers don't take an interest"*. Kyle, Rob, Cath, Ian, and Jane all had experience of teachers embarrassing them in class about their difficulties and Dana states that it is difficult to get a bond with a teacher that, in her opinion, is *"not nice to you"*. Blackman (2011) also stated that the environment created for learning by the teacher is shaped by the interactions within the classroom. Pupils within this study reported that they struggled in school with little support and help from the teachers. As previously discussed, the influence of the teacher is significant and contributes to pupils' inclusive experience.

Qualities within a teacher such as trust were identified as being important to the pupils in the learning relationships. Pupils also felt that being taken seriously and lack of interest from teachers were factors stated as impacting on the learning environment. The impact of the teachers was a significant factor for the pupils in the study in establishing the climate of learning for them. When a teacher is described as being cheeky, annoying, angry, or stressed, this altered the pupil perception of the subject as well as the learning environment. In addition to this the teachers' behaviour impacted on how the pupil viewed themselves. If the teacher was perceived to shout, give orders, or moan, the pupil found asking for help more difficult. This was due to their

assumption that the teacher does not like them or being afraid that they would be shouted at because they could not complete the task. Many of the pupils specifically stated that they did not like the teacher shouting in the class and this prevented them asking for help. A friendly teacher, or a less grumpy teacher, was thought to be more approachable and more willing to help.

A positive learning environment and a passionate teacher thriving to develop each of their pupils within a child centred approach has the power to make the difference to the pupil. The teacher's attitude and presentation to the pupil is key in nurturing the desire and motivation to learn. The relationships formed within the classroom and, as Dana described, the bond that can be established should not be underestimated. Knowledge, understanding, and a person-centred approach can support the teacher in order for them to be equipped with the tools and confidence to create an enriched learning environment for all pupils. Beth and Peter both described instances where they have been in class and not spoken to the teacher and unable to ask for help.

Information sharing and skills enhancement for class teachers and SfL are necessary to keep the cycle of support strong within a school and appropriate to meet and target learner difficulties. However, this is only part of the issue as teacher pedagogy also needs addressed. All teaching staff have a responsibility for the health and wellbeing of learners. In school this universal support can come from a class teacher, a registration teacher/ mentor, pupil support teacher or a support for learning teacher. Within school, the support given should be caring and inclusive and available for all pupils. More individualised specific additional support (targeted support) should be available to those in need and experiencing a barrier to their learning.

#### **7.4.2 Development of Agency and Links to Support**

Elliot & Gibbs (2008) acknowledges that although the label of 'dyslexia' has been viewed as useful, although socially constructed, it has served a purpose of communicating pupils' concerns and difficulties. However, there is still a belief that confusion and misconceptions are evident with little regard given to the consequences

of labels such as dyslexia (Elbro, 2010; Washburn et al, 2011; Elliot and Grigorenko, 2014; Gibbs and Elliot, 2015). The breakdown in communication experienced by the pupils within this study induced stress and frustration at the situation and for themselves as learners. Pupils being told they were dyslexic by an unqualified teacher in dyslexia, and then informed they were not by a SfL teacher can add to the frustration and confusion in understanding themselves as a learner. These negative conditions can often lead to a negative disposition and insecurity. The learners would have benefitted from more effective support and communication at Stage 1. This could help them to engage with appropriate support to help overcome their difficulties regardless of whether they have a formal diagnosis or not. The focus therefore remains on the difficulties they are experiencing and not the power of the label. Lauchlan and Boyle (2014) highlighted that labels can be misinterpreted by some to convey a picture of sameness, and Bishop (2014) stressing diagnostic labels do not present the whole picture. Diversity, as it presents itself within the classroom is central to capability approach. There is an imperative to connect with the learner early and guide them through the process of support, not forgetting their strengths and capabilities.

Kiuru et al (2011) established that self-awareness is a predictor of success in later life, and Dahle et al (2011) recognised the importance for teachers to be aware of internalised problems with pupils displaying difficulties. In a busy classroom with deadlines and curriculum demands, it may not be easy getting to know each pupil and tailoring the learning and teaching to meet their needs. Indicators of an inclusive stance would include an environment attuned to individual need (Mowat, 2014). The attitudes projected by the teacher without this affirming environment could result in an exclusive position. However, it is very difficult to remain motivated and engaged without appropriate support and effective communication. Some of the pupils within the study had completed a class on occasion without even speaking to the teacher or the teacher speaking directly to them. The concern is that generalisations may be made in the learning environment with no opportunity to clarify information and check for understanding. Stage 1 obligations are not being sufficiently addressed if there is no communication between the pupil and the teacher. Glazzard (2010) and Carr (2016) support the principle of teachers developing strategies for helping pupils adopt a

person-centred approach with the result of the pupil valuing these strategies. Teachers '*caring*' was also a concept that echoed in the pupil response, which represented respect and value for the pupil. The interactive process with a caring teacher is believed by Gibson & Kendall (2010) and Ainscow and Sandhill (2010) to facilitate a more inclusive environment for learners to become more confident in their own abilities.

It could be considered vital that teachers be aware or vigilant to possible feelings such as these. Teacher attitude and expectations impact on student achievement with the potential of breaking the cycle of self-fulfilling prophecy of failure and underachievement as described within chapter 2 (Hornstra et al, 2010; Lorusso et al, 2011; Nalavancy et al, 2011). A common theme from these pupils was the pressure to remember information and believe that they cannot remember everything they need to. There were no strategies in place for these pupils to support this issue and it is as though there is nothing to break their cycle of low self-expectation. Teacher agency and reflexivity of teaching staff serve to enhance practice in the classroom and increase pupil potential for success as a learner (Soriano, 2014; European Agency, 2015). Gibson & Kendall (2010) highlighted low self-esteem and ongoing confusion regarding learner barriers to result in longer term problems with achievement. Gibbs and Elliot (2015) go one step further suggesting that there is a risk of "undermining teachers' preparedness to engage fully with inclusive education" (Gibbs and Elliot, 2015, p.325). However, a more positive approach would nurture learner agency, confidence and potential whilst instilling self-belief and efficacy for the learner and the teacher.

### **7.4.3 Teacher Accountability**

The learning environment established by the teacher is reflective of their values and beliefs. The processes engaged and the experiences of the pupil are representative of the value placed on obtaining the pupil view, pupil agency and attitudes held on diversity within the classroom. The teacher is accountable in supporting academic needs, but also for social and emotional support within the classroom. It is not someone else's responsibility.

As was highlighted by the experience of Hugh and Jane, the teacher may have good intentions in suggesting learning need but they must think of the consequences of what they say and how they communicate information. It is necessary for teachers to update their skills through specific training and enhancing knowledge and understanding of learning needs as they are in the prime position to influence pupil experiences. Hornstra et al (2010) extends the impact a teacher has on pupil capability by identifying the teachers' attitude (verbal and nonverbal communication) indirectly influencing success and achievement. This further supports the need to establish accurate and clear communication.

Four out of the twenty participants in the study were referred by the teacher through the staged intervention process for ASN identification. Only one of the pupils (Tom) were considered to have an ASN from the screening assessments carried out. Three of the pupils referred by the teacher did however receive ICT/ Digital exams as supports for their extended writing/ SQA exams in light of the staged intervention outcomes. However, that still resulted in one pupil (Jane) without any assessment or in class support strategies. This conflicting outcome (conflicting as Jane still believes she has literacy difficulties) draws attention to the weight of the screening procedures and questions the intent of the process experienced by the pupils in this research in establishing an in-depth learning profile or merely to test for dyslexia.

It was suggested that seeking an identification of dyslexia could be considered strategic in obtaining additional support in class (Elliot & Gibbs, 2008), however, the focus on dyslexia as a means to decide the allocation of support does not account for the spectrum of literacy difficulties a pupil may have. Again, teacher knowledge and skills, as well as attitudes and values, can present or prevent barriers to learning in the classroom. Stage 1 support, identified in the school procedures, focuses on support strategies in the classroom. This stage advocates an observation phase where the class teacher has a way to collect a holistic view of the pupil. The attitudes and value placed on this by the teacher would benefit from further exploration as only seven out of the twenty participants had this completed. The holistic view of the pupil, that is fostered



through a capability approach, actively attempts to change the focus on labels promoting identities beyond labels.

Although four of the participants received no suggested support strategies despite still having perceived literacy difficulties, the teacher can make the difference by supporting the pupil (Gibson & Kendall, 2010). Jane received no support in class which had now become a stressful experience despite being initially referred to support for learning by a teacher. Her frustrations are accentuated by the fact that she is now in S3 and would be preparing for her SQA exams in S4, wanting to get the best results possible. An educational aim to engage and motivate learners, with a sense of efficacy, would be the realisation of agency (Jorgensen, 2015). A supportive environment, and an empathetic teacher, are believed to facilitate the climate to nurture self-belief and success, therefore reflecting conditions supporting the learners' sense of agency.

## **7.5 Summary of Discussion**

This research study documents the experiences and views of pupils with functional literacy difficulties engaging with assessment moving from Stage 1 into Stage 2 supportive intervention within one Scottish secondary school.

The perception of difficulties and challenges in learning have framed the learner identity of the participants in this study. Historic challenges with reading, spelling and writing were areas contributing to factors prompting referral. Years of undisclosed problems and worries have resulted in the present beliefs about ability and disclosures. The anxieties felt in class and the challenges presented in some subject areas (Maths and English) for some pupil's results in the desire to be out of class and focus on social times with friends. The participants recognised the awareness of their abilities as being an advantage plus the desire to understand why they were having problems. In contrast to this, being unaware of abilities was considered as one of the challenges of developing an accurate perspective of their learning.

The four capacities set out within the Curriculum for Excellence aim to ensure that “young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future” (Scottish Government, 2015). To be a successful learner is one of the capacities where learners demonstrate “enthusiasm and motivation for learning” (Scottish Government, 2015). Proficiency in literacy, numeracy and communication are considered to be key in the quest to success with the attention drawn on the quality of the learning experience. The participants in the study clearly stated aspects of their learning experience that encouraged success and also those that posed a challenge. Awareness of the barriers presented by the learning environment with setting and atmosphere are reflected in the participants’ perspective with an emphasis on the importance of creating an inclusive ethos.

Within the document Supporting Children’s Learning (Scottish Government, 2010), the learning environment was one of the four factors giving rise to additional support needs. However, Moscardini (2013) highlighted the fact that there is a worrying reluctance to recognise learning environment as a significant barrier to learning for many children. The barriers may be created as the result of factors such as ethos and relationships in the school, inflexible curricular arrangements and approaches to learning and teaching (Scottish Government, 2010). Moscardini (2013) further explained that for the last thirty years the learning environment has been recognised as a contributing barrier to pupil learning but this concept has to be substantially impacted upon by policy and practice. This is also an area that the pupils within the study feel passionate about.

The recognition of the importance of involving the pupil in decisions and discussions about their learning have been demonstrated through the literature and reflected in the participant responses. It is disappointing that, in their view, the pupils did not feel involved and listened to throughout their experience of staged intervention, and therefore not included.

There should be evidence of greater attempts as stated by Czerniawski (2012) to embrace student view but it appears that there are constraints of values and the existing commitments of young people and the teachers who teach them. The feelings of trust and respect have not been communicated to the pupil and as Dana explained, “*you can’t always talk to your teacher, it depends what mood they are in*”. Young people are receptive to verbal and non-verbal communication sensing tensions and frustrations. The self-awareness we strive to develop in the young people we teach is a skill that teachers can also benefit from in the hope of developing the necessary intrapersonal and interpersonal skills desired for successful communication.

This research further highlights the necessity for further research to examine if there is a change in practice which is directed from legislation and policy, to evaluate the values and beliefs impacting on the provision response to supporting learners (Florian, 2012; Norwich, 2013; Riddell and Weedon, 2014).

## **7.6 Implications on Practice**

A capability framework supports and promotes practices that ensure all pupils have enhanced education experiences that are free from marginalisation and limitations of their agency (Sen, 2006).

The *ASL Act (2004)*, as amended, assigned additional support for learning to obtain the extra help or support for pupils in order to gain the best from their education and reach their fullest potential (Enquire, 2014). This is dependent on rights and entitlement- irrespective of age or stage- within the education system and adopted to young people who need more or different approaches in order to achieve. In addition to this, the additional support need can be in the short term or over a longer period of time. The fact that they are not able to progress, achieve, or access the curriculum in the same manner as their peers, is a recognition of an additional support need. This is the law and governs current and future educational practice and support in order for pupils to be successful learners.

In addition to the *ASL Act (2004)* , the *Education (Scotland) Act 2016*, the *Children and Young People (Scotland) Act (2014)* and GIRFEC introduced a more holistic person-centred approach to meeting the needs of learners where communication is key to its success. When gathering information about a pupil within staged intervention the *My World Triangle* forms a basis of an information seeking matrix. The information gathering process can be timely because of essential paperwork but it is recognised as good practice for obtaining the relevant information from pupils and including them in the process. The purpose and intention remain with meeting the needs of the learner in the most effective and efficient way. Learning and achieving, being able to communicate and confidence in ‘who I am’ are elements that are inclusive within the context of ‘how I grow and develop’. The findings from this study highlighted that according to the pupils’ perspective, these areas are important to them but are perhaps not being nurtured within some areas of the present educational climate. The input from school and support from family, friends and other people were key in the successful experiences of the pupils within the study. The link was firmly established for the pupils within the study of knowing what is going to happen and when, and people being there to support, as indicators and motivators for success.

The structure and design of the support process is prescribing what the pupil has indicated and highlighted. However, in the views of the pupils within this study, the child-centred approach does not appear to be evident in current practice. The universal support set by a CfE states that a pupil is entitled to universal support and contact from an adult who knows them really well (CfE, 2014). This basis of support is a right for all pupils and those with possible additional support needs would be entitled to further provision and guidance from someone who knows them and understands their needs. The CPD opportunities available to teachers to increase skills and knowledge in supporting learning cannot be enforced; teachers themselves must be willing participants. Teacher pedagogy therefore remains an area highlighted as a concern and an area that requires further enhancement in order to successfully meet the needs and entitlements of our learners. The creation of an inclusive learning environment that nurtures achievement and success is the best possible way forward.

Resilience was also an area that was indirectly highlighted within the development of themes from the study. All of the pupils in the study were at different points in terms of functioning under difficult circumstances and may still be. The complexity of agency and factors that influence and impact on a person's success and experience were evident from the pupils' individual thoughts, views and experiences. The holistic person-centred approach to supporting learners requires the teacher to possess knowledge, understanding, and commitment as Donaldson (2011) outlined, to drive developments and progressions. Taking time to understand a pupil has been recognised within the legislative directives as well as policy practice, but in reality much work is needed to connect learners and the teacher in a more effective and substantive way.

The concepts of pupil view are also acknowledged as factors that impact on a pupil's resilience and experience. The inclusion of learner agency within this study enabled a deep and insightful enquiry. The disclosure from the pupils about their thoughts and views established a respect and empathy for the pupil. The frustration communicated by some of the pupils was thought provoking and prompted the need for a proactive approach to supporting learners rather than approaching matters in a reactive manner. For some of the pupils in the study the challenges were so great to overcome that disengagement could be a real possibility. The process of staged intervention requires people to be caring and to investigate and support learner difficulties. That connection and learning relationship with the pupil is vital in enabling them to recognise and develop strategies and support mechanisms. The monitoring of this progress and development throughout their school career also needs to be addressed to assure the pupil that people are there for them who understand and care.

The National Practice Model (Appendix 31) advocates the holistic person-centred approach previously mentioned. The sharing of information and responsibility is recognised as the desired practice. The cycle of observing, recording, assessment and analysis, action and review are fluid and never stagnant. This continuous cycle of monitoring and tracking pupil need has not been identified as a priority within the research school. The pupils who were experiencing literacy challenges but who were not recognised as having a specific learning difficulty, such as dyslexia, received

temporary strategies, or no strategies at all. The difficulties did not disappear once they were informed they did not have dyslexia, indeed in some cases frustration and anxiety increased. One of the key findings from this study was the importance of feeling valued and listened to. These inclusive elements were central for the pupil to enable a positive experience. Being informed and regarded as an equal agent in the process are also significant indicators of an inclusive experience. Having the pupil view recognised within educational practice is empowering and liberating not only for the pupil but also for the teacher. The shared responsibility and accountability of supporting learners responds effectively to this collaborative approach. The understanding and knowledge gained through shared views for the pupil and the teacher would assist in hopefully removing barriers with the aspiration of promoting inclusion.

The SHANARRI indicators (Appendix 32) serve well to support this endeavour to gather and collate relevant information in an attempt to acknowledge and understand what the pupil is thinking and feeling. The pupil response is the driver in this dynamic process. This tool for all teachers is available nationally and opportunities for CPD training and updates are readily available. However, the paperwork has been recognised as time consuming and some of the language unfamiliar, although the standardisation of this tool has attempted to bring agencies together and agree on common terminology and procedures. This again is in order to maximise the input and support for the pupil. A reflection on attitudes and adherence to these procedures would gain insight into why so many of the pupils within this study do not feel supported, understood or listened to.

## **7.7 Recommendations**

The literature highlights the importance of pupil view and listening to the pupil perspective with this study reflecting and supporting these recommendations.

An audit of current practice would serve as an indicator for the direction of improvement planning including a review exploring conceptual and theoretical approaches for inclusive education approaches. Utilising quality indicators and

analysing measurable data from evaluative tools would support a cohesive and value driven approach to inclusive practice. The compatibility of a capability approach framework and raising awareness of the benefits of seeking and taking account of pupil view should also be explored and developed within current practice.

Engagement in continuous professional learning opportunities would support the development of skills and knowledge for teachers and educators. This would support recognition of the importance of teachers possessing effective communication skills and engaging with continuous personal reflection. In addition to this, knowledge and understanding of additional support needs still requires to be addressed within schools to avoid misconceptions and confusion for the teacher and the pupil. Teacher response to learners experiencing literacy difficulties at Stage 1 needs to be reviewed with reflection on values and beliefs held.

Observation visits and mentor schemes within the local authority, and across authorities, would facilitate the opportunity to share good practice. Furthermore, reflection of the learning environment created by teachers would benefit from considering pupil view and learner diversity as elements within practice. With seeking pupil view comes responsibility. The responsibility to provide insight and explanations, as well as responding to diversity in an appropriate way should be regarded as priorities within classroom practice. At all times the act of responding to rights and entitlement should take precedence.

Formal and informal learning opportunities, including academic study, would engage the teacher in research and relevant inquiry opportunities. Legislation has directed policy and practice within schools. Bringing credible research and inquiry findings into the classroom to influence practice has the potential to nurture and motivate everyone within the learning community. Teachers should be encouraged and supported to be involved in ongoing professional inquiry activities and relevant research projects within their environment.

Overall, further work needs to focus on managing how pupils are supported and nurtured in school. Each school has the platform to adopt the procedures in the manner they feel is acceptable and appropriate. There is no standard established as a continuum of good practice to measure the success and effectiveness of the experience. The research study highlighted how a pupil's experience differs dependent on the member of staff they encounter. The reality of this situation can be extended to include the possibility that within the local authority each school may well be offering differing standards and measures of support. It is not to suggest that a policing system should be introduced as a control measure, but rather a dissemination of good practice that has been drawn from pupil views should provide a basis from which to grow and develop.



## **Chapter 8 Conclusion**

### **8.0 Conclusions**

The aim and objective of this research study was to understand pupil experiences of staged intervention. To do this, it synthesised the differing perspectives from pupils of their experience of stage intervention.

This chapter explains four conclusions that can be drawn from the study and the implications and limitations of the work I have done. It suggests some areas for further research and the impact that this study has had on me as a teacher researcher.

Through exploring the support response to the learner it has been possible to gain an insight to the system response and professional response to the current legislation directives. The effectiveness of this response is a determining factor of the outcomes for pupils. The theoretical framework of the capability approach concentrated on the entitlement of children within an educational structure and process design. Diversity is central to this approach relating closely with human rights and equity in establishing a provision of quality for all learners. Themes of pupil perspective, knowledge of the support system and communication supported this inquiry looking directly at how the identification and support process impacts on the pupil and their feelings of being listened to and consulted. It has been a personal and professional quest to gain a greater understanding of why, given the legislative, policy and professional efforts that pupils with literacy difficulties, but without a label, continue to experience so many challenges.

### **8.1 Closing stages**

The chapter title of Conclusions does not seem an appropriate word to use at this point as these discoveries could be viewed as being only the beginning. The closing stages of this research is the representative beginning of revisiting past practice and reflecting on a better, more inclusive way to support each pupil with their learning. This therefore has the ability to inform future engagement with all pupils and direct professional

practice. The information sharing that resulted as a consequence of participation in this study was a privilege. The views of the pupils were shared in a safe and supportive environment bound by respect and dignity. We also have to recognise that with the attempt to draw attention to inclusive practice, we undoubtedly reflect on how this is impacted by our own beliefs and values. Understanding the young people we are working with is more than just having a job as a teacher: it is a vocation.

## **8.2 Pupil Perspective**

The main conclusions resulting from this study were established through the pupil perspective. The pupil perspective has been demonstrated in this research as facilitating greater understanding and reflection on practice in the quest to develop more inclusive approaches in schools. This was also the intention of research carried out by Ainscow & Messiou (2017) where their research suggested the views of students powered change in responding to learner diversity.

### **8.2.1 Conclusion 1**

The pupils involved in this study did not evidence knowledge of the staged intervention support system although they knew they could ask for help.

Pupils in this study did not know of the process in terms of named stages (i.e, Stage 1 or Stage 2) but can ask for help. It is unclear whether pupils knowing about staged intervention impacts on their experience, but rather being able to access/ initiate help appears to be more relevant. This study highlighted the view that a pupil finding someone to talk to and listen to about their concerns can satisfactorily support their needs in the first instance. The relationship formed between the teacher and a pupil was fundamental to learning and teaching, which is in line with Glazzard (2010); Glover and Law (2002); Gunter & Thomas (2007); and Riddick (2010). Research conducted by Ainscow & Sandhill (2010) placed an emphasis on processes of social learning with particular emphasis on the interactive process between the teacher and the student. This study also places significant emphasis on the relationship formed

between the teacher and the pupil being central in establishing inclusive practice within the classroom and impacting on learner identities.

In accessing help, the characteristics of the teacher were found to be central to the pupils in this study. Judgements made by the pupil about the teachers' kindness, empathy and trust were important characteristics that influenced who the pupil would approach for help. In this study many of the teachers were positive, but not all of them. The quality of the relationships with teachers and response from teachers were also factors central within a capability approach and the *Code of practice (2017)*. This is important as the learning relationship created establishes the quality and ethos of the learning environment which was also supported by Czerniawski (2012); Glazzard (2010); Reid and Fawcett (2004) and Riddick (2010).

More should and can be done at Stage 1 level of support before a referral for an assessment is made at Stage 2. The School needs to consider this issue due to the implications for pupils accessing support, or not. The consequence of not accessing support was illustrated by Beck (2011); CHSRG (2005); Goswami (2008); Lloyd-Jones et al (2010); Nalavancy et al (2011) and Reid (2009). In contrast Gibson & Kendall (2010) argued that it makes a difference when a pupil is supported by their teacher. This study shows similar findings and also highlighted concerns over teacher knowledge of additional support needs from the perspective of the pupil. This would impact on teachers perceived skills to deliver appropriate support which is in line with findings from Florian (2008); Hornstra et al (2010); Rose (2009) and Washburn et al (2011). Teachers can make a difference in learners' educational experiences, with listening and communicating effectively with learners central in this learning relationship.

### **8.2.2 Conclusion 2**

Learner agency and identity need a stronger focus in learning support with the promotion of a wider professional understanding of the benefits of adopting a capability approach.

Nineteen out of the twenty pupils in this study still felt they had challenges with their learning and fourteen of these pupils were recorded as having no recognised additional support need. Four of these pupils received no strategies at all, resulting in lasting feelings of frustration and confusion. The pupils completed screening procedures and a judgement of whether they were regarded as having an additional support need, or not, was based on the outcome of those assessments. The pupils who maintained the feeling and belief they were experiencing barriers to their learning, continued to have this assumption. Their fears and anxieties were not alleviated and Dixie (2011) viewed such pupils as being unhappy. This was particularly evident with the pupils who self-identified with dyslexia. This was also a concern raised by Nalavancy et al (2011) as in doing so these pupils were at risk of distress and anxiety. More work is needed to influence the mindset of pupils, parents and teachers around labelling. Legislation and policy practice has been unable to shift this mindset which calls for continued policy and practice research to be conducted within classrooms and learning communities.

### **8.2.3 Conclusion 3**

Evidence from this study reports the pupils did not feel involved in the process of support.

The pupils involved in this study did not feel they had an inclusive experience. The benefits from a capability approach of support would be to provide a proactive holistic response for the learner. The adoption of a child centred practice is necessary which values and seeks the views of pupils as specified in the *ASL Act (2004)*, as amended, *GIRFEC, Code of Practice (2017)*, *Children and young people Act (2014)*, and the *Education Act (2016)*. To ensure pupil rights are being met, all pupils would be eligible to be fully involved in the process and valued as an agent in this process. This is in the hope of providing more inclusive, effective ways of supporting pupils which was also advocated by Flutter & Rudduck (2004). Feeling valued by being involved in discussions should be a consideration within every support system structure and the process of engagement. Norwich (2010) advocates for more research into the

responsiveness of school provision for pupils with additional support needs, this study shows similar findings.

This study included a complete referral cohort from one academic year. The support strategies that were implemented were viewed by the pupil as being positive. However, there were experiences where a pupil received no support, no identifiable label, but continued to experience literacy difficulties. In order to promote inclusive education we must include an authentic account of the pupil view. In addition to this, an increase in pupil knowledge and awareness of the staged intervention process is necessary in fulfilling their rights and entitlement. Considering the staged intervention process, as specified in the authority policy into practice document, the Stage 1 responsibilities are not being acknowledged (section 1.4.3 and 1.4.5). Questions remain as to how the pupils in this study considered to have no additional support need, and those remaining at Stage 1 level of intervention, are recorded and monitored. There appears to be no Stage 1 intervention formally recorded at the time of this study which will impact on establishing accurate figures and monitoring pupil progress. Consideration to the process of monitoring and recording pupils within the current process needs to be acknowledged.

#### **8.2.4 Conclusion 4**

This study concludes that the process of support experienced by the pupils was system led rather than a child led process.

The pupils in this study reported an experience that was in response to a system, which is far from the proactive, child centred, coordinated approach advocated within the capability approach. Systems do not guarantee effective practice. This is also in line with Hunter- Carsch (2001) and Lorusso et al (2011) who maintain the emphasis must be on the individual rather than procedures. Decisions were made for the pupils on the basis of results from department chosen screening assessments (section 1.6.4, Table 2). Some of the assessments were standardised assessments with externally validated results. However, within this study there was no external comparison to assess level

of work to accurately evaluate the appropriateness of the assessments chosen or the way in which they were administered. Future research would be advised to access standardised assessment results with full access to results from the principal teacher and the ethics committee.

The findings from this study induce reflection as to the purpose of the assessments. Primarily the assessments provoke the evaluation of children's learning with a regard to their need. However, the needs of the individuals were in some cases disregarded. Several of the pupils did not receive a learning profile and some received no feedback at all. The misunderstandings that can develop from poor communication was illustrated by Ingesson (2007) and Lewis & Porter (2006). Completing the assessments via the system in place was only one element of the pupil experience. The view amongst some of the pupils within this study is that they want to understand their difficulties and be understood by teachers across the school. This remains a discussion point as complacency cannot lead assumptions that teachers are knowledgeable about inclusive education practice and barriers to learning. This was also a finding from research carried out by Savolainen et al (2012) who report teachers from their study do not feel they are adequately trained to support learners experiencing barriers to their learning.

### **8.3 Implications**

The attention to literacy has never been as prominent as it is in today's current educational climate with the focus on The Attainment Challenge and Equity funding granted to schools across the country. There is a continued risk to children and young people's literacy development. There is more school autonomy in narrowing the gap and making students learning experiences more equitable. This study shows children are at risk of being given confusing messages about the challenges they experience. The desire for understanding and support was rated high amongst the pupils in this study. Confusion and difficulties persisted for those pupils who believed they had literacy difficulties but received no explanation or support. A reflection on school identification and intervention procedures would give insight to whether current

practice is system led or the desired pupil centred led process. The interpretation of legislation and policy implementation is a consideration for Government personnel in order to promote the best practice and delivery of support to satisfactorily meet learners' needs, therefore fulfilling the rights of learners.

This research study has highlighted the role of the school and cultures present within the organisation as being central to inclusive education. The importance of collaboration and the interactive process between the teacher and the pupil remains prevalent as a means to focus on the pupil wellbeing through the expansion of pupil agency. Barriers to inclusive practice can potentially be reduced through a capability approach framework for effective active collaboration and advocating child centred pedagogies. Gathering the pupil view through this research added a distinctive perspective for developing change and provide a deeper insight towards the 'how' inclusive practice can be achieved.

#### **8.4 Limitations of the study**

The aims and objectives of this study resulted from the developments and introduction of the school's policy on staged intervention. This process of identifying and supporting pupils is in line with legislation and policy guidelines. Although this includes what is done, and it has resulted from careful research and planning, it however does not have the impact, or power, to influence how teachers carry out their role and responsibility. This is an area of possible CPD for all staff within the school and it is the intention to share the findings of this research with the pupils, staff and management of the research school. This is in the attempt to progress and guide future practice. The ambition is for recognition of the conditions that are conducive to positive learning and teaching experiences within a rights-based model.

The area of additional support needs has undergone great changes and directives since the implementation of the *ASL Act (2004)*, as amended. It is no longer acceptable to think we are doing the best for pupils with additional support needs without appropriate research and inquiry. Consultation with the pupil and those involved in

supporting the pupil is now an act of law, with the pupil sharing a greater input and contribution than ever before. This shift offers teachers the valuable opportunity to adapt and use this input to the strength and advantage of the pupil. However, consideration for those pupils who enter the staged intervention process, but do not continue to the next level to obtain a more formalised plan of support, needs to be addressed. A process that includes this group of learners is needed to monitor and track their progress and development. As clearly stated within the research, literacy difficulties do not just disappear. There is the likelihood that the issues with literacy difficulties will persist and may even last a lifetime. The key is in the recognition and adoption of support strategies with the endeavour to create opportunities for the pupil to develop their resilience.

This research study is specific to the pupils within the research school and their learning context. However, some of the findings and points of discussion may be relevant to other pupils within mainstream education who are experiencing difficulties or challenges with functional literacy. The staged intervention approach is within a Scottish context and the participants were of secondary school age from twelve to eighteen years old. Therefore this study potentially serves as an interesting point of reference for researchers focusing on similar research within this age group. The pupils within the study provided information and disclosure with the understanding that what they said, and what they thought, was important. Their accounts were accurate and true for them at that particular point in time. Making time to listen to pupils can be a powerful motivator in building relationships with pupils, understanding them, and appreciating their needs. This may be the key to nurture and tap into their success and potential.

The study was a small-scale study that focussed on the pupil perspective. This dimension satisfied the criteria and aim of the research project. However, it is recognised that the extension of this work could entail gathering parent/ guardian and teacher thoughts and opinions about how we identify and support additional support needs in mainstream secondary school. The pupil perspective offers a unique picture of how it was for them. There is now a responsibility to absorb the message from these



accounts and self-reflect on our own beliefs and current practice. The importance of listening to the pupil was strongly highlighted throughout this study. This is something that cannot be enforced. There needs to be a willingness to acknowledge the pupil account with a desire to change in order to progress.

This yearlong study resulted in twenty pupils taking part and constitutes a small-scale study. As previously stated, this study did not have access to the results from completed standardised assessments to provide external comparison of level of work to evaluate outcomes and strategy implementation for the pupils. There can be no certainties or guarantees in practice approach from this study, but the recommendations constructed offer encouragement and the need for reflexive practice. This deliberation should acknowledge the views, thoughts and feelings of all parties. Up to date knowledge and understanding of additional support needs and legislative changes is imperative. This would promote the provision of quality support and uphold the professional, and ethical, responsibility of being a teacher.

The visual data techniques used within this research project were successful and would be considered for future projects. Although the visual techniques initiated and encouraged conversation in a non-threatening way, the use of interview techniques was very time consuming. The information required transcribing, which was time consuming in itself, but the re-listening of interview recordings was required to conserve the meaning and intent from the participant responses. In addition to this, the time scale for listening to recordings and transcribing was underestimated. This required adjusting within the time plan in order to keep to the anticipated completion date.

It was important to clearly explain the intentions of the research study to the pupils so as to avoid confusion, with the possibility that this study was mistaken for a school initiative. This was a point that remained mindful throughout the interviews as the pupils may also have recognised the researcher as a member of the teaching staff. The atmosphere and skills as the researcher were successful in creating a comfortable

research environment therefore remaining separate from the role and responsibility as a teacher within the school.

## **8.5 Further research recommendations**

Engaging with pupil perspective has demonstrated the power and benefits of listening to what the pupil has to say. The guidance and contemplation arrived from this experience has prompted a change in practice and approach. Teacher pedagogy surrounding additional support needs, as well as pupil view, are possible areas of extension for conducting further research.

An interesting development to complement the findings from this study would be to include teachers, management, parents and authority personnel in a study of their perspective of the staged intervention process. The pupil study has established strengths but also highlighted weakness in the present inclusive approach. These findings need to be communicated in order to progress and make the necessary changes for improvement. In addition to this, an extension of this study to include other pupils from schools within the authority engaged with the staged intervention process would offer more pupils the opportunity to share their views. The design and approach would need to be carefully planned and considered as the semi structured interviews, in their present design, were time consuming with extensive transcription. The visual data techniques included in the interviews was successful and novel for the pupils which resulted in quality information being disclosed. Therefore, the inclusion of such visual techniques would be considered an asset for any further research.

The time required to gather qualitative data could be complimented with the adoption of quantitative methods to reach a wider audience and target range of participants. This study did not consider quantitative methods, or a mixed method approach, to be appropriate due to the aims and objectives. However, future research may benefit from a mixed method approach with carefully structured questions and design. The spacing of the interviews, being weeks apart, resulted in a sporadic interview process. Although the size of the participant group was manageable with this uneven process,

it may be more difficult to monitor if the participant group was larger. The present study required careful documentation and time management to keep on top of deadlines and submission dates.

The participant group was originally an estimation of numbers and did work out positively for this study. Future projects may consider identifying a specific number, or cohort, of participants that would enter the study. There were only two pupils who withdrew from this study and the participant group was manageable, but it may not have worked out as well as there are no guarantees or certainties. The current climate of support and personal accounts have been acknowledged through documenting the pupil perspective. There is now a duty of care and professionalism to act on the findings and refine how learners are supported in school through inclusive practice.

## **8.6 Closing Statement**

The perspectives from the participants in this study offered in-depth understanding and review of their experience. The worries, concerns, and the successes need to be communicated and understood in order to progress for the pupil, the teacher and for educational success. The case study captured the journey of twenty pupils referred with literacy difficulties and was formed by multiple cases and documented a typical year for the school support for learning department. The contribution of this thesis enlightens practitioners on what is important from the pupil perspective for a successful learning experience.

The recommendations for future practice, supported by the literature and the research findings, advocate a more mindful approach to the inclusion of pupil view in the decision-making process in an attempt to successfully fulfil the rights and entitlement of the respective pupil. This act of listening and responding cannot be superficial by merely paying lip service or a contrived attempt to include the pupil. Listening and responding to pupils' needs is a powerful force in providing pupil entitlement, with the best possible support and learning environment, to enable pupils to succeed and expand capabilities.

The impact of doing this study has increased my knowledge of research and my understanding of how ideas evolve from research, to legislation, to policy, to practice. The value of a capability approach in reviewing policy implementation in Scotland has been reinforced as well as strengthening my own belief in the value of pupil voice. Pupil voice has always been important, but I now have systematic evidence about its capacity for change, potentially effecting real changes in schools and in teachers' understandings of inclusion.

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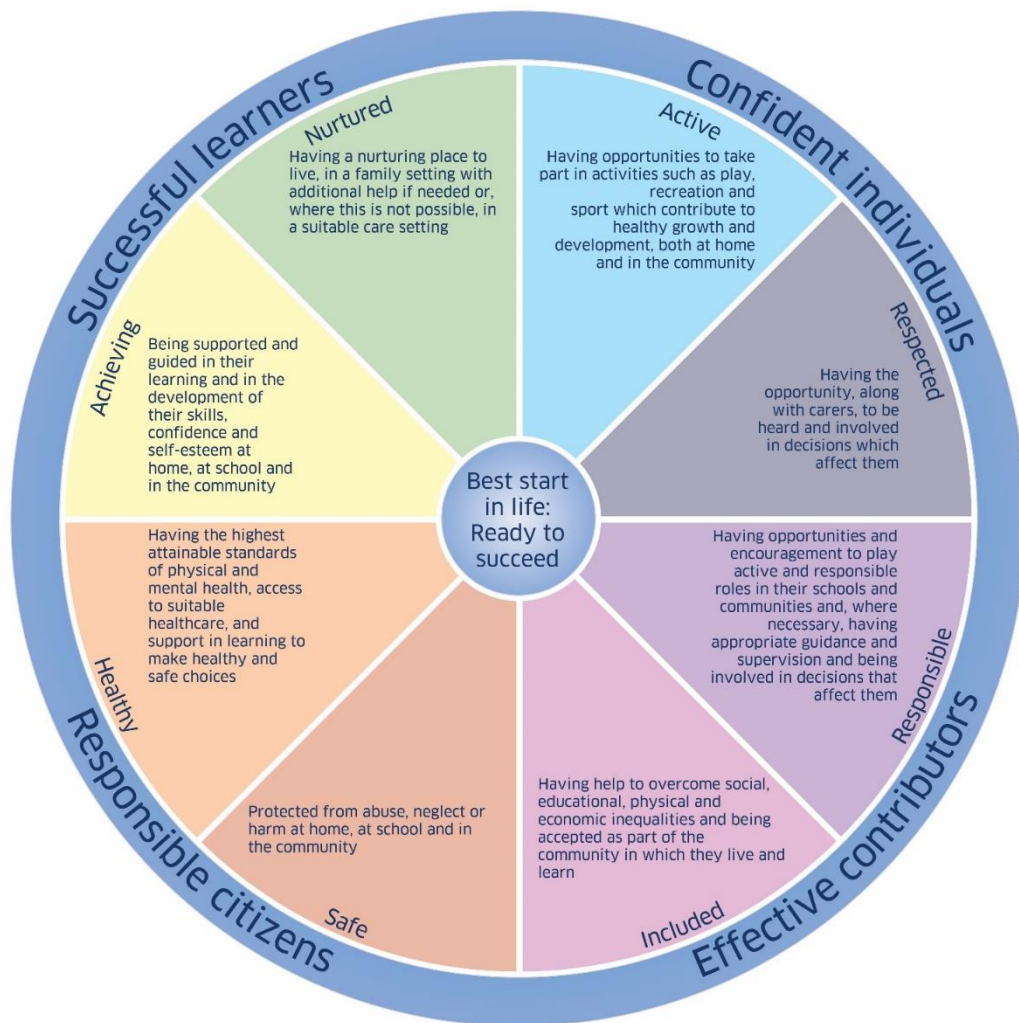
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## Appendix

**Appendix 1- Wellbeing wheel from the Curriculum of Excellence (CfE)**



(Source: <http://www.gov.scot/Resource/0043/00438640.jpg>)

## Appendix 2- Education Assessment- part 1



Name of Pupil .....SEEMIS Number

Date Started:		<b>EDUCATION SINGLE AGENCY ASSESSMENT PART I WELL-BEING SCREENING TOOL</b>				Stage 1	
SEEMIS number:						Stage 2	
Named Person (name and full contact details):					Stage 3		
Lead Professional, if any (name and full contact details):					Stage 4		
<b>Personal Details</b>							
Child/young person's forename:			Child/young person's surname:				
Address:			Date of birth:				
			School:				
Post Code:			Stage/year group:				
Telephone number:			Date of admission:				
Name of parent/carer 1:					Telephone:		
Name of parent/carer 2:					Telephone:		
Address of parent/carer if different from above:							
<b>Legal status</b>			<b>Child protection status</b>				
Looked after at home	Yes	No	Child protection investigation	Yes	No		
Looked after away from home	Yes	No	Child protection register	Yes	No		
Previously either of the above	Yes	No	Any past child protection activity	Yes	No		
<b>The reason for completing the Well-being Screening Tool (please circle any that are relevant)</b>							
As part of a process of identifying additional support needs	Yes	No	As part of transitions planning	Yes	No		
Low level concern that requires careful monitoring	Yes	No	In response to a Request for Assistance	Yes	No		
Other please detail:							
<b>Planning status (please circle all that are relevant)</b>							
Previous Single Agency Assessment	Yes	No	ASP in progress	Yes	No		
Child's Plan	Yes	No	CSP in progress	Yes	No		
Chronology	Yes	No	Requests for Assistance	Yes	No		
Information Sharing Protocol	Yes	No	Review date (ISP)	Date:			
It is essential that the child/young person's views are requested and recorded in their own words. Please confirm the date the What I Think tool was completed					Date:		
Any other relevant information:							

### Appendix 3- Education Assessment- part 2 My World Triangle



Name of Pupil .....SEEMIS Number

Date started:		<b>EDUCATION SINGLE AGENCY ASSESSMENT PART II MY WORLD TRIANGLE ASSESSMENT</b>				Stage 1	
SEEMIS number:						Stage 2	
Named Person (name and full contact details):					Stage 3		
Lead Professional if any (name and full contact details):					Stage 4		
<b>Personal Details</b>							
Child/young person's forename:			Child/young person's surname:				
Address:			Date of birth:				
			School:				
			Stage/year group				
			Date of admission:				
Post Code:		Telephone number:					
Name of parent/carer 1:					Telephone:		
Name of parent/carer 2:					Telephone:		
Address of parent/carer if different from above:							
<b>Legal and Protection Status</b>				<b>Child Protection Status</b>			
Looked after at home	Yes	No	Child protection investigation	Yes	No		
Looked after away from home	Yes	No	Child protection register	Yes	No		
Previously either of the above	Yes	No	Any past child protection activity	Yes	No		
<b>The reason for completing the My World Triangle Assessment (circle all relevant)</b>							
Concerns remain following a Part I well-being assessment and plan	Yes	No	To re-consider additional support needs	Yes	No		
As part of transition planning	Yes	No	A significant concern has been identified (including child protection)	Yes	No		
As preparation to Request Assistance from another agency	Yes	No	In response to a Request for Assistance from another agency	Yes	No		
Other please detail:							
<b>Planning status</b>							
Previous Single Agency Assessment	Yes	No	ASP in progress	Yes	No		
Child's Plan	Yes	No	CSP in progress	Yes	No		
Chronology	Yes	No	Requests for Assistance	Yes	No		
Information Sharing Protocol	Yes	No	(ISP) review date:				
It is essential that the child/young person's views are requested and recorded in their own words. Please confirm the date the What I Think tool was completed							
Any other relevant information:							



Name of Pupil .....SEEMIS Number

Education Single Agency Assessment Part II My World Triangle Assessment		
How I Grow and Develop		
	Strengths/protective factors	Developmental needs/adversities
Achieving	<b>Learning and achieving:</b> e.g. attainment, achievement and wider assessment information, approaches, attitudes and motivation to learning	
Healthy	<b>Being healthy:</b> e.g. diagnosed conditions, developmental concerns, physical health, emotional health	
	<b>Being able to communicate:</b> e.g. speech, understanding of language, expression of thoughts and emotions	
Included	<b>Enjoying family and friends:</b> e.g. relationships with family members, adults, peers, friends	
Responsible	<b>Learning to be responsible:</b> .e.g. for own behaviour, appropriate social skills, accountability, sense of right and wrong	
	<b>Becoming independent, looking after myself:</b> e.g. able to look after myself, dress and feed myself, get along with others, awareness of own limitations and how to overcome them	
Respected	<b>Confidence in who I am:</b> e.g. resilience, confidence in own ability, strong identity	



Name of Pupil .....SEEMIS Number

<b>What information is available about this child's well-being?</b>	
Strengths/protective factors ◀ Well-Being ▶ Developmental needs/adversities	
<b>Safe</b>	Protected from abuse, neglect or harm, at home, school, and in the community
<b>Healthy</b>	Having the highest attainable standards of physical and mental health, access to suitable health care and support to make healthy choices
<b>Active</b>	Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development
<b>Nurtured</b>	Having a nurturing place to live, in a family setting with additional help if needed or where this is not possible, in a suitable care setting
<b>Achieving</b>	Being supported and guided in their learning and in the development of their skills, confidence and self esteem
<b>Respected</b>	Having the opportunity along with carers, to be heard
<b>Responsible</b>	Having opportunities and encouragement to play active and responsible roles in their schools and communities where necessary
<b>Included</b>	Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn

## Appendix 4-‘What I Think Tool’

What I think tool			
The child's views			
<p>Children should be supported to complete the following section by an adult who knows them well. The prompts provided in each section are designed to facilitate a conversation around the well-being indicators. As such they provide a guide and should allow the discussion to progress in a manner and at a pace which is comfortable to the child. The child may be asked to give a "Rating" from 0 to 10 but this is not necessary – this is a framework for discussion, to help a child contribute his/her views to assessment and planning.</p>			Overall rating 0-10
Safe	<p>It is important that everyone feels safe. We all need someone who helps us to feel safe and protected from harm.</p> <p>Do you have:</p> <ul style="list-style-type: none"> <li>• people who keep you safe?</li> <li>• someone who protects you from danger?</li> <li>• someone you can tell if you are frightened or sad?</li> </ul>	Nursery/school	
		Home and community	
Healthy	<p>We all like to be as healthy as we can be. How do you do this?</p> <p>Do you have:</p> <ul style="list-style-type: none"> <li>• people who support you to be healthy?</li> <li>• someone who looks after you if you are sick or hurt?</li> <li>• someone who gives you healthy food to eat?</li> <li>• someone who keeps you clean?</li> <li>• someone who talks to you about feelings?</li> </ul>	Nursery/school	
		Home and community	
Achieving	<p>Every child should have opportunities to learn and people to encourage them to do their best</p> <p>Do you have:</p> <ul style="list-style-type: none"> <li>• someone who supports you to learn new things?</li> <li>• someone who says 'well done' when you try your best?</li> <li>• someone who helps you to try things on your own?</li> </ul>	Nursery/school	
		Home and community	
Nurtured	<p>All children need a place where they can feel comfortable and safe, and where people really care about them.</p> <ul style="list-style-type: none"> <li>• what places do you have?</li> <li>• what do people do that helps you to feel cared for?</li> </ul>	Nursery/school	
		Home and community	

What I think tool

Publication date: February 2013



<b>Active</b>	<p><b>Most people enjoy spending time doing something fun or interesting.</b> Do you have:</p> <ul style="list-style-type: none"> <li>• hobbies and interests?</li> <li>• a favourite toy, game or thing to do?</li> <li>• someone who takes you to fun places?</li> <li>• someone who encourages your interests or hobbies?</li> </ul>	Nursery/school ■	■
		Home and community ■	■
<b>Respected</b>	<p><b>It is important that children are involved in decisions about them.</b> Do you have:</p> <ul style="list-style-type: none"> <li>• good relationships with adults?</li> <li>• someone who listens seriously to your opinions and ideas and anything you have to say?</li> <li>• someone who thinks you are special?</li> </ul>	Nursery/school ■	■
		Home and community ■	■
<b>Responsible</b>	<p><b>Growing up involves learning to take good decisions and make sensible choices.</b> • if you have made a choice, who helps you to know if it has been a good choice? • who helps you when things go wrong? • what chances do you get to do helpful things for others?</p>	Nursery/school ■	■
		Home and community ■	■
<b>Included</b>	<p><b>Every child should feel accepted by a group of people around them.</b> Do you have:</p> <ul style="list-style-type: none"> <li>• friends you can count on?</li> <li>• times when you enjoy the company of other people?</li> </ul>	Nursery/school ■	■
		Home and community ■	■

<b>Active</b>	<p><b>Most people enjoy spending time doing something fun or interesting.</b></p> <p>Do you have:</p> <ul style="list-style-type: none"> <li>• hobbies and interests?</li> <li>• a favourite toy, game or thing to do?</li> <li>• someone who takes you to fun places?</li> <li>• someone who encourages your interests or hobbies?</li> </ul>	<p><b>Nursery/school</b></p> <p>■</p>	■
		<p><b>Home and community</b></p> <p>■</p>	■
<b>Respected</b>	<p><b>It is important that children are involved in decisions about them.</b></p> <p>Do you have:</p> <ul style="list-style-type: none"> <li>• good relationships with adults?</li> <li>• someone who listens seriously to your opinions and ideas and anything you have to say?</li> <li>• someone who thinks you are special?</li> </ul>	<p><b>Nursery/school</b></p> <p>■</p>	■
		<p><b>Home and community</b></p> <p>■</p>	■
<b>Responsible</b>	<p><b>Growing up involves learning to take good decisions and make sensible choices.</b></p> <ul style="list-style-type: none"> <li>• if you have made a choice, who helps you to know if it has been a good choice?</li> <li>• who helps you when things go wrong?</li> <li>• what chances do you get to do helpful things for others?</li> </ul>	<p><b>Nursery/school</b></p> <p>■</p>	■
		<p><b>Home and community</b></p> <p>■</p>	■
<b>Included</b>	<p><b>Every child should feel accepted by a group of people around them.</b></p> <p>Do you have:</p> <ul style="list-style-type: none"> <li>• friends you can count on?</li> <li>• times when you enjoy the company of other people?</li> </ul>	<p><b>Nursery/school</b></p> <p>■</p>	■
		<p><b>Home and community</b></p> <p>■</p>	■



Name of Pupil .....SEEMIS Number

My Wider World		
	Strengths /protective factors	Developmental needs/adversities
Safe	<b>Comfortable and safe housing:</b> e.g. access to a comfortable and safe environment to live, both at home and in the community	
Active	<b>Work opportunities for my family:</b> e.g. expectations of work and employment, ambition and aspiration for children, financial concerns	
	<b>Enough money:</b> e.g. adequate income to ensure that the child benefits from activities and interests	
Achieving	<b>School:</b> e.g. participation in activities out with school hours, access to school resources, study support	
Included	<b>Support from family and friends:</b> e.g. support around the child, relationships within family and extended family, neighbours and friends	
	<b>Local resources:</b> e.g. involvement in local community, access to resources and support from other agencies	
	<b>Belonging:</b> e.g. accepted into the community without prejudices or tensions	

**Appendix 5- Leaflet summarising staged intervention**

**Who can help?**

If you think your child needs extra help or support, you can-

Contact your child's Pupil Support Teacher or the Principal Teacher of Support for Learning in the school.

A request for assistance can be initiated from a teacher, a parent/guardian or a pupil.

Your child will complete screening assessment to establish a learning profile which will identify if there are any specific learning needs.

In consultation with you and your child, support strategies will be suggested in order to support your child's learning needs.



Please do not hesitate to contact the school if you have questions or concerns.

Contact the school in the first instance if you have a worry about your child's learning.

(Contact Information overleaf)

(NAME OF SCHOOL)

Information Leaflet for Parents and families

School Badge

**Meeting the Needs of Learners**



Tel:

**Pupil Perspective of Staged Intervention in Identifying and Supporting their needs in Mainstream Secondary School.**

Local authority badge

(NAME OF SCHOOL)

School address and telephone number

Phone number

E-mail contact e-mail

# ADDITIONAL SUPPORT FOR LEARNING

The Education (Additional Support for Learning) (Scotland) Act 2004 introduces a new framework for



*Aim – Accessing the curriculum and reaching your full potential.*

providing support for young people who need some additional help with their learning. The Act ensure that all young people are provided with the necessary support to help them work towards achieving their full potential. It also encourages all those supporting young people to work together.

The Act introduces the concept of

Additional Support Needs.

If your child needs extra help or support in addition to that which is usually provided in school they can be said to have 'additional support needs'. There can be many reasons for this which may come to light during the development of your child's learning profile.

North Lanarkshire Council has established a Staged Intervention approach to identify and support those with additional support needs.

Staged Intervention is an ongoing process of gathering, and making sense of information about your child

## Staged Intervention

**Level 1**-Intervention and planning focuses on the use of resources within the classroom. This includes the use of strategies, review of existing resources and alternative teaching approaches to support learning.



*Support for your journey of self discovery.*

**Level 2**-Intervention and planning includes the use of additional resources from out with the classroom to support your child's learning (eg A Support for Learning Teacher).

**Level 3**-Intervention and planning seeks the involvement of specialist staff from within education (eg An Educational Psychologist).

**Level 4**-Intervention and planning identifies specific support required from other agencies (e.g. health, social work, voluntary organisations) to support learning.

(Level 1 is maintained within the classroom by the class teacher and it is when a concern is raised at level 2 that support for learning teachers will develop a learning profile. It is at this stage that you and your child will be

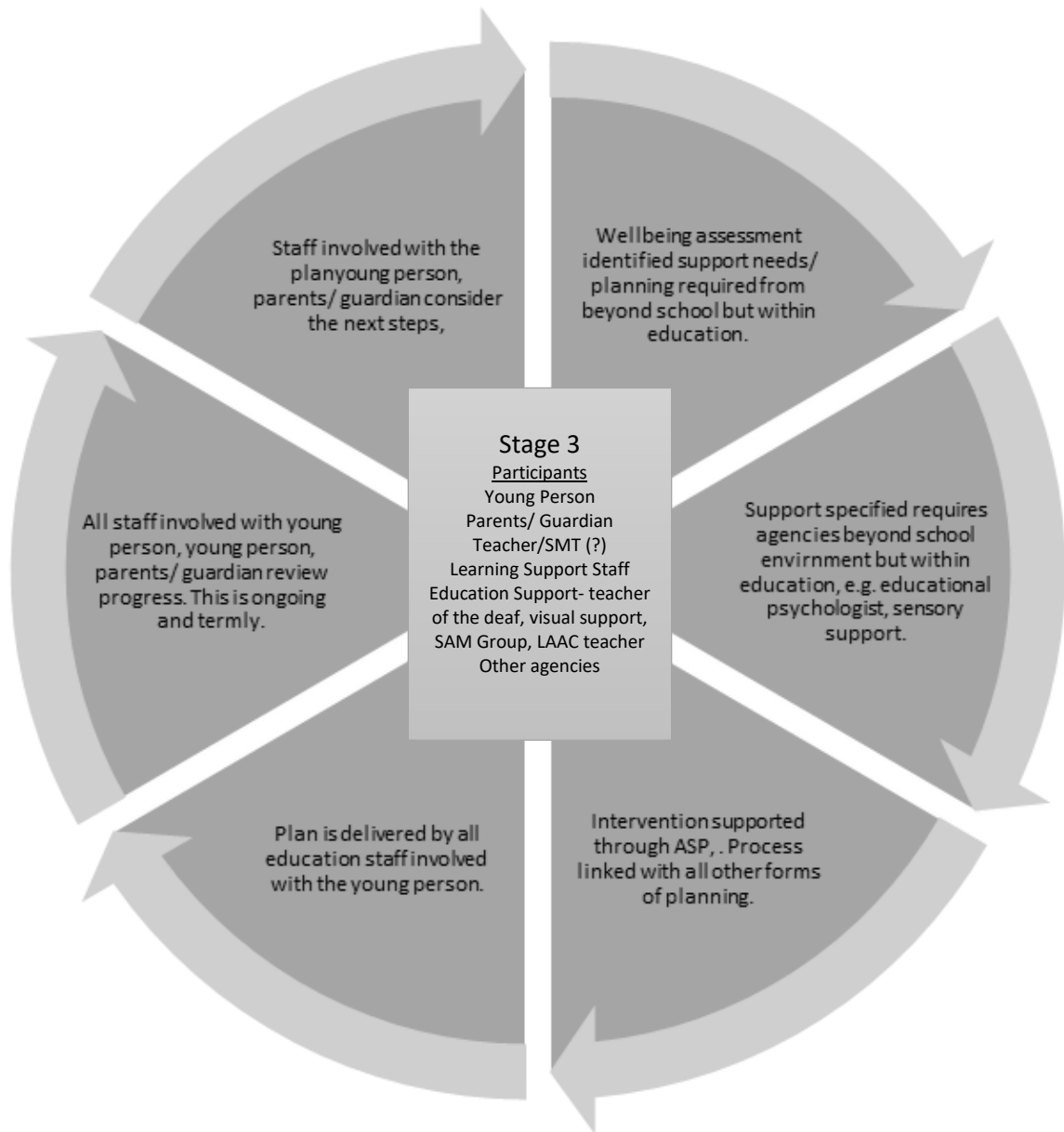
(NAME OF SCHOOL)

School address and telephone number

Phone: number

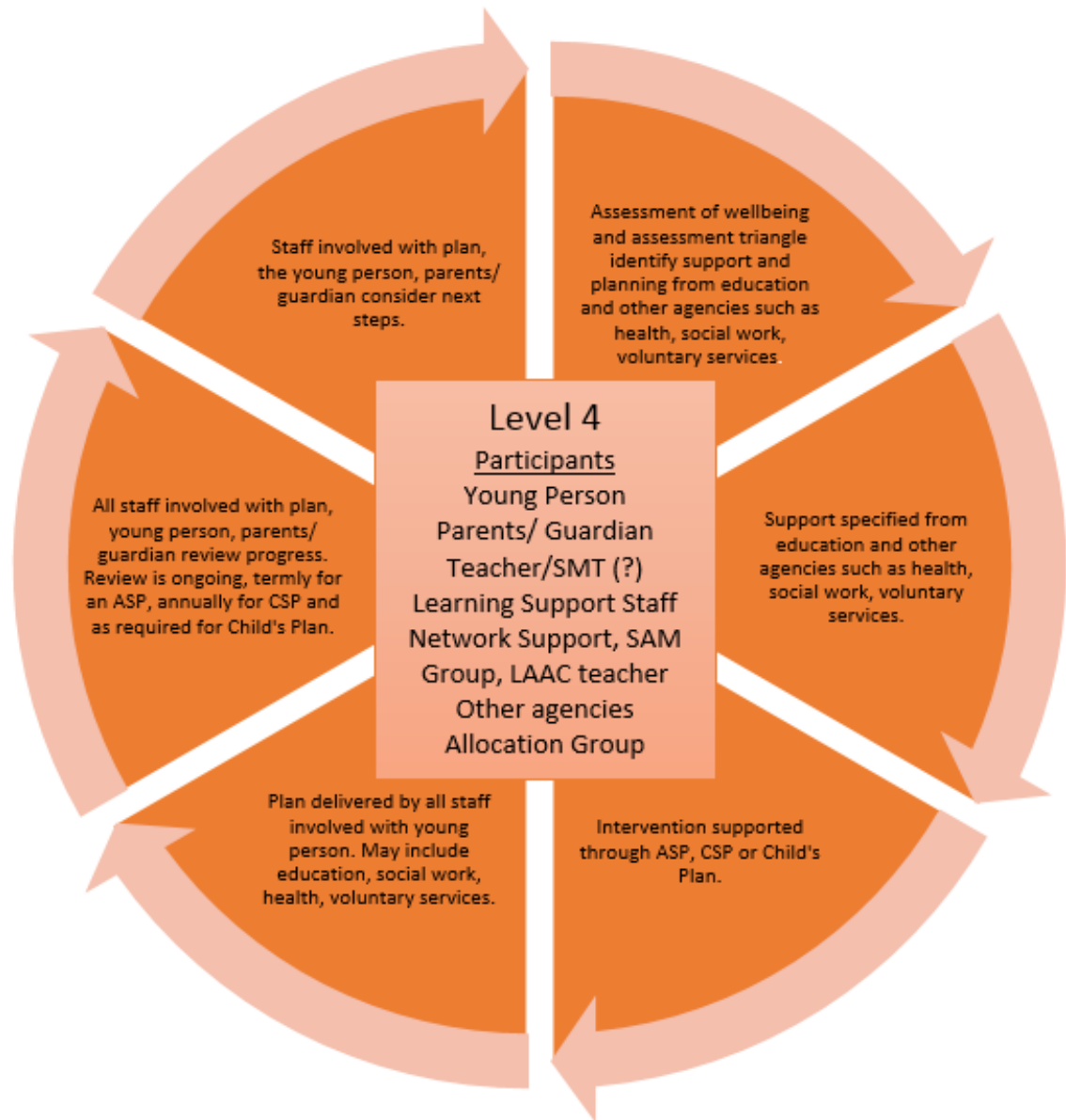
E-mail: contact e-mail

**Appendix 6- A summary of Stage 3 and Stage 4**



**Summary of staged intervention process at level 3**

**Adapted from Authority Policy into Practice (Scottish Government 2011)**



**Summary of staged intervention process at level 4**

**Adapted from Authority Policy into Practice (Scottish Government 2011)**

**Appendix 7- Request for assistance by the pupil, parent/ guardian or teacher**

**Form 1c**

**Name of School**

**(School Badge)**

**Overcoming challenges within the classroom  
Pupil Self Referral**

**Name of Pupil:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Area of concern:**

**Identification of strengths: (Please tick)**

Diagrams

Remembering rhymes and songs

Remembering the spoken part (oral) of the lesson

Remembering the written part of the lesson

Making lists

Any other.....

**Identification of difficulties: (Please tick)**

Spelling

Punctuation

Completing homework

Planning essays

Writing essays

Note taking

Writing up notes

Remembering information

Using resources

Revision

Answering exam questions

Oral information

Any other.....

**Pupil Signature:**

**Date:**

**Copy to Principal Teacher for Additional Support Needs and Pupil Support.**

Forms/ Form 1c- Self referral



Form 1d

Name of School

(School Badge)

**Support Intervention**

**Initial Identification of Concern  
Parental/ Guardian Request**

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

When was concern identified: \_\_\_\_\_ Date: \_\_\_\_\_

By whom: \_\_\_\_\_ Telephone E-mail Letter Meeting (Please circle)

**Area of concern raised by parent/ guardian:**

**Planned action:**

**Time Scale:**

**Signature**

Pupil Support PT: \_\_\_\_\_ Date: \_\_\_\_\_

Please forward a copy to the Principal Teacher for Additional Support Needs.

**Initial Identification of Concern  
To be completed by Class teacher**

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

When was concern identified: \_\_\_\_\_

By whom: \_\_\_\_\_ Position \_\_\_\_\_

**Area of concern:**

Approaches used (Refer to strategy sheet)	Time Scale	How successful were these?

**Strategies successful - Monitoring** tick if appropriate

**Strategies not successful – Referral sent to Sfl staff**  
Date: \_\_\_\_\_ tick if appropriate

Copy to:	Name(S1/2)	Name (S3/4)	Name (S5/6)	
----------	------------	-------------	-------------	--

## Appendix 8- The learners' profile

<b>Learning Profile</b>		
<b>Support For Learning Teacher</b>		
<b>Name</b>		<b>Context/ reasons for concern</b>
<b>Date of birth</b>		
<b>Age at assessment</b>		
<b>Date(s) of assessment</b>		<b>Sources of information</b>
<b>Summary</b>		<b>Background information</b>
<b>Tests conditions, materials used and summary of test scores</b>		<b>Appendix</b>
<b>Reading</b>		<b>Spelling</b>
<b>Writing</b>		<b>Numeracy</b>
<b>Strengths</b>		<b>Cognitive processing</b>
<b>Other relevant information</b>		<b>Outcomes and implications</b>
<b>Recommendations</b>		
<b>Assessor name, position and qualifications</b>		<b>Date of report</b>
<b>Witnessed by:</b>		<b>Date:</b>
<b>Position:</b>		

## Appendix 9

### Record of participant assessments completed at Stage 2 and outcomes

	Observation Data	Dyslexia Screener	School A&A	CAT Test	SWST/ Lexion	Reading Acc& Fluency	Free Writing	PhAB	Outcome	Strategy
1A				*	*				No ASN	Spelling
1B				*	*				No ASN	Spelling
1C		*	*	*	*	*	*	*	Specific Spelling Difficulty	ET/ ICT
1D		*	*	*	*			*	No ASN	Spelling
2C		*	*	*	*				No ASN	Spelling
2A			*	*	*		*	*	No ASN	Writing
2B			*	*	*		*	*	No ASN	None
3D		*	*	*	*		*	*	No ASN	ICT
3A	*	*	*	*	*	*	*	*	No ASN	None/ Behaviour
3B	*	*	*	*	*	*	*	*	Ed Psych Ref	ET
3C		*	*		*	*	*	*	No ASN	None
4A		*	*		*			*	No ASN	Spelling
4B	*	*	*	*	*	*	*	*	No ASN	Spelling
4C	*	*	*	*	*	*	*	*	Ed Psych Ref	ICT
4D	*	*	*	*	*	*	*	*	MLD	ET/ICT
4E		*	*	*	*	*			No ASN	Concentration
5B	*				*		*		No ASN	ICT/ Digital
5A	*	*			*	*	*	*	Ed Psych Ref	ICT/ Digital
6A					*		*		No ASN	None
6B		*			*		*		Specific Spelling Difficulty	ICT/ Digital

The learning profile created by the proposed observation period and the completed assessments determines whether the pupil is regarded as having an additional support need or not. More specifically, a pupil would be considered for a dyslexia identification if an uneven profile had been recorded, which appears to be the focus of the SfL department.

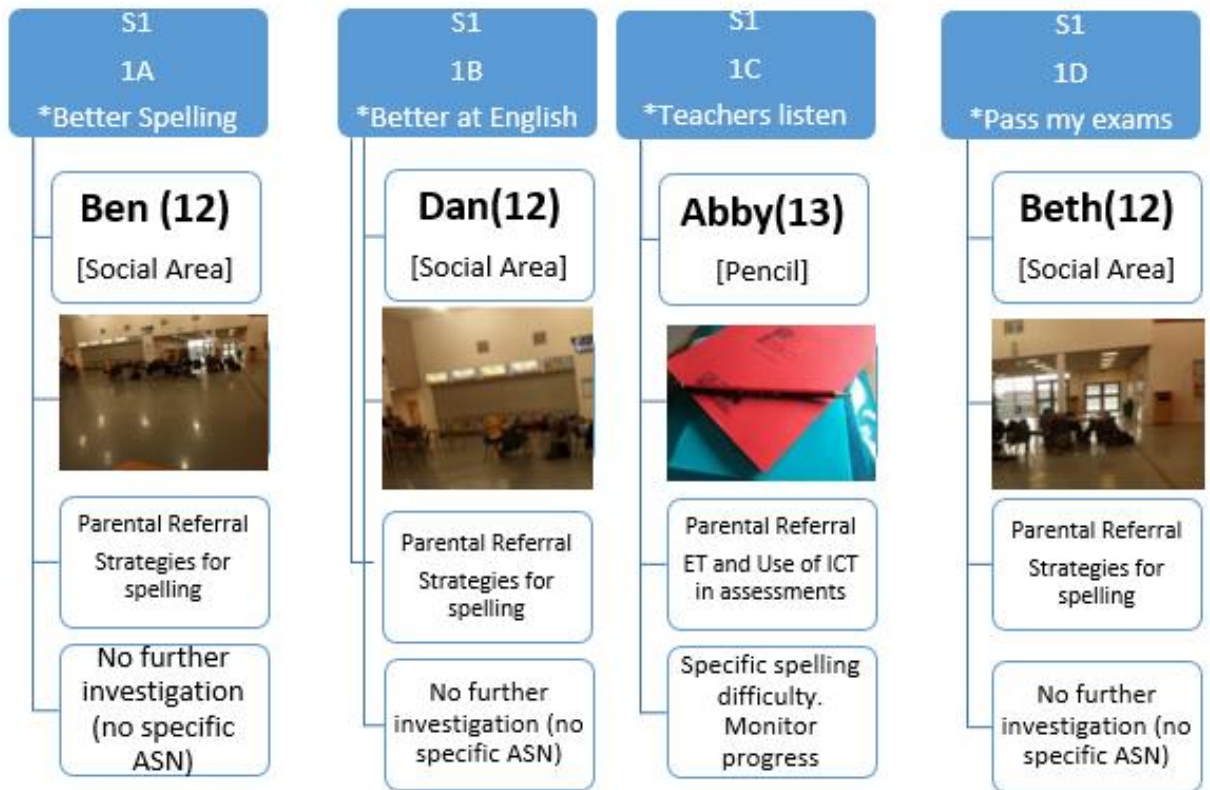
Certain assessments appear to adopt a greater weight in the decision making for the support for learning department of the research school. The single word spelling test (SWST) provides a spelling age for the individual and can influence the introduction of a spellchecker in formal exams if this falls well below the chronological age of the participant. The reading age and comprehension results add to the significance of any strategies implemented. If the result highlights a discrepancy of more than three years between comprehension and accuracy, or well below the chronological age, then a suggestion of dyslexia is considered. If the reading and comprehension age are both low then the pupil is considered to be working at a cognitive level lower than their chronological age but not considered to be dyslexic. A result of an eight year old reading age, regardless of chronological age, is considered to be a functional reader and would not necessarily adopt strategies in isolation.

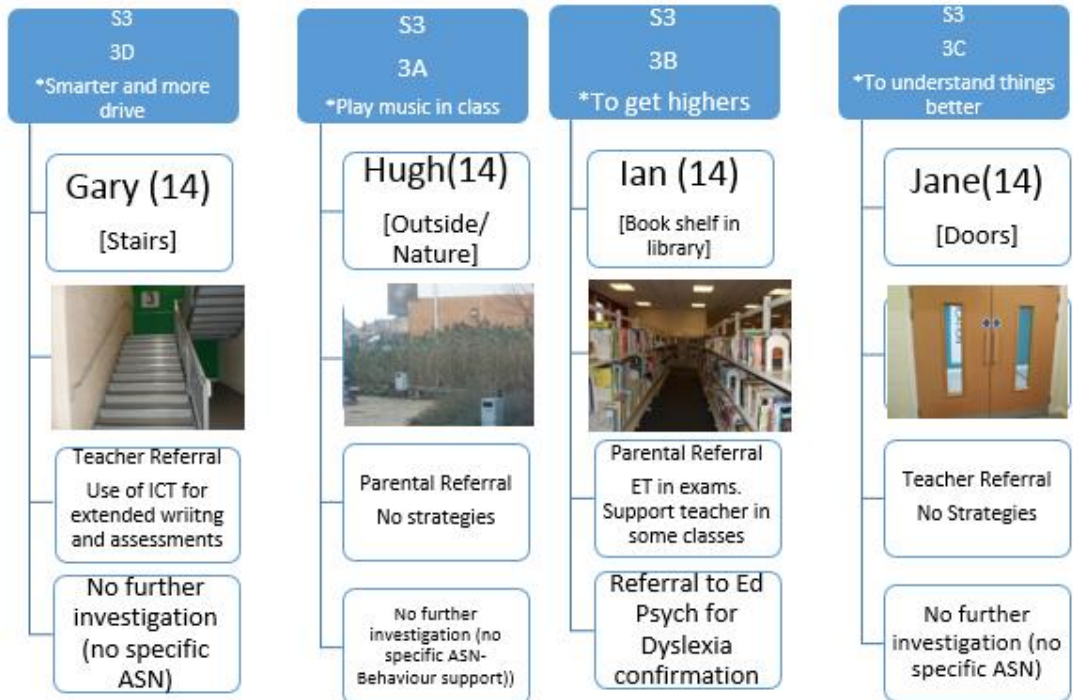
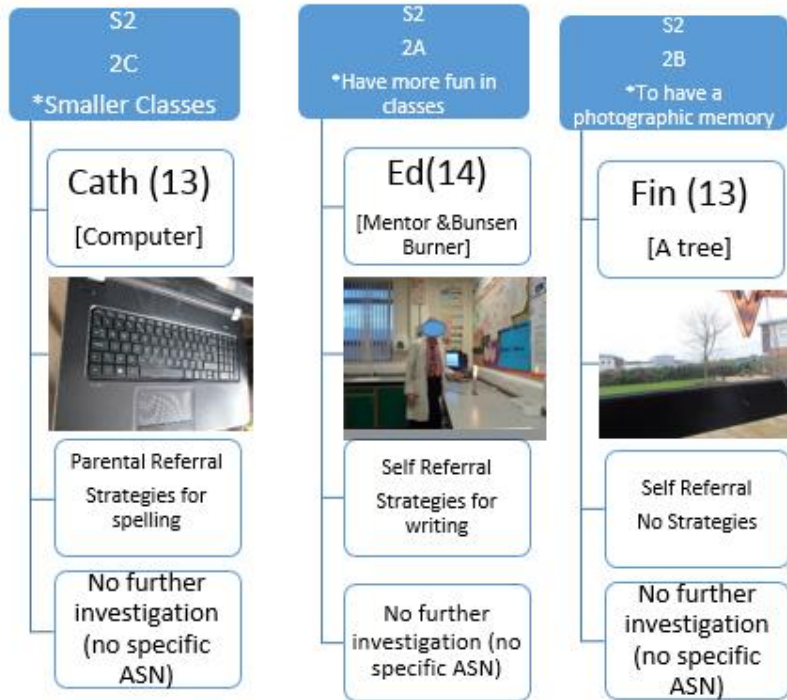
The phonological assessment from the phonological assessment battery (PhAB) adds a firm predictor to support further dyslexia investigation for a pupil or not. Three or more results in the shaded area of the PhAB assessment results are considered to reflect a possible dyslexic profile. This in conjunction with a positive dyslexic screener would be needed before a pupil moves to the next stage of intervention with the request for assistance from the educational psychologist. The cognitive ability test (CAT) test is not referred to in detail but passed onto the educational psychologist if it had been completed. The reading assessment varies from pupil to pupil depending on which network support teacher has carried out the assessment. It appears to be personal preference of each individual teacher with little guidance from the authority to adhere to any one particular test. This also appears to be the case with the PhAB and the York assessment of reading and comprehension (YARC). One network support teacher, who splits her time between two school, uses the YARC as this was the request from the PT at her other school. This is an S1-S6 age appropriate assessment with an additional section to use with pupils with low cognitive working ability. However, the PhAB is a personal favourite of the second network teacher but is only recommended for use on pupils up to fourteen years of age. Although the network staff and the PT of support for learning did not see any issues with this, questions may be asked as to the accuracy of the results of those pupils over the age of fourteen (nine pupils in total) undergoing the SWST and the PhAB.

The free writing exercise and the observation period offer additional valuable information to the strengths and challenges of an individual along with the school record and prediction of achievement and attainment. All of this information was thought to be gathered before moving on to the next stage of the process, but can take some weeks to complete. A window of opportunity for feedback from assessments of six to nine weeks was given to the timescale of this research which was sufficient for some of the pupils in the study, but unfortunately not all of the pupils had received feedback within this timescale. The department aim to respond to need within a twelve week timescale.

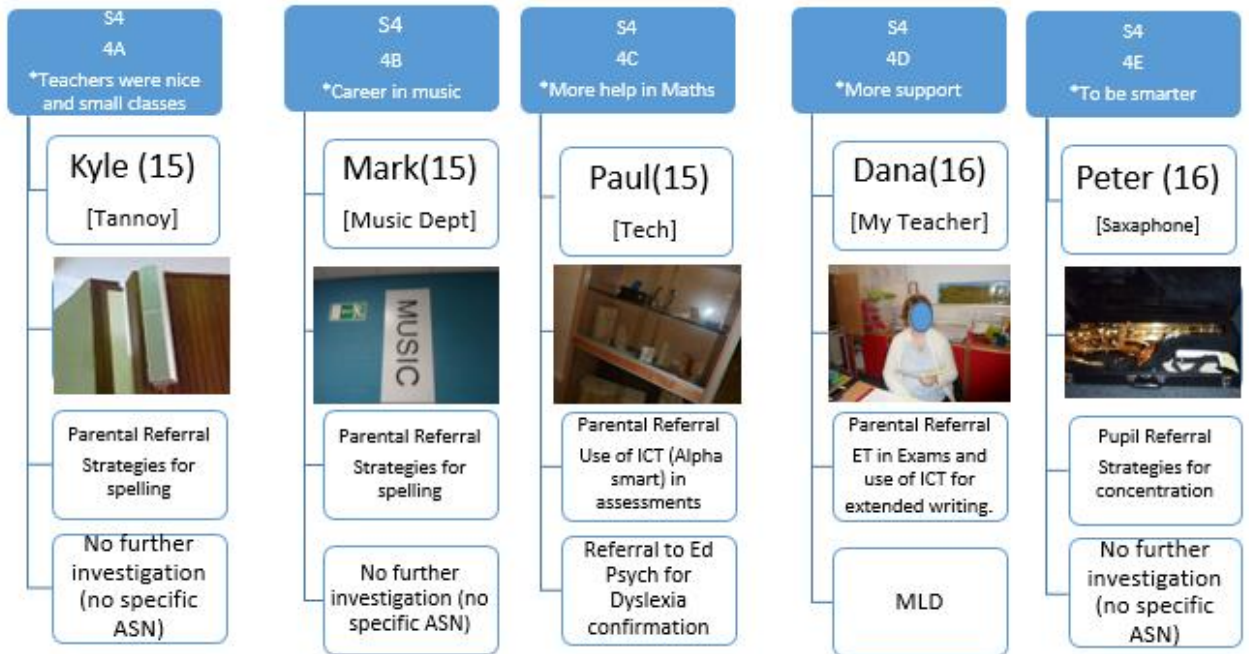
The dyslexia screener is not advised by the PT of support for learning to be used in isolation and offers only a suggestion of need or difficulty. The dyslexia screener records either an A, B, C, D, or E profile with specific areas of strength and challenge being highlighted. An A profile indicates no signs of dyslexia, B result equates to a few signs of dyslexia, with C indicating mild dyslexia, and D and E indicating moderate and severe dyslexia respectively. The screener may add to the confusion for some of the pupils and parents with the suggestion that this is an isolated dyslexia test. Two of the pupils in the study claimed to have failed the dyslexia test, disappointed at not passing, i.e. being dyslexic. What became evident throughout the study was that decisions were made on the strength of the assessment results which indicate the need for firm and congruent protocol and conformity across the school and perhaps even across the authority.

**Appendix 10- A matrix of each individual**









## Appendix 11- Participant information sheet explaining the project and consent form

### Participant Information Sheet



#### School of Education

**Title of the study:** Pupil Perspective of Staged Intervention in Identifying and Supporting their Needs in Mainstream Secondary School.

You can ask a parent/ guardian, or anybody at home, to help you read this form, and talk to them about it.

For questions about the study contact:

Researcher Name, Support for Learning Department, [name of school, tel: #####]

I am a postgraduate Doctor of Education student at the University of Strathclyde. I am inviting you to take part in a research study. As you know, you have been referred to the support for learning department for assistance with your learning. The support for learning department is now deciding what strategies would help you with your learning. The study hopes to understand how pupils feel about this decision making process. Your thoughts and feelings are very important to help us understand what it feels like for a pupil when deciding on support strategies. This decision making process is called Staged Intervention.

You have been invited to take part in this study as you have been referred to the support for learning department for assistance. Participation in the study requires you to have an interview at the start of your staged intervention and then six weeks after you have support strategies to tell us about it. Your name and responses will be kept strictly confidential, no one will know your name or any details about 'you', and the information will only be used for the purpose of this study.

What you do in the study-

1. First Interview-30 minute interview with picture prompts (asking about your learning).
2. Second interview (about 6 weeks later, after your support strategies are in place) - 30 minutes, you will be asked how you feel about the support strategies.
3. Your learning profile will have been completed. You will be asked about it and say how you feel about yourself as a learner.
4. Take a photograph of something important to your learning
5. Make a wish- what would you change to make your learning better?

If you decide not to take part in the study your support in school will not be affected. You will continue to be supported in school and valued as a learner in (name of school). If you do wish to take part in the study your participation is voluntary and you have the choice to withdraw from the study at any time.

I will gather together the information from all the pupil's in the study to build a picture of pupil's experiences and thoughts. Your name will not be used in this study or any future publications.

If you have any questions about your rights as a participant in this study, or are unhappy at any time with any aspect of this study, you may contact- anonymously, if you wish- University Supervisor at the University of Strathclyde, #####, or e-mail, supervisor name@strath.ac.uk.

The University of Strathclyde is registered with the Information Commissioner's Office who implements the Data Protection Act 1998. All personal data on participants will be processed in accordance with the provisions of the Data Protection Act 1998.

Thank you for reading this information – please ask any questions if you are unsure about what is written here.

This investigation was granted ethical approval by the University of Strathclyde ethics committee.

If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee  
Research & Knowledge Exchange Services  
University of Strathclyde  
Graham Hills Building  
50 George Street  
Glasgow  
G1 1QE

Telephone: 0141 548 3707  
Email: [ethics@strath.ac.uk](mailto:ethics@strath.ac.uk)

# Consent Form

School of Education



**Title of the study:** Pupil Perspective of Staged Intervention in Identifying and Supporting their Needs in Mainstream Secondary School.

- I confirm that I have read and understood the information sheet for the above project.
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, without having to give a reason and without any consequences.
- I understand that I can withdraw my data from the study at any time.
- I understand that any information recorded in the investigation will remain confidential and no information that identifies me will be made publicly available.
- I consent to being a participant in the project
- I consent to being audio recorded as part of the project (Yes/ No)

(PRINT NAME)	Hereby agree to take part in the above project
Signature of Participant:	Date

Only the pupils who sign this form and return their signed parent / guardian consent form can take part in the study.

If you have decided not to participate in this study I would like to thank you for your time.

## Parent/ Guardian Information Sheet



**Name of department:** School of Education

**Title of the study:** Pupil Perspective of Staged Intervention in Identifying and Supporting their Needs in Mainstream Secondary School.

For questions about the study contact: Researcher name, Support for Learning Department, [name of school, tel: #####]

I am a postgraduate Doctor of Education student at the University of Strathclyde and I am inviting your child to take part in a research study. As you are aware your child had been referred to the Support for Learning department to investigate if there are any additional support needs present that may be contributing to the difficulties they are experiencing with their learning.

I am seeking your consent for your child to be involved in an academic study related to identifying and supporting additional support needs of pupils at [name of school]. The study is titled 'Pupil Perspective of Staged Intervention in Identifying and Supporting their Needs in Mainstream Secondary School'. Staged Intervention is a process guided by the 2004 Additional Support for Learning Act and adopted by North Lanarkshire Council. It involves gathering information about how the pupil learns, mapping their strengths and any development needs.

This study focuses on understanding more about how pupils feel about the process of identification and support strategies. It will involve two interviews with your child to ask their opinion of the process of staged intervention. The interviews will involve their interpretation of pictures relating to a learning environment and their views of the Staged Intervention process. The learning profile for your child will act as a prompt in the first interview. The second interview will take place six weeks after support strategies are in place to ask how they feel about the strategies. Each interview will be recorded to aid transcription and will last around 30 minutes.

If you and your child choose not to join the study, it will not impact on how your child is treated at school or with their staged intervention process. If you decide to withdraw your child during the project, then recordings from your child will not be used.

As part of an ethical approach to this study, I assure you that:

- The study will not interfere with pupils' learning
- Individual pupils will not be identified or named
- You may withdraw your child at any time

To ensure confidentiality and protection for your child I promise that:

- Recordings will only be used for research or educational purposes.
- You may ask to see/ hear any recordings of your child.
- Recordings and information gathered during the study will be securely stored and only accessible by me. These will be shredded and destroyed after one year.
- They will not be identified in any subsequent publication.

Permission from the schools Head Teacher and Principal Teacher of Support for Learning have also been given. I am grateful for this support.

Thank you for considering this. Do please also talk to your child about this. If you wish to speak to me further about this project, please contact me at [name of school and telephone number].

Please complete the attached form and return it with your child by [Date]

Yours sincerely

Researcher Name

The University of Strathclyde is registered with the Information Commissioner's Office who implements the Data Protection Act 1998. All personal data on participants will be processed in accordance with the provisions of the Data Protection Act 1998.

Thank you for reading this information – please ask any questions if you are unsure about what is written here.

This investigation was granted ethical approval by the University of Strathclyde ethics committee.

If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee  
Research & Knowledge Exchange Services  
University of Strathclyde  
Graham Hills Building  
50 George Street  
Glasgow  
G1 1QE

Telephone: 0141 548 3707

Email: [ethics@strath.ac.uk](mailto:ethics@strath.ac.uk)

### Consent Form



**Name of department:** School of Education

**Title of the study:** Pupil Perspective of Staged Intervention in Identifying and Supporting their Needs in Mainstream Secondary School.

- I confirm that I have read and understood the information sheet for the above project and the researcher has answered any queries to my satisfaction.
- I understand that participation by my child is voluntary and that they are free to withdraw from the project at any time, without having to give a reason and without any consequences.
- I understand that any information recorded concerning my child in the investigation will remain confidential and no information that identifies them will be made publicly available.
- I consent to my child being a participant in the project

(PRINT NAME)	Hereby agree to take part in the above project
Signature of Participant:	Date

Only the pupils who sign their consent form and return their signed parent / guardian consent form can take part in the study.

If you have decided that you do not want your child to participate in this study I would like to thank you for your time.

# Appendix 12- Head teacher and principal teacher of support for learning agreement

## Information Sheet

### School of Education



**Title of the study:** Pupil Perspective of Staged Intervention in Identifying and Supporting their Needs in Mainstream Secondary School.

I am a postgraduate Doctor of Education student at the University of Strathclyde and I am seeking your consent to conduct an academic research study in your school/ your department for the academic year 2013-2014.

The overarching purpose of the research study will be to explore differing perspectives from pupils' who have experience of being part of the school process of identifying and supporting additional support needs. In order to explore this issue it is intended to focus on the support for learning (SfL) department within your school for the duration of one academic year. The aggregate of individual case studies of pupils throughout that year will form the intended research participants. The important aspects to be included are,

- In what way does the process of Staged Intervention impact on pupil self concept as a learner?
- In what way do the support strategies implemented impact on pupil self concept as a learner?

The inclusion criteria will be pupils who do not have a specific or general learning need documented prior to entry into (name of school). The focus is on pupils who are just entering the staged intervention process. In addition to this, pupils and their parents/ guardians must complete and return their consent forms to me before they can participate in the study.

This study will focus on understanding more about how pupils feel about the process of identification and support strategies. It will involve two interviews with the pupils to ask their opinion of the process of staged intervention and the support strategies. The interviews will use photographic prompts for discussion. The first interview will be conducted at the start of their staged intervention and the second interview will take place six weeks after support strategies are in place. Each interview will be recorded to aid transcription and will last around 30 minutes. It will be made clear to the pupil and their parents that there will be no adverse effects if they do not take part.

The study will not initiate until the university ethical approval has been granted. I have attached the proposed interview questions and the pupil consent form and the parent/ guardian consent form. If you have any questions, or concerns, regarding this study you may contact supervisor at the University of Strathclyde (#####, [supervisor@strath.ac.uk](mailto:supervisor@strath.ac.uk)).

Ethical considerations will remain at the fore in all aspects of this study.

The University of Strathclyde is registered with the Information Commissioner's Office who implements the Data Protection Act 1998. All personal data on participants will be processed in accordance with the provisions of the Data Protection Act 1998.

Thank you for reading this information – please ask any questions if you are unsure about what is written here.

If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee  
Research & Knowledge Exchange Services  
University of Strathclyde  
Graham Hills Building  
50 George Street  
Glasgow  
G1 1QE

Telephone: 0141 548 3707  
Email: [ethics@strath.ac.uk](mailto:ethics@strath.ac.uk)

# Consent Form

School of Education



**Title of the study:** Pupil Perspective of Staged Intervention in Identifying and Supporting their Needs in Mainstream Secondary School.

- I confirm that I have read and understood the information sheet for the above project and the researcher has answered any queries to my satisfaction.
- I consent to (name of school) being the research school in the project

## Head Teacher

(PRINT NAME)	Hereby agree to take part in the above project
Signature of Participant:	Date

## Principal Teacher of Support for Learning

(PRINT NAME)	Hereby agree to take part in the above project
Signature of Participant:	Date

Please return the completed form to researcher name within two weeks.

The scanned image shows the completed consent form. It includes the University of Strathclyde Glasgow logo at the top right. The form text is identical to the one above. The 'Head Teacher' section has a signature box containing a greyed-out signature and the initials '(HT)' in parentheses, and a date of '18/6/13'. The 'Principal Teacher of Support for Learning' section has a signature box containing a greyed-out signature and a date of '14.6.13'. At the bottom, there is a note: 'Please return the completed form to Tracy Reilly within two weeks.' and a footer: 'The place of useful learning The University of Strathclyde is a charitable body, registered in Scotland, number SC015263'.

## Appendix 13- Project Plan

Week	Week Beg	Monday	Tuesday	Wednesday	Thursday	Friday	Events TBC
-1	05/08/2013		Ethical Approval granted.	Plan and proposal agreed with NT and PT (S6)			
0	12/08/2013	Holiday	Holiday	Inset 1 Staff Meeting Present Research plan to SGL Dept	Inset 2		Organise Interview Rooms for comfort and ease.
1	19/08/2013	File cabinet secured for information storage.		Folders prepared to store pupil information and star.			S4 Work Experience preparation begins (Later)
2	26/08/2013	S1 Research begins S1 pupil's out of school		S3 Referral (1)			
3	02/09/2013				3 A (1)		
4	09/09/2013	S1-S4 PYP Yargus Process begins	NARY	S4 Referral (1)		S1 Research and CATS Testing Programme ends	
5	16/09/2013	S1 settling-in interviews begin 3 Referrals					Policy into Practice
6	23/09/2013			4 A (1)		Holiday	Policy into Practice
7	30/09/2013	Holiday	1 A (1) 1 B (1) 1 C (1)			S4 Interim Reports to SMT S1 interview end	Write Draft-Sending the content
8	07/10/2013	Senior Awards Ceremony	S3 Referral (1)			S4 Interim Reports to Parents	Write Draft-Policy
	14/10/2013	Holiday Transcribe	Holiday Talk to BFA 4 Students	Holiday Transcribe	Holiday Transcribe	Holiday Transcribe	
9	21/10/2013		NARY	3 B (1)		S2 Interim Reports to SMT	Use Theoretical framework
10	28/10/2013	S4 Info Eve. 3 Referrals	S4 Supported Study Begins			S3 Interim Reports to SMT S2 Interim Reports to Parents	Reading
11	04/11/2013	S4 Work Exp.		3 A (2)	Use Research class (Critical reading and writing)	S3 Interim Reports to Parents	Reading
12	11/11/2013	P7 Open Evening	S4 Referral (1)	4 A (2)		S1 Interim Reports to SMT	Reading
13	18/11/2013	Inset 3	NARY 1 A (2) 1 B (2) 1 C (2)	S1 Conference	S1 Conference	S1 Interim Reports to Parents	Reading
14	25/11/2013	4 B (1)		4 C (1) 4 D (1)	4 E (1)	S5/S6 Reports to SMT	Reading
15	02/12/2013	S1 Parents Meeting 2 Referral S4 Prelims Begin	NARY Exam Duty	3 B (2) Exam Duty	Exam Duty	Exam Duty	Use Data presentation, analysis and disc.
16	09/12/2013	Exam Duty	Exam Duty	Exam Duty	Christmas Concert	S5/S6 Reports to Parents	Write Draft-Fugal Voice
17	16/12/2013	S4 Prelims End	1 D (1)X 1 E (1) Supervisor	S6 Referral (1)	Use Research class	Christmas Service	Write Draft-Self concept
	23/12/2013	Holiday	Holiday	Holiday +Christmas Day	Holiday	Holiday	Transcribe
	30/12/2013	Holiday	Holiday	Holiday	Holiday	Holiday	Transcribe



Week	Week Beg	Monday	Tuesday	Wednesday	Thursday	Friday	Events TBC
18	06/01/2014						Read-Methodology
19	13/01/2014	<b>S3/S4 Parents Meeting</b> 3 Referrals				<b>S4 Reports to SMT</b> S4 Referral (1)	Upl
20	20/01/2014	S3 Conference Day 1	S3 Conference Day 1	4 B (2) 4 C (2)	4 D (2) 4 E (2)		Transcribe
21	27/01/2014	6 A (1) 6 B (1)	5 A (1) 5 B (1)	<b>S3 Referral (1)</b>	4 F (1) X	<b>S2 Reports to SMT</b> S4 Reports to Parents	Transcribe
22	03/02/2014	<b>S4 Parents Meeting</b>	<b>S2 Referrals (2)</b>		<del>Upl</del> Research class (visual data)	3 C (1)	Transcribe
23	10/02/2014	Holiday Transcribe	Holiday Transcribe	Inset 4 Staff Meeting	S3/S4 Prelims Begin 1 E (2)	Exam Duty	Transcribe
24	17/02/2014	Exam Duty	Exam Duty	Exam Duty	Exam Duty	Exam Duty 2 A (1) 2 B (1)	Read- Case Study
25	24/02/2014	<b>S2 Parents Meeting</b> Exam Duty 1 Referrals	Exam Duty	S3/S4 Prelims End			Transcribe
26	03/03/2014	Senior Phase Info. Eve	<b>S3 Referral (1)</b>	+/Fri Wednesday 2 C (1)		<b>S3/S4 Summary Reports to SMT</b>	Transcribe
27	10/03/2014					3 D (1)	Transcribe
28	17/03/2014	6 A (2) 6 B (2)			3 C (2)	S3/S4 Summary Reports to Parents	Transcribe
29	24/03/2014			5 A (2) 5 B (2)		Senior Phase Choices End	Transcribe
30	31/03/2014		2 A (2) 2 B (2)		<del>Upl</del> Writing your thesis	Easter Service	Transcribe
	07/04/2014	Holiday	Holiday	Holiday	Holiday <del>Upl</del> Research class	Holiday	Thematic Analysis Grid
	14/04/2014	<b>Meeting with Supervisors</b>	Holiday	Holiday	+/Holy Thursday Holiday	+/Good Friday Holiday	Thematic Analysis Grid
31	21/04/2014	Easter Monday Holiday				<b>S3 Reports to SMT</b>	Collate data
32	28/04/2014	<b>No Referrals taken until the end of the SQA Exams.</b>	SQA Exams Begin	2 C (2)			Analysis Data
33	05/05/2014	Holiday	Inset 5 Exam Duty <b>ERD Review</b>			3 D (2)	Analysis data
34	12/05/2014	<b>End of Research Referrals</b>				<b>S1 Reports to SMT</b> S3 Reports to Parents	SQA Exams
35	19/05/2014	<b>S3 Parents Meeting</b>	S3 Senior Phase Options Process Begins			Holiday	SQA Exams
36	26/05/2014	Holiday			<del>Upl</del> Research class	S1 Reports to Parents	SQA Exams
37	02/06/2014				S3 Induction Day	S4 Induction Day SQA Exams End	SQA Exams S4 Grad. Dance

Week	Week Beg	Monday	Tuesday	Wednesday	Thursday	Friday	Events TBC	
38	09/06/2014			Junior Awards Ceremony		27 Months End	Publication of data	
39	16/06/2014		Summer Show				Publication of data	
40	23/06/2014	Discussion			End Of Term Service	Close		
<b>OSCEA FORBANK</b>	30/06/2014	Discussion						
	07/07/2014	Discussion						
	14/07/2014	On Holiday	On Holiday	On Holiday	On Holiday	On Holiday	On Holiday	
	21/07/2014	On Holiday	On Holiday	On Holiday	On Holiday	On Holiday	On Holiday	
	28/07/2014	Draft Discussion complete						
	04/08/2014	Draft Chapters						
	1	11/08/2014	Chapter and content page match			In-service	In-service	
	2	18/08/2014	Develop chapters School Starts					
3	25/08/2014	Develop chapters						
4	1/09/2014	Develop chapters						
5	08/09/2014	Link chapters						
6	15/09/2014	Link chapters						
7	22/09/2014	Link chapters				Holiday		
8	29/09/2014	Read and Review Holiday						
9	06/10/2014	Read and Review						
10	13/10/2014	Read and Review Holiday	Holiday	Holiday	Holiday	Holiday		
11	20/10/2014	Read and Review						
12	27/10/2014	Read and Review						
13	03/11/2014	Draft Complete						
14	10/11/2014	Supervisor						
15	17/11/2014	In-service						
16	24/11/2014	Formatting and Amendments						
17	01/12/2014	Formatting and Amendments						

Week	Week Beg	Monday	Tuesday	Wednesday	Thursday	Friday	Events TBC	
18	08/12/2014	Formatting and Amendments	←-----→					
19	15/12/2014	Formatting and Amendments	←-----→					
20	22/12/2014	Formatting and Amendments	←-----→	Christmas Eve Holiday	Holiday	Holiday		
21	29/12/2014	Holiday	Holiday	Holiday	Holiday	Holiday		
22	05/01/2015							
23	12/01/2015	Feedback and guidance from supervisors						
24	19/01/2015							
25	26/01/2015							
		<b>Submission for VIVA</b>						

## Appendix 14- The semi structured interview 1 schedule

- (i) Welcome and thank you for agreeing to have a chat with me today.
- (ii) How has your day been so far?
- (iii) I have a Dictaphone that records our voice. Do you mind if I record our conversation? (alternative write). I will listen to the recording and write down what has been said- this is called a transcript. No one else will see this but me and you. Is this okay with you?
- (iv) The purpose of this chat is to understand a little better about how you feel about being part of the staged intervention process. Do you have any questions before we start?

### Semi Structured Interview 1 Questions

1. Who am I?
  - I see that you are in S( ), have you managed to complete your eProfile/ CV in PSHE?
  - What ambitions do you have?
  - Where would you like to be in 10 years?
  - Can you tell me 2 special/strengths/ unique things about yourself
2. My Achievements
  - In school what do you consider to be your best achievements?
  - Out of school what do you consider to be your biggest achievements?
  - How has SIP changed what you feel you could achieve in school, if at all?
3. My abilities
  - Where do you feel your strengths lie?
  - What is your favourite subject at school just now? What makes you good at it?
  - What is your least favourite subject at school just now? Why do you think you find it difficult?
4. The People Around me
  - Who would you go to in school if you needed help?
  - Who would you speak to out of school if you needed help with something?
  - Do you feel listened to in school/ out of school?
5. My Feelings
  - When did you first notice a change with your learning?
  - What did it feel like at that point?
  - How did you feel when you were shown your learning profile?
  - Was it what you expected or were you surprised in any way with your profile?
  - Were the stages of the process explained to you? When was that?
  - Do you feel listened to throughout the process? Is this important to you?
6. Thank you for you time and help today.

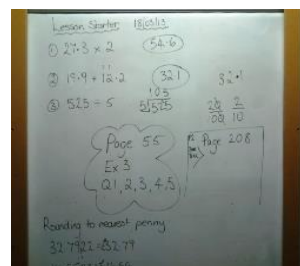
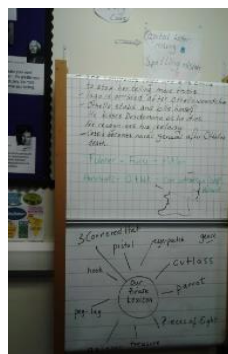
## Appendix 15-Interview 1 photographs

### Visual Prompts

I am going to show you a set of photographs that are related to learning and school which you see on a regular day. I am going to ask you two questions for each photograph and invite you to explain your answer in as much detail as possible. When you look at the photograph I want you to think about how it makes you feel as a learner.

Q1. What's going on?

Q2. What do you see that makes you say that?



## Appendix 16- Interview 2 schedule

Before the interview the pupil will be asked to take a photograph of something or somewhere that is important to their learning.

### Support Strategies (SS)

- (i) Welcome and thank you for agreeing to meet with me again.
- (ii) How has your day been so far?
- (iii) Do you mind if I record our conversation? (alternative write)
- (iv) The purpose of this chat is to understand a little better about how you feel about the support strategies in place for you. Do you have any questions before we start?

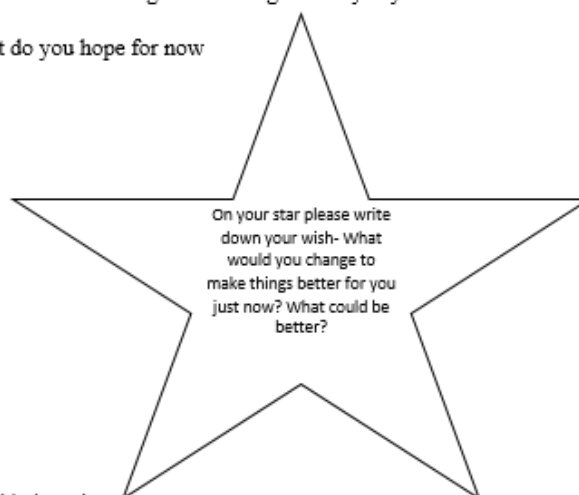
### Interview 2 Task

1. You have taken this photograph of somewhere/ something that is important to your learning. Let's have a look at the photo.

(1) Can you explain the photograph (s) to me (What's going on, what do you see that makes you say that?)

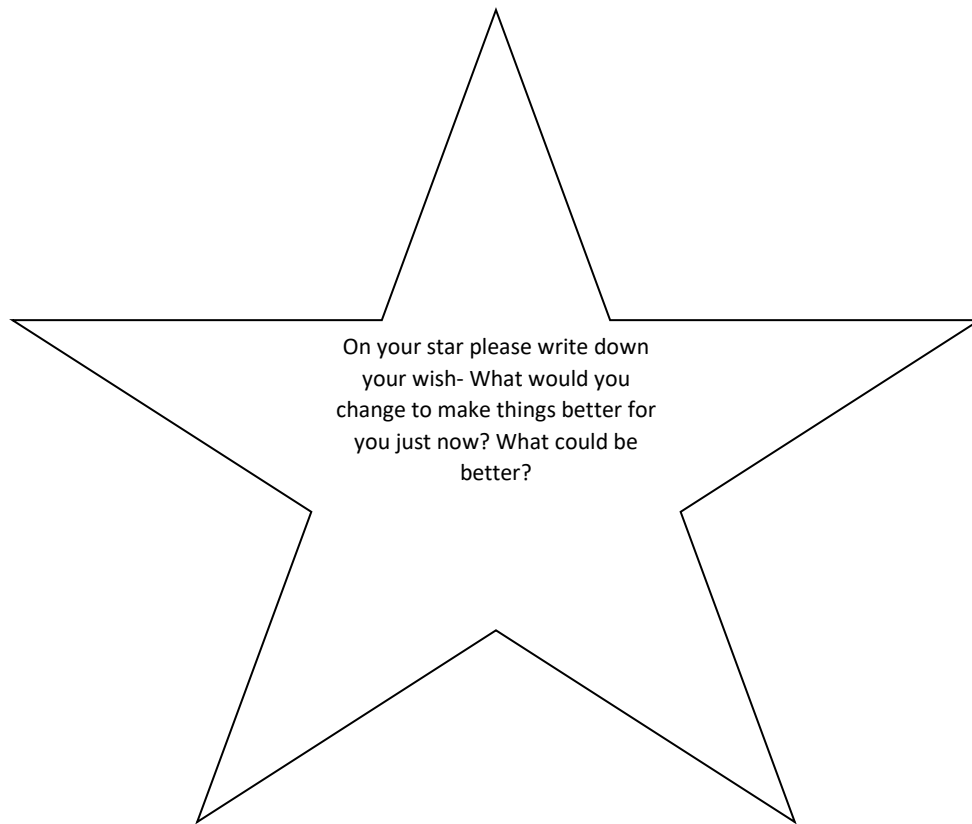
2. How do you feel about the support strategies in place for you?
  - Were they discussed with you
  - Do you understand the purpose of the strategies
  - How does it make you feel in class now
  - How do you feel as a learner now
  - Do you feel that things have changed in anyway in class
  - What do you hope for now

3.

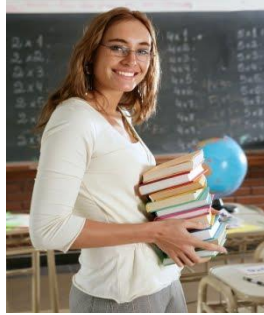


4. Thank you for you time and help today.

## Appendix 17- Star Task



Appendix 18-Pilot interview pictures





## Appendix 19- Microsoft Grid

Developed using Microsoft Word to log and store the responses from the participants

Participant	My Achievements	Challenges	SEPT 4 Strategy			
12-10-10	Be confident	Out of school	SEPT 4 Strategy			
13-10-10	Be confident	Out of school	SEPT 4 Strategy			
14-10-10	Be confident	Out of school	SEPT 4 Strategy			
15-10-10	Be confident	Out of school	SEPT 4 Strategy			
16-10-10	Be confident	Out of school	SEPT 4 Strategy			
17-10-10	Be confident	Out of school	SEPT 4 Strategy			
18-10-10	Be confident	Out of school	SEPT 4 Strategy			
19-10-10	Be confident	Out of school	SEPT 4 Strategy			
20-10-10	Be confident	Out of school	SEPT 4 Strategy			
21-10-10	Be confident	Out of school	SEPT 4 Strategy			
22-10-10	Be confident	Out of school	SEPT 4 Strategy			
23-10-10	Be confident	Out of school	SEPT 4 Strategy			
24-10-10	Be confident	Out of school	SEPT 4 Strategy			
25-10-10	Be confident	Out of school	SEPT 4 Strategy			

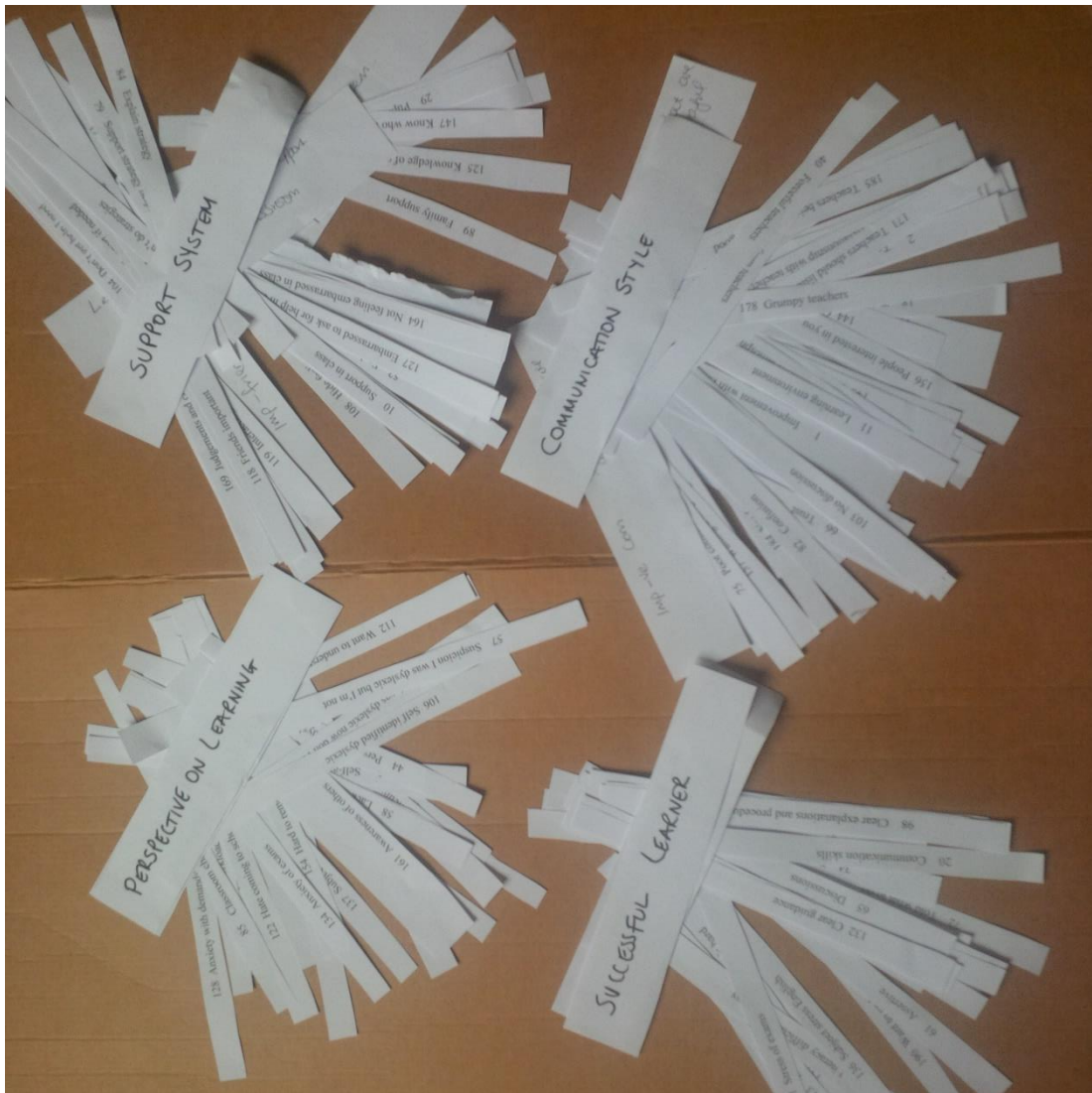
Improvement with various  
 Teacher communication  
 Support in class  
 Support strategies for exams  
 Self awareness  
 No change with intervention

Word grid with participant responses help to manage information. Information coded to ensure all relevant information has been included in codes.

## Appendix 20-Code Index Cards

Code	Explanation
PpL	Pupil perspective of own learning ability
KsL	Key to successful learning from the pupil perspective
ChpL	Challenge to pupil learning with additional support needs
ImF	Importance of friendship groups
KnSsy	Knowledge of the support system
S1Exp	Staged Intervention- Stage 1 experience
S2Exp	Staged Intervention- Stage 2 experience
PSI	Awareness of purpose of Staged Intervention
ComT	Communication style of the teacher
+veCom	Key to positive communication (pupil perspective)
-veCom	Impact of negative communication (pupil perspective)
+veT	Positive teacher communication qualities
-veT	Negative teacher communication qualities

## Appendix 21-Initial Theme Groupings



The cards allowed for the manipulation of possible themes and the ability to relook and regroup. This supported the stage of the thematic analysis when searching for themes. When reviewing the themes this strategy was also beneficial in looking at other possibilities and discussions.

## Appendix 22- Excel logging sheet

<b>Pupil Perspective</b>					
Impact of friends	Challenges to learning	Strengths	Challenges	Learning Profile	Successful Learning
Help	Feelings coming to school	Assertive	Change to fit in	Judgement on ability	Good atmosphere
Compare	Confused	Ability	Unaware of abilities	Perspective of Dyslexia	Want to understand problems
Important	Frustration	Awareness of abilities	Awareness of others	Failed Dyslexia test	Teamwork
Criticise	Curriculum Changes	Importance of English		Self-identified dyslexia	Perseverance
Want to be the same	Subject Stress	Want to understand problems		Told I am dyslexic	Want to achieve
	Hard to remember information			Told not dyslexic	Talking
	Stress of exams			Told was dyslexic, now don't have it	Peaceful place to learn
	Not being challenged			Suspicion I was dyslexic but I'm not	Encouragement
	Literacy difficulties				Interest in you
	Workload				Happy coming to school
	Demands in class				Feeling welcome
	Lack of confidence				Motivation
					Active listening
					Pupil/ Teacher relationship
					Comfortable classroom
					Trust
					Support strategies
					Information stops confusion
					Improvement with literacy
					Better Class
					Practical subjects
					Supportive environment
					Achievement
					Fun
					Support
					Passing Exams
					Honesty
					Being comfortable with the teacher

<b>Communication</b>			
Positive Communication	Negative Communication	Positive Teacher Comm Qualities	Negative Teacher Comm Qualities
Pupil Involved in discussion	Pupil not involved	Understanding	Complaining
Time to explain and discuss	No discussion	Relationship with teacher	Forceful
Clear guidance	No feedback	Caring	Shouting
Explain	No explanations	Teacher support	Just told what to do
Feel listened to	Explanations unclear	Explain things	Not helping
Meetings	No understanding	Be nice	Don't understand
Clear procedures	Waiting a long time	Honesty	Grumpy
Discussions	Don't feel listened to	Talking to you	Waiting for help
Feedback	Confusion	Listen to you	Too busy
Positive Feedback		Friendly	No support
		Interested in you	Not explaining
			Unaware
			Mood
			Negative comments

<b>Knowledge of Support System</b>			
Who would you go to for help?	Stage 1 experience	Stage 2 experience	Pupil evaluation of support strategies
Family	Need teachers help	Focus on difficulties	Support there if needed
Pupil Support	Embarrassed in class	No profile	Confident asking for help
Support for Learning Department	Don't understand	No help	Good to get help
Mentor	More help if class sizes were smaller	Have a profile	No support
Friends	Feel supported	Exam support	Happy with support
	Hide feelings	Extra time helps	Can ask for help
	Don't feel embarrassed	Support strategies	No change
	Inconsistent teacher support		Feel supported
	No support		Don't do strategies
	Teacher support		Support strategies helped
	Embarrassed to ask for help in class		Don't get help I need
	Good to get out of class		Helped confidence
	Support in class		Explain strategy

## Appendix 23-Grouping 1 Participant Response Summary

Main response from participant logged for analysis. Actual words spoken from the participant but excludes full sentences and extended transcripts.

Full interview questions can be viewed in Appendix 14.

	Participant	Interview 1- Questions 5, 6, and 7.		
		In School- what are your best achievements?	Out of school- what are your biggest achievements?	In School- Has the staged intervention process changed your achievement?
1	1A Ben	Passes French test	Help tidy my room	Better at English
2	1B Dan	Doing my talk in English	Football team	Feel more confident
3	1C Abby	Art	Helping family	No
4	1D Beth	Good results in tests. Results in Geography and Maths were higher than I thought.	My 3 <sup>rd</sup> Dan at Martial Art (Karate)	I am more aware and have some strategies that I can use with my spelling.
5	2A Ed	100% Attendance	Sport (Gaelic F/ball)	Helped writing
6	2B Fin	I don't have any	Sport (karate)	No
7	2C Cath	Netball team	Passing dancing exams	Feel more confident now
8	3A Hugh	History and Mod Studs, I can answer a lot of questions in that	I have been published in a poem book and I like producing music and learning to play the guitar.	No
9	3B Ian	Cooking	Getting the Scottish champion at boxing 3 years ago.	No, I get angry in Maths as the teacher threatens me with Nat 2 work
10	3C Jane	My talk in front of everyone	Helping my dad and my cousins	Nothing changed. Still haven't been told about the tests I done. It's really frustrating
11	3D Gary	Passing tests in Physics and Design- That is a good confidence booster.	Learning to ski and snowboard	No
12	4A Kyle	Passes my test in English	Helping my Grandad	I like the fact I get help in my classes
13	4B Mark	Competing in the young musician of the year competition in 2 <sup>nd</sup> year	Singing for Celtic and performing with the Royal Scottish National Orchestra	I am more confident because of the support I have been given from SFL
14	4C Paul	PE and ART	Motor Biking	No, not really
15	4D Dana	Passed Spanish	Dancing and Cheerleading	Now I know what is up and I can get support to get better.
16	4E Peter	Playing in the school band and passing my grades in the saxophone	Playing with NL band and taking up the flute and passing my exams in that	I used to say my memory was bad but I'm not as nervous about it as much.
17	5A Ellie	Winning the Trampoline competition	Coaching young kids athletics	I like the digital exams better
18	5B Rob	PE and practical craft	Help in the house	Getting the computer for my exams makes it less stressful
19	6A Sue	Writing in English	Nothing	No
20	6B Tom	Getting to do Higher Maths	Passing my driving test and playing club rugby	Get moaned at less from teachers

## Appendix 24-Grouping 2 Participant Response Summary

Main response from participant logged for analysis. Actual words spoken from the participant but excludes full sentences and extended transcripts.

Full interview questions can be viewed in Appendix 14.

	Participant	Interview 1- Questions 8, 9. And 10		
		Strengths- Where do you feel your strengths lie?	Favourite Subject	Least favourite subject
1	Ben 1A	I like to talk	Art	Accounts, it's confusing
2	1B Dan	Maths	Maths	English- I have a lot of spelling mistakes
3	1C Abby	Art and Science	Science	Maths- the work is so hard I just don't get it
4	1D Beth	Maths and numbers, Spanish	Art, I like drawing and working with colours	Accounts, its different layouts and a different way of doing things.
5	Ed 2A	Science	Science	French
6	Fin 2B	Don't know	HE. I'm good at it and would like to be a chef.	Maths or English. My handwriting is rubbishy
7	2C Cath	Working in a team	PE- it's fun	Maths- it's so hard and so much to do and learn
8	3A Hugh	I'm loyal and understanding	History	English- my teacher doesn't listen and thinks I don't bother
9	3B Ian	Art and HE	I take after my mum as she's a good drawer. She taught me how to draw.	Maths- the teacher takes ages to come and help
10	Jane 3C	In talking out, I like doing that.	Childcare, Hospitality and English.	Biology and Mod Studs. Sometimes there is just too much, I get confused.
11	3D Gary	Leading and getting things on with things	Engineering Science- It's something I want to do in the future and it's not boring. You get to do experiments and try things out for yourself	English- I have never really had a strong grasp of English. English isn't clear, I don't have a firm grasp on it.
12	4A Kyle	Group work	PE- I do a lot of sports and seem to be good at it.	English- I am rubbish at spelling and my reading isn't too good.
13	4B Mark	My understanding and willingness to learn about music. My music is my main strength	Music	Practical woodwork. I don't feel the teacher gets the class excited about the subject. I dread going, it's the setup of the class that I don't like
14	4C Paul	Talking	PE	I Like them all
15	4D Dana	Working in a team- I feel more confident doing that	Childcare- I've had practice with my wee brothers	Practical Woodwork- I thought I'd like it but the teacher isn't nice. It's hard to get a bond with the teacher
16	4E Peter	My music	Music	English- The curriculum changes are hard.
17	5A Ellie	Practical subjects	Leadership in sport	English- it's difficult to understand the language and the texts and getting everything sorted
18	5B Rob	Practical Subjects	Practical craft- I like making things, and not writing	Maths or English
19	6A Sue	English	Cooking	Modern Studies
20	6B Tom	Practical Subjects	PE because I enjoy it	Biology because of the teaching

## Appendix 25-Grouping 3 Participant Response Summary

Main response from participant logged for analysis. Actual words spoken from the participant but excludes full sentences and extended transcripts. Full interview questions can be viewed in Appendix 14.

	Participant	Interview 1- Questions 11, 12, and 13		
		In school- who would you go to for help	Out of school- who would you go to for help	Do you feel listened to?
1	Ben 1A	Miss (PE teacher)	Mum or sister	Yes, it's important.
2	1B Dan	Friends	Mum	Yes
3	1C Abby	My support teacher	My mum or dad	No. There is no conversation with some teachers. They don't explain things to you so you don't always know what to do to make it better, so you don't know. It's frustrating.
4	1D Beth	I would ask my teachers. I am more confident and can do this now and I can ask for help or ask them to explain things.	My mum	Yeah
5	Ed 2A	Mentor	Brother	Yes, most of the time. If the class is busy and there's a lot of people asking the teacher things sometimes this is hard as you don't get a chance to speak to the teacher or the teacher doesn't have time to listen.
6	Fin 2B	Mr (Science teacher)	My dad's girlfriend's daughter. (page 2 of transcript). One of my friends.	No. Only when I was talking about something to do with them. They show you interest but not take an interest.
7	2C Cath	My pupil support teacher	Friends	Yes, especially the teachers you get on with
8	3A Hugh	My friends	Certain mates, people I trust	I don't feel listened to in school
9	3B Ian	Mr (Science) and Miss (Pupil Support). Mr (Science) is my anger management teacher. Miss Pupil support) is related to my mum.	My mum or my pals	Not all the time. If I'm trying to say something and they look away I know they're not listening to me. When they listen they are paying attention.
10	Jane 3C	My pupil support teacher	My dad	No. The teachers don't understand. (page 2)
11	3D Gary	Miss (RE)- She seems like a really trustworthy person, she is really nice.	My mum's friend	No. They think they listen but they don't really, some listen better than others. That's why people get angry at teachers as it is so frustrating.
12	4A Kyle	My pals- Sometimes I want to ask the teacher but he's cheeky and I get embarrassed.	Gran or Grandad	No, they don't even speak to you. Maybe some of them, I like my PE teacher, she's nice. I can talk to her but not all the teachers want to talk to you
13	4B Mark	My friend	My step mum	The majority of the time. Some teachers are better listening than others. If they don't listen then I feel less important.
14	4C Paul	Miss (Pupil support)/ My Pals	My Pals	In some classes no. It doesn't bother me, my pals listen to me
15	4D Dana	Mrs (Mentor/ SFL) or Mrs RE). They know me well. I wouldn't go to Miss (Pupil Support) as she doesn't know much about me as she never asks.	Mum	Some teachers but some don't really bother and don't want to get to know you. It makes a difference when there are teachers who want to get to know you and know who you are.
16	4E Peter	Mrs (SfL)	Mum	Yeah, if I'm not listened to I would keep repeating myself until I was heard.
17	5A Ellie	SfL	My mum or my dad	Yes
18	5B Rob	Mrs (SfL)	Pals	In some cases but not all, it doesn't really bother me
19	6A Sue	Friends	Dad	No, not at all. It's frustrating
20	6B Tom	I don't know, it would depend what I needed help with.	Parents, family, cousins	Yeah, kind of, probably

## Appendix 26-Grouping 4 Participant Response Summary

Main response from participant logged for analysis. Actual words spoken from the participant but excludes full sentences and extended transcripts.

Full interview questions can be viewed in Appendix 14.

	Participant	Interview 1- Questions 14, 15, 16, 17, 18, and 19					
		When- did you first notice a change	Point of change- feelings	Profile- have you been shown your profile	Profile results- expected or surprised	Was SI (staged intervention) explained to you	Do you feel listened to throughout SI (staged intervention)
1	Ben 1A	S1	My spelling was bad and I didn't pass the dyslexia test	No profile	My spelling was really bad. They said I was really good at numbers	Yeah. It was explained	Yes.
2	1B Dan	S1	I can't spell	Yes, I think so	I was good at the number stuff but the spelling was bad.	Yes. I met with the teacher and they went through the tests I done.	Yes. I had a meeting with my mum and support teacher
3	1C Abby*	P7	I used to mix my words	No	No	No	Not in school but my mum and dad listen to me. The teachers should but they don't. They should take your opinion on board. Sometimes they ask you but they don't listen.
4	1D Beth	In 1 <sup>st</sup> year, this year and my writing and spelling weren't too good.	I knew I had to get some help as my teachers were pulling me up for my spelling	Yes	No not really	Things were explained to me at the time and this helped to understand why I had to do some of the tests.	I feel listened to and this is important and I was able to explain my frustration
5	Ed 2A	P7	Noticed writing and spelling was really bad. Teachers couldn't read my work at high school.	No profile- don't know how I've done with the spelling test	Haven't seen one so don't know	I was told what I was doing with the writing book but don't know how I've got on with spelling	Yes
6	Fin 2B	S1	I don't feel I can talk to the teachers about it. My Mod studs teacher wouldn't embarrass you and that's important.	No profile	No profile	A lady with short hair gave me a test. I haven't heard back though.	My last school wasn't a helping school and I don't get any help now. I wish I could be in a place that was comfortable and talk about my feelings.
7	2C Cath	In P7	I used to get low marks in the spelling tests	Yes	No	Yes. Miss B and Mrs R spoke to me about what was going to happen with the tests to check my spelling. I	Yes, my mum was happy too.



						wasn't looking forward to it but it was ok.	
8	3A Hugh	I was told when I was younger that I was dyslexic. I went for the test here and I was told I never had it	I can figure stuff out in my head but I can't think how to write it down and work it out. I just struggle to settle down	No	When I was told I was dyslexic I thought I was going to end up in a wheel chair, I thought I was physically and mentally disabled.	No	I don't feel anything has been explained.
9	3B Ian	In P1 I took an asthma attack and my heart stopped 5 times. I missed a lot of school and I missed so much work.	I moved school and my mum tried for 4 years to get me tested for dyslexia. My mum spoke to Miss V and Mr C tested me for dyslexia. He said I've got it.	No	I done the proper tests. I am going to have a meeting with Mr C and my mum but it's not happened yet.	No, I just came to the base to do the tests.	I kept telling the teachers I was dyslexic but they didn't believe me.
10	Jane 3C	P7	I used to mix my b's and d's. People couldn't read my writing.	No profile. I haven't been shown anything. I still have the same problems and I don't know what to do about it. The teachers just don't understand.	I felt bad as I knew I was good at writing stories but the teacher or my dad didn't see that.	Nothing has been explained to me	I don't feel listened to at all.
11	3D Gary	My handwriting has always been terrible and I take ages to get things finished.	I am dead slow at doing stuff, I compare my speed of handwriting to my friends, mine is terrible compared to theirs.	No	No	No-one really said anything. I didn't really know what was going on.	No I think it's important and there should be someone in school who isn't a teacher to be there for you so they can actually understand.
12	4A Kyle	In S1	I didn't understand why I was getting rubbish marks, I felt dead stupid. When I came to high school I stopped being able to spell.	No	I was told I wasn't dyslexic and that I had to do the spelling book.	The teacher told me what I was going to do.	I just done what I was asked to do.
13	4B Mark	End of P7 start of S1. I didn't really think about it much.	In 4 <sup>th</sup> year I would take my time but I always be behind so I thought I would ask to get help. The work gets more and increases	No	I had a suspicion that I was dyslexic but I'm not. They said nothing was wrong	Things were explained thoroughly. I was told to try and keep concentrating more and that I had done well.	Yes
14	4C Paul	In P4 or 5	I used to be good at reading but I don't know what happened, I just forgot it all.	Not seen it	I didn't really think I was good at spelling, I didn't know I was good at anything	No	No, it doesn't bother me.
15	4D Dana	Primary	I always got pulled out of class to read a wee book and I didn't know why I had to do that.	Haven't got one	I done some tests. My learning hasn't improved as I am still stupid but I am getting some help to	I got confused how fast things went. Come out of class and go on the computer	In learning support they listen, they want to help you.

					achieve. When I found out I failed the dyslexic test and was quite slow I was shocked as I didn't think I would be slow.	and read- I felt confused.	
16	4E Peter	In S1 and S2	I used to be good at English and getting top marks but not now.	No	I was always clever at primary school and when you come to high school there are always someone who is better	Nothing was really explained to me	I would make myself heard
17	5A Ellie	S2	Learning all the stuff was hard and leading up to the standard grades was hard. It was really stressful	No profile	No	Nothing explained.	I didn't know the woman who tested me and she didn't explain anything I never saw her again or heard anything about it.
18	5B Rob	Half way through S1	In high school its different people so I started to be more aware of my writing, I just couldn't keep up with it.	No. Not been shown strengths in the pupil support base. I've more been shown the lack of them	You'd rather be told that we can help you with stuff that you're not good at	It was fine	If you're getting bullied or if not sure about something its's important to be listened to. In some cases yes but not in all cases
19	6A Sue	Not sure, can't remember	Teachers getting on at me about my work	No, never seen one	Not being able to keep up in class.	Not been told anything	No.
20	6B Tom	Complaints from the English teacher.	My English teacher was forceful that I get help for my spelling	No	No, didn't see one	Yeah, it was fine	Yeah, this is important. It makes them feel valued and makes them want to be there and needed.

## Appendix 27-Photograph Participant Response Summary

Main response from participant logged for analysis. Actual words spoken from the participant but excludes full sentences and extended transcripts.

Full interview 1 photographs can be viewed in Appendix 15.

	Participant	Pic 1	Pic 2	Pic 3	Pic 4	Pic 5	Pic 6	Pic 7
1	Ben 1A	It takes you to the social area. Friends are there	I like it there. Everyone talking. You get out of class and get to go there.	Can't be bothered with it.	Help	Helping others	Boring, I don't feel challenged.	History, I like it and interested, that makes it enjoyable.
2	1B Dan	Tired, tired for what is coming next	Talking with friends	A lot of talking from teachers	Help	Colourful bright and happy	Confident	Hard, lots to try and remember
3	1C Abby	I hate it	Food-doesn't make me think of my learning	You go to assembly. I don't like it but it gets you out of class	A bit confused, there's too much about the room	I know they are there.	Stressed out, I hate maths	Boring I don't like writing and reading.
4	1D Beth	I feel tired when I see that	Feel good, I like the social area. This is where I meet with my friends and chat about stuff. I like the social side of school, talking with friends.	A lot of talking from the teachers and a telling off	I would go to my pupil support teacher if I needed help. I would speak to my old one as I got on really well with her and have built up a relationship with her. She is really nice. You know you can go there and get help	It looks nice. It is colourful and a happy place. This looks a nice place to learn.	I like maths but numbers can be confusing.	This is harder, there is a lot to do and remember.
5	Ed 2A	Get on with my work, that's what you do	Don't like this area. Too busy.	Feel excited. Get lots of information	Get help	Fun room and interesting.	I don't mind number work	Makes me think of my spelling mistakes.
6	Fin 2B	It's just doors	Hate it. Too busy and crammed	Pupil council.	Help. Embarrassed to ask for help in class	Watching a documentary	Fun.	Un-comfortable
7	2C Cath	Okay, I get to see my friends	It gets too busy,	Get told new stuff	Miss B	Small and friendly	My heart sinks, I dread all the	Okay

			it's too small				stuff you need to do	
8	3A Hugh	I don't like coming here when I have heavy depression. I haven't been diagnosed but I'm sure I have it	Everyone goes and sits about here	It's a place	People go there for help. People with physical and mental disabilities. There are certain people who go there that shouldn't be there	You could get a lot out of a place like this. I could work up to and be the smartest kid in class if I could work in a place like that with my music. A quiet peaceful place.	You can excel at things and do well. Be good at things and understand.	Opportunity to learn. I have been told I am good at creative writing.
9	3B Ian	I feel tired	Nothing	I done a PowerPoint with one of my groups and it was good so I liked that	It's a nice place to work. I feel I've got some support behind us.	I can get help and there are people that I can go to.	Bored. If she explained things more it would help rather than trying to work things out myself.	The writing bits are confusing
10	Jane 3C	I feel tired- another day at school	Like it. You can chat with your friends and it isn't classes.	Don't like it. It's stressful here. I feel anxious. I picture the desks and sitting exams, it's a stressful environment.	First aiders. That's where you go for that	I don't know this room. All literacy stuff.	Don't like it. Makes me stressed. A bit confusing, I used to be good at it.	Makes me feel tired, spelling mistakes and missed words.
11	3D Gary	As soon as you open these doors you have to be a completely different person from who you are inside. You have to change your whole personality to meet the people you are going to meet behind these doors.	There are so many different experiences you can have in that one place.	Monday mornings! Probably the most boring thing ever. Prelims- I feel worried, I don't want to let myself down.	Comfortable and relaxing. Classroom are really blocky and this looks much better	This is where everyone thinks the classroom assistants are but they aren't there	I think it's hard but fun as well	Boring. Probably the most boring part of the day, the worst part of the day. I despise English. It makes me feel stressed looking at that.
12	4A Kyle	It's a place I need to be	So busy, it's annoying	Information, The head teacher comes to speak to us, well more like nags. It's good to be told stud	I don't really go to pupil support. My mum phoned and got Mr C to look at	I like this room. It's small and friendly. I would like to learn in this room as it looks peaceful	I don't mind maths, I don't really like the teacher when they shout. I don't want to ask for	I feel worried. I worry I will make a fool of myself reading out and I hate the

				so you don't get confused.	my spelling		help in case he shouts	red marks in my book with spelling mistakes.
13	4B Mark	It makes me feel good. I look forward to coming to school. I enjoy school, it makes me feel confident that I will learn something new	Happy. I socialise with my friends. They help me too.	Exams which is a bit worrying.	A good atmosphere. I would be happy learning there.	Feel confident. They talk to you as an actual person and encourage you to do the best you can.	Not too good, it's not my best subject	My English work is good.
14	4C Paul	I need to start learning	You can go get fresh air and go and talk to your pals	You need to listen. I forget most of what is said at assembly	Help with homework or forgot something. They can help me to say what I need to do.	Comfort-able about the people down here as they help me more and give me more confidence and tell me that I can do it when I don't think I can.	Bad. There is not much help in maths. Copying off the board is hard. Most frustrated n maths	I've got more confident in English and I like to read out.
15	4D Dana	Walking through the doors I never thought I would get as much help as I have, it feels good.	Your pals are there and can help you catch up with your homework, that's good.	Come together as a year group, that's good, and you talk about things.	You feel welcome, you will learn more.	People who are there to help you, not to lie but to be there for you cause they want to.	It's good if things are written out clearly as it helps if you're not confident.	Oh God, this is where I'm not strong in so it's good that you can get help
16	4E Peter	Coming into learn- It feels ok and then I feel depressed	I see my friends	Exams and prelims	They're meant to help but they don't	They explain things here and that makes things easier	Confident	I like my own handwriting
17	5A Ellie	The same thing over and over again. Do you want to start a fresh day learning and then going home and not remembering half of it and coming in the next day and getting hit by more.	Sitting about with your friends not worrying	Exams, stress, it's stressful	Peace and quiet, relaxed and feeling supported. Getting out of class for a wee while.	People want to know about you and what is happening in your life. They always want to help.	If teachers would take things one step at a time rather than writing so much on the board and expecting you to take it all down and you don't get to go over it again for ages. It's hard to remember	Scary. I have MIS and went to Caledonian University for my glasses. All the test have been for dyslexia. If I'd got tested earlier I wouldn't be waiting now when I am leaving school.

18	5B Rob	You know you need to come	Crowded all the time. There's nowhere really to sit or stand anywhere	Wearing a blazer. Teacher's always saying blazer's on	I've not had to be overly coming here a lot	Looks pretty good	I like the maths part but I don't really like whenever he comes over and he kind of goes like "if you go any slower you'd be going backwards", that kind of thing	A bit confusing at first but it's alright. Kind of keep hanging in there.
19	6A Sue	Nothing	Too busy	Stressful-it's a stressful environment	Help	Reading and English stuff	Confusing	Writing poems, I like that.
20	6B Tom	I need to go there. It's not a nice place but need to go	Relax more, not enjoyment, you are just there	Daunting, you're in a bigger year group and more people watching you	Happy place, it looks fun and would be more enjoyable	Support	Don't mind it but I don't enjoy it. Want to get it done and over	Don't enjoy it that much but need to get it done

## Appendix 28-Interview 2 Participant Response Summary

Main response from participant logged for analysis. Actual words spoken from the participant but excludes full sentences and extended transcripts.

Full interview questions can be viewed in Appendix 16.

	Participant	Support Strategies- How do you feel about the support strategies in place for you?					
		Q2A. Were they discussed	Q2B. Do you understand their purpose	Q2C. How do you feel in class now	Q2D. How do you feel as a learner now	Q2E. Have things changed in any way	Q2F. What do you hope for now
1	Ben 1A	Yes	The wee book with spelling stuff in it has helped my spelling.	I used to have lots of lines drawn in my work but its better now.	I am in a better English class now.	My spelling is better.	To keep getting better at my spelling.
2	1B Dan	They went over the book I had to do at home	It helps with my spelling	It's harder to manage in some classes and subjects.	It was frustrating not knowing how to fix my spelling mistakes	Feel more confident. Feel better asking for help with my spelling	Get more confident
3	1C Abby	No-one has spoken to me	I don't have anything at high school.	People make comments that I'm rubbish at spelling. My friends always say that. It annoys me. I ask my friends for help with my spelling.	If I don't feel confident with my writing it doesn't show my ability in my work because I don't use big words as I don't know how to spell them.	My mum got me a spellchecker but I don't like using it in class, I feel embarrassed.	Maybe using a computer as it would tell you your mistakes. It's like the teacher marks your spelling but they don't tell you what you did wrong.
4	1D Beth	Yes. It was good as I was able to talk about it.	Yes. I still use them now and it helps with my writing and spelling. The I before e rule I didn't know and now I do. I use it with my writing and spelling. I also have learned to read over my work and check the spelling.	It makes me feel good as I now know that I have something to use to help in my writing	The strategies help with the frustration. I don't feel as frustrated now and feel that I can get better at my writing and spelling. I won't let it hold me back. I feel confident writing.	I have strategies to use with my spelling. This makes me feel more confident. I feel a bit more confident to ask people to help rather than just sitting there not knowing.	I hope that it keeps getting better and I do well in school. I hope to be successful and achieve my goals.
5	Ed 2A	Nothing with the spelling but I have a jotter with lots of lines. It helps with my writing.	It helps my writing	Better. My writing is neater. I take my time and concentrate on my writing.	I feel okay. Pretty confident.	My writing is better	To do good at school and keep getting better.
6	Fin 2B	No one has spoken to me about my learning.	No help in school	My handwriting is ok if I have the time I need but in the	I feel stupid. I don't like telling people my ideas.	The teacher gets on at you and I try to finish it but the writing is all	I would love to be the fastest neatest hand writer.

				class when the teacher writes on the board I don't get it all down.		messy. She gets on at me then.	
7	2C Cath	Yes, they explained what was going to happen. I knew what was happening so that helped	The spellchecker is good and I use it a lot. Mrs R showed me how to work it and checked up that I was ok.	Teachers are ok with me using it in the class. I can go to SfL if I get stuck	I feel more confident now as I can sort my spelling but it can be hard in some classes cause they make a fool of you.	I can fix my spelling now.	Ask to use the computer when I need to do essays and stuff
8	3A Hugh	No. They think I might have problems and I can't settle too well.	My music helps me to settle and calm down, it keeps me calm when I have my music.	I can get more work done with my music,	My teachers don't let me use my music in class but it helps	I just figure stuff out myself.	I could settle down better and do well with my exams
9	3B Ian	No. I use sayings to spell big words	It's what I done in primary	If there is a support teacher in it helps a lot but I don't always get help from the teacher. Sometimes when I'm struggling I don't get the help I need.	It feels frustrating when you wait for the teacher. Sometimes when I get annoyed at someone in the class for something they have done and the teacher doesn't say anything. That makes me annoyed and I can't concentrate on my work.	Waiting for the meeting	I do well in my tests.
10	Jane 3C	Nothing discussed	I have been waiting for so long to be told about my dyslexia and it was ages ago that I done the assessments.	I feel bad, I still have the same problems	Frustrated.	Nothing has changed. I am still feeling the same way with the same problems and nothing or no-one is helping.	I wish the teachers would stop going on about my writing going off the line.
11	3D Gary	No	Didn't really know what was going on. I was just told that I would be using the computer	When I am writing I never get to do what I want to do and I feel rushed and cut it short	I get time to do what I need to do and finish the work. My typing is quite good so I get the things finished	Get things finished. One of my friends was using ICT so we just stuck together.	I hope I do well and pass with some good grades next year.
12	4A Kyle	I was told to do the spelling book	I don't really do that anymore but it is good and I sometimes look at the way	Mr C gave me a note and I don't have to read out in class anymore until I feel	It depends on the teacher. Sometimes I feel great and sometimes I still feel anxious but	No not really, I don't think my teachers even know I don't like reading.	I hope I get better at spelling or at least stop getting red pen in my jotter.



			to learn a word if I get stuck.	more confident.	try to hide it. The work is getting a bit more now and I just try and get by.	They don't understand	
13	4B Mark	Yes	The support in English has helped me to become more confident.	I don't take as long in my reading now.	I felt a bit confused as I could see that something was wrong but the tests showed there was nothing wrong.	Sometimes it still happens when the words get jumbled round. I was worried as I didn't know what to do then. Understanding is half the battle	Understanding
14	4C Paul	No	No	Some of the teachers help me but I thought they would help me more.	If I get stuck and the teacher is too busy to help I start talking and I get in trouble and sent out. When I'm waiting even longer if they go help someone else it is dead frustrating	I feel more confident at talking in front of the class.	It helps me with my learning more if the teachers help
15	4D Dana	No, no one explained anything	Didn't understand why I was on the computer doing the reading	Most of my teachers are helpful in class but not all of them are. It depends what mood they are in.	My learning hasn't improved.	I get 25% extra time in my tests so that is good.	All teachers help in class
16	4E Peter	No	I thought I was dyslexic but they said I'm not. I still think I am	My class teachers don't reassure me, I am just 1 of 32 and that's how they see me. They don't have time to help	Still think I am dyslexic	I'm not as nervous now	Get in good classes
17	5A Ellie	Yes	I didn't know about the digital exams for my standard grades, I'm not as worried now.	In English it's hard as the teacher concentrates on the Higher pupils and it is all meant to be the same but there is less for us.	More confident- I used to worry that I would run out of time and get my spelling wrong and struggling to read. With extra time I can read over things and my spellchecker.	I have my own strategies for reading stuff and taking in the words but a lot doesn't make sense. It is more difficult than it should be for someone my age. I've had to work it out myself.	There is more to come and further reasons and results to come to explain my difficulties. I would like to know before I leave school
18	5B Rob	Not a lot.	I don't like using it in class. It's good	It depends on the class if I use the	I want to blend in.	The exams aren't as stressful	Pass my exams

			for exams, more a hassle in class.	computer or not. It depends on the teacher and the people in the class. Don't want to look weird.		using the computer	
19	6A Sue	No	Don't have any strategies	Things still aren't clear, I get confused	Confused	No change	To get to use the computer for my writing
20	6B Tom	I was asked if I would like using the computer better and if it would help.	Yeah, to help with my spelling	Okay, don't use it in class, just for assessments and my exams.	Its better. I can get things done quicker. At the start it was different and difficult as it was new but it is better now.	I don't get moaned at as much from the teacher	To get on and do well



## Appendix 30- Interview 2 Participant Task Response Summary

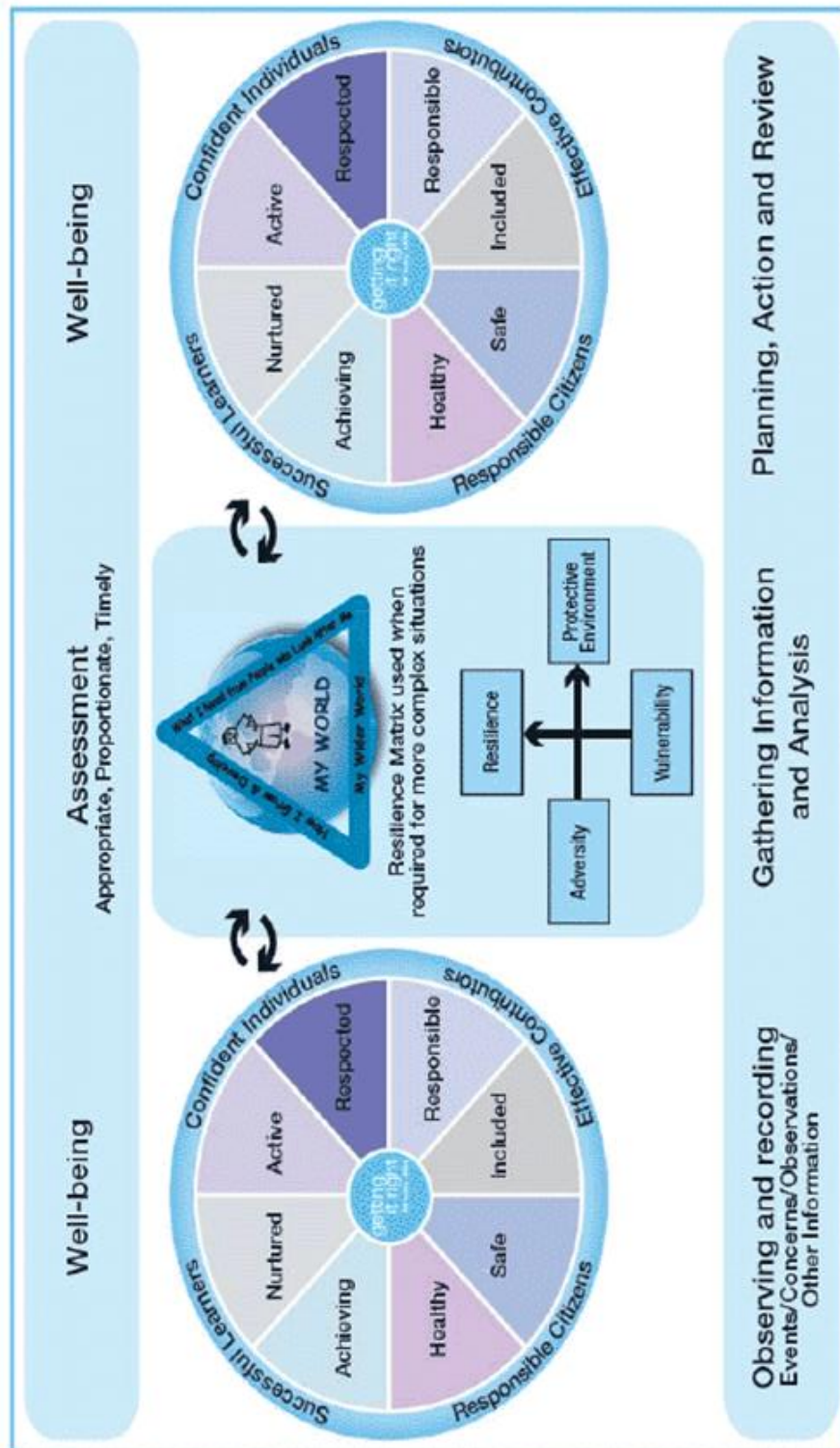
Main response from participant logged for analysis. Actual words spoken from the participant but excludes full sentences and extended transcripts.

Full interview questions and tasks can be viewed in Appendix 16 and 17.

	Participant	Picture Task Int 2		Wish Int 2	
		Picture of...	Reason...	Wish for...	Why...
1	Ben 1A	Social Area	Talk with your friends there and ask them for help if you need it.	Spelling to be better and not have problems with my spelling	Want to be in a better English class and not with all the stupid ones.
2	1B Dan	Social Area	Not in class and with friends	To be better at English	Need English to get on
3	1C Abby	Pencil	That's what I use to get my work done, I couldn't without it	People listening (for the teachers to listen)	It would make a whole lot of difference. You would understand things more and take your opinion on board. It would be good for them to do what they say they are going to do. It's like them saying if something happens and they say they'll fix it and they don't fix it.
4	1D Beth	Social area	I like this part of the school. It helps with my learning as talk to your friends there and chat about your day. That is where you meet and catch up throughout your day	Pass my exams and get into Nat 5 classes	I want to be successful and I am aiming to reach National 5 level with my exams in the future so I can achieve my goals.
5	Ed 2A	My Mentor and a Bunsen burner	They are important to my learning as I would go to my mentor if I needed help and I love science.	To have more fun in classes.	Make it more fun to learn
6	Fin 2B	A Tree	It's like me, still growing	A photographic memory	I could take one look at the board and take everything down.
7	2C Cath	Computer	I am fast and good on the computer, it will let me get my work done	Smaller classes	It would be easier to learn and you wouldn't need to wait so long for the teacher to help you.
8	3A Hugh	Bench, grass. Leaves. 2 bins, a bench and a half, a back door, fences and some of the school in the back	I like nature and being outside. I like a place where I can be at peace. It would be great to be out in nature with my music.	I wish I could play my music in class	It keeps me calm and settled. I can get more work done
9	3B Ian	Book shelf in the library	If it's for my English I can start off with an easy book and work up to a hard book	Get my Highers	I want to stay on at school and try and get some Highers and then I can go on and do my art.
10	Jane 3C	Doors	Enter into the unknown, new challenges. The end of a lesson, the end of a day.	To understand things better	I have all this information in head and I can't get it on paper.
11	3D Gary	Stairs	This is where you take that very first sigh at the start of the school day and coming down there on a Friday is a really good feeling. They are always taking you	I wish I was smarter and more drive in me.	I think I have only a half tank and some people have a full tank. I always talk to myself and say I want to go the full way but I don't go the full way. I need motivation

			somewhere, they are never still.		
12	4A Kyle	The tannoy	It starts and ends my day. If I am in a class and feeling anxious the tannoy will get me out of the misery.	I wish teachers were nice and the classes were smaller	It would be easier to learn and ask the teacher for help. I think the teachers would be more friendly and not so grumpy
13	4B Mark	Music Department	It's my strongest subject and I excel in it most and I feel happy when I am doing music.	Career in music	It's the career that I will pursue or teach music, anything to do with music.
14	4C Paul	Tech	My tech class is good and my best pals are in that class and I am good at building stuff.	More Help	Wish there was more help in Maths
15	4D Dana	Miss Campbell	She is a teacher who is there for you no matter what. She is important to me and when I go into her class I feel happy and she really cares about you.	A bit more support	This would be better for me as I think I would do better with my learning. Any extra help I am always happy with that.
16	4E Peter	My saxophone	Music is really important to me. I feel more confident when I carry my instrument about,	To be smarter and more concentration	If the teacher is doing something that I don't understand well then I start doodling and if I had better concentration I would remember it better and learn better
17	5A Ellie	Sports Centre	Where I feel most comfortable. It's where I get my pride when I'm in school for winning medals and praise. I get that there that I don't get in any other subject.	To understand my problems	So I know and can understand why I have to work so much harder than other people my age to understand and learn.
18	5B Rob	Pupil Support Base	Cause Mr Gilmour's been my head of year through all the time I've been in school. He is interested in you and he is good to talk to	The environment	The environment to learn in was better. It's about the embarrassment, the self-conscious part rather than the learning part.
19	6A Sue	Water fountain	Use this as an excuse to get a break and out of class for a bit	Teachers explained things better	It would help to be more confident.
20	6B Tom	My glasses	They are the very bottom, the foundations of my learning, If I didn't have my glasses then nothing else is important as I can't interact with any teachers to help with my learning as I can't see anyone. If I didn't have my glasses then I couldn't see to read or take anything in or see to learn. They are the foundations for me to learn.	A photographic memory	It would be fun

Appendix 31- The National Practice Model



(Source: <http://www.gov.scot/Resource/0040/00408987-500.jpg> )

Appendix 32- The SHANARRI indicators



(Source: <http://www.gov.scot/resource/doc/.pdf>)