Thesis Portfolio

Identifying and Exploring the Underpinnings of an Inclusive Ethos: the Fundamental Threads in the Tapestry of Inclusion within a Mainstream Primary School

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Abstract

There has been very little research attempting to identify the factors underpinning inclusion and explore how these factors link together and interconnect to create and maintain an inclusive ethos. Research so far has been limited in terms of exploring the links between what a school 'says' within their policies and what a school 'does' in terms of practice in reference to inclusion, and very little empirical evidence exists exploring these connections in order to draw conclusions about the underpinnings of an inclusive ethos.

This study reports on the development of a model identifying and exploring the processes and mechanisms underpinning an inclusive ethos. It provides a rich understanding and goes beyond current research to explore the interconnectedness of these processes and mechanisms across policy and practice. The model was devised through an instrumental, exploratory case study with an inductive, phased approach. Two preparatory phases were used to frame and inform the development of the third phase, an integrated exploration. The first preparatory phased aimed to inductively define inclusion within the context of the case study school and the second preparatory phase examined the school's policy documents through a content analysis, in order to identify key themes of inclusion running through them. How these key themes are embedded into practice was then explored with staff members through a questionnaire. Using Thematic Analysis, the data gathered in all three phases of this research was explored.

Through this phased approach, a novel model of the processes and mechanisms underpinning inclusion was presented. The tapestry model explores the interweaving fundamental threads that run through every aspect of school life, through policy and practice. This research provided a detailed and explorative understanding of how the threads weave together, how policies link to practice and has gone some way to understanding what processes and mechanisms are needed to develop and maintain an inclusive ethos.

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Introduction and Overview

This thesis portfolio consists of three sections, a literature review, the empirical study and a bridging and reflective chapter. The literature review aims to provide an overview and critical analysis of the current themes in inclusive education research, with a particular focus on the key factors emerging from the literature around implementing inclusion and developing an inclusive ethos in schools. The empirical paper is a mixed methods case study carried out in a primary school. It explores the concepts of inclusion within this school, how inclusive principles run through policies and the links between policy and practice in order to present a model of the processes and mechanisms that underpin and inclusive ethos. It also explores what inclusion means to members of the staff community and how this impacts the development of the ethos. Finally, the bridging and reflective chapter offers a personal account of the research process and project. It explores the personal identification with the research subject, reflections throughout the design, methods and analysis processes and considers the ethical issues and limitations that arose throughout the research process. The bridging chapter also explores the implications of the research on professional development and on the wider knowledge base.

Literature Review

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Introduction and Overview of the Literature Review

Inclusion has been an overarching and contested concept in policy and practice for many years. It is a concept that is challenging to define and holds differing meanings across literature and contexts; this disparity in definitions across the literature will be discussed in detail. In summary, however, inclusion in education can be understood as the right for all to be educated in a mainstream setting, with opportunities to progress and reach ones potential. Inclusive practice can be understood as the attitudes and methods that ensure all learners can access mainstream education. There has been a great deal of research carried out since inclusion appeared as a concept in literature in the 1980's. The majority of research investigates the impact of inclusion on groups of pupils, teachers, and attainment with a wide literature base exploring the links between embedding inclusion in schools and teaching, training and academic achievement. Areas such as the use of teaching (Van Mieghem, Verschueren, Petry, & Struyf, 2018), peer relationships (De Vroey, Struyf, & Petry, 2016) and leadership as a critical element in embedding inclusive values (Ainscow & Sandill, 2010) have been well researched as has the link between inclusion and a sense of belonging in school (Roffey, 2013). Lesser-researched areas include the development of an inclusive ethos in a school, through which opportunity and education for all is promoted.

The following literature review aims to provide an overview and critical analysis of the current themes in inclusive education research. The review will particularly focus on the mechanisms that underpin the concept of an inclusive ethos in schools, from leadership to inclusive policy. The aim of this review is to identify knowledge gaps and develop research questions in this area.

In order to complete a thematic literature review, following the methodology discussed by Jesson, Matheson and Lacey (2011), the electronic database available through the University of East Anglia was used as a means to investigate the literature initially and then broadened to databases such as ScienceDirect, ERIC, PsycINFO and Google Scholar. Since the area of inclusion and research about it is so vast, search terms such

as 'inclusion', 'inclusive education' 'inclusive ethos' 'school ethos' 'inclusive policy' were used as a starting point. Searches were then broadened based on initial findings, pertinent papers and developing research themes (see appendix A for further search terms). Journals investigating inclusion, for example the International Journal of Inclusive Education, Inclusion (a peer-reviewed e-journal hosted by the American Journal on Intellectual and Developmental Disabilities (AJIDD)) and Journal of Educational Policies were extensively searched as specific research journals in the area. Further, the Educational Psychology in Practice Journal and the British Journal of Educational Psychology were examined to ensure the perspective of Educational Psychology was adequately reviewed.

Although the literature has a large trend investigating the link between inclusion and attainment, this was not included in the review. This is because the focus of the present study was narrowed onto the processes driving inclusion and the implementation of inclusive practices rather than the specific outcomes of these. Further, inclusive education was investigated within mainstream settings and predominantly in UK contexts because there are some conceptualisation differences across international research, which makes comparison more challenging. However, some pertinent studies from abroad were included when deemed important to the overall picture of the literature. The caveat to including international papers is that inclusion can be subtly different in national policy and underpinned by additional equality policy that may not be fully comparable internationally. Critically, this literature review provides an individual's perspective of pertinent research and relevant trends and therefore it is acknowledged that the inclusion and exclusion of literature is defined by this specific positioning.

This is literature review is divided into four sections. The first section outlines the historical context, which is important in understanding the contextual framing of where inclusion as a concept has developed, and the current context in which it exists. This section also includes a review of the literature surrounding the subjective nature of defining inclusion and how this may be overcome. The second section outlines the concept of a school ethos and the literature that surrounds the definition and measuring of the concept of an ethos. The third section reviews the literature around the influences on

the implementation of inclusion at a school level, broken down into: leadership, school policies, teacher's interpretations of inclusion, the impact of peers, belonging, the role of Educational Psychologists (EPs) and current frameworks used to assess and develop inclusive practices in schools. The final section will outline the gaps in the literature and directions for future study.

Review of Literature

Section One - Contextual Framing and Defining Inclusion

A Brief Historical Context

As an overarching theme, inclusive practice is emphasised in the current educational climate. Inclusion as a concept is challenging to define, as there are a variety of understandings and contextual differences in consideration. This conceptual challenge will be discussed in more depth in a later section but for the purpose of the contextual framing, inclusion can be understood as a right for all to be educated in a mainstream setting, with opportunities to progress and reach ones potential. Inclusive practice can be understood as the attitudes and methods that ensure all learners can access mainstream education. Inclusion has not always been reflected in the policies of the education system in the way that it is currently. In order to understand the current climate of inclusive practice in which to situate present practice and research perspectives, it is important to consider the historical, social and political context. In the past, segregational policy was common but through multiple changes in international and national perspectives and policy, an understanding of the importance of inclusive education developed.

In the late 1800's, special schools were established for children who were blind and deaf and a few years later for children with physical impairments. This was because, although education was then compulsory, children with disabilities were excluded from school. Alongside this, the IQ test of intelligence was developed in the early 1900's (Mackintosh, 2011), which gave rise over the next few decades to a selection process based on cognitive abilities. The 1902 Education Act passed the responsibility for the provision and management of education to Local Authorities (LAs) as part of a unification of the control of schooling (Ball, 2018). This gave further freedom

to LAs to judge which children should attend mainstream school based on IQ. From here, the 1944 Butler Act required children who may have special educational needs or disabilities to undergo a medical assessment, where it was determined whether they had any 'disability of the mind or body' (UK Government, 1944). This assessment was then used to determine whether a child needed to attend a specialist school; the purpose at this time was segregation rather than inclusion.

The situation did not improve until 1978 when the Warnock Report stated that children should not be segregated, as many needs could be met in mainstream schools. This was the major change in the tide and led to the 1981 Education Act, which incorporated many of Warnock's recommendations. The 1981 Education Act introduced Statements of Special Educational Needs, or 'SEN' and required LAs to provide schools with additional resources to meet the needs of children with SEN. This was where the term "Special Educational Needs (SEN)" was first used, moving away from stigmatising language such as "subnormal". Although the narrative in the 1980's was more inclusive than in the past, the unfortunate result of the National Curriculum introduction and the 1988 Education Reform Act was a return to performance related pay. This gave local authorities and governing bodies' power to incentivise the teaching profession based on outcomes and results, among other factors (Campbell & Neill, 1992). This led to children with SEN being excluded from mainstream education due to their perceived lack of ability to reach set academic targets.

Within the 1990's there was a shift in thinking and subsequent policy, moving towards the support of children with SEN and inclusive education. The 1990's saw the development of the first SEN code of practice, which required schools to provide evidence of support before statements of SEN were issued. This was to ensure schools were taking purposeful measures to support children's learning before applying for a statement. Further, the Salamanca Agreement in 1994 aimed to promote inclusive education for all Children and Young People (CYP) but this is still an on-going goal, which is why we have seen the consequent development of the Code of Practice in 2001 and 2015. The more recent changes to inclusive practice have built on past policies and practices, with the 2011 Green Paper proposing changes to

an "inefficient" system of SEND support. This led to the new SEND Code of Practice in 2015, following the Children and Families Act in 2014. Section 33 of the Act places a duty on the LA to ensure that a CYP with an Education, Health and Care Plan (EHCP) is educated in a mainstream setting. The SEND Code of Practice outlines the EHC process, the duty of teachers to educate all children and the emphasis on inclusive practice to ensure that all children can access a broad and balanced curriculum.

This brief history highlights the past segregation of children with SEND and the context from which the current national drive for inclusive education has come. However, it is important to highlight that the Equality Act 2010 outlined protected characteristics that went beyond disabilities and encompassed race, sexuality, age, religion and sex. This consideration is important to hold in mind when exploring inclusion as it is considered by many that inclusive education is not just for those with SEND, but it is for all. Throughout the history of inclusive education and the development of inclusive practices, there has been a shift from a within-child deficit model of need to a wider, organisation and social model of inclusion (Evans, 2021) that places the onus on systemic changes to enable the inclusion of all.

Defining Inclusion

Inclusion has been an overarching concept in policy and practice for many years. It is a concept that has been challenging to define and even more challenging to embed in schools, due in part to misinterpretations of governmental policy, budget restraints, teacher expertise and a lack of resources. Krischler, Powell and Cate's (2019) research into the definitions of inclusion highlights that there is not one consistent definition to be found within the literature because all research has a slightly different description of what 'inclusion' is.

A key theme that emerges from the literature is that inclusion can be investigated at different system levels, described by Ramberg and Watkins (2020) as the macro, meso and micro dimensions. Ramberg and Watkins' paper explores inclusive education across Europe, discussing the key concepts found within the European Agency Statistics on Inclusive Education (EASIE) work related to inclusive education systems. They explore the idea

that researchers can use this multi-dimensional model to highlight which part of the inclusive education system is being examined and measured. Within the literature, it can be seen that researcher's tend to focus on one of these dimensions when examining inclusion. The macro level is in reference to the policy and practice of education nationally, the meso level is related to the school level and how schools create inclusive environments and the micro level relates to individuals, such as teachers and individual learners. Critically, all three levels are important to the concept of inclusion as each level contributes to, and to some extent dictates, the practice at the next level. Examining all three levels to a varying degree as this paper suggests is critical to understanding and exploring the concept of inclusion as multi-dimensional rather than linear; enabling researchers to understand the mechanisms in the level they are exploring and relate these to the mechanisms in other levels This is important within the literature as it provides researchers with a basis on which dimension to focus their research on, and has been seen in research such as that carried out by the EASIE to describe the practice of inclusion at these varying levels.

Ramberg and Waktins (2020) build upon research by Watkins, Ebersold and Lénárt (2014) who describe the concept of inclusion within a hierarchical model of concepts. They highlight that the concepts of presence, placement and participation are a prerequisite for progress. Slee (2018) concurred with this, highlighting these concepts as the key elements for inclusive education. Critically, when considering the definition of inclusion, these concepts further emphasise the importance of examining all levels in the system of inclusive education rather than simply narrowing to the individual learner or specific outcomes (Ramberg & Watkins, 2020), which is something many research papers investigating inclusion seemed to fail to sufficiently acknowledge or act upon.

Schuelka (2018) argues that some of the most authoritative definitions of inclusive education come from United Nations agencies and from treaties. They argue that these international statements are important for the development of, and become the basis for, national policy; upon which practice examined in the literature is based. According to the Committee on the Rights of Persons with Disabilities (UN 2016), inclusive education means:

"• A fundamental right to education.

 • A principle that values students' wellbeing, dignity, autonomy, and contribution to society.

 • A continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students"

With an understanding of the international and high-level definitions present in the literature and in policy, this review began to narrow the focus of the exploration of definitions stemming from this international underpinning. Many researchers and theorists within the literature have examined inclusion at a school level. The diagram below from Think Inclusive (Villegas, 2017) describes the concept of inclusion at the school level, without the inevitable influence of researcher's methodology or specific focus impacting the chosen definition.
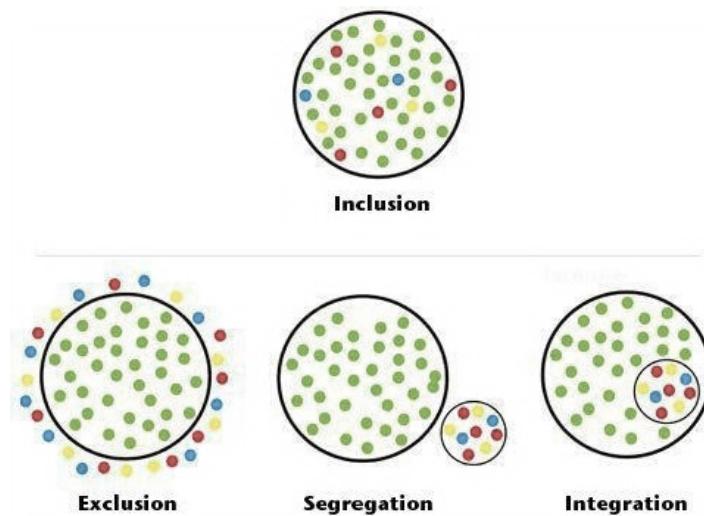
Figure 1: A visual representation of the concept of Inclusion. Think Inclusive (Villegas, 2017)

Dimitrellou (2017) outlined two broad definition themes within the literature, 'education for all' and 'opportunities for all'. This was one of the few papers in the literature that explicitly investigated the concept of an inclusive ethos and although it's focus was on a sense of belonging; it highlighted the key trends within the literature around inclusive education and provided an in-

depth discussion of the definitions of inclusion that concurred with other research in the field. The first refers to definitions of inclusion that focus on inclusion as a right for pupils, extended first from those with Special Educational Needs or Disabilities (SEND) and then to all vulnerable pupils (Donnelly & Watkins, 2011). This is also highlighted within the SEND Code of Practice (2015), where "The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment" and should enable all children to be included to reach their full potential whether they have identified SEND or not. Inclusive education within some literature focuses on its positive outcomes for all children and therefore is defined as such, for example within Florian, Black-Hawkins and Rouse (2017) as "meeting the dual criteria of enrolling a diverse student population *and* of constantly seeking to improve the achievements of all their students" (page 30).

Definitions of inclusion fitting into the 'opportunity for all' theme focus on inclusion as a means to provide educational equity (Lindsay, 2007); the majority of the literature suggests inclusive education is understood as the right for all children to be educated in the same place (e.g. Cobley, 2018; Hehir, Grindal, Freeman, Lamoreau, Borquaye, & Burke, 2017). This means, under this umbrella theme, inclusion is understood as all children having the right to mainstream education that is adapted to meet their needs (Schuelka, 2018). It seems that within the literature, definitions focus on whom education is for or what inclusion should provide (Dimitrellou, 2017). However, there is an argument within the literature that, to enable 'true' inclusion rather than simply integration in a mainstream classroom, a child must feel as though they belong and are a valuable member of the school community. Authors such as Gibb, Tunbridge, Chua, & Frederickson, 2007 have said that the principle of belonging must be considered when promoting meaningful inclusion.

Within the research base, it was seen that researchers tend to place emphasis on different areas of inclusive practice and inclusive education; definitions are usually related to the type of question and inclusive area being researched. For example, Göransson and Nilholm, (2014) found four categories of definition within the literature when completing their conceptual

and critical analysis of the research around inclusive education; indicating the range of definition and focus under the 'umbrella' term of inclusion within the literature. It does seem that whilst there is a relatively clear focus on what inclusion should be and whom it should be for within definitions of inclusion and the literature around inclusion, there is little emphasis on how schools can become more effective in inclusive practices. This is unlike other areas of conceptual educational research, such as the current drive for trauma-informed schools. In this area of research, there is a clear focus on what makes trauma informed schools and who these practises may benefit, as well as how this is implemented with clear frameworks and 'blueprints' as well as training, such as that developed by Chafouleas, Johnson, Overstreet and Santos (2016). This is not seen in inclusive education research. Just as differences in methodology, approach and analysis exist in research based on ideology and the focus of research, this appears to also be the case in individual school contexts when defining inclusion; definitions differ across contexts based on interpretation, beliefs and ideologies within schools. Hardly any consistent empirical evidence can be drawn from academic literature on how inclusion is defined within the education system, as it is specific to each context. A school may implement a slightly different definition of inclusive practice, although framed by national policy and guidance, because of context specific differences (Booth, 2016).

If Inclusion, therefore, encompasses not only the physical placement of children in mainstream schools but also the curricular and teaching adaptations that are necessary to enable children to make progress academically and to be socially included then there needs to be a focus on how this practice is implemented and what this means for a school community. There is, however, little research or literature related to the underlying issues of how educators in schools define inclusion and also a gap in understanding how inclusion is defined and implemented on a daily basis as Benson (2020) outlines in their paper about the implementation of inclusive policy and practice. The concept of inclusion is subject to interpretation at a school level and although most agree on the fundamentals of inclusion as discussed above, the fine-tuning of a definition should come from the context in which research is being carried out.

Section Two - An Inclusive Ethos

What is an Ethos?

In this review, literature around a school ethos or educational ethos was examined; research around the term ethos in other contexts, such as workplace ethos, was not included. The term ethos is used extensively in the research but it is challenging to define due to the conceptual breadth of the term used within the literature. For example, Brown, Busfield, O'Shea and Sibthorpe (2011) discuss the concept of an ethos in terms of the expressions of the schools beliefs within the school mission statement. Whereas, other researchers, for example Donnelly (2000), argues that an ethos is defined as the observed practices and interactions of school members at varying dimensions or levels within the school system. This paper is well cited within the literature base around school ethos and offers a clear exploration of the aspects of defining and understanding an ethos; it has been drawn upon in more recent research in the area.

A model that captures the multi-layered nature of an ethos within the literature is that put forward by Donnelly (2000) who summarised the understanding of an ethos within three dimensions: "aspirational ethos" which is demonstrated within school policies, "ethos of outward attachment" which is displayed by organisational structures and behaviour and "ethos of inward attachment" which is individuals' deep feelings and perceptions about the school. Tew and Park (2013) implicitly explore the dimensions of aspirational and outward attachment within their research around improving emotional and behavioural difficulties through the development of stronger policies and structures around positive behavioural management. They also suggest that interpretations of the concepts incorporated within the school ethos are influenced by many factors. These factors include the management, personal and professional belief systems and educational values at the time. Further, Hatton (2013) outlines in their paper around exclusionary practices that although the concept of an ethos can be vague, it is important in the way a school works, measures its successes and is perceived by the community. An ethos exerts significant influence on the internal workings and environment of a school (Keon, 2020). Notably, much of the literature investigates the area of

a school ethos from the perspective of behaviour management rather than inclusion. While the review of this literature is important in examining the concept of a school ethos within the literature, this has identified the gap in research around inclusive school ethos' and the interrelatedness of these concepts.

Donnelly (2000) further suggests two broad viewpoints in relation to understanding the definition of an ethos within the literature. The first viewpoint described by Donnelly is an ethos as 'a formal expression of the authorities' aims and objectives for an organisation' (page 135). Brown et al. (2011) adopt this viewpoint in their research, explaining that the ethos of a school can be found most explicitly in a school mission statement. In their study around the school ethos and its impact on inclusion of children with SEND, Keon (2020) adopts and explores this viewpoint that an ethos is a formal expression of aims, which is described in relation to policies, objectives and the managements implementation of these within their school. In terms of the literature base in the area of school ethos, this paper is important to the current topic, as it is one of the few that explore the link between the school ethos and inclusive practices.

In contrast, the second viewpoint identified through this literature review explores the idea that an ethos originates from a process of interactions between those within a school, rather than a formal authoritarian statement. This understanding was found to be well established in the literature and past research exploring this viewpoint is still applied and cited in recent research. For example, Ramburg (2020) describes this view of an ethos within their research into a school ethos and its impact on school engagement, citing and adopting the definition Rutter et al., (1979) put forward. Rutter at al. (1979) suggested that a school ethos "refers to the norms, values and beliefs that permeate the spirit of the school and how these are manifested in the way students and teachers act, relate, behave, and interact toward each other" (page 7). Building upon this, an ethos is described within the literature as the activities and behaviours the school community are involved in and their interactions, which creates the school atmosphere. The ethos of a school, therefore, could be described as something that is experienced rather than something that is objectively prescribed (Allder,

1993). It is important at this point to apply a level of critically to some of the literature holding this viewpoint, as some elements discussed allude to definitions of a school's culture rather than specifically the ethos.

In the literature, it was found that the term ethos is often used interchangeably with the term culture. For example, in the previously cited research by Tew and Park (2013), it could be argued that some elements of what the researchers described as the ethos, such as values upheld by the school community and interactions between members, was more related to the 'culture' of the school as opposed to the ethos. It is important to make a distinction between these terms and be critical of the research making use of one term or the other to truly understand what is being explored or measured. Glover and Coleman (2005) presented a paper exploring these terms and the way ethos and culture are often used interchangeably when in fact they can be identified as distinct concepts. Glover and Coleman (2005) explain that school culture encapsulates a wider concept of social behaviours, values and norms; the integration of environmental, experiential and interrelational (between leadership and teachers and between all staff members) features of a school which offers context for decision making, teaching and learning. Whereas, it was found through critical analysis of the literature that the concept of an ethos is slightly narrower, focusing on people's thoughts and feelings and the more subjective values, behaviours and principles that underpin policy and practice. In short, it can be concluded that an ethos forms part of the culture of a school. This was an important distinction to make and whilst Glover and Coleman (2005) acknowledge that these words are used interchangeably in research, the uses of these words convey subtle and nuanced differences that were considered throughout the review.

It can be concluded that that definitions of an ethos within the literature are nuanced and there are varying dimensions and viewpoints of ethos explored within research. Both the formal and more informal expressions and implementations of the ethos at various dimensions must be considered when capturing the essence of a school's ethos within research. It can be seen from the literature that all are important dimensions and aspects dependant on the specific focus of the research but in order to present a broad understanding

and capture the essence of an ethos, all must be considered, whilst also holding onto and exploring the wider culture within which the ethos is framed.

Defining an Inclusive Ethos

From earlier discussed literature, it was concluded that defining inclusion can be subjective but common to all literature reviewed so far is the idea of ensuring all pupils needs are considered and responded to at an individual level, whereby curriculums, provision and resources are restructured to enhance equality of opportunity (Sebba and Sachdev, 1997, as cited in Gibb, Tunbridge, Chua, & Frederickson, 2007).

By maintaining a focus away from a within-child model of deficit and on the investigation of literation around a systemic, organisational view, a key trend that emerges is inclusive education places responsibility on schools to adapt to facilitate the inclusion of all pupils. Bibby and Lunt (2013) cite the views of Clark et al. (1995) within their review of the literature on securing provision for children with SEND, describing this view as the organisational paradigm. This supports the movement into identifying systemic change and that additional needs emerge due to deficiencies in school organisation and policy rather than within the Children and Young People (CYP) themselves.

By focusing on this organisational paradigm within the literature, it is clear that researchers use one of two main approaches when identifying the key features of an inclusive ethos. One focuses on the viewpoints of teachers and governors and the other uses pupil voice. Much of the literature focussing on the key educator's perspective, such as that carried out by Ainscow, Booth and Dyson (2006), highlights that a school with an inclusive ethos promotes children's participation in decision-making and emphasises the learning of all pupils. The findings of Mager and Nowak (2012)'s systematic review of the literature concurred; showing student participation in decision making had the strongest effects on school ethos, self-esteem and student-adult relationships. The whole school community understanding school rules and consistently applying approaches and policies to ensure inclusion marks an inclusive ethos; teachers work together to promote inclusive practice (Pantić & Florian, 2015).

Further, pupil's perspectives on inclusive education have been seen within the research to shape practice and be a key indicator when investigating inclusive ethos within research. CYP with physical needs reported that a school with an inclusive ethos is one that modifies the school environment effectively and reduces the effects of lack of awareness of specific difficulties (Byrnes & Rickards, 2011; Pivik, McComas, & Laflamme, 2002). Additionally, a review of student voice literature by Sandoval and Messiou (2020) found that using student voice, in a variety of ways, is a powerful means to promoting inclusion and developing an inclusive ethos. Critically, whilst there has been a wealth of research into the adult's views on barriers to inclusion, there is less focus within the literature on pupil voice highlighting barriers to inclusion and the impact this has on practice. One paper that did investigate this was by Sellman (2009) who explicitly looked at student voice in a setting for CYP with social, emotional and behavioural needs. Sellman (2009) found that pupils' highlighted factors such as poor teacher-pupil relationships, lack of consistency and clarity of policy implementation, limited help and a sense of powerlessness as barriers to inclusion. Therefore, listening to pupil's opinions is a powerful way to inform policy and practice and develop an effective inclusive ethos, which is why further research into this area would be beneficial for the literature base as a whole.

Therefore, it can be reasonably concluded from the literature that a broad definition of an inclusive ethos is where schools work collaboratively with the whole school community to promote opportunity and education for all. Research has shown that these practices are embedded within school policies, organisational structure and behaviour, and are felt by school members. Furthermore, the inclusive ethos of a school is set within the context of the school's culture and wider community, the unique needs and demographics of the families and community it serves.

Section Three - Implementing Inclusion

Leadership

Leadership has been found within the literature as a critical element in embedding inclusive values and bringing about change (Ainscow & Sandill, 2010). The literature base around implementing inclusion relates often to the impact of the leadership and many researchers have investigated how leadership can impact inclusive practices. Branson, Marra, Franken and Penney (2018) capture the essence of the research in their book, describing how the influence exerted by senior managers within schools impacts the way desired values such as inclusion are embedded within the culture of the school and shapes the way all members of the community behave. Slee (2019) highlights the challenges with promoting inclusion in schools where the opposite is engrained. It is seen within the literature that school leaders have a fundamental role in developing the culture of a school and shifting the assumptions and beliefs held by members of the school staff in order to embed values of accepting difference and providing opportunity for all (Schein, 2010). For example, Thompson and Matkin (2020) found that teacher's and their head teacher's attitudes are connected and therefore the nature of a leader's belief in inclusion is vital to the policy and practice in a school. The literature highlights the view that systemic level changes coming from leadership in schools require the ethos and culture to be addressed. Without this, Kinsella and Senior (2008) argue that advances in inclusive practice can seem somewhat superficial and more of an integrationist approach rather than being truly inclusive.

It can be widely concluded from the literature that leadership style is fundamental to the effectiveness of promoting inclusion in education. Ainscow (2020) concurred with Riehl's (2000) often-cited review of the literature in this area, highlighting leadership that focuses on teaching and learning while creating a strong school community, as important for developing a culture of inclusion. Furthermore, the consideration of leadership styles has become more pertinent in research considering the development of inclusive school cultures. It is widely acknowledged that transformational leadership enables significant developments in inclusive school environments (Angelides, 2011;

Rose & Shevlin, 2021) Transformational leadership in education is described as engaging with staff members to create a connection that raises motivation in a vision, through individualised consideration for training and feedback. This form of leadership challenges staff to embrace new ways of thinking and doing, and to reassess values and beliefs (Anderson, 2017). This form of leadership is cited by many as important for developing an inclusive ethos because the leader challenges traditional assumptions and focuses on developing relationships and inclusive values that directly impact the school culture, enabling the individual development of self-efficacy in inclusive teaching practices (Francisco, 2019).

However, there is some disagreement within the literature on leadership styles conducive to inclusion, highlighting that transformative leadership may lack guidelines for challenging marginalisation (Charalampous & Papademetriou, 2019). Charalampous and Papademetriou (2019) examined leadership models and used action research to implement an innovative leadership style that contributed to the development and implementation of inclusive practices. They found that the innovative leadership model they developed, called the Inverted Leadership Model within their research, was impactful in promoting inclusion. This model suggests that intermediate leaders in schools take on creative roles, inspire other teachers and act as a key factor in school improvement. Intermediate leaders, described by Toop and Coiffait (2005, as cited in Charalampous and Papademetriou, 2019) are supportive and listen to others in the school staff team. These middle leaders collaborate with the head teacher (leader) and act as mentors to other teachers as they are "closer to learning and teaching" and act as the drivers for the leadership vision of inclusion 'on the ground'. Charalampous and Papademetriou (2019) argue that intermediate leaders facilitate the implementation of inclusive education, a view concurring with previous research by Seltzer (2011). Critically, this paper explored the Cypriot context and also defines inclusion as a concept for including pupils with SEND which therefore narrows the view of inclusive education somewhat. However, the fundamental principle of Inverted Leadership, or distributed leadership, is notable and important in the implementation of inclusive education and gives rise to the identification of factors beyond the head teacher as a

transformational leader. This is something that has not been significantly explored within the literature, particularly in the UK, and the impacts of middle leaders should be investigated further to develop knowledge in this area.

It can be drawn from the literature related to forms of leadership, the importance of collaboration, a joint consensus of the value of differences and commitment to providing access to opportunities for all, for example, Ainscow (2016). Within this paper, Ainscow (2016) further explores senior staff's effective leadership in terms of addressing challenges to inclusive education in order to create a climate of professional learning for teachers. It can be seen in research that teacher's perceptions of leadership's support for inclusion through the encouragement for professional development in this area is fundamental to creating an inclusive culture in school, for example within Woodcock and Woolfson (2019).

In this way, the literature suggests that policy-makers within schools, such as governing bodies and senior management have a role in designing professional development programmes that are relevant to their context. Furner and McCulla (2019) explored the impact school ethos and culture had on teacher professional development. They found that the head teacher determined the school's professional development programme and, alongside the executive staff (governing body), were instrumental in ensuring that that school ethos was embedded in teacher learning. They also found that middle leaders enhanced the effect of the school ethos by drawing upon it to inspire and inform everyday practices in school. A critical reflection is that this paper is also international and adds weight to the argument presented above around the impact of middle leaders in international literature and further highlights the need for research to explore these findings in a UK context. Nonetheless, it can be concluded from the literature that school leadership in its varying stages and the subsequent teacher development designed by school leadership potentially enables the embedding of an inclusive within teachers' overall practice (Day & Gu, 2010).

Inclusion can be seen within the literature as an on-going process, responsive to local requirements by supporting access and participation (Williams, Hirsh, & Burgoyne, 2004). Devecchi and Nevin (2010) state within their chapter on the links between leadership and inclusive schools that on-

going dynamic discourse between leadership and other school community members enable an understanding of the needs of the community. They conclude that this communication guides the professional development of all staff members to implement inclusive practices. Therefore, the literature suggests that effective leadership identifies changes within the culture of the school and sustains a responsive leadership style in order to promote inclusive education that is effective for the school community at that time (Lewis & Murphy, 2008).

Leadership, therefore, is found within the literature to be integral to ensuring that an inclusive ethos is embedded in a school, at both a senior and intermediate level. Leadership values permeate all aspects of a school's functionality (Kay et al., 2003, as cited in Smith and Bell, 2014). The Ofsted Framework for school evaluation (School Evaluation Form – SEF) identifies leadership as pivotal to 'promoting an inclusive culture' within schools. Effective leadership enables all CYP to succeed and promotes equality of opportunity (Devecchi & Nevin, 2010). It is clear within the literature that head teachers and school leaders are in a unique and influential position to set a positive tone for inclusion and develop an inclusive ethos in schools, advocate for CYP with SEND and take action to ensure all students have access to high quality learning opportunities with teachers trained in inclusive practices (Billingsley & McLeskey, 2014).

Critically, from completing the literature review it was found that the question of how school leaders can effectively implement inclusive education is widely missing within the literature. Thompson and Matkin (2020) highlight that a focus on what they should achieve is usually the emphasis of research. Action as well as outcome must be explored more deeply in order to fully reflect the impact leadership has on implementing inclusion and add a dimension of understanding to the literature, which is lacking currently.

School Policies

Within the literature, several studies have highlighted a link between school policies and the implementation of inclusive education. Educational policy is defined by Lingard and Ozga (2007), within their book on educational policy and their links to politics, as "all texts…which seek to frame, constitute

and change educational practices" (page 2). Schools have to link with wider government legislation and policy, such as the Equality Act (2010), the SEND Code of Practice (2015) and the Children and Families Act (2014) and these inevitably feed into policies at a school level (Alexiadou & Essex, 2016). Although education policy shapes school level policy and practice, some of the literature suggests that, often the transformative cultures needed to embed policy as inclusive practice is not supported; therefore inclusive education can fail somewhat to filter into classroom practice. Evans and Lunt (2002) previously suggested that the implementation of inclusion policies has been uneven; a view supported in more current literature highlighting the difficulty with translating national policy frameworks into inclusive education in schools (Rouse, 2008).

Research suggests that moving towards inclusive ways of working require wide education system change. It can be seen in the research that policy-makers must shift their views and values in order to develop an inclusive vision (Ainscow, 2020). Ainscow, Chapman and Hadfield (2020) concur with this view in the literature, and suggest that an inclusive ethos in schools require shared beliefs between policy makers and senior staff within the school, with focus on collaboration and opportunity for all. Critically, however, the challenge remains on how to move inclusion from policy to practice and although the literature offers some ways to address this question of implementation (discussed below) it is still a gap in the wider knowledge. One paper, by Ainscow (2020) suggests that the identification of barriers, the development of effective processes and strategies and appropriate leadership are all key factors in embedding policy as practice but to date this is one of very few papers investigating this area specifically in relation to inclusive practice and is a gap in the knowledge at this time.

There is a body of research emerging around the implementation of policy in schools at a broader level. Braun, Maguire and Ball (2010) discuss the idea of policy enactment in schools, exploring the idea that policies are interpreted by 'policy actors' rather than just implemented. This paper suggests that putting policies into practice is a creative process, with teachers as key 'actors' of the creative interpretation through taking a written policy of ideas to active practice. This highlights the idea presented previously around

schools elaborating on a national policy and producing their own version based on their ethos and contextual environment. Ball *et al.* (2011) furthered this idea, discussing categories of policy actors. For example, they suggest that leaders are usually narrators and enthusiasts, interpreting and enforcing the meaning of policy while supporting the policy and enabling its enactment in specific ways. This links very much to research discussed previously around leadership such as that by Ainscow and Sandill (2010), with policy enactment mirroring the leadership style of those who successfully embed inclusion through values and practice. This is something Woodcock and Woolfson (2019) explore by examining head teachers understanding of inclusive policy and how they implement this. Within their conclusions they consider that there are many complexities to implementing inclusive policy, and as such leaders may not just be 'narrators' or 'enthusiasts' but also 'copers' within the complex, pressured and often nuanced climate of education and more specifically inclusion.

Despite the challenges of shifting attitudes and the limitations that arise from budget restraints and lack of resources, there is some evidence within the literature of the positive application of national policy into school level and inclusive education. Hatton (2013), a paper discussed previously, found that in inclusive schools, there was congruence between school policy applied in practice and the inclusive ethos of the school. They found that teachers in non-excluding schools felt more able to apply inclusive behaviour policies, as they felt more confident in their ability to meet pupils' needs. It has been found within the research that if teachers are willing and appropriately up skilled to implement inclusive practices, this will have a positive impact on the implementation of school policies (Brown, Busfield, O'Shea, & Sibthorpe, 2011). This links closely to the literature around feelings of self-efficacy discussed in a later section. Enabling the school staff to develop their roles and responsibilities in line with these policies brings effective and long-lasting change to practice (Cubillo & Woolley, 2017). As discussed above, there are few empirical papers investigating the implementation of policy into practice. The research presented has been drawn together in this review to identify some factors such as training as an important method for this implementation but there is still a wide gap to fill in the understanding of this process.

There appears to be relatively limited empirical evidence investigating the link between policy and inclusive practice at a school level and insufficient efforts to promote inclusion more fundamentally in policy are reflected in practice examined within the literature (Webster, 2018). However, from previously explored literature in this review, a relationship between policy and the aspirational dimension of the school ethos is clear, which suggests policies do impact the ethos of a school and therefore the implementation of inclusive education. Assumptions can be drawn from wider literature, suggesting that there is a link between policy and practice that is mediated somewhat by the school's ethos, teachers and professional development and impacted by leadership implementation of policies but further research in this area is needed.

Teachers and School Staff

The literature suggests that teachers' ability to implement inclusive education is underpinned by a theoretical understanding of the ways children learn (Florian & Spratt, 2013). Inclusion depends "on teachers 'knowing' (about theoretical, policy and legislative issues), 'doing' (turning knowledge into action) and 'believing' (in their capacity to support all children)" (Rouse, 2008). 'Pure' inclusive pedagogy holds the principle that learning is extended to everyone without different experiences for some by rejecting ability labelling (Florian, 2010). Critically, this is an ideological stance within the literature that, in the current climate of data tracking, could be challenging to implement entirely. However, the principle of providing opportunities for all children to learn within a classroom community that does not make judgments about ability is considered inclusive practice (Hart, Dixon, Drummond, & McIntyre, 2004). Therefore, the implementation of inclusion is viewed in the literature as a dynamic process, which involves all children in the life and learning of the school.

An example within the literature of this dynamic process of implementing inclusion was evidenced within multiple studies, mainly by researchers Florian and Spratt. Florian and Spratt (2013) describe their development of an analytical framework for documenting inclusive pedagogy

in action and further refine it within the paper by Florian (2014). This framework was derived from identified principles of inclusion that had informed a newly developed course of initial teacher education. The study identifies how this framework was used to understand the links between the theoretical concepts of inclusion and the way these impact pedagogical practices. By examining this framework, elements of inclusive education that teachers implement can be highlighted. Florian and Spratt (2013) divide inclusive education into three assumptions and used this as a basis for their framework:

- Difference is accounted for as an essential aspect of human development in any conceptualisation of learning
- Teachers must believe they are qualified/capable of teaching all children
- Teachers continually develop creative new ways of working with others (p.124)

This framework was used further in the literature to explore the impact of effective professional development (PD) in the area of developing inclusive teaching. When using elements of this framework to engage in inclusive teaching after PD, teacher's attitudes, beliefs and efficacy towards inclusive practice was positively impacted (Brennan, King, & Travers, 2019). Through conducting this literature review, a clear link between professional development, self-efficacy and the implementation of inclusive practices emerged.

To enable and implement inclusive education at a meso or school level, the literature suggests that teachers and support staff are integral. Moving inclusive education forward requires continuing professional development to directly impact CYP who are marginalised. Research suggests that this can also have a long term effect on practice by setting an ethos in the school whereby other members of staff are also building knowledge and desire to teach inclusively, for example within research by Pugach, Blanton, & Boveda (2014). This is reflected within the literature as a shared belief in and shared responsibility for inclusion, which is vital for the

long-term implementation of inclusive practice. Critically, however, it must be reflected that within the literature it is clear that professional development for inclusion has been inconsistent (Spratt & Florian, 2014). However, many research papers suggest that when professional development is effective and consistent, teacher's perceptions of inclusive education and their perception of their ability improve, which supports the implementation of inclusive practice.

Within the literature, the theme of teachers' preparedness or teacher confidence is highlighted as a mediating factor for the implementation of inclusive education. It can be seen that teachers who have had sufficient training feel more confident in implementing inclusive practices and also are more supportive of the practices involved. Hatton (2013) found that staff members who were confident in applying inclusive practices could cultivate an inclusive ethos within their schools by influencing the beliefs and practices of other teachers. When exploring the literature around teacher's confidence and inclusive practices, international studies were briefly examined to identify any concurrence within the literature, as the UK research base was limited. Mngo and Mngo (2018) found that teachers who were less experienced and had had less training in supporting CYP with SEND indicated less enthusiasm for inclusive practice and were also less confident in using these skills. A level of criticality is needed when referencing this paper as it was conducted in Cameroon where there is less widespread policy on inclusive practice.

However, Chapman (2019) found concurring results in the USA where inclusion and equalities policies are similar to those in the UK. Within Chapman's study, teacher's attitudes to inclusion were related to support from school leadership and access to professional development opportunities. Attitudes were also found to be more positive when teachers perceived themselves to have sufficient knowledge and training. These findings reflect the conclusions drawn from the literature. It is important to highlight that, within the literature base, there are links between teacher's perceived ability, confidence, professional development opportunities and attitudes, which lead to the implementation of inclusive practices.

Self-efficacy plays a significant role in embedding inclusive practice at the micro level. Self-efficacy originates from Bandura's Social Cognitive Theory and is a belief in individual confidence, perceived ability and the competence one feels in performing a certain behaviour (Bandura, 2012). The idea of self-efficacy has been influential in some of the research into the implementation of inclusive practices and developing inclusive climates in schools. In terms of teaching, self-efficacy is related to confidence and perceived ability in teaching and creating a positive learning environment (Hosford & O'Sullivan, 2016). Hosford and O'Sullivan (2016) highlighted teacher efficacy as a key factor for implementing inclusion in their research examining links between elements of school climate and efficacy for inclusion. Research has also identified a link between a supportive school climate and mastery experiences, with a growth in self-efficacy for inclusion (Hosford & O'Sullivan, 2016; Wilson, Marks-Woolfson, & Durkin, 2020). Wilson, Marks-Woolfson and Durkin (2020) suggest within their study investigating the predictors of teacher self-efficacy for implementing inclusive practices, that not only does self-efficacy link with a supportive school climate, but they also found that self-efficacy was a mediator between perceptions of a school climate and reports of inclusive behaviours. Therefore, a conclusion can be drawn from the literature that engaging with and supporting self-efficacy in teachers, through means such as PD, is likely to cultivate and develop inclusive school climates as well as an inclusive school climate developing efficacy.

However, it is important to be critical of making assumptions based on the causal relationships presented in the literature and some research has suggested there has not been empirical evidence provided to substantiate these correlational claims. For example, Savolainen, Malinen and Schwab (2020) take this critical stance and presented their study to fill this knowledge gap. This large scale, longitudinal study aimed to investigate the interdependent relationship between teachers' attitudes and their self-efficacy, looking at the effects of attitude on efficacy and vice versa. Their findings suggest that improving self-efficacy in teachers had a strong impact on their attitudes towards inclusive education; this was stronger than the impact attitudes had on self-efficacy. Therefore, these findings suggest that

increased self-efficacy leads to the development of more positive inclusive attitudes and critically, highlights the importance of self-efficacy on teachers' individual willingness to implement inclusion in their classrooms. Therefore, the literature drawn together in this review so far suggests that school climates which enable mastery experiences, training, a supportive school culture and a facilitative style of leadership are likely to result in improved self-efficacy for inclusive education (Chao, Sze, Chow, Forlin, & Ho, 2017; Odanga, Aloka, & Raburu, 2018; Sehgal, Nambudiri, & Mishra, 2017).

The literature also describes processes that enhance inclusion for children with SEN in two categories, additional support from teachers and support by peers (Van Mieghem, Verschueren, Petry, & Struyf, 2018). These practices are mainly seen at classroom level (Loreman, 2014). One area that was highlighted in the review by Van Mieghem *et al* (2018) as a way of enhancing inclusive practice was through the use of teaching assistants. They found that clear role clarification for teaching assistants was vital for ensuring that they were improving inclusion in schools (Roberts & Simpson, 2016). Further, it is important to note that some literature has found ineffectiveness in inclusion education, in particular areas such as social participation and peer interaction due to a significant decrease in numbers of teaching assistants (Skipp & Hopwood, 2019). Deploying and supporting teaching assistants effectively within the current budget constraints is key to ensuring inclusive education. Lyons, Thompson and Timmons (2016) found that collective efficacy was a vital element in implementing inclusive education. This was drawn from interviews with teachers, educational assistants and principals within case schools who were found to have a common belief and shared commitment to inclusion.

Therefore, it could be concluded from the literature discussed in this section and previously, that a collective belief in an inclusive ethos, shared knowledge and ideas across a school, supportive and facilitative leaders and above all effective professional training can enable teachers' implementation of inclusive practice. If teachers feel confident in applying inclusive practices, and have a higher sense of self-efficacy, they are more engaged with inclusive pedagogy and feel more positively about inclusion as a concept.

Belonging

A key area in the research around inclusion is the construct of belonging. Roffey (2013) highlights the case for building inclusive school communities by examining the link between inclusion and a sense of inclusive belonging. Feeling accepted within a social group is a basic psychological need which vital to our survival (Baumeister & Leary, 1995). Baumeister and Leary's (1995) belongingness hypothesis is situated within components of human interaction such as groupings that promote identity, emotions associated with belonging and inclusion and the effects of the absence of a sense of belonging. Belonging goes beyond the narratives of disability or difference to an acceptance of who one is; changing that fundamental part in order to be included is not belonging (Scorgie & Forlin, 2019). Robinson, Hill, Fisher and Graham (2018) found belonging in teens with a disability meant a congruence between how they saw themselves and the way other saw them; they felt valued, understood and known.

Within the literature, an opportunity to connect in order to lower prejudice does not stop at CYP with SEND. As discussed earlier, inclusion goes beyond SEND and is a concept of equality and acceptance for all. For example, Walls (2010) discussed the benefits of gay-straight alliances for acceptance, social support and feelings of belonging in schools. This finding is supported widely in the literature and highlights the benefits of developing of safe spaces where CYP can form friendships and have positive interactions; this in turn leads to positive self-identity and a sense of belonging (Hall, 2010). Further, much of the research suggests that an inclusive ethos developed with tolerance, dignity and respect is paramount to ensuring CYP are able to recognise opportunities for inclusion and develop a sense of agency within this (Killen, Mulvey, & Hitti, 2013). Irrespective of CYP's individual differences, an inclusive ethos can, when appropriately implemented, have a positive effect on the sense of school belonging (Sakız, 2017). The literature describes ways in which school communities can focus on relationships, capability and individuality as a way to reduce societal attitudes and prejudice (Robinson, Hill, Fisher, & Graham, 2018). McMahon et al. (2016) highlighted the impact organisational inclusion (promoting belonging

through modelling inclusive actions and attitudes from school leadership and through staff PD) has on school satisfaction and sense of belonging.

The process of creating a successful inclusive ethos, such as described above, is more difficult to pin down in the literature as there is not a 'catch-all' model of what an inclusive school looks like (Ainscow, 2020). The common factors, however, are being welcoming and supportive for all students (Kefallinou, 2020), value and respect for difference and a commitment to enabling all students to access learning opportunities (Schurig e*t al.,* 2020). Critically, within the literature, this welcoming runs deeper than simply an open admissions policy, but sees each individual child and their differences as an opportunity to bring about change in practice; identifying systemic changes rather than within-child deficits. This approach is more successful in schools that encourage collaborative problem solving (Ainscow, 2016b). These are seen within the research as important factors in developing an inclusive ethos and from this, a reflexive system, which leads to a sense of belonging in a school for all students, not just those who 'fit' into the established structure of a school. Critically, research suggests that an inclusive school that fosters belonging is reflexive in order to meet the varied needs of all students.

Ensuring that organisational structures and the academic focus of a school is closely linked to an inclusive ethos is seen to be important within the literature for developing student's sense of belonging. This is particularly related to social and student-teacher relationships, for example explored by Smyth (2016). In particular, social inclusion, 'the opportunity to connect with peers both inside and outside of the classroom' (Scorgie & Forlin, 2019, p. 6) was found to be related to greater academic achievement and a feeling of school belonging (acceptance, value and connection). For example, these connections between social inclusion and belonging were found within in a diverse population of schools in the USA in a study carried out by McMahon, Keys, Berardi, Crouch, & Coker (2016). Critically, much of the research around belonging originates from the USA currently but the literature base is beginning to develop in the UK context.

Scorgie and Forlin (2019) offer a UK based chapter describing the literature, drawing together strategies that may promote belonging in school,

of which most have a notable connection to the concept of inclusion. Much of the literature suggests that attitudes towards others are formed within a context (Rutland & Killen, 2015; Killen, Mulvey, & Hitti, 2013) and therefore a conclusion drawn from the current review is that fostering an environment within schools where CYP are given opportunities to interact with peers promotes acceptance and lowers prejudice. An example of this is seen in Juvonen *et al.* (2019) research into ways social inclusion can be promoted in schools. They found that teachers can help students from across race, gender, disability and sexual orientation unite by fostering conditions for optimal contact (such as practices involving shared goals and activities) and by modelling socially inclusive behaviours. The literature also highlights the vitality of interventions to support social skills of children with SEND to the success of peer relationships and friendships in inclusive settings (Broomhead, 2019). It can be concluded from the research that it is not enough to assume friendships will forge through exposure to others, but encouraging relationships between CYP with different interests and abilities is a necessity in order to build a sense of belonging.

Critically, something that appears far less empirically studied is the impact of belonging and connectedness of school staff on an inclusive ethos and culture in a school. When completing this literature review, it was found that very little research that has investigated the sense of belonging teachers felt in their schools exists. However, the limited research in this area, such as that carried out by Skaalvik & Skaalvik (2017), does indicate that teacher self-efficacy (a construct discussed previously) is related to feelings of belonging, particularly when the prevailing norms, values and practices of a school are compatible with teacher's own values. Also discussed previously is the importance of collaboration and supportive relationships amongst teachers and with school leaders in order to implement inclusion. Alongside this, the common understanding of goals and values enhance collective teacher efficacy as well as teachers feeling of belonging (Skaalvik & Skaalvik, 2019). See figure 2 for a visual representation.
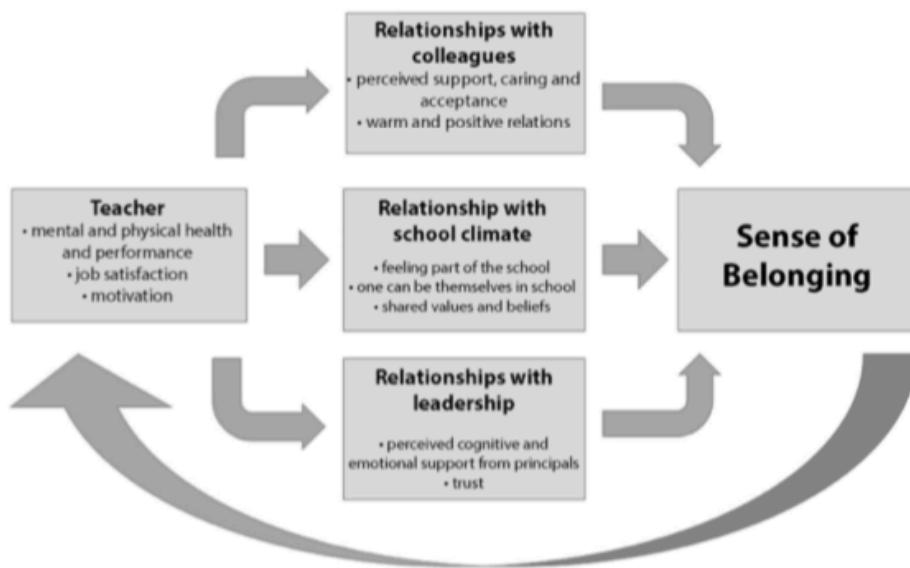
Figure 2: A model of teachers' sense of belonging depicting the association between relationships with colleagues, leadership, school climate, and sense of belonging adapted from Juvonen (2006) as cited in Pesonen et al. (2019).

Therefore, it is reasonable to conclude from the literature that while these factors support the implementation of inclusion for the benefit of pupils, they also support the belonging of staff. The sense of belonging for staff members is likely to be a key element in maintaining and developing the inclusive ethos through shared belief and developing competence in inclusive practices. Critically, this does not appear to have been explored within the literature and is a noteworthy gap in the knowledge, but from previously discussed empirical research, it seems a reasonable conclusion to draw and a key area for further study.

Impact of Peers

Not only do relationships between peers build connectedness and belonging within schools, but the literature also describes support by peers as a powerful vehicle for inclusive education (Van Mieghem, Verschueren, Petry, & Struyf, 2018). Peer support was found within the research to enhance inclusion, particularly where peers provided a foundation for mutual support, for example in the research by De Vroey, Struyf and Petry (2016). This mutual support was often cited within the literature as peer-mediated interventions, which is where instruction happens through a positive social relationship, such as within the research conducted by Kaya, Blake and Chan (2015). Critically,

much of the research on this area focused on children with SEN; when considering the wider nature of inclusion, it can be seen that peer-mediated interventions are also very beneficial for children with English as an Additional Language (EAL). Cole (2018) conducted a meta-analysis of peer-mediated interventions for children with EAL and found that peer-mediated methods typically produce larger gains in language accusation and social outcomes and the gains are large in comparison to other instructional approaches.

Furthermore, it can be seen within the literature that peer-mediated learning and intervention enhances inclusion for not only children with SEND but also for other children who may also be marginalised. Efthymiou and Kington (2017) explored the development of teaching practice within an inclusive education setting. Their findings inferred that collaborative work was most beneficial for promoting interaction, particularly when children were not grouped by ability. From these interactive learning experiences, inclusive education practices such as interactive teaching, acceptance, support and learning success were enabled. This concurred with a recent study by Mitchell and Sutherland (2020) who also found inclusive practices were enhanced by interactive learning. It is important to be aware of these factors and findings, however, and be mindful of contextual constraints. Although the need for teachers to implement peer-mediated learning in their lessons is highlighted, it is not always possible. Children with SEND often cannot work at the same pace as their peers in order to reach outcomes and could become "passive learners not involved in the production of knowledge" (Efthymiou & Kington, 2017).

Links between an inclusive ethos and the quality of social interactions was found within the literature. Dimitrellou and Male (2019) found that pupils with SEND highlighted the importance of positive relations as one factor that creates a positive school experience. The researchers express the importance of pupil voice and positive peer relations when informing developments in inclusive practice. Further, research with children with Autism Spectrum Condition (ASC), such as that by Humphrey and Symes (2010), has found that although social interactions may differ in children with ASC compared to neurotypical peers, their early experiences of inclusion are related to increased interaction with peers. Moreover, CYP with SEND can

benefit emotionally when supported by their peers and there have been found to be many social benefits to the inclusion of CYP within mainstream classrooms, for example within research by Koster et al. (2009) and Efthymiou and Kington (2017). Therefore, it can be suggested that inclusive education has an impact on peer relationships, which in turn helps to promote inclusion and learning; it appears that within the literature there is a circular relationship between these factors.

It is clear within the literature, however, that CYP must be accepted and valued by their peers for inclusion to be successful. The theory of planned behaviour (Ajzen, 1991) outlines three factors that influence behaviour; personal attitude towards the behaviour, the perception of the views of others and self-efficacy related to the behaviour. This theory has been used to investigate attitudes and behaviours of peers in mainstream schools. For example, in a discussion of research by Lambert and Frederickson (2015) it was found that not only did children's attitudes towards others with SEND predict their intentions to interact but also their attitudes significantly correlated with their teachers. Laws and Kelly (2005) found that children some children had negative attitudes towards working with a hypothetical child with SEND. Critically, they noted that subjective norms (attitudes of staff and others) were not accounted for and could have been an unmeasured factor in children's attitudes. These papers reflect the view within the literature of the importance of teacher's attitudes towards inclusion and towards pupils with additional needs, for pupil's attitudes to be inclusive and tolerant in nature.

Therefore, the literature suggests that simply integrating children with SEND into a class can lead to low peer acceptance and loneliness (e.g. Wiener & Tardif, 2004) particularly if children's needs are less visible such as found in research by Tuersley-Dixon and Frederickson (2016). This is a critical point to reflect; inclusive principles such as teacher's relationships and attitudes towards with children with SEND are important for shaping peer's acceptance and must be implemented in ways that are inclusive rather than just as integrationist.

Role of the Educational Psychologist (EP)

Within the literature there is little research directly examining the influence and impact of EPs on inclusive education. However, it has been argued that the very essence of the EP role is to promote inclusion, both at an individual child level and at a systemic level (Lambert & Frederickson, 2015).

Vivash, Dockrell and Lee (2018) argue that EPs are uniquely placed as a profession to offer joint problem solving between services and schools, and support schools to implement evidence-based practice effectively. Teachers work collaboratively with specialists, including EPs, to devise meaningful learning experiences for all children (Trent, Artiles, & Ernst, 1998). The Children and Families Act (2014) outlines the importance of joint planning, collaboration and engaging families to provide person-centred support, which leads to the inclusion of CYP within schools. EPs are able to do this through individual work, commissioned and statutory, and systemically through school-wide initiatives and training and are well positioned to support schools to improve practice (Sedgwick & Stothard, 2019).

It is important to note that recent legislative changes within the SEND Code of Practice (2015) and the Children and Families Act (2014) have impacted the role of EPs, with resources more focused on increasing statutory work. Critically, however, although the way EP work is commissioned and how the work looks has changed somewhat in recent years (Fallon, Woods, & Rooney, 2010), the way in which the work is completed, in order to improve inclusive practice and person-centred ways of working, has not. In terms of statutory work, EHC plans are an opportunity for EPs to work within a multi-agency assessment team and provide advice on outcomes and provision for CYP. There is a focus on independence and inclusion, particularly when considering young people moving into adulthood, when implementing outcomes of an EHC plan (Robinson, Moore, & Hooley, 2018). It could be concluded from the literature that EPs work to develop strategies to support CYP and enable teachers to best provide learning opportunities goes some way to improving inclusive education.

Further, EPs are involved in developing and evaluating inclusive initiatives where school communities are supported to develop a new culture and improve their systems to promote inclusive practices (Hodson, Baddeley,

Laycock, & Williams, 2005). This can be through training, which Lee and Woods (2017) outline is a large part of the EP role. EPs are able to employ systems and organisational psychology to the school context in order to support schools in becoming more effective and inclusive (Lambert & Frederickson, 2015).

Overarching all EP work is the moral and ethical duty of care to service users and the need to promote inclusion and wellbeing (Vivash, Dockrell, & Lee, 2018). Within the BPS Code of Practice (The British Psychological Society, Code of Ethics and Conduct, 2018) and HCPC Standards of conduct, performance and ethics (2018), EPs are bound to act as an advocate for children. They are also required to professionally challenge practice that is not equal or inclusive in nature (HCPC, 2018 points 1.5 and 1.6 and BPS Practice Guidelines (2017) section 3.14) or act as a 'critical friend' (Lee & Woods, 2017). This implies that all EP work, both systemically and at an individual level, should challenge exclusion and promote the equal education of all children.

Therefore, the literature reflects a role for EPs as advocates for inclusion at both the individual and systemic level. However, there is little research into how this role impacts the implementation of inclusion rather than just the outcomes of involving EPs.

Frameworks for Developing Inclusive Practice

Currently within the literature there has been little documentation or empirical study of the classroom practices associated with inclusion and inclusive education. Florian and Spratt (2013) explain that while there has been study into the pedagogical knowledge required to understand and implement inclusive practice, there is very little within the literature about how inclusive practices are carried out in a classroom context. This assertion is still relevant, as the recent literature has not presented many advances in research in this area. This is likely due to the previously discussed contextual differences between schools and individual difference in teaching practice, as well as additional factors such as school climates and the challenges associated with measuring and developing connections between inclusive education and the 'on the ground' practices described previously.

There are a few exceptions, however, within the literature, for example with the use of the Index for Inclusion (Booth & Ainscow, 2002; Booth & Ainscow, 2011). The Index for Inclusion is described as a helpful resource used to support schools in developing inclusion, defined as a document that can help schools find steps to develop their setting (Booth and Ainscow, 2002). The Index includes three sections, practice, policy and culture and offers indicators for schools to mark themselves against in order to explore areas for development and areas of strength. This Index has been used in many settings to support the development of inclusive processes, supporting schools to examine their policies, practices and culture in order to implement changes. Mary Collins (2012) describes the Index as 'a set of materials to support school planning, drawing on a range of perspectives from staff, governors, families and the wider community'. The majority of studies implementing this Index have focused on school improvement and development, such as in research by Carrington and Robinson (2004) who explored a case study of inclusive school development using the Index for Inclusion as a guide for assessing areas for development.

Despite being very well documented and explored as a framework for development, the Index for Inclusion it does not explore factors that underpin an inclusive ethos and culture in depth. These factors are critical to explore and understand within a context because, as previously discussed, the development of an inclusive ethos comes from the specific contextual factors of a school. Azorín and Ainscow (2020) explored idea this within their recent paper on inclusive school development in Spanish settings and highlight that they developed another instrument for promoting inclusion rather than using a pre-existing framework as they were driven by the belief that inclusion has to be understood in relation to particular contexts. From the limited research in this area, it is clear that although a few frameworks do exist and are helpful for school development in terms of the fundamentals of inclusive practice drawn from the literature, they the do not explore the factors underlying the implementation of inclusion or explore the interconnected, multidimensional understanding of an inclusive ethos to a significant degree. Further, while the use of already identified frameworks is beneficial in some circumstances, such as school improvement, in order to delve more deeply into what

underpins an inclusive ethos and the factors involved in implementing inclusive education, these frameworks do not go far enough or explore inclusion to a level necessary to identify the underpinnings and drivers for an inclusive ethos and culture in a school.

Section Four: Identified Knowledge Gaps

Knowledge Gaps

There is little empirical evidence that has examined how an inclusive school has developed its inclusive policy, practice and ethos, going deeper to investigate the mechanisms and processes that have led to an ethos and culture of inclusion and what this means for members of the school community. Although there is a large amount of research into inclusion, inclusive principles and practice, very few studies draw this literature together to offer an insight into how a school might develop an inclusive ethos and more specifically, what this inclusive ethos is underpinned and driven by. Research by Göransson & Nilholm (2014) identified this as a gap in knowledge, stating, *"hardly any research was found which reliably identified factors that give rise to inclusive processes" (p.276).* Since 2014, little research has been done to fill this gap. Further, there are no case studies that specifically identify fundamental drivers of inclusion, such as the issues identified within the literature review, that run through policy and how they are translated into practice. Examining key themes and the links between these factors is central in understanding how an inclusive ethos is embedded within a school.

Further, there is very little research into creating an inclusive ethos, especially from an educational psychology perspective. This unique perspective and lens for study and implementation of findings arise from the professional guidelines of ethical, non-discriminatory and inclusive roles within education. Using this identified knowledge gap to inform a specific training framework to be used by Educational Psychologists would be highly beneficial for schools, CYP and their communities and also have wider impacts on local authorities that are confined by budgets and lack of specialist school places. Training around inclusion not only would support schools to develop an ethos

that is more inclusive, but research suggests that when teachers have a better understanding of inclusion, they feel better prepared to implement inclusive practices and have a more positive attitude towards it (Krischler, Powell, & Cate, 2019).

Conclusion

This literature review has explored both the conceptual understandings and difficulties in defining the concepts throughout the research, as well as identifying key themes in the literature around the factors of implementing inclusion in education. The exploration of themes such as leadership, school staff, policies and belonging have shown that although there is empirical understanding of how these factors may influence inclusive practice to some degree, there are gaps in the understanding of how these factors link together and a limited amount of empirical evidence surrounding the holistic picture of implementing inclusive education. Further, there are significant gaps in the knowledge of how and why these factors, and others, may impact the implementation of inclusive practice, as most research has focused on drawing causal links or has not focused directly upon inclusion itself, leading to inferred rather than evidence based conclusions.

It is clear that further research is needed to investigate inclusion to a deeper level, identifying and examining the mechanisms and processes that drive an inclusive culture and ethos from policy to practice. Research so far is limited in exploring the ideas of what a school 'says' within their policies and what a school 'does' in terms of practice in reference to inclusion, and this would offer another perspective to understanding the drivers behind this inclusive ethos and culture. Further, there is a need to investigate the key themes highlighted within the literature review and go beyond these to investigate other possible themes that have yet to be explored or indeed identified. Whilst there has been significant attention paid to the outcomes of inclusion, such as on attainment and on school development of inclusion generally, there is very little focus on the processes underpinning these outcomes and very limited research offering a holistic understanding of the implementation of inclusion in schools.

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Empirical Paper

Identifying and Exploring the Underpinnings of an Inclusive Ethos: the Fundamental Threads in the Tapestry of Inclusion within a Mainstream Primary School

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This research is focused on identifying and exploring the underpinnings of an inclusive ethos in a mainstream primary school; developing an understanding of what fundamental concepts and mechanisms are necessary and important to developing an inclusive ethos. In order to do this, a case study school, which is already deemed inclusive, was chosen. This research is an instrumental, exploratory case study, undertaken from a critical realist perspective. Through an inductive approach to the analysis of data in preparatory phases and a main exploratory phase, the research aims to build knowledge of the underpinnings of an inclusive ethos where there is currently a gap in the research.

This research explores the factors underpinning an inclusive ethos through a phased approach in which two preparatory phases are used to frame and inform the development of the third phase, which is an integrated exploration. The first preparatory phase aims to inductively define inclusion within the context of this school, with key leaders and policy makers. This is in order to ensure the concepts being explored are those embedded within the school and to ensure the definition was situated within the context being explored. The second preparatory phase of the research examines the school's policy documents through a content analysis, in order to identify key themes of inclusion running through the policies. How these key themes are embedded into practice will then be explored with staff members through a questionnaire in the third phase of the research. This questionnaire aims to yield both qualitative and quantitative data to be analysed through a thematic analysis and the use of descriptive statistics. From the data gathered in all three phases of this research, a model of the underpinnings of the inclusive ethos will be presented and explored. This research aims to generate a rich understanding of the underpinnings of inclusion, using methods that ensure a deep and thorough exploration.

Contextual and Historical Framing

Inclusive practice is emphasised in the current educational climate but inclusion has not always been reflected in the policies of the education system in the way that it is now. In the past, segregational policy was common but through multiple changes in international and national perspectives and

policy, an understanding of the importance of inclusive education developed. Following a critical realist perspective, this study places emphasis on the historical context of inclusive practice in order to provide a basis to situate present practice and current research perspectives. In order to understand the current climate of inclusive practice, it is important to consider the historical social and political context.

In the late 1800's, special schools were established for children who were blind and deaf and a few years later for children with physical impairments. This was because, although education was then compulsory, children with disabilities were excluded from school. Alongside this, the IQ test of intelligence was developed in the early 1900's (Mackintosh, 2011), which gave rise over the next few decades to a selection process based on cognitive abilities. The 1902 Education Act passed the responsibility for the provision and management of education to Local Authorities (LAs) as part of a unification of the control of schooling (Ball, 2018). This gave further freedom to LAs to judge which children should attend mainstream school based on IQ. From here, the 1944 Butler Act required children who may have special educational needs or disabilities to undergo a medical assessment, which was used to determine whether a child needed to attend a specialist school; the purpose at this time was segregation rather than inclusion (Williams-Brown & Hodkinson, 2020).

The policies leading to segregation remained in place until around 1978 when the Warnock Report stated that children should not be segregated as many needs could be met in mainstream schools. This was the major change in the tide and led to the 1981 Education Act, which incorporated many of Warnock's recommendations. The 1981 Education Act introduced Statements of SEN and required LAs to provide schools with additional resources to meet the needs of children with SEN. This was where the term "Special Educational Needs (SEN)" was first used, moving away from stigmatising language such as "subnormal". Although the narrative in the 1980s was more inclusive than in the past, the unfortunate result of the National Curriculum introduction and the 1988 Education Reform Act was a return to performance related pay. This gave local authorities and governing bodies power to incentivise the teaching profession based on outcomes and

results, among other factors (Campbell & Neill, 1992). This led to children with SEN being excluded from mainstream education due to their perceived lack of ability to reach set academic targets.

During the 1990s there was a shift in thinking and subsequent policy, moving towards the support of children with SEN and inclusive education. The 1990s saw the development of the SEN code of practice and the Salamanca Agreement in 1994 aimed to promote inclusive education for all Children and Young People (CYP). The more recent changes to inclusive practice have built on past policies and practices, with the 2011 Green Paper proposing changes to an "inefficient" system of Special Educational Needs and Disabilities (SEND) support. This led to the new SEND Code of Practice in 2015, following the Children and Families Act in 2014. The SEND Code of Practice outlines the Education, Health and Care Plan (EHCP) process, the duty of teachers to educate all children and the emphasis on inclusive practice to ensure that all children can access a broad and balanced curriculum, which is still the perspective held in policy.

This brief history highlights the context from which the current national drive for inclusive education and the background to segregation of children with SEND. However, it is important to highlight that the Equality Act 2010 outlined protected characteristics that went beyond disabilities and encompassed race, sexuality, age, religion and sex. Although historically, inclusion is situated within SEND, it is argued in this research that inclusion should stretch beyond SEND and encompass all of the protected characteristics mentioned above and more, to develop a truly inclusive environment (Slee, 2001). It is important to acknowledge that inclusion does not mean the same for all, and does not indicate that all children and young people should be educated in the same place despite a variety of needs. This is a central caveat to hold onto throughout this research as the focus narrows towards examining inclusion in mainstream schools.

Literature Review

Inclusion has been an overarching and contested concept in policy and practice for many years. There has been a great deal of research carried out in this area since inclusion appeared as a concept in literature in the 1980's.

The majority of research investigates the impact of inclusion on groups of pupils, teachers, and attainment with a wide literature base exploring the links between embedding inclusion in schools and teaching, training and academic achievement. Areas that are currently less researched and lacking in empirical evidence include the development of an inclusive ethos in a school and the underpinnings and drivers of such an ethos, through which opportunity and education for all is promoted.

Through a literature review, areas of substantial research in the field of inclusive education were drawn together in order to identify key issues and key gaps. Initially, the framing of inclusion and the subjective nature of defining inclusion and how this may be overcome was explored. Further, the concept of a school ethos and the literature that surrounds the definition and measuring of the concept of an ethos was reviewed and discussed. Following the conceptual exploration, the literature around the key factors effecting the implementation of inclusion at a school level were examined, in order to explore both the current research evidence and the gaps in knowledge of implementing inclusion. These factors were broken down into: leadership, school policies, teacher's interpretations of inclusion, the impact of peers and sense of belonging. Current frameworks used to assess and develop inclusive practices in schools were explored as a basis for the current research.

Conceptual Exploration

Defining Inclusion

As previously mentioned, inclusion as a concept has been difficult to define because researchers tend to place emphasis on different areas of inclusive practice and inclusive education; definitions are usually related to the type of question and inclusive area being researched (Göransson & Nilholm, 2014). There are fundamental principles, however, that influence the broad definition of inclusion. Schuelka (2018) argues that some of the most authoritative definitions of inclusive education come from United Nations agencies and from treaties. Schuelka (2018) suggests that these international statements are important for the development of, and become the basis for, national policy; upon which practice examined in the literature is based. Such statements include, for example, the principles of a fundamental right to

education, principles that values students' wellbeing, dignity, autonomy, and contribution to society and a continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students (UN 2016).

Moving from an international level and into a school level, it seems that within the literature, definitions focus on whom education is for or what inclusion should provide (Dimitrellou, 2017). It is also clear that definitions of inclusive education, more often than not, relate to pupils taught within a mainstream classroom with their peers (Schuelka, 2018). The concept of inclusive education assumes that all children have the right to be educated in the same place (Cobley, 2018; Hehir, Grindal, Freeman, Lamoreau, Borquaye, & Burke, 2017). Further, common to most literature reviewed is the idea of ensuring all pupils needs are considered and responded to at an individual level, whereby curriculums, provision and resources are restructured to enhance equality of opportunity (Sebba and Sachdev, 1997, as cited in Gibb, Tunbridge, Chua, & Frederickson, 2007).

However, there is not one agreed and research-based definition of inclusion in education within academic literature, despite there being clear fundamental principles of inclusion that most agree upon. This is because definitions of inclusion differ between different researcher's foci and paradigm of research and also between school contexts. A school may implement a slightly different definition of inclusive practice, although framed by national policy and guidance, because of context specific differences (Booth T. , 2016), school ideology and beliefs. There is, however, little research or literature related to the underlying issues of how educators in schools define inclusion and also a gap in understanding how inclusion is defined and implemented on a daily basis as Benson (2020) outlines in their paper about the implementation of inclusive policy and practice. The concept of inclusion is subject to interpretation at a school level and at a research level; although most agree on the fundamentals of inclusion, the fine-tuning of a definition should come from the context in which research is being carried out.

Therefore, defining inclusion can be subjective and must be explored from the perspective of the context and settings being studied. As there is not one agreed upon definition, it is important to understand how an individual

context defines inclusion and implements these overarching inclusive principles; understanding how inclusion is defined in the case study school will, therefore, be a vital element of this research. Further, it is argued within this paper that inclusion and inclusive education is not just limited to children and young people with SEND but is fundamental for all pupils, whatever their needs, strengths and backgrounds.

Defining an Inclusive Ethos

The term ethos is used extensively in the research but it is challenging to define due to the conceptual breadth of the term used within the literature. For example, Brown, Busfield, O'Shea and Sibthorpe (2011) discuss the concept of an ethos in terms of the expressions of the schools beliefs within the school mission statement. Whereas, other researchers, for example Donnelly (2000), argue that an ethos is defined as the observed practices and interactions of school members at varying dimensions or levels within the school system. In terms of the literature base in the area of school ethos, few explicitly explore the link between the school ethos and inclusive practices.

An ethos exerts significant influence on the internal workings and environment of a school (Keon, 2020). A model that captures the multi-layered nature of an ethos within the literature is that put forward by Donnelly (2000) who summarised the understanding of an ethos within three dimensions: "aspirational ethos" which is demonstrated within school policies, "ethos of outward attachment" which is displayed by organisational structures and behaviour and "ethos of inward attachment" which is individuals' deep feelings and perceptions about the school.

Donnelly (2000) further suggests two broad viewpoints in relation to understanding the definition of an ethos within the literature. The first viewpoint is an ethos as 'a formal expression of the authorities' aims and objectives for an organisation' (page 135) in relation to policies, objectives and the managements implementation of these within their school (Keon, 2020) found most explicitly in the schools mission statement (Brown, Busfield, O'Shea, & Sibthorpe, 2011). In contrast, the second viewpoint identified in the literature explores the idea that an ethos originates from a process of interactions between those within a school, rather than just from a formal

authoritarian statement. Ramburg (2020) describes this view, suggested that a school ethos "refers to the norms, values and beliefs that permeate the spirit of the school and how these are manifested in the way students and teachers act, relate, behave, and interact toward each other" (p.7). Building upon this, an ethos is described within the literature as the activities and behaviours the school community are involved in and their interactions, which creates the school atmosphere. The ethos of a school, therefore, could be described as something that is experienced as well as something that is objectively prescribed (Allder, 1993).

Definitions of an ethos within the literature are nuanced and there are varying dimensions and viewpoints of an ethos explored within research. It can be seen from the literature that the focus on a particular dimension and aspect of an ethos is dependant on the specific focus of the research but in order to present a broad understanding and capture the essence of an ethos, all must be considered, whilst also holding onto and exploring the wider culture within which the ethos is framed. Both the formal and more informal expressions and implementations of the ethos at various dimensions must be considered when capturing the essence of a school's ethos within research and therefore all aspects of an inclusive ethos will be explored in the current paper.

Furthermore, by examining the literature around school ethos', although understanding of the concept is offered, there is an identified the gap in research around inclusive school ethos' and the interrelatedness of it with inclusive practice. In order to fill this gap, this is where the current research study is situated.

Key Issues Within the Literature
Leadership

Leadership in schools is a fundamental factor for the effective implementation of inclusion and embedding change around inclusive values (Ainscow & Sandill, 2010). Thompson and Matkin (2020) found that teacher's and their head teacher's attitudes are connected and therefore the nature of a leader's belief in inclusion is vital to the policy and practice in a school. Further, school leaders have a fundamental role in developing the culture of a

school and shifting the assumptions and beliefs held by members of the school staff in order to embed values of accepting difference and providing opportunity for all (Schein, 2010; Branson, Marra, Franken, & Penney, 2018). It is widely acknowledged that transformational leadership enables significant developments in inclusive school environments (Angelides, 2011; Rose & Shevlin, 2021). This is because the leader challenges traditional assumptions by reassessing values and beliefs and focuses on developing relationships and inclusive values and challenging staff to embrace new ways of thinking and doing (Anderson, 2017) which builds efficacy and competence in inclusive practices (Francisco, 2019). Further, leadership that is transformational focuses on teaching and learning while creating a strong school community, which is important for developing a culture of inclusion (Ainscow, 2020; Riehl, 2000).

The leadership's values permeate all aspects of a school's functionality (Kay et al., 2003, as cited in Smith and Bell, 2014). Effective, transformational leadership, therefore, is integral to ensuring that an inclusive ethos is embedded in a school. It is clear within the literature that head teachers and school leaders are in a unique and influential position to set a positive tone for inclusion and develop an inclusive ethos in schools, advocate for CYP with SEND and take action to ensure all students have access to high quality learning opportunities with teachers trained in inclusive practices (Billingsley & McLeskey, 2014). However, the exploration of how school leaders can effectively implement inclusive education is widely missing within the literature. Thompson and Matkin (2020) highlight that, instead, the emphasis of research is usually upon what headteachers should achieve. Therefore, it is clear that further research must explore action as well as outcome more deeply in order to fully reflect the impact leadership has on implementing inclusion and add a dimension of understanding to the literature, which is lacking currently.

Policies

Several studies have highlighted a link between school policies and the implementation of inclusive education. Schools have to link with wider government legislation and policy, such as the Equality Act (2010), the SEND

Code of Practice (2015) and the Children and Families Act (2014) and these inevitably feed into policies at a school level (Alexiadou & Essex, 2016). Although education policy shapes school level policy and practice, some of the literature suggests that, often the transformative cultures needed to embed policy as inclusive practice is not supported; therefore inclusive education can fail somewhat to filter into classroom practice. Braun, Maguire and Ball (2010) discuss the idea of policy enactment in schools, exploring the idea that policies are interpreted by 'policy actors' rather than just implemented. Within the literature, it could be seen that policy enactment mirrors the leadership style of those who successfully embed inclusion through values and practice (Woodcock & Woolfson, 2019). Ball *et al.* (2011) furthered this idea, discussing categories of policy actors. For example, they suggest that leaders are usually narrators and enthusiasts, interpreting and enforcing the meaning of policy while supporting the policy and enabling its enactment in specific ways. It has been found within the research that if teachers are willing and appropriately up skilled to implement inclusive practices, this will have a positive impact on the implementation of school policies (Brown, Busfield, O'Shea, & Sibthorpe, 2011). This links closely to the literature around feelings of self-efficacy discussed later. Enabling the school staff to develop their roles and responsibilities in line with these policies brings effective and long-lasting change to practice (Cubillo & Woolley, 2017).

Evans and Lunt (2002) previously suggested that the implementation of inclusion policies has been uneven; a view supported in more current literature highlighting the difficulty with translating national policy frameworks into inclusive education in schools (Rouse, 2008). It can be seen in the research that policy-makers must shift their views and values in order to develop an inclusive vision (Ainscow, 2020) and there must be shared beliefs between policy makers and senior staff within the school, with focus on collaboration and opportunity for all (Ainscow, Chapman, & Hadfield, 2020). view in the literature, and suggest that an inclusive ethos in schools require. A relationship between policy and the aspirational dimension of the school ethos is clear, which suggests policies do impact the ethos of a school and therefore the implementation of inclusive education. Assumptions can be drawn from wider literature, suggesting that there is a link between policy and practice

that is mediated somewhat by the school's ethos, teachers and professional development and impacted by leadership implementation of policies but further research in this area is needed. There appears to be relatively limited empirical evidence investigating the link between policy and inclusive practice at a school level and insufficient efforts to promote inclusion more fundamentally in policy are reflected within the literature (Webster, 2018). The challenge remains on how to move inclusion from policy to practice and although the literature offers some ways to address this question of implementation, it is still a gap in the wider knowledge with very few papers investigating this area specifically in relation to inclusive practice.

Teacher's Implementation of Inclusion

The literature suggests that teachers' ability to implement inclusive education is underpinned by a theoretical understanding of the ways children learn (Florian & Spratt, 2013). The principle of providing opportunities for all children to learn within a classroom community that does not make judgments about ability is considered inclusive practice (Hart, Dixon, Drummond, & McIntyre, 2004). Therefore, the implementation of inclusion is viewed in the literature as a dynamic process, which involves all children in the life and learning of the school (Florian & Spratt, 2013). Through conducting this literature review, a clear link between professional development (PD), self-efficacy and a shared, collaborative belief in inclusion emerged, which appear to be the mediating factors for teacher's interpreting and implementing inclusion (Pugach, Blanton, & Boveda, 2014; Brennan, King, & Travers, 2019).

PD can have a long-term effect on practice by setting an ethos in the school whereby other members of staff are also building knowledge and desire to teach inclusively. This is reflected within the literature as a shared belief in and shared responsibility for inclusion, which is vital for the long-term implementation of inclusive practice. It can be seen that teachers who have had sufficient training feel more confident in implementing inclusive practices and also are more supportive of the practices involved (Hatton, 2013; Mngo & Mngo, 2018; Chapman, 2019). Teachers' preparedness or teacher confidence is highlighted as a mediating factor for the implementation of inclusive

education. This is particularly related to feelings of self-efficacy (Bandura, 2012), which plays a significant role in embedding inclusive practice. The idea of self-efficacy is related to confidence and perceived ability in teaching and creating a positive learning environment (Hosford & O'Sullivan, 2016). Research has also identified a link between a supportive school climate and mastery experiences, with a growth in self-efficacy for inclusion (Hosford & O'Sullivan, 2016; Wilson, Marks-Woolfson, & Durkin, 2020). Therefore, the literature drawn together in this review suggests that school climates which enable mastery experiences, training, a supportive school culture and a facilitative style of leadership are likely to result in improved self-efficacy for inclusive education (Chao, Sze, Chow, Forlin, & Ho, 2017; Odanga, Aloka, & Raburu, 2018; Sehgal, Nambudiri, & Mishra, 2017). Further, a collective belief in an inclusive ethos, shared knowledge and ideas across a school, supportive and facilitative leaders and above all effective professional training can enable teachers' implementation of inclusive practice. It will be important to examine these conclusions within an inclusive school to draw out links that explore why these factors are important and how they interlink rather than relying just upon causal links that most research present in this area thus far.

Impact of a Sense of Belonging

A key area in the research around inclusion is the construct of belonging. Roffey (2013) highlights the case for building inclusive school communities by examining the link between inclusion and a sense of inclusive belonging. Feeling accepted within a social group is a basic psychological need which vital to our survival (Baumeister & Leary, 1995) and goes beyond the narratives of disability or difference to an acceptance of who one is and being valued for who one is (Scorgie & Forlin, 2019; Robinson, Hill, Fisher, & Graham, 2018). Irrespective of CYP's individual differences, an inclusive ethos can, when appropriately implemented, have a positive effect on the sense of school belonging (Sakız, 2017). The literature describes ways in which school communities can focus on relationships, capability and individuality as a way to reduce societal attitudes and prejudice (Robinson, Hill, Fisher, & Graham, 2018), in particular through organisational inclusion such as promoting belonging through modelling inclusive actions and attitudes

from school leadership and through staff PD (McMahon, Keys, Berardi, Crouch, & Coker, 2016). Much of the literature suggests that attitudes towards others are formed within a context (Rutland & Killen, 2015; Killen, Mulvey, & Hitti, 2013) and therefore a conclusion drawn from the current review is that fostering an environment within schools where CYP are modelled and then given opportunities to interact with peers promotes acceptance and lowers prejudice (Juvonen, Lessard, Rastogi, Schacter, & Smith, 2019; Broomhead, 2019).

Critically, something that appears far less empirically studied is the impact of belonging and connectedness of school staff on an inclusive ethos and culture in a school. The limited research in this area does indicate that teacher self-efficacy (a construct discussed previously) is related to feelings of belonging, particularly when the prevailing norms, values and practices of a school are compatible with teacher's own values (Skaalvik & Skaalvik, 2017). Alongside this, the common understanding of goals and values enhance collective teacher efficacy as well as teacher's feelings of belonging (Skaalvik & Skaalvik, 2019). While it is reasonable to conclude from the literature that the implementation of inclusion leads to a sense of belonging which benefits pupils, it could also be suggested that a sense of belonging for staff members is likely to be a key element in maintaining and developing the inclusive ethos through shared belief and developing competence in inclusive practices. There has been very little exploration of this within the literature and is a noteworthy gap in the knowledge and a key area for further study.

Impact of Peers

Not only do relationships between peers build connectedness and belonging within schools, but the literature also describes support by peers as a powerful vehicle for inclusive education (Van Mieghem, Verschueren, Petry, & Struyf, 2018). Peer support was found within the research to enhance inclusion, particularly where peers provided a foundation for mutual support, for example in the research by De Vroey, Struyf and Petry (2016). This mutual support was often cited within the literature as peer-mediated interventions, which is where instruction happens through a positive social relationship. These types of intervention were seen to be beneficial for children with SEND

and also for those with English as an Additional Language (EAL) (Kaya, Blake, & Chan, 2015; Cole, 2018). Further, peer-mediated learning and intervention enhances inclusion for not only children with SEND but also for other children who may also be marginalised, through interactive learning which enhances interactions and developing acceptance (Efthymiou & Kington, 2017; Mitchell & Sutherland, 2020).

Moreover, CYP with additional needs or risk of marginalisation can benefit emotionally when supported by their peers and there have been found to be many social benefits to the inclusion of CYP within mainstream classrooms (Koster, Nakken, Pijl, & Van Houten, 2009; Efthymiou & Kington, 2017). Links between an inclusive ethos and the quality of social interactions was found within the literature, with positive peer relationships developing from an inclusive culture of acceptance and value (Humphrey & Symes, 2010; Dimitrellou & Male, 2019). CYP must be accepted and valued by their peers for inclusion to be successful. In order to explore this, the theory of planned behaviour (Ajzen, 1991) has been used. Lambert and Frederickson (2015) found that not only did children's attitudes towards others with SEND predict their intentions to interact but their attitudes significantly correlated with their teachers. This highlights the importance of teacher's attitudes towards inclusion and towards pupils with additional for pupil's attitudes to be inclusive and tolerant in nature. Simply integrating children with SEND or with additional needs into a class can lead to low peer acceptance and loneliness (Wiener & Tardif, 2004) particularly if children's needs are less visible (Tuersley-Dixon & Frederickson, 2016).

Inclusive principles such as teacher's relationships and attitudes towards with children at risk of marginalisation are important for shaping peer acceptance. This area has a relatively strong research based but further research into the links between teacher's attitudes, pupil attitudes and other factors such as belonging could be explored to investigate the interrelated nature and the impacts on acceptance, tolerance and valuing others for all pupils in a mainstream classroom.

Current Frameworks for Developing Inclusive Practice

Currently within the literature there has been little documentation or empirical study of the classroom practices associated with inclusion and inclusive education. Florian and Spratt (2013) explain that while there has been study into the pedagogical knowledge required to understand and implement inclusive practice, there is very little within the literature about how inclusive practices are carried out in a classroom context. There are a few exceptions, however, within the literature, for example with the use of the Index for Inclusion (Booth & Ainscow, 2002; Booth & Ainscow, 2011). The Index for Inclusion is described as a helpful resource used to support schools in developing inclusion, defined as a document that can help schools identify steps to develop their setting (Booth and Ainscow, 2002). The majority of studies implementing this Index have focused on school improvement and development, using it as a guide for assessing areas for development.

This Index, despite being very well documented and explored as a framework for development, does not explore factors that underpin an inclusive ethos and culture in depth. Although it enables schools to investigate key areas of inclusive practice in three main areas they put forward (policy, culture and practices), it does not enable one to investigate the underlying processes and mechanisms driving inclusion and an inclusive ethos. These processes and mechanisms are vital to explore and understand, particularly from an individual school perspective within a context because, as previously discussed, the development of an inclusive ethos comes from the specific contextual factors of a school (Azorín & Ainscow, 2020). From the limited breadth of research in this area, it is clear that although a few frameworks do exist and are helpful for school development in terms of some of the areas of inclusion, they the do not explore the factors underlying the implementation of inclusion to a significant degree. Further, while the use of already identified frameworks is beneficial in some circumstances, such as school improvement, in order to delve more deeply into what underpins an inclusive ethos and the factors involved in implementing inclusive education, these frameworks do not go far enough.

Conclusion

The exploration of factors presented above found that, although there is empirical understanding of how these factors may influence inclusive practice to some degree, there are gaps in the understanding of how these factors link together and a limited amount of empirical evidence surrounding the holistic picture of implementing inclusive education. Further, there are significant gaps in the knowledge of how and why these factors, and others, may impact the implementation of inclusive practice, as most research has focused on drawing causal links or has not focused directly upon inclusion itself, leading to inferred rather than evidence-based conclusions.

It is clear that further research is needed to investigate inclusion to a deeper level, identifying and examining the mechanisms and processes that drive an inclusive culture and ethos from policy to practice. Research so far is limited in exploring the ideas of what a school 'says' within their policies and what a school 'does' in terms of practice in reference to inclusion, and this would offer another perspective to understanding the drivers behind this inclusive ethos and culture. Further, there is a need to investigate the key themes highlighted within the literature review and go beyond these to investigate other possible themes that have yet to be explored or indeed identified. Whilst there has been significant attention paid to the outcomes of inclusion, such as on attainment and on school development of inclusion generally, there is very little focus on the processes underpinning these outcomes and very limited research offering a holistic understanding of the implementation of inclusion in schools.

Research Rationale, Aims and Questions

Knowledge gaps and research rationale

The literature review presented above revealed a gap in the empirical understanding of how an inclusive ethos is developed and what fundamental factors underpin and drive it. Often, as described by Göransson and Nilholm, (2014), research in this area makes connections between factors that make schools inclusive without empirical evidence thoroughly investigating these connections and how they impact an inclusive ethos and inclusive practices.

Since Göransson and Nilholm's paper was published in 2014, it is clear from the literature review that very little research has attempted to identify both the factors underpinning inclusion but also how these factors link together and interconnect. Research so far has been limited in terms of exploring the links between what a school 'says' within their policies and what a school 'does' in terms of practice in reference to inclusion; investigating the underlying factors and mechanisms behind these links are key to understanding the drivers and underpinnings behind the school's inclusive ethos and culture.

Research Aims

Although, as described above, there is a large amount of research into inclusion, inclusive principles and practice, very few studies draw this literature together to offer an insight into how a school might develop an inclusive ethos and more specifically, what this inclusive ethos is underpinned and driven by. Further, there are no case studies that specifically identify fundamental drivers of inclusion, such as the issues identified within the literature review, that run through policy and how they are translated into practice. Examining key themes and the links between these factors is central in understanding how an inclusive ethos is embedded within a school. Research by Göransson and Nilholm (2014) identified this as a gap in knowledge, stating hardly any research was found which reliably identified factors that give rise to inclusive processes and make schools inclusive (p.276). Since 2014 however, little research has been done to fill this gap, especially from an educational psychology perspective.

This research aimed to investigate the key areas underpinning and driving inclusive education and examine the links between these factors and the development of an inclusive ethos using an inductive approach. It aimed to investigate inclusion to in greater depth and more holistically than most research has done so far, identifying and examining the mechanisms and processes that underpin and drive the inclusive ethos in order to understand the interconnected complexity of an inclusive ethos and inclusive practices and education.

Research Questions

1. How do school policy makers define inclusion and ethos?

2. What key aspects of inclusion run through the school policies?

3. What underpins an inclusive ethos in the school (the mechanisms, processes and practices that lead to inclusion)?

> 3.1 How do inclusive themes within school policies link to inclusive practice?

> 3.2 What does inclusion mean to staff members in the school?

Methodology

This research was carried out from a critical realist perspective. Critical realists hold the view that events or behaviours are a result of interactions between, and of, mechanisms where not clearly observable structures and objects have "causal powers to produce effects" (Bhaskar, 1989, cited in Wikgren, 2005). Critical realists investigate processes or mechanisms across different levels (biological, psychological, social and cultural) and the interactions between them (Mingers & Standing, 2017). This approach implies that there is interconnectedness across levels; a process is not confined to just one. As such, a study which has been investigated from a critical realist perspective entails examining the range of possible mechanisms in play and investigating which are having the most impact within the context being explored (Burnett, 2007).

Ontology can be defined as the study of 'being' and is concerned with what is or the world as it is; essentially, the nature of existence and structure of reality or what it is possible to know about the world (Snape & Spencer, 2003; Al-Saadi, 2014). An important element of ontological understanding from a critical realist perspective is the acknowledgment that there is an outcome of an action, which follows on from mechanisms acting in particular contexts (Burnett, 2007). This perspective differentiates between the real world, events or systems created by this real world and the events which we

are able to record, therefore highlighting that there will always be a level of interference about the nature of 'what the world is' (Easton, 2010).

Epistemology, however, is defined as the world as we know it, or our knowledge of the world. A critical realist may believe that knowledge is transient and is relative to the contextual social, political and historical underpinnings. Further, when exploring social structures and concepts, this perspective holds the view that reality for individuals is shaped and constrained by social structures, whilst individuals also transform these social structures. This is the concept of causal relationships, where society and the individual are mutually interactive and where relationships between entities cause an event (Easton, 2010). An important aspect of critical realism is both the horizontal explanation of events caused by mechanisms and stimulus, and the vertical explanation of the interconnectedness between mechanisms, therefore broadening and deepening knowledge of the systems being explored (Archer, Bhaskar, Collier, Lawson, & Norrie, 1998).

Taking a critical realist approach means examining the factors underlying the "question" and how these mechanisms interplay to create the phenomena, which is immeasurable directly as a concept. The 'issue' in this research is the concept of an inclusive ethos in a school, a concept in itself that is difficult to measure. Therefore by adopting this perspective, this research is situated within the historic, social and political context, examining the interdependent relationships between mechanisms at different levels in order to gain a broader and deeper knowledge of the concept and the underpinnings of an inclusive ethos.

Well linked with a critical realist research paradigm is the methodology of case study. It is a form of mixed method enquiry that enables a holistic and in-depth investigation of a complex issue, with data that is triangulated (Harrison , Birks, Franklin, & Mills, 2017). Case studies enable the researcher to begin to understand a complex issue and gain an understanding of the issue in a real-life situation (Yin, 2014). By taking a critical realist approach to this case study, the mechanisms, factors and processes underpinning an inclusive ethos (the 'issue') could be explored in a way that the concept itself could not be.

This research implemented an instrumental, exploratory case study

methodology because it aimed to build knowledge where there was currently a gap using a particular case to provide insight into this issue. An inductive approach to data collection and analysis was used to build a theory around, and discover themes and categories of the underpinnings and drivers of an inclusive ethos (Patton, 2002). This inductive approach using both qualitative and quantitative data is well linked to the critical realist paradigm. A critical realist perspective is based on the idea that objective reality does exist, but it can only be partially known and is mediated by individual perceptions as well as societal, cultural and historical factors (Maxwell, 2012). Like positivism, critical realists accept there are objective realities, and agreements about those realities, but argue that one cannot rely just on positivist reasoning to understand the world. Therefore, by using a mixed methods approach, this aimed to provide an understanding of both the objective reality and the individual perceptions and societal and cultural factors that mediate this.

By using this approach, it enabled the investigation of how an inclusive ethos is developed, from school policy to practice. As an inductive enquiry, each phase of the research guided the next in order to develop a holistic understanding of the concepts and mechanisms in play.

The Case Study

The chosen case study was a mainstream primary school in a town location, identified both objectively and by the researcher as an inclusive setting (the ethical considerations and implications of this are discussed later). This setting was known previously to the researcher and was chosen through a purposeful sampling method in order to ensure the research questions could be explored thoroughly in a setting the researcher knew had inclusive processes and mechanisms in place. Purposeful sampling is often used in case study methodology (Merriam, 1998), selecting information-rich cases will yield a rigorous and in-depth account of the phenomenon being explored (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015). A familiar school was selected based on critical case sampling to select a case that "would yield the most information and have the greatest impact on the development of knowledge" (p. 236), Patton, 2002, as cited in McLeskey,

Waldron, & Redd (2014). Past educational research has used purposeful sampling as a method for identifying and selecting case studies that yield information-rich cases for in depth study of a specific phenomenon, such as that by Mfuthwana and Dreyer (2018) who used purposeful sampling to explore case studies of teacher's perceptions of inclusive education teams.

In order to measure the inclusive nature of the case study school objectively, measurable characteristics that capture the inclusive nature of a school setting were examined against the Local Authority averages (see table 1), using measures outlined by Dimitrellou, Hurry and Male (2018). This data came from the 2018/19 school census data (UK Government, 2019), used by the Government to track and monitor information on school populations, characteristics and attainment and the 2020/2021 Pupil premium: allocations and conditions of grant document (Government, 2020).

Table 1.

Comparative percentages of objective measures of inclusion

Characteristic	Percentage of Case School Population	Average LA Percentages
English as an Additional Language (EAL)	38.2%	9.9%
SEND Support	14.1%	10.4%
Education Health and Care Plan	3.0%	1.6%

As can be seen from this data, compared with the local authority as a whole, the case study school has a higher percentage of children with SEND support and with EHC Plans, as well as a significantly higher proportion of children who have EAL. These objective measures, give an indication of the population of the school. Further to objective measures, this school was identified as inclusive by professionals who have worked in supporting capacities in the school and by the researcher based on prior experience of

the school. All participants in the phases of this research were drawn from the school community.

A Phased Approach: Methods and Analytic Strategy

As discussed above, this research took an inductive, phased approach, with each phase building upon the knowledge and ideas identified in the last. This method enabled this research to be truly centred on the contextual aspects of the case study school and accurately reflect the inclusive underpinnings and drivers of the inclusive ethos and culture. The phases took the form of two preparatory phases investigating the first two research questions, which then led to the main exploratory phase (phase three).

Preparatory Phase One - Defining Key Concepts

As previously examined, each school is likely to implement a slightly different definition of inclusion, although framed by national policy and guidance, because of context specific differences such as individual children and levels of need, community differences, school ideology and beliefs. The concept of inclusion is subject to interpretation at a school level and although most agree on the fundamentals of inclusion, the fine-tuning of a definition should come from the context in which research is being carried out. Therefore, the first phase of the research was to identify the context specific understanding and definitions of inclusion and ethos, as this specific definition impacts the practice the school then implements. It was important to use the school's definitions to frame the rest of the research to ensure that this study was investigating the inclusive ethos as understood by members of the school community, as opposed to the researcher's understanding of what inclusion 'should' be.

To explore the meanings of the concepts of inclusion and ethos in relation to the school being explored, phase one comprised of a semi-structured interview with both the Deputy Head Teacher who is also the SENCo and with the Vice-Chair of the Governors, who holds an advisory role for inclusion within the school. The two representatives of the school community were included in one interview as it was felt that they had both the expertise in inclusive practice and direct influence over practice and policy

within the school; those in leadership positions are often the narrators and enthusiasts of the policies and practices they inform, interpreting and enforcing the meaning of policy while supporting and enabling its enactment in specific ways (Ball, Maguire, Braun, & Hoskins, 2011). Therefore, interviewing these representatives of the school community was conducive to being able to reflect the school's understanding of inclusion.

The semi-structured interview included three open-ended questions:

1. What does the concept of a school ethos mean to you?
2. How would you define the concept of inclusion?
3. What does an inclusive ethos look like in this school?

From these questions, follow-up questions were asked as themes emerged within the conversation. This procedure allowed for some element of preparation but enabled open-ended responses from the participants that then led to the sharing of more in-depth information. The questions were constructed to be deliberately wide as this was felt to be the best way to ensure the interview was not led by any previous knowledge held about the definitions of these concepts. The use of a semi-structured interview also enabled the answers to the questions and definitions to be fine-tuned by the participants, while providing reasons behind the responses (see Appendix B for interview transcription). The semi-structured interview lasted for just over one hour and was a facilitated collaborative discussion between the two participants.

A semi-structured interview was deemed the most appropriate data collection method for this phase as its structure can be versatile and flexible in order to make it purposeful to answering research questions (Kelly, 2010). A semi-structured interview allows for reciprocity between the researcher and participants, which enables follow-up questions to be devised based on responses given. This is beneficial for exploring and understanding the reasoning behind a response (Kallio, Pietilä, Johnson, & Kangasniemi, 2016); this was deemed important in the rigor and inductive nature of this research as it was important to understand the concepts and why they were important

within the case study context and to develop the role of insider as a researcher.

Preparatory Phase Two - Investigating Inclusion in Policy

In order to investigate the extent to which inclusive practices run through the school's policies and what key themes emerge from the policies, the policies were analysed through a content analysis using a novel coding framework described below. This enabled the identification of key themes within the school policies that would be the basis for further exploration in phase 3. There are a few frameworks for exploring inclusion in schools and school policy within the literature, such as Booth and Ainscow's Index for Inclusion (Booth & Ainscow, 2011; Booth & Ainscow, 2002). However, there is no current research on investigating the inclusive thread within policy and the existing frameworks, although suitable for their purpose of developing inclusion, did not explore this in the detail or to the depth necessary for the current study. Further, existing frameworks did not include up to date legislation and policy that is now influential in the implementation of inclusion in schools.

Since no coding frameworks for content analysis currently exist to explicitly explore inclusion within school policies in order to identify key themes, the framework used in this study was developed through exploration of the literature and a variety of sources in this area. Research such as that by Loreman, Forlin and Sharma (2014) and Kyriazopoulou and Weber (2009) identified indicators for inclusion and key areas that should be included in policies. Further, a Country Policy Review document produced by the European Agency for Special Needs and Inclusive Education (European Agency for Special Needs and Inclusive Education, 2018) provided a starting point for the development of the coding framework. This document included an analysis grid for national inclusion policies and was therefore a beneficial reference tool for developing a school level analysis framework. Further, exploring coding frameworks from content analysis in other areas of education policy, such as Smith, Smith, Osborn and Samara's (2008) exploration of anti-bullying policy was beneficial for ensuring the current framework was in line with those already in the literature. From this investigation and using

knowledge drawn from the literature review, a novel coding framework was devised (see appendix C). The codes were grouped into the themes presence, participation, placement and progress based on a model of specific areas of inclusive education presented by Ainscow (2016b) and Slee (2018).

This framework with then reviewed by a panel of five Educational Psychologists (EPs). EPs hold a specialist role in promoting inclusion, both at an individual child level and at a systemic school level (Lambert & Frederickson, 2015) meaning they have expertise in the area of inclusive education and its implementation in schools. This panel of 'expert reviewers' provided feedback through a questionnaire (see appendix D) and suggested changes; this provided a level of validation for the coding framework. Changes were implemented, such as including subheadings within the framework, in order to produce the finalised framework for the content analysis (see appendix E).

Phase Three - Investigating the Mechanisms and Processes Underpinning and Driving an Inclusive Ethos

This phase was the main phase of the research, integrating data gathered from both preparatory phases in order to explore the third research question and the two subsidiary questions within this.

From the key themes identified within policy through the content analysis in phase two and considering aspects of inclusion and the ethos presented within the semi-structured interview, a questionnaire was developed for staff in order to investigate inclusion in practice with an aim to identifying underlying themes that weave through both policy and practice. The questionnaire was written based on the extracts of rich data from the policies and categorised in the same way as the content analysis, in terms of the themes and subthemes (presence, participation and progress; placement was discounted because none of the codes within it scored above the threshold). Some elements identified within policy were broken down into multiple questions in order to explore each detail more thoroughly and gain as clear an understanding as possible. Key issues present within the literature were also considered as part of the drafting process if they linked to key findings from the policies to ensure these were explored from the perspective

of the school staff. Further, the Index for Inclusion (Booth & Ainscow, 2002) was examined as it is a tool used for developing learning and participation in schools, and any relevant additional indicators from this tool were included if they had not been referenced already through the process in phase 2. This was to ensure that the questionnaire was fundamentally inductively led by the policies of the school but also investigated relevant indicators for inclusive practice based on already established measures in order to add validity. Due to time restraints, a pilot questionnaire was not carried out. A pilot of the questionnaire may have been beneficial with a small sample to gain feedback on the style of the questions and the ambiguity that may have existed but this was not possible within the restrictions of time and resources in this project. If completing the research again, a pilot of the questionnaire would be considered as part of the research process to address possible issues in the questionnaire process (Sampson, 2004).

In order to ensure that all respondents had a clear understanding of the concepts being explored, the definitions arising from phase one were included at the beginning of the questionnaire. This went some way to ensuring that the concepts of inclusion and ethos were the concepts being measures and explored. The questionnaires also aimed to investigate what inclusion meant to the staff in school and how policy was enacted in practice; the links between what a school 'says' and what a school 'does'.

The questionnaire included both Likert scale statements with 6 scaled responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Unsure and open-ended questions (see appendix F for full questionnaire). The Likert scale statements aimed to explore the extent of agreement with specific elements of inclusive practice, where the open-ended questions aimed to explore each individual's personal thoughts, experiences and explanations for their beliefs and ideas. See table 2 and table 3 for example Likert scale statements and open-ended questions from each concept. The Likert statements did not directly map with the open-ended questions but within each section of the questionnaire both types of questions explored the respondents views on that dimension.

Table 2.

Example Likert Scale Statements for each dimension of the questionnaire.

Theme	Likert Scale Statement
Presence	Inclusion is outlined as a key principle in the schools ethos that encompasses all learners and their families.
	Training to meet the diverse needs of children is provided to me.
Participation	The school enables parents/carers to be involved in decision-making around their child's education.
	Pupils' voices are listened to in decision-making that affects them.
Progress	All learners are given fair opportunity to make progress, which is not limited to academic progress.
	Achievement, in the widest sense, is celebrated.

Table 3.

Example open ended-questions for each dimension of the questionnaire.

Theme	Questions
Presence	What does inclusion mean to you in your role in school?
	What factors do you feel are most important for developing and

	maintaining an inclusive ethos in school?
Participation	Which processes do you think are most important for establishing good relationships with parents/carers?
	How are children's views gathered and acted upon during decision making in school?
Progress	Do you feel that being an inclusive setting improves outcomes for all pupils and if so, why?
	What factors have had the most impact on your ability to be an inclusive practitioner?

This method of data collection enabled a range of quantitative and qualitative data to be collated to give a 'richer picture' of inclusive practice and staff views. The questionnaire was devised on Microsoft Forms to allow for virtual data collection and entirely anonymous responses. As this research took a case study design, the questionnaires were given to every member of teaching staff, both teachers and teaching assistants, in order to gather a range of views from those who implement inclusive education. Other staff members such as mid-day supervisors and office staff were not included in the sample, as their roles do not cover the inclusive educative practices being explored in this research. Consent was assumed when returning the questionnaire (outlined in a covering statement, see appendix G).

Data was analysed through a mixed methods approach. The quantitative data was analysed with descriptive statistics, examining percentages and rating scales to give a broad, numerical representation of the data. The qualitative, descriptive data was analysed alongside the transcription of the interview in phase one, using reflexive (Big Q) thematic

analysis (Braun & Clarke, 2019) based on the framework outlined by Braun and Clark (2006). Big Q thematic analysis requires a continual querying of the assumptions and conclusions being made when interpreting and coding, allowing for reflective and thoughtful engagement with the data and the process (Braun & Clarke, 2019) and going beyond simply following a process of steps.

Ethical Considerations

The ethical considerations around the research were not taken lightly. A robust ethical proposal was submitted to the University of East Anglia School of Education and Lifelong Learning Research Ethics Committee who granted permission to begin the study in March 2020. Some amendments to the methods for gathering of the data (i.e. virtually) were made due to the COVID-19 pandemic and the limitations around any form of face-to-face working. These adaptions were approved in June 2020.

The school was familiar to the researcher prior to completing the research and therefore there were some ethical considerations around this. The nature of this research was a case study of a school that was deemed to be inclusive, in order to investigate the underpinnings and drivers of their inclusive ethos. Using purposeful and critical case sampling was the best way in which to investigate the research questions to the depth necessary to answer them and provide a rich and rigorous backing to the findings. To mitigate any research bias and to ensure the research was inductive, the researcher took the stance of developing an insiders understanding and knowledge through the preparatory stages, rather than starting the research situated as an insider (Berger, 2015). Further, some ethical considerations around participants being familiar to the researcher were considered.

The nature of the semi-structured interview as a data collection method gave rise to some ethical considerations around confidentiality, identifiability and privacy of the individuals (Cohen, Manion, & Morrison, 2017). The nature of the semi-structured interview was that is was completed with the job titles of the people known within the research. This was another example of purposeful sampling as these roles were considered best placed to complete this phase of the research. The ethical dilemma was that providing the

essence of the participants was contextually vital for the research but did risk the privacy of the participants. This was mitigated by the fact that the school itself remained anonymous and therefore only those who knew they had participated in the research would likely identify the individuals. Further, the outcomes of the interview were not attributed to an individual and therefore there was an element of collaboration and anonymity in terms of the presentation of the outcomes of Phase One. Further, by ensuring a collaborative approach, making use of open, non-leading questions and using active listening skills such as paraphrasing and reflecting understanding, the researcher aimed to minimise researcher influence and response bias. Both participants also signed a consent form and were informed that their roles would be reported within the research, to which they consented (see appendix H for semi-structured interview consent).

Due to the change of circumstances around the collection of data, all collection was virtual which went some way to mitigating any researcher influence on responses or obligation to participant. The role of the researcher was fully explained within the consent covering letters, as was the option to not participate. There may have been a risk that some participants felt obliged to participant in the questionnaire, or to answer in a particular way. In order to minimise this, informed consent and understanding around anonymity was ensured. Every member of staff who received the Microsoft Forms link to the questionnaire had the option to participate or not with complete anonymity; questionnaires did not ask for any kind of identifying characteristics so this also enabled anonymity.

There was deemed only a minimal risk from participating in this research as there was little risk of psychological, physical or disclosure dangers to participants. This was mainly because the questionnaires were asking for personal thoughts and feelings about inclusion within the school and the concepts identified throughout the project to this point. This project aimed to identify positive strengths that have contributed to an inclusive ethos in the school and therefore it was unlikely that this project would cause significant harm to the school community. It was considered that a staff member may have had a negative experience of inclusion personally and this project could have evoked memories or feelings attached to this. This was

outlined in the information section provided before the consent statement on the questionnaires and therefore the person was given warning; the questionnaires were also opt-in.

Preparatory Findings

As discussed previously, the research took an inductive, phased approach. The findings from each preparatory phase (Phase One and Two) are presented below before the integrated findings and discussion (Phase Three) are presented, taking into account the research exploration as a whole.

Preparatory Phase One - Defining Key Concepts

Throughout the semi-structured interview, which included both participants at the same time to ensure collaboration and a representative construction, definitions of the key concepts were co-constructed. The co-construction of definitions was drawn from key themes discussed within the interview and agreed upon by both participants. In this way, no formal analysis took place to create these definitions as the participants constructed them; this gave the most inductive and reflective representation of the school's understanding of these concepts and provided a robust framing for the following phases of investigation.

The definitions of the key concepts as co-constructed by the participants are as follows:

Ethos – *"It is not a set of rules but a natural reflection of how the school community feels, what is important to the school community and what is engrained in the fibres of the school".*

Inclusion – *"Inclusion is ensuring no one is left out, everyone has opportunity to succeed and everyone feels a sense of value and belonging. Inclusion is a process of reflection and development, being responsive to the changing need of the school community and the wider community. Inclusion to us is family, love, kindness and acceptance"*

These definitions were then used to frame the research in Phases Two and Three. The responses within the interview provided a rich picture of what inclusion meant to this school and therefore was included within the analysis in Phase Three.

Preparatory Phase Two – Investigating Inclusion in Policy

This phase was completed in order to investigate and identify key themes of inclusive practice in the school's policies, using content analysis with the novel coding framework discussed previously.

In order to carry out the content analysis, every policy from the school was collated from the school website (n=23) (see appendix I for list of included policies) as this was deemed the most suitable way for collecting the most up-to-date versions of the policies while being the least invasive and labour intensive method for the school. To complete the analysis, a frequency coding process was used, whereby the number of policies that included each code was calculated (see table 4). This enabled a percentage of the policies mentioning each code to be calculated, in order to identify the most widely mentioned codes across the policies. When a code was mentioned at least once within a policy, it was coded as one; regardless of how many times the code was mentioned throughout the policy. The purpose of the content analysis was to identify key themes across the school policies for further exploration and therefore it was important to understand the spread of the codes rather than frequency of codes within each policy.

Table 4.

Percentage of Policies mentioning each code of the content analysis coding framework.

Codes	Percentage of Policies Containing Evidence of Code
Theme: Presence	
Subtheme: Definition and Clarification of Inclusion in the setting	
1a. There is a clearly stated policy for the promotion of inclusive practices and education within the school.	39%
1b. Within policies, the definition of what inclusion means to this school	39%

is stated.	
1c. The concept of inclusion is clarified in policy as an agenda that increases quality and equity for all learners.	52%
1d. Within policies, inclusion is outlined as a key principle in the schools ethos that encompasses all learners and their families and all characteristics (such as those outlined in the Equalities Act 2010) and including those with Mental Health Needs and those from a disadvantaged background.	87% 30%
1e. Policies are consistent with and explicitly link to the principles of key legislation such as the Children and Families Act (2014) and the SEND Code of Practice (2015) .	
1f. Policies underpin a clear statement of the value of diversity.	43%
Subtheme : Leadership and Teacher Roles	
1g. Policies reflect the value of diversity among staff as well as learners.	17%
1h. There is an encouragement of autonomy and the support for innovation for teaching staff.	43%
1i. Policies aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	9%
1j. Policies support the school to ensure teaching staff are able to meet diverse learning needs - Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.	57%
1k. Policies outline how all school staff develop the skills to meet the diverse needs of all learners – (Appropriate training and professional development is provided to all school staff, including teachers, support and administrative staff, counsellors, etc.)	61%
1L. The school ethos and culture, outlined within policy, places value on high expectations for the academic and social achievements of all learners.	61%
1m. Policies support the development of high-quality and appropriately trained teacher educators - With improvements in recruitment, induction and continuing professional development highlighted.	57%
1n. Policies talk about the development of plans for and support of flexible training opportunities in continuing professional development, for all teachers and support staff with a focus on training and empowering school staff in inclusive practices.	57%

1o. The development of policies is outlined as a consultative process, in which all staff members are involved.	35%

Theme: Participation

Subtheme: Role of School Staff

2a. Policies outline how educational staff need to take responsibility for all learners. In particular, in relation to the SEND Code of Practice which emphasizes class teacher's responsibility for children with SEND.	65%
2b. Policies outline the Schools goal of supporting all teachers to have positive attitudes towards all learners.	57%
2c. Policy requires learning materials to be accessible and appropriately differentiated.	70%
2d. Policy describes an effective framework of support for the school to implement inclusive education (this relates to access to appropriate external agencies).	61%
2e. Policies outline a continuum of support for children and young people in school, to meet the full diversity of learners' needs.	57%
2f. Policies describe how learning approaches are used to provide individualised learning tools and opportunities.	57%
2g. High expectations for all learners' achievements underpin all teaching practice.	52%
2h. Policies outline the responsibility of school leaders to effectively communicate their vision for inclusion to the school teaching team and wider school community.	35%
2i. The learning process is based on a policy of flexible curricula based on learner-centred approaches and the development and implementation of individual learning plans as necessary (including preventing barriers to learning)	57%
2j. Policies describe how all teaching staff are supported to develop a clear understanding of effective learning strategies. *(Such as learning to learn and active learning approaches.)*	26%
2k. Policies describe a practice of reasonable adjustment to meet the needs of all pupils	57%

Subtheme: Engaging and Involving Parents

2L. The full involvement of families in all educational processes is outlined in policy.	91%
2m. Policies place learners and their families at the centre of all actions	39%

and decision-making processes.

2n. Sharing information among professionals and families is highlighted in policy.	65%
2o. Policies describe the importance of supporting parental interaction and communication with school staff.	74%
2p. Policies outline ways to involve families in the process of evaluating quality of services	43%
2q. Available support is described within policies for families to recognise and understand the needs of their child.	26%

Subtheme: Engaging Pupils

2r. Policy outlines that learners' voices should be listened to in decision-making that affects them.	70%
2s. Empowering all learners is outlined in policy as a goal for the educational setting.	74%
2t. Policies outline that appropriate support is available as necessary and is fit for purpose in meeting individual needs (this can be both educational and wider support)	61%
2u. Policies stipulate that all learners are entitled to be active participants in the life of the school and community.	57%
2v. Policies highlight the importance of and foster a sense of belonging and safety in school for all pupils.	61%

Theme: Placement

3a. Policies outline an inclusive admissions process (there is no selective procedure)	17%
3b. Policies outline plans for preventive educational action against exclusions. Further, policies outline the need for flexibility within practice to support pupils who may be at risk of exclusion in order to support their future education and prospects (in regards to behaviour monitoring, exclusions policy and possible managed moves.)	17%
3c. Policies outline the mechanisms for ensuring effective transition across educational phases.	13%

Theme: Progress

4a. Policies describe clear mechanisms to evaluate effectiveness and quality of education for all.	26%
4b. Policy outlines how all learners are given fair opportunity to make progress – highlighted not just as academic progress.	61%

4c. Assessment mechanisms are outlined in policy and are in place to identify the support needs of learners at an early stage.	30%
4d. Policies outline how methods of assessment, inspections and other accountability measures contribute to school improvement processes - Accountability measures support inclusive practice and inform further improvement of provision for all learners).	43%

It is important to note that, although the coding framework was reviewed to add an additional element of validity, analysis was not completed to investigate the internal reliability through the use of a Cronbach's Alpha. Further research would be beneficial to add reliability to the framework, as its current application is subjective to the researcher's interpretation as there were no inter-rater reliability comparisons completed in this research.

Following the content analysis, key themes for further investigation were identified through highlighting codes that had been explicitly referenced in at least one third of the policies. These criteria were deemed sufficient to identifying key themes, as the scope of some policies were very narrow (for example Parent/Governor Elections Policy and the Admissions Policy) and therefore were unlikely to mention a significant amount of codes. Therefore, if a code was mentioned in at least one third of the policies, the distribution of this code was deemed wide spread enough in policy overall to be further investigated within practice.

Further, rich data was also collated by selecting the most representative examples of each code from the policies. This was done in order to develop the staff questionnaire directly from the data and inclusive themes discovered in the policies through conducting this phase. See table 5 for an example of codes and corresponding extracts from policy and see appendix J for the full table of codes and corresponding rich data extracts.

Table 5.

Example of rich data gathered from policies for an example of codes from the content analysis coding framework.

Code	Rich Data Extract
Policies outline how all	Training opportunities for staff who require

school staff develop the skills to meet the diverse needs of all learners.	more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.
Policy requires learning materials to be accessible and appropriately differentiated.	Teaching may need to be adapted to meet the needs of all learners. Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things such as using more practical learning.
Policies place learners and their families at the centre of all actions and decision-making processes.	We are working more closely with parents and children to ensure that take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
Policy outlines how all learners are given fair opportunity to make progress – highlighted not just as academic progress.	To create an ethos where achievement, in its widest sense of the word is celebrated, where individuals are valued and a life-long love of learning is fostered.

By using examples from the policies to construct elements of the questionnaire, this explicitly explored the links between policy and practice and ensured the rigorous development of the questionnaire was inductive based on knowledge gathered in the preparatory phases.

Phase Three - Integrated Findings and Discussion: The Threads within the Tapestry of Inclusion

Phase 3 was the main investigative phase of the research, integrating the findings from both preparatory phases with both the qualitative and

quantitative data gathered from the questionnaires, as described within the methods section. In total, nine teachers and twelve teaching assistants completed the questionnaires. This represented a high proportion of the school's teaching staff (78%).

Following the Big Q thematic analysis (Braun & Clarke, 2019) (see appendix K for phases of analysis), themes and subthemes that emerged from the data were explored in order to develop a model of the underpinnings of an inclusive ethos and culture within the school. This model represents the fundamental threads identified, which interweave to create the school's tapestry of inclusion. The main themes identified from the thematic analysis will be referred to as threads from this point but subthemes found within the titled threads will still be referred to as subthemes (within the discussion, subthemes are presented in italics when referenced). It was clear from the data that the threads took a hierarchical form (see appendix L for initial model) but there was not a linear relationship, the threads were interwoven and fluid, see figure two (see appendix M for larger image).
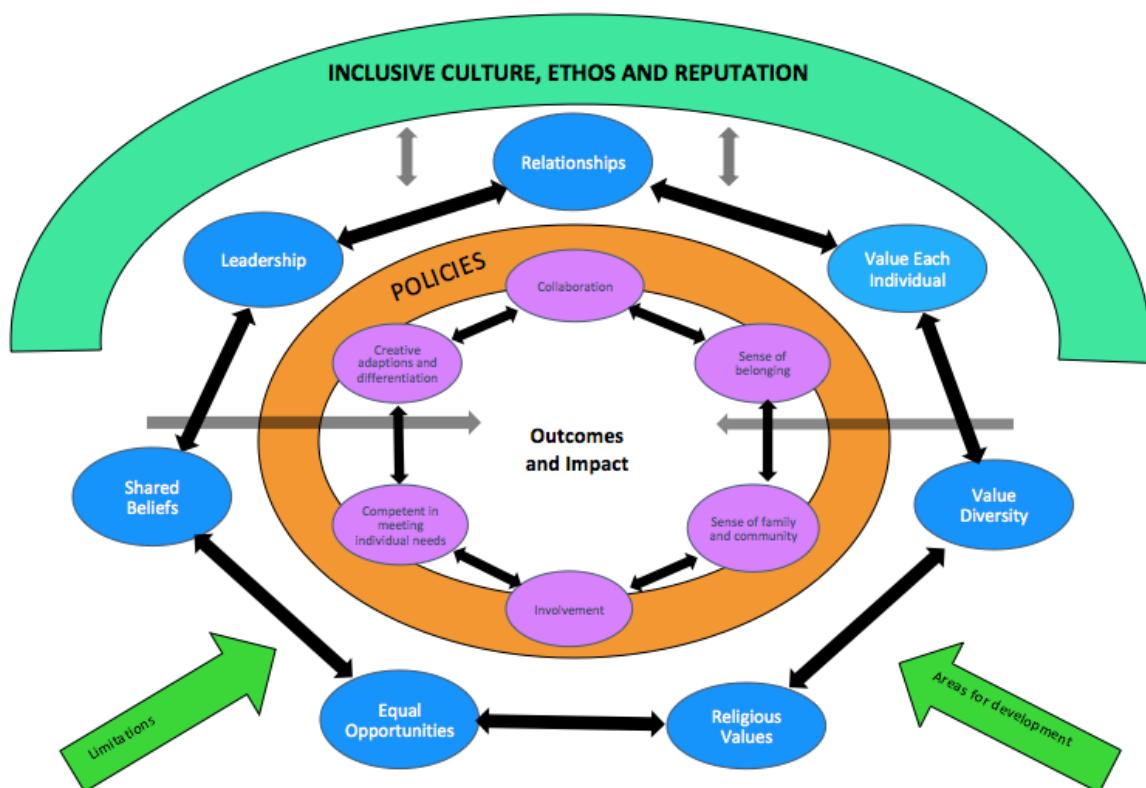
Figure 2: The underpinnings of an inclusive ethos and culture: the fundamental threads in the tapestry of inclusion within a mainstream primary school

In terms of hierarchy, it was clear that the threads in blue, the outer ring, were fundamental concepts that were the basis for school policies and inclusive practice and for the development and maintenance of the secondary concepts, in purple. All of the threads, both primary and secondary, were clearly interwoven, but without the fundamental threads, the secondary threads would not have been as strong or clearly felt within the school and this is likely to have had a significant impact on the outcomes and the overall inclusive ethos of the school. Further, policies in schools are often written in a way that is a formal reflection of the intrinsic beliefs of the school, what the school says it will do. It was clear that policies did reflect the primary threads and there were links found between these, discussed throughout the findings below. The school's policies link most closely with the processes and mechanisms found in the secondary threads, having been built upon, and as a result of, the fundamental concepts in the primary level. Many of the secondary threads included evidence of the enactment of policies, the links between policy and practice.

When considering the tapestry of the inclusive ethos and culture in this school, the blue threads in figure one represent the primary coloured threads, the fundamental threads underpinning inclusion. From the interweaving of these primary threads, secondary coloured threads, the purple concepts appear, building upon and developing from the primary threads; making clearer the picture of inclusion. The combination of these threads, the blending of their colours creates the spectrum, which underpins the inclusive ethos and culture of the school. Without each of these threads and the interweaving, colour developing nature of the combination of the concepts, the tapestry would not be as vibrant or complete.

In order to understand the underpinnings of the inclusive ethos in this school and the link between the threads identified and the policies explored in Phase Two, each concept as a mechanism and its links with other threads were explored. Throughout the following discussion of the findings, the answers to the research questions will be addressed. There are many examples of what inclusion means to the staff members running throughout the discussion as well as identified links between policy and practice. Quoted

speech comes directly from staff questionnaires and the transcribed interview as examples of the narrative evidence of the threads.

Primary Concepts

Leadership

The leadership team was deemed influential to the inclusive practices in school by all staff, with 71.4% of the staff respondents strongly agreeing and the rest agreeing. It is clear from the literature that leadership that is transformational and responsive is fundamental to the implementation of inclusion (Rose & Shevlin, 2021). Critical to this is a teacher's perceptions of leadership's support for inclusion; if the leadership team support inclusive practice and 'live it out', others adopt the same view and an inclusive culture can be created (Woodcock & Woolfson, 2019). This was very clearly the case in this school, for example one staff member said, "good leadership and management modelling the inclusion they expect to see in the school, living out the vision, talking the talk and walking the walk". The extract reflects the overall feeling in the data that the leadership team not only communicate their vision for inclusion but they motivate their staff to practice this vision by practicing it themselves and leading by example. This is a key feature of transformational leadership (Anderson, 2017).

The leadership team portray qualities such as *encouraging, motivating and approachable*. One teacher captured this, saying "they [the leadership] actively encourage staff, parents and children to be inclusive of all". Another staff member elaborated on this, stating that "SLT also have a positive and enthusiastic demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook". Further, the leadership team made all staff members feel equal and valued. Participant 2 stated, "there is no division as I've experienced before, we don't use hierarchy or have a different staff room for TAs and teachers - we are all one. Everybody is equal". When the leadership team make staff members feel valued and included, this is modelled to the children and strongly links to the secondary concepts such as belonging. In this way, inclusion is not only for the children in school, but very much encompasses the staff.

The subtheme *leadership shape, embody and live out inclusion* highlights this fundamental thread. Within the rating scales, 95.2% of respondents agreed or strongly agreed that senior leaders in school lead by example in terms of implementing the school ethos of inclusion. The school staff very much supported the idea that their inclusive reputation comes from good leadership. Participant 9 said, "I don't think we would have the same ethos without them. They embody inclusivity". This highlights the impact leadership can have when they portray the values and beliefs they wish to see within the whole school, linked to the transformational leadership model described by Anderson (2017).

When considering links with policy, 35% of policies outline the responsibility of school leaders to effectively communicate their vision for inclusion to the school teaching team and wider school community. Further, the leadership team go beyond writing policies to communicate and capture an inclusive ethos, because they live out the vision of inclusion and go beyond being policy 'narrators' or 'enthusiasts' and actually embody and 'act out' their policies in practice and successfully embed inclusion through values and 'doing' rather than just 'saying' (Braun, Maguire, & Ball, 2010; Ainscow & Sandill, 2010; Woodcock & Woolfson, 2019). As discussed within the literature, this is not always just the head teacher, but other members of the leadership team, who can be vital to the implementation of inclusion (Charalampous & Papademetriou, 2019). One staff member stated, "the deputy head teacher, who is also the SENCo, has led our school into the loving, welcoming and inclusive place it is". Another said about the leadership, "It's a ripple effect. If someone else has a desire to inspire teachers, that ripple of infectious enthusiasm passes on to us [teachers] who hopefully pass it on to the children!" It was clear within the responses that this leadership team, both the head and the senior leaders, are fundamental to the shared belief in inclusion and the leadership style, both transformational and inverted in terms of the leadership of senior and middle leaders, have influence and are an essential thread in the inclusive ethos tapestry.

Shared beliefs

There was evidence of a strong shared and collective belief in inclusion across the staff. The collective attitude of staff is very important for maintaining an inclusive ethos. One staff member suggested that for inclusion to "work successfully, we all have to be part of the same team with the same ethos, one person can't make it work, we all play our part". *School staff wholeheartedly embrace the inclusive vision of the school* and their inclusive ethos. It was clear that the attitude of the staff was an important factor for ensuring that inclusion was not just a vision, but was tangible and purposeful; participant 17 stated that, "people have to take action to make inclusion happen". It was clear that the staff valued and saw the importance of 'teamwork' and everyone having a shared vision and passion. This was reflected by participant 18, who said, "it helps that other members of the staff believe in an inclusive ethos, I think it would be difficult to be inclusive if others did not believe in an inclusive ethos". It was clear within the data that a shared belief not only underpins the inclusive ethos, but other's views are also a driver for improving inclusive practice. Participant three captured this by saying, "the entire staff prioritises inclusivity and it is a constant thread that runs through all staff meetings and communication. This has a big influence on my practice as I want my lessons to continue this inclusive ethos that is present throughout the school." This extract highlights that, when staff members are passionate, and a shared belief is strong, it is clear that this has an influence on others. The thread of shared belief therefore is important for maintaining an inclusive ethos because it underpins practices such as meeting the needs of individuals and also drives the continued passion and collective desire to have inclusion as a fundamental aspect of the school. One policy maker during the semi-structured interview suggested when describing the concept of ethos in the school: "we get something about it [the inclusive ethos] being shared. It's like shared responsibility and shared ownership really – our whole ethos".

This was evidenced when capturing views in the subtheme *the way staff work is grounded on a strong inclusive ethos*. One staff member explored this in their response, saying, "being inclusive is a central pillar at the school and Senior Leadership Team bring everything back to inclusion in all staff

meetings, not just in relation to lessons and the curriculum but in relation to the school's position in the community". This extract encompasses the feeling across the responses, in which all staff felt the inclusive ethos grounded practice and was fundamental in all process and practices within the school. Having inclusion running as a 'central pillar' through the school showed that the inclusive threads ran through all aspects of the tapestry and through each area of practice and policy. Therefore, not only is an inclusive ethos underpinned but school staff's shared beliefs, but there is a fluidity in which having this inclusive ethos continues to drive practice and belief; the model therefore is not linear but interwoven as a continuous cycle of development and progress.

Relationships

It was very clear that relationships are a fundamental thread in the inclusive ethos of this school. This thread not only referenced relationships with children and parents, but also between staff members and the whole school community. Relationships are widely reported in the literature as a basis for such concepts as belonging and are the fundamental principle behind community and connection. In terms of outcomes, relationships with both parents and pupils are key to attainment and success, not just academically but in all aspects of development.

The school works hard to develop relationships with parents and this was seen as key to enabling inclusive practice. For example, staff members highlighted that there are a variety of ways to build relationships with parents and one outlined that "we are all different and sometimes strategies of engagement have to be different". 57.1% of respondents strongly agreed that the school is committed to working in close partnership with families and recognised that each family is unique; all other respondents agreed. This was evident throughout the data, where parents individual needs were acknowledged and communication tailored in order to build relationships in the best way. Further, trust was explored as a key to building relationships. Participant 13 explained that, "building a positive relationship with parents/carers underpinned by trust is the first and most important step to establishing a good relationship". This extract captured the feeling that gaining

parents trust and helping them feel safe and valued was a key foundation in relationship building. 100% of the staff strongly agreed or agreed that as a school, they build positive and supporting relationships with parents/carers. Further, it was clear that school staff listen to parents and make an effort to really hear what is being communicated. Participant six explained during their response to the question 'what is most important for building relationships with parents/carers?' that "communication is key, being available and approachable, making the family know we are there to help not judge". This extract links to the idea that parents/carers need to feel a sense of trust when being communicated with and also links to the thread value of individuals.

Further, this thread captured subthemes such as *everyone within the school community being treated fairly and with mutual respect*, leading to relationships across the community. Not only this, many staff members also mentioned the relationships they have with other staff. One participant spoke about taking part in social events to build upon team relations and explained that staff hold events that "try and include everyone and make them feel part of the team". This shows that relationships are key for inclusion and not only for children and families. When staff members feel connected to one another, collaboration in practice develops in a more natural and informal way which is not only key for building a sense of belonging (Skaalvik & Skaalvik, 2019) but also for the implementation of inclusion (Ainscow, 2016).

It was clear that throughout the school staff's responses, relationships with parents, children and other staff members were deemed vital to the development of other primary and secondary concepts such as valuing an individual, collaboration, a sense of family and community. Further, most strongly linked was a sense of belonging. Without the fundamentals of relationships, these further concepts could not be developed in the way that they are in this school.

Value of individuals

This school very clearly held the view that each individual in the school community is valued and has a place and a purpose. 76.2% of respondents strongly agreed and 23.8 % agreed that the school values the unique contribution each person (staff, pupils and parents/carers) makes to their

school. This thread included subthemes around the *value of staff members as individuals* as well as each child. This thread was very closely linked to the thread around relationships, particularly in the subtheme around *relationships with parents*. There was an interweaving idea that relationships were developed from listening to and responding in individualised ways, understanding the needs of individuals and tailoring communication and interaction appropriately to ensure connection and engagement.

Within this thread, there was a clear understanding that staff members feel individually respected and encouraged in their roles and as people. Many staff members expressed that they are accepted for who they are and *feel encouraged recognised and celebrated by their colleagues*. Participant two captured this in their response, saying, "staff members are known, cared for and valued in different ways". This valuing of each individual was a very important concept and one member of staff expressed that the school "is a special place to work" as a result of this. Although, as discussed in the leadership thread, staff members are encouraged and motivated by their leadership team, it was also clear within this thread that encouragement is given "individually, in texts, messages and letters" (participant four), which develops a sense of individual worth and value in their role. When staff members feel they are doing well and are recognised for their contribution, particularly in relation to inclusive practices, this links to a sense of self-efficacy; developing confidence and perceived ability in their teaching. When perceived ability and therefore a sense of self-efficacy grows, research suggests this has a strong impact on teachers' attitudes towards inclusive education (Savolainen, Malinen, & Schwab, 2020). Therefore, by developing an environment where teachers are valued and encouraged, self-efficacy and a sense of belonging to the school is cultivated (Odanga, Aloka, & Raburu, 2018); these threads fundamentally underpin the inclusive ethos of the school.

As well as a sense of valuing each staff member, it was evident that *everyone in the school community has a purpose and a place.* 85.7% of the staff members who completed the questionnaire strongly agreed that everyone is made to feel welcome in this school, regardless of their gender, race, disability, religious beliefs, sexual orientation or age. One respondent explained, "we are a unique, diverse and rich family were everyone has a

purpose and a place and we aim to value and support everyone whatever role they play in our school family". Again this went beyond just the pupils in the school and encompasses everyone. There was a clear subtheme within this fundamental thread, however, specifically focused on *recognising the value of each child as an individual*. A staff member explained that inclusion means "treating every child in my class as a special and loved individual". Another explained, "it is our job to get to know each child as individuals and embrace each other's differences and create an education for them". These extracts suggest that not only does valuing each child cultivate a relationship with them but also it allows teaching staff to understand each child holistically and provide an education and environment that meets their individual needs. Within the schools policies, 87% mentioned a goal of empowering all learners, inferring that there is a link between the formal outlining of policy and the practice of school staff in empowering each child in an individual way. By accepting and valuing each child as a an individual, teachers are implementing aspects of the theory of planned behaviour (Ajzen, 1991) and are modelling positive interactions with all pupils and displaying acceptance and warmth which has a significant impact on the way children interact with each other and perceive one another (Lambert & Frederickson, 2015). As a result of this, this thread then runs through the tapestry, leading to outcomes of tolerance and acceptance of all.

Staff members highlighted the importance of *meeting the basic needs of children as well as their educational needs*. One captured this saying, "for children to have the space to learn all their basic needs need to be met - inclusion is part of that". This shows that within this school, inclusion is not just a practice that enables educational outcomes for all, but is a culture of supporting all children to reach their potential through supportive and truly person-centred care; by understanding the needs of the individual and situating this within the needs of the community as a whole, each child is nurtured. This is a fundamental thread that then underpins aspects within policy such as providing individualised learning, differentiation and progress monitoring, as well as underpinning mechanisms such as a sense of belonging and community and family. This was captured by one staff member who explained that, "inclusion means cultivating strong relationships with the

children in my class and making sure I understand and appreciate them on a personal level so that they feel accepted and welcome in the classroom every day". There is an argument that to enable 'true' inclusion, a child must feel as though they belong and are a valuable member of the school community rather than being simply integrated in a classroom (Gibb, Tunbridge, Chua, & Frederickson, 2007) and that is what this extract, and the feeling from the data, captures within this school.

Value of diversity

One of the most influential primary threads underpinning the inclusive ethos of this school was the value of diversity. This was expressed formally within the school policies, with 47% of policies explicitly mentioning a value of diversity and 87% of policies outlining inclusion is a key principle in the schools ethos that encompasses all learners and their families and all characteristics (such as those outlined in the Equalities Act 2010) and including those with mental health needs and those from a disadvantaged background. This was reflected in the 'feeling' of school staff, with 76.2% strongly agreeing and 23.8% agreeing that the school community is rich and diverse, which is an important factor in the school's identity. Participant three stated that, "this school absolutely values diversity and celebrates difference. I feel our diversity and inclusion is our biggest strength".

The inclusive culture of this school welcomes everyone and is for everyone. Although the placement theme within the content analysis did not score highly enough to be explored in the questionnaire, the admission policy of the school was not selective and made clear all children are welcome. Participant 12 gave this response within their questionnaire: "I think…this is a very welcoming and friendly school towards anyone". The school has a wide variety of children and families from many different backgrounds and with many different characteristics, reflected in the objective measures of inclusion presented earlier. However, these objective measures are observed beyond statistics and are seen and felt by the staff as a true strength of the school. Within this extract, participant 16 expresses this feeling saying, "this school values diversity and difference with passion". It was also evident that this culture of celebrating diversity underpins the inclusive ethos of the school and

is a fundamental thread throughout practice and policy. One staff member explained, "we have students from a variety of backgrounds and abilities and we plan for inclusion for everyone in all lessons, meetings and collective worship". This extract captures the feeling of the school that value of diversity encompasses religions, languages, socio-economic backgrounds and additional needs. One teacher summed up the feeling of the responses around this in the following way: "We have SEND children throughout the school. We have children with various forms of ASD in our school. We have diverse children with English as an additional language. We have children with mobility needs throughout the school. We have children with health needs and hearing loss and all sorts of other situations which makes learning hard. These children are embedded within their year group and they don't even stand out - why should they?" This response highlights the way inclusion and the celebration of diversity is embedded in everyday life in this school and when the threads of inclusion run through policy and practice and are a true reflection of the beliefs of the staff members, inclusion of all becomes second nature.

Furthermore, it was clear that diversity and difference are fundamental, valued and celebrated aspects of the school make up. One teacher summed this up saying, "valuing diversity and celebrating difference is at the core of all we do." There were many examples of ways in which diversity and difference are celebrated given throughout the responses, such as participant eight saying, "the school makes a big effort to celebrate different cultures and religions as well as each individual". There were examples of celebrating the uniqueness of every pupil and family through interfaith activities, inclusive sports days, a bespoke curriculum and PSHE teaching as well as 'Fearfully and Wonderfully Made' days, which are used to educate children on various forms of additional needs. Staff, within their responses, explained that children are able to ask questions and understand the needs of others in their school community. These special days raise awareness of and celebrate disabilities and differences. When exploring these special days within the semi-structured interview, one participant explained that "we…educate the children to know more and understand more about differences in order, I guess, that understanding leads to, kind of respect…". Further, there are opportunities to

celebrate diversity, which leads to a feeling of true inclusion, not just integration. One staff member said, "we have a wonderful sense on inclusion when our families with different traditions can wear their traditional dress or sing in their own language. We celebrate all religions and festivals of different cultures. It gives everyone an insight into the differences of religion and cultures". Within these special days and regular assemblies, the school have regular speakers from all walks of life and celebration days for different cultures. This goes beyond assemblies, however, and one teacher explained that they invite parents to lessons in order to share their knowledge about specific religions or languages.

Through these celebrations and days educating pupils on diversity and different needs, religions and beliefs, a level of understanding, tolerance and acceptance is developed where children are able to accept and respect each other for their uniqueness; this is fundamental for a sense of belonging (Scorgie & Forlin, 2019). Throughout the data gathered around the inclusive ethos of this school, the idea of celebrating and understanding difference and diversity was a key thread leading to a sense of belonging and longer term outcomes such as developing tolerance, respect and acceptance in the future, showing that this fundamental thread ran through the whole tapestry of inclusion.

Further, there was an additional subtheme around *ensuring books and resources show diversity and difference* in order to embed this in the everyday teaching and learning rather than just as 'special days'. One staff member said that, "inclusion means ensuring that the books in school represent the whole community, including different cultures and races, different abilities and different social backgrounds". This shows that the schools celebration of diversity is not just limited to special days or including visitors, but runs through every aspect of practice so that it is embedded rather than what could be considered tokenistic. This embedding of celebration of difference and diversity is likely to have an impact both of the value individuals hold of themselves but also leads to a sense of involvement within the school that makes each individual feel important. This was seen to be a fundamental thread both in policy and practice when considering the inclusive ethos in this school.

Equal opportunities

Equal opportunities are a fundamental concept within the literature around inclusion and it was found to be a fundamental thread running through policy and practice in this school. To one staff member, "inclusion means opportunities for all". This reflects even the highest level of definition of inclusion presented initially from the United Nations Agency and shows the way international policy is embedded within the meso and mirco systems. 52% of policies from this school mentioned the concept of inclusion as a process that increases equality and equity for all learners and 61% of policies outlined how all learners are to be given fair opportunity to make progress (highlighted not just as academic progress). 85.7% of staff respondents strongly agreed that the ethos of their school was to ensure equal opportunities for all pupils to reach their potential, which implies that the drive for equal opportunities is not only written in policy but practiced through actions and felt within the school. From the questionnaires, it was clear that staff members have a strong belief that every child deserves to be included and have equal access to opportunities to thrive. One staff member captured the essence of this feeling within the school staff, saying, "inclusion means including everyone no matter what age, gender, ability, needs, religion, colour has a right to be respected, be involved and have the opportunity to thrive and flourish as an individual".

A key understanding within this school is that equal opportunities does not always mean the same opportunities for all. In order to give each pupil equal opportunities to thrive, the way these opportunities are given need to be differentiated to individual needs. This was explored in participant nine's responses, "treating pupils equally - I could give each child 5 minutes of my time, which would be treating them all equally, but that 5 minutes would be suited to the needs of the individual child and their needs, differentiating my advice or support as needed". This highlights the view that equal opportunities does not mean the same for each pupil but instead offers educational equity (Lindsay, 2007) where the needs of each child are met in order to provide them with equal opportunity for success. Within the tapestry presented from the case study school, it was clear that educational equity was the goal rather than just providing undifferentiated equality. Regardless of how the equal

opportunities are presented, the fundamental view within this thread was that every child deserves to have an inclusive learning journey.

The primary thread of equal opportunities is important for the secondary threads as it underpins the way in which all aspects of school life are differentiated to enable all children to succeed. It also underpins the way in which teachers enable involvement and meet individual needs. The fundamental belief in equal opportunities and educational equity is interwoven with the threads of valuing individuals and diversity and having a shared belief that all children deserve an inclusive and fulfilling education in order to reach their potential.

Religious values

Within this school, Christian values and beliefs were at the heart of the vision. As a Church of England school, it was clear from staff responses that the inclusive ethos and practice was grounded in the Christian values of loving every individual in the school and respecting and celebrating all differences. One respondent explained that, "as a Christian school, inclusion is the heart of the gospel message- God loving the whole world and not just a select few and it's important we not only share this but live it out in a practical way". Further, it was clear that for some staff members, their personal faith had an impact on their practice as an inclusive individual. This is not to say that a school must be a faith school in order to be inclusive, but in this school, this fundamental thread was very important and was also widely referenced within their policies. There appears to be very little empirical evidence around faith schools and the impact of these values and beliefs on inclusion so this would be a good area for future study.

Summary of Primary Concepts

In summary, each of these primary threads are interconnected, no one thread stands entirely independently. What can be concluded is the importance of the interweaving of these fundamental threads for the development of secondary concepts and mechanisms. As well as this, these fundamental concepts underpin policies, the formal expression of inclusion in this school and lead to the outplaying of practices outlined within the policies.

These fundamental threads run through all aspects underpinning the formation and maintenance of the inclusive ethos and are the fundamental building blocks on which the rest of the model develops.

Secondary Concepts

Collaboration

Within the literature, collaboration between school staff is seen as a key feature of successful inclusive practice (Loreman, Forlin, & Sharma, 2014). Florian and Spratt (2013) found that during an evaluation of classroom-based practices, working closely with colleagues toward a common goal, was vital for implementing inclusive education. Within the data collated in this study, it was clear that staff work together, collaborate and support each other to implement inclusive practices. One staff member noted, "teamwork and collaboration is always good practice but especially in maintaining an inclusive ethos for both sharing ideas and asking challenging questions". Collaboration not only develops a sense of confidence in meeting individual needs and implementing inclusive practices, but it also inspires others to try new ways of working to develop their practice too. Participant 14 captured this in their response, "when we all work together we can achieve and this desire and way of working just can't help but influence your practice". Within the questionnaire, 52.4% of respondents strongly agreed and 42.9% agreed that they could develop their skills, knowledge and expertise by learning with and from colleagues. One respondent felt more conversation around specific needs before beginning work with a child would be helpful in order to develop their skills and this identification of further collaboration to develop skills highlighted the importance of working alongside colleagues to grow in knowledge.

Staff in this school also feel confident asking colleagues for help and support with meeting needs. One respondent said that, "I feel confident that I have an excellent support system to help and guide me if I am unsure". Staff highlighted ways to develop their confidence in meeting diverse range of needs, which was often in collaboration with other teachers or colleagues. Things such as observing each other or sharing best practice were seen as very helpful; one staff member explained, "I feel that sharing good practice

with other school staff and governors ensures we continue to be confident our good teaching practice". Again, this links with developing a sense of self-efficacy and confidence in one's ability to meet needs that, as already described, is a key factor for the implementation of inclusive practices.

Furthermore, there was a real sense of teamwork and support when considering collaboration between staff members. One respondent stated, "everyone is so supportive of each other and people always take the initiative and go 'above and beyond' to plan different activities and ease the burden of teaching for others". This ability to work collaboratively and with a sense of openness about strengths and areas for development in practice is built upon the threads of a sense of shared belief in inclusion and the relationships evident between the staff. This is a very important factor in implementing and developing an inclusive ethos as shared practice and collaboration is key to being reflexive to the changing school community and individual needs (Ainscow, 2016b). It is also key in easing the limitations of time and large workload highlighted in the data that is so often highly demanding for teachers and which has a significant effect on job satisfaction (Toropova, Myrberg, & Johansson, 2021). Further, job satisfaction and shared workload also links to a greater sense of belonging (Skaalvik & Skaalvik, 2011). Therefore by working collaboratively and collectively and having strong relationships, it could be seen that these threads, and the inclusive ethos as a whole, reduces the workload burden felt by teachers to some extent, in comparison to teachers who work and operate more individually.

Creative adaptions and differentiation

As mentioned previously, differentiation and making adaptions to aspects of school life is fundamental to meeting the individual needs of pupils in order to enable them to reach their potential. This requirement for learning materials to be accessible and appropriately differentiated was highlighted in 70% of policies; all staff agreed or strongly agreed that all procedures and activities in school do not discriminate, but are differentiated as appropriate to accommodate for any barriers.

Within the responses, a subtheme emerged around *creative adaptations being carried out across all aspects of school life and learning to*

meet individual needs. Differentiating learning to ensure all learners can access it is a key factor within the literature and one of the main pedagogical aspects referred to in research around inclusive education (Loreman T. , 2017). However, some criticality is required when considering the impact of differentiation in terms of ensuring that changing learning to such a level does not make children feel excluded from the rest of their class inadvertently (Webster & Blatchford, 2019). While it was not possible to capture the views of the pupils on the impacts of differentiation, it was clear that school staff felt this was a beneficial practice for enabling all children to access opportunities to learn and make progress. One school staff member noted that, "inclusion means differentiating all lessons and tasks so everyone can get the most out of the learning". Further, it was clear within this thread that making use of differentiation to high levels to ensure all needs are met was important for both learners who may need additional support up to those who are working at a greater depth. For example, participant 2 said that, "some of our classes have such a variety of abilities that there may be up to 5 or 6 different levels of work accessed. Nobody get's left behind at * school." Differentiation was captured within the data as not just for access to learning but also for experiences of success. All staff agreed (33.3%) or strongly agreed (66.6%) that learning is sufficiently stimulating and challenging, with tasks presented in ways that are structured and achievable. One staff member said "time is taken to make sure the children can use appropriate resources to support their learning, get extra support, change and adapt to make every task achievable for all". This shows that adaptions are made to meet all needs across the curriculum, based on understanding of children and their needs stemming from threads such as relationship and valuing individuals and relating to other secondary threads such as competent in meeting individual needs.

Not only is learning adapted to meet the needs of all, but *additional school activities are creatively adapted to ensure all children are included*. For example, one teacher captured the school view of school trips saying, "all children have been included in school trips, even when this needs lots of thought, planning and discussion with the places and people visited". Sports days were mentioned on many occasions, where adaptions were made to ensure all pupils were able to access all activities. One example given was

"we even acquired about 20 wheelchairs to race our friends! And all the activities for Sports Day were accessible to all". In this way, staff used creative ways to ensure all pupils felt included and valued, given the opportunity to feel that their needs were not barriers. Further, an additional subtheme that arose was *staff members using their knowledge and experience of needs* supported them to be more creative in their adaptation. This links closely with the thread staff feeling competent to meet needs which is explored below.

The theme of adaptation and differentiation is highly linked to the school policies and is a key area where the inclusive ethos threads from the primary concepts and is seen more measurably in practice. This is also directly linked to both learning outcomes and social and emotional outcomes, where children feel supported, motivated and empowered by being included.

Competent in meeting individual needs

Further to the theme around creative adaptations and differentiation is the inter-related theme of a staff member's perceived competence and confidence in meeting individual needs. This theme is wide and stems from many of the primary themes, particularly in relation to shared beliefs and the role of leadership in identifying the need for, and ensuring staff have access to, appropriate training. 47.6% of the staff respondents strongly agreed that they feel confident using personalised teaching methods to meet individual needs, with 47.6% agreeing. There was one respondent who felt unsure. Therefore, overall there was a feeling of confidence and competence across the data.

It was clear from responses that the staff team are confident and experienced in implementing inclusive principles. Many respondents highlighted a feeling of confidence in meeting a range of needs, not only through their own experiences but also through the confidence gained from collaboration and through training. This was summed up in this extract from participant three's response, "I am very confident. I feel supported by the SLT team and my colleagues who give me access to a range of training and support materials, as well as offering specific help when requested". Further, the staff team are experienced and knowledgeable and therefore it could be inferred that there is a high level of self-efficacy in implementing inclusion

across the team. This is a key thread underpinning the inclusive ethos, as previously discussed; if staff feel competent, they are more likely to continue to believe in and implement inclusive practices, which then interweaves with threads such as shared belief and creative adaptation and differentiation (Savolainen, Malinen, & Schwab, 2020).

Furthermore, the link with leadership was evident when exploring the subtheme of *training in order to develop skills in including all pupils*. It was clear that most staff felt training was comprehensive and had developed their ability and competence to meet the diverse needs of pupils. One member of staff responded, "I believe the training I have accessed has helped develop my ability and competence to meet the diverse needs of the children". A priority of the leadership is to ensure that staff members have access to mastery experiences and professional development opportunities in order to support the implementation of inclusive practice and maintain an inclusive ethos. When staff feel supported by leadership and can access training, their attitudes toward inclusion increase, as well as their perceived knowledge and competence (Chapman, 2019). Furthermore, in this school, it was felt that training is not just an element of performance management but is directly related to the needs of the school community and is reflexive. This is a mechanism underpinning the development of a flexible and evolving inclusive ethos.

Involvement

Involvement is a significant and substantial thread that builds upon the primary concepts of relationships, equal opportunities and valuing each individual. This theme was also separated into subthemes around the involvement of parents/carers, children and staff in the school community and the implementation of aspects of an inclusive culture and ethos.

Parental input and involvement in decisions around education is well linked in national policy, such as the SEND Code of Practice and the Children and Families Act, as well as the full involvement of families in all educational processes being outlines in 91% of the school policies. From developing relationships with parents/carers through meaningful connections and supporting them as individuals, parents/carers are supported to be involved

fully in decisions and in their children's educational experiences. It was clear from the data, both policy and the staff views, that the school does its best to include and involve parents. 66.7% of staff strongly agreed (33.3% agreed) that the full involvement of families is very important. Participant 6 summed up the feeling within the data by saying, "They [parents/carers] are an essential part of the learning journey and need to feel supported and involved every step of the way, at * school. I believe we do the best to keep them involved and informed". Various methods of involving families in discussions and decisions around education were mentioned, tailored to the needs of families from informal discussions to letters, meetings, open classroom events and virtual discussions, as well as formal meetings such as parents evenings. The school staff involved in this research strongly agreed (52.4%) or agreed (47.6%) that parents/carers are supported to understand effective ways to support their child's learning. It was important that these methods support parents/carers in supporting their child's learning. It is important to note that parents/carers perspectives on their involvement in school processes and decision making was not gathered within the scope of this research and therefore the extent of parent/carer's involvement is only based on school staff's perspectives.

Ensuring parents are working on shared goals in partnership with the school was an important element within the data, with one participant saying, "it is important parents are on board and involved so that everyone is working to the same goals". This connection with families and supporting their involvement is vital because parents are the experts of their children. This was captured in the extract from participant 13's response, "families know their child's circumstances and what types of support would work best for them. Families are a child's first and most enduring educator, this makes their input vital". Therefore working in close partnership is most conductive to effective education, particularly in terms of an inclusive culture and ethos as individual needs, situations and contexts can be better explored and understood with the perspectives of parents/carers.

Just as explored in the primary thread of valuing each individual, valuing diversity and building relationships, it was clear that there is a focus on making adjustments to support the involvement of parents with EAL. Within

the data, the interlinked subtheme of *parents needs are considered and support personalised* emerged. Not only was it captured within the data that information is given in a basic way for parents who need additional support to understand, but also parents/carers with EAL are supported to understand the educational processes, through mechanisms such as translators or multi-lingual staff in school. In this way, barriers to involvement are reduced as much as possible, although both relationships with parents with EAL and parents who are hard to engage are seen as areas for development in the model of threads underpinning an inclusive ethos and culture.

Not only is the involvement of parents seen as a vital thread underpinning an inclusive ethos, but so was the involvement of children. 57% of the school policies stipulated that all learners are entitled to be active participants in the life of the school and community and 70% outlined that learners' voices should be listened to in decision-making that affects them. This was seen in practice, with 95.3% of respondents agreeing or strongly agreeing that pupil's voices are listened to in decision-making that affects them. It was clear that staff members felt children's thoughts and ideas are gathered, valued and acted upon in decision-making, through a variety of methods. These included the pupil survey, subject leader perception interviews and school council. Participant four gave an example within their response which captures this information gathering process: "an example might be a question in a survey such as 'which after school clubs would you like the school to offer?', the answers would then determine the provision of certain after school activities the following term/year." This shows as an example the way children's views may be gathered. Participants saw this as something that develops as children progress through school; they become more active participants in school life. Participant 16 gave this example in their response: "they [the children] are invited to be involved in groups that care for pupils in school, the community or care of school property, such as groups supporting their peers wellbeing, care of the library, road safety around the school, the environment". This shows that children's participation is sought and actively encouraged within the school community.

Further, it was clear that staff felt *children have autonomy and are active participants in their learning*. Targets for progress are highlighted for

children, this was reflected in policy and directly translated into practice. One staff member explored this, "our whole school approach to red and green dot assessment tasks for each curriculum subject ensure accountability and give clear, targets for each child to work towards and manage". Further, children are given opportunity to take ownership of their learning, which participant 18 stated: "our new curriculum is set to allow more flexibility for children to lead the direction of learning based on their interests". This gives children opportunities to not only have autonomy but also have opportunities to reflect on what they find interesting and begin to develop their unique understanding of the world. School wide initiatives such as adopting a growth mindset were also referenced as ways children can take ownership of their learning. For a curriculum to be inclusive it must include the principles of a universal design for learning; it must be written to include a diverse range of pupils and provide multiple opportunities and means for expression (Loreman, Forlin, & Sharma, 2014). This is in essence what is being captured within the data around children's autonomy in expressing their interests and providing opportunities for progress. Children feel valued as individuals and relationships are built with the adults in school; answers within the questionnaires indicated that children are confident to ask for help due to a sense of inclusion within their own learning. One teacher outlined this, saying, "an inclusive approach gives the pupils the confidence and determination to try their best and speak to their teacher".

Not only are parents/carers actively involved in school life as much as possible, but it was clear that staff also felt this involvement. Staff members' thoughts and opinions are valued and they feel they have opportunities to make an impact on decisions. Participant five captured this, saying "[The] leadership team is always open to listening to opinions and ideas from staff…every one has a voice. We are asked our opinions." Again, this stems from the primary threads of leadership, valuing individuals and relationships and is interrelated with the concepts of belonging to the school community and collaboration.

What is clear within both policy and practice in this school is that the involvement of the whole school community is a fundamental underpinning of the inclusive ethos and culture of the school. Although fundamental, this

thread is a secondary combination of many of the primary threads and it is well linked to the situating of policy within practice.

Sense of Family and Community

The concepts of family and community appeared significantly within the data and this was closely inter-related with belonging. The school was often described by the staff in the questionnaires as a community with strong relationships across the community. One staff member captured this saying, "there is a strong sense of support and community throughout the school". There was also a lot of mention of the school as a family; this is part of the school's definition of inclusion gathered in Phase One and therefore it is clear that the inclusive ethos of the school is based on the sense of family. This was reflected by participant four who said "family and inclusivity are regularly mentioned as key positive characteristics of the school and things that the school does well". One staff member related this sense of family to other threads such as equal opportunities and outcomes; "the school is like a big family where each member is given the opportunity and support to flourish". In the past, education systems have followed the metaphor of a factory (Sleeter, 2015) but from this research it is clear that a school which functions as a family is vital for not only the development of an inclusive ethos, but for the overall development of children. The important functions of a family, such as treating all children as valued individuals and celebrating and nurturing their strengths, is reflected in tapestry of this school.

There is very little research into schools functioning as families, but when considering research into the impacts of family on emotional development, principles can be inferred in the school context. For example, children learn through modelling and social referencing, which, within this school, is well provided. Further, development is affected by the emotional climate of the family through attachment relationships and parenting style (Morris, Silk, Steinberg, Myers, & Robinson, 2007). When considering that children spend a significant amount of time at school, these factors can be related to the impact adults in school have on the development of pupils. This can also be explored in terms of Maslow's hierarchy of needs, where school staff meet the basic needs of children as well as supporting them to reach

higher levels of self-actualisation. Schools have a significant role to play in providing a safe base and secure attachments for pupils, which is linked to threads already explored such as relationships and valuing an individual and to concepts previously explored such as belonging and meeting the needs of children far beyond academics. It could be suggested that a school as a family also supports development (wider than just emotional) through similar mechanisms as a family unit. This needs to be further explored in future research but the feeling of family in this research is certainly very impactful in the development and maintenance of an inclusive ethos because of interrelatedness with other primary and secondary threads.

Sense of belonging

A sense of belonging was a very clear and key thread across both phases Two and Three. There was evidently a strong feeling of belonging for the staff in this school, stemming from many of the primary threads discussed previously. A sense of belonging is a key factor for developing an inclusive ethos (Roffey, 2013) and although the majority of the research aims to investigate the impact on pupils, this research highlights the impact of a sense of belonging on implementing inclusion from the perspective of staff members. The data analysed focused on a sense of belonging for pupils, parents/carers and for staff but it is most poignant within the data for staff as it is the lived experiences for them and a second hand reflection for pupils and parents/carers. Nonetheless, it is clearly an impactful and important theme for pupils and parents/carers and is a key underpinning of the wide inclusive ethos.

Staff members feel a sense of value and belonging, which is linked to the interweaving of threads such as valuing individuals, a shared sense of belief and the impact of leadership. One staff member said, "people feel a sense of value and belonging when they are part of an effective team". It was clear that staff members feel they are part of the school community and feel valued which leads to a sense of belonging. Within the semi-structured interview, one participant captured this idea of staff feeling a sense of belonging stemming from the inclusive ethos saying, "you know with inclusion, it's a learning curve… I'd hope that they [the staff] would feel kind of what we

said inclusion is, you know. The sense of belonging and that even staff have development opportunities". Also discussed previously, the importance of collaboration and supportive relationships amongst teachers and with school leaders are key underpinnings of an inclusive ethos. Alongside this, the common understanding of goals and values enhance collective teacher efficacy as well as teachers feeling of belonging (Skaalvik & Skaalvik, 2019) which are all fundamental to implementing and maintaining an inclusive ethos. One participant said, "we are part of it, you need to be involved to feel involved"; this captured the idea of a link between inclusion for staff and a sense of collective belief and sense of belonging. Furthermore, there was a strong feeling of pride in belonging to this inclusive school community, with one staff member capturing this saying, "this school excels itself in being inclusive, diverse with a wonderful community and family spirit. I am very proud to be a part of it." Therefore, within the data there was a connection for teachers between the threads relationship and being valued with their sense of belonging, which supports the argument that the sense of belonging for staff members is a key element in maintaining and developing the inclusive ethos through shared belief and developing competence in inclusive practices.

Many staff members described that parents and families feel a sense of value, connectedness and belonging to the school community. One staff member said, "feeling valued and included is essential. Helping families develop a sense of connectedness in our school starts with the whole school community being welcoming and approachable". Therefore, this extract suggests that a sense of belonging for families develops from feeling included and valued, and also communicating this with parents/carers; participant 19 said, "we often go out of our way to tell children and families that they belong, that we care and we try to practically show them this too". School staff reflected that parents/carers feel a sense of connection and community by being part of the school and the data as a whole presented a desire to ensure all members of the school community felt a sense of connectedness. Further, it was discussed within Phase One that some families maintain a connection long after their children have left the school and the feeling was it was because of the sense of community and belonging in a family. In order to help

parents/carers feel part of the school community, they are encouraged to be active members. This was reflected by one participant who said, "we encourage them all to be active members- this is something that changes as we have new families joining the community every single year but is something that we seek to develop". A subtheme emerged within the data around *ensuring that parents/carers were always invited to events*, both large and small. It was highlighted that parents with English as an Additional Language (EAL) are used as translators for others in order to ensure all parents/carers have the opportunity to be involved and have an understanding of what is happening in the school. Further, parents are encouraged to volunteer and this is developed in order to use their talents, reflected by participant eight: "we also welcome parents as volunteers and suggest classroom jobs for them that suit their personalities and talents." This interweaves and is developed again from the primary threads such as valuing individuals and cultivating relationships.

Also, within this thread was the subtheme of *children feeling a strong sense of belonging in school*. 61% of policies mentioned the importance of fostering a sense of belonging and safety in school for all pupils and this was clearly seen in practice too. 87.5% of staff strongly agreed that it is important to foster a sense of belonging and safety in school for all pupils. This is fundamental for cultivating an ethos of inclusion and leads to greater outcomes in terms of progress. A participant said, "being inclusive gives the children a sense of belonging which I believe helps them in their learning". This is important in developing a reflexive inclusive ethos, which is underpinned by a sense of belonging in a school for all students, not just those who 'fit' into the established structure of a school. It was clear that the staff see children have pride in their school and that they want all children to feel a sense of belonging, captured within this extract: "this is achieved by making sure that children are listened to and are actively included in school life. Helping them to feel better about school will make them feel more respected and included".

In terms of the underpinning of an inclusive ethos, a sense of belonging is critical to the culture and ethos of the school. Therefore, by fostering an environment and culture in school that is built upon relationships, acceptance,

value and connection, a sense of belonging is cultivated. These fundamental threads weave from the primary concepts in figure one and through the whole tapestry of the inclusive ethos.

Summary of Secondary Concepts

The secondary concepts are underpinned by the interactions between the primary concepts and link with areas of policy. These concepts, or threads, are a culmination of prior threads but are also integral as individual threads and are important to the enactment of inclusive policy into practice. These secondary concepts are also interlinked as part of the wider model presented in figure two.

Outcomes and Impact

Within the data, outcomes and impacts of the interweaving primary and secondary threads emerge. These are the objective and subjective impacts and outcomes of both policy and practice but they still remain threads in the tapestry, as they are a culmination of the many factors, mechanisms and processes underpinning the inclusive ethos and culture.

Outcomes and impact of the threads of inclusion

One of the significant impacts of the combination of the factors and mechanisms in this school discussed above is the way children are supported to reach their potential and are celebrated for their successes. The school provides opportunity to celebrate success and all staff either strongly agreed (61.9%) or agreed (38.1%) that achievement, in the widest sense, is celebrated. Within the data collated from Phase One, Two and Three, it was clear that success and progress was not limited to academic progress in this school. 61% of policies outlined how all learners are given fair opportunity to make progress – highlighted not just as academic progress. Participants reflected this by saying things like, "children are given the opportunity to flourish in skills beyond academic learning" and "the school gives children lots of opportunities to celebrate their success in and out of school e.g. fundraising, sport, music, drama, children's university, etc.". A subtheme around *social and emotional outcomes for pupils* emerged under this thread.

Children's emotional and social needs and development are supported and this is explored through the curriculum. One participant linked this to what inclusion means to them, saying "inclusion means supporting children in their social and emotional needs so they feel safe". From the relationships built with pupils and time invested in understanding each individual and their contexts and stories, staff members felt they were more able to support social and emotional needs. A participant captured this in the following extract, "I think that a great deal of time is spent assisting with children's social development both with lessons such as PSHE and throughout all the learning given. In addition, lots of time is spent with individual children who need support in this area". More than just ensuring needs are met in this area, it was clear that in this school, being inclusive was felt to support the social progress of all children.

Further, by being lead by inclusive principles, inclusion in this school means having positive outcomes for all children and all children are encouraged and inspired to have high aspirations. Participant six said, "inclusion means they all have the chance to feel included, involved and we are aspirational for all" and participant 11 said, "inclusion means having positive outcomes for all children, both with and without disabilities or other disadvantages". These extracts capture the overall feeling of having high aspirations and hopes for high outcomes for all pupils through inclusive education. While fundamentally inclusion is for all and this is well reflected in the data gathered in this research, there is a focus on children with additional needs within the empirical evidence. Within this school it was clear within policy and practice that children with additional needs are supported to make progress. 57% of policies outlined a continuum of support for children and young people in school, to meet the full diversity of learners' needs. The outcome of ensuring children with additional needs are supported to make progress is a culmination of many policies and threads that underpin the inclusive ethos. The interweaving of threads such as involving parents and pupils, valuing each individual and diversity and difference, the confidence of teachers to meet needs lead to this outcome.

Long term impacts of inclusive education

The outcomes above consider the broad social, emotional and academic progress of children. However, within the responses it was clear that staff felt that implementing inclusion lead to long-term impacts on children. 81% of the respondents strongly agreed that pupils learn to understand others and value diversity in this school. Through many of the mechanisms explored previously, such as valuing and celebrating diversity, children in this school are taught explicitly and implicitly, to be accepting and tolerant of difference. This was captured within the semi-structured interview during discussions around an inclusive ethos, "children at * school are not worried about differences and are given the knowledge to understand and accept we are all different in different ways". This extract reflects the way children are taught in this school with the embedding of inclusive principles, which was felt to have a long-term impact on pupils. Participant two reflected this saying, "we often have 'ex-pupils' that return to tell us of the long-lasting impact our school has had on their lives".

Furthermore, by implementing the inclusive threads throughout school life, progress in terms of tolerance and acceptance was a key outcome. Through developing a culture of acceptance and tolerance, of valuing each individual for their unique qualities, children were felt to be open to asking questions and to exploring their differences with each other. One participant highlighted the elements of their role in this: "In my role, it is vitally important that children feel comfortable to discuss and explore each others inclusive qualities in a safe and open environment, free of discrimination". It was felt by staff that an inclusive ethos and culture and from this a discrimination free understanding of difference, leads to greater tolerance in the future, for example one staff member said, "we need to prepare pupils for a country with different abilities, needs, disabilities, faiths and everything that makes us who we are. If we create tolerant pupils, we will create a tolerant adult". Therefore, this highlights the links between the tapestry of inclusion and the later outcomes such as a focus on social justice that could be possible through effective inclusive education (Artiles, Harris-Murri, & Rostenberg, 2006).

Evolution of an Inclusive Ethos

Each of the above threads are important underpinnings to the inclusive ethos in this school but it was also clear within the data that there were threads around development and limitations which drive continual reflection and growth; in this way inclusion in this school is not static but is fluid, a continual journey of reflection and change as opposed to a destination to be reached.

Areas for development

Some of the areas for development highlighted within the data were developing further ways to reach 'hard to engage' parents. One participant said, "I feel that some parents have full access but choose not to always engage, even though we often try on multiple occasions". Further, it was felt that it could sometimes be challenging to communicate with parents/carers with EAL, such as reflected in this extract: "We try as much as we can with EAL families but this can prove challenging when you have 19 different languages as we cant be fluent in all of them, this can be a real challenge. We do try our best though." Some of the staff members felt that parents might not fully understand the difficulties their children have, such as "teachers are the experts and I feel some parents don't always respect this or recognise the problems their children may have". This may be an area to develop in terms of ensuring there are effective ways to communicate needs with parents and ensuring underpinning threads such as relationships are built to a level where this is mutual respect and open communication.

Another area for development that emerged was ensuring that all children's views are comprehensively sought: "I think we're good at getting children's views who have extra needs but not sure we do this for all children". This may be an area to explore in the implementation of involvement.

Some ways to improve inclusive practice in school were also addressed, such as ensuring that children who are working at a greater depth are challenged to reach their potential. Although ways such as differentiation and assessment mechanisms are used to support teachers to meet children's individual needs, this could be explored further to ensure all children of all abilities are truly included. This was captured by one participant who said, "I

think inclusion is about making an effort for every child to achieve fully and while we do this brilliantly for a lot of children who have extra needs or struggle, we could do more for others who don't know how to push their learning further". This highlights that inclusion is reflexive and must always adapt to the needs of all children, not just those who may find education and learning challenging.

Factors limiting the implementation of inclusion

Some of the factors limiting the implementation of inclusion included budgets, time, space, lack of resources and a lack of input from external agencies. There was an understanding and acknowledgement of the fact that inclusive practice is not always easy. This is an important factor to reflect as although this school clearly implemented many inclusive threads throughout policy and practice, there are always limiting factors and it may be the case that there is the desire but it is not always easy to do in practice. It was clear in this school that although there are limitations and barriers, the school still holds the desire to implement inclusion to the best of their ability and respond reflexively to changing needs and limitations faces. This was reflected in the following extract, "It isn't easy to adapt for the needs of all pupils in our care but we do it because it's the right thing to do". This stems from the primary threads such as a shared belief in inclusion.

Inclusion is not static

An overarching theme in this research is the idea that inclusion is not static. It is responsive and cultivated rather than a destination. One staff member captured the feeling of the data saying, "with a sense of inclusion, it isn't a destination, it's an on-going journey of reflection and continuing development." Embedding the threads underpinning an inclusive ethos and culture into policy and practice is a proactive process of developing and maintenance; this was clear across the data and captured in this extract of responses from participant nine, "we strive to include everyone. It is not just something we hope will happen, but there is a lot of positive work done to create inclusion in its broadest sense". It was clear from this that staff felt more could be done to implement the threads of inclusion. Inclusion is not

static but development of inclusive practices and mechanisms is driven by the limitations and challenges outlined above. In this way, limitations, barriers and challenges do not reduce inclusion, but can be seen as ways in which to develop and grow.

Inclusive Culture and Ethos in this School
Reputation for Inclusion

School staff feel that inclusion transcends beyond the school community and the school upholds a reputation for inclusion in the community. In this way, inclusion is tangible beyond the policies and practices of the school; it is felt, appreciated and valued by parents/carers and the wider community. This was summed up in this extract, "I feel that our school has a reputation as being inclusive as we have many children within the school that have SEND and all of them are included in the same way as all of our children are within the school. I think the fact that we are ethnically diverse and seem to attract pupils from different backgrounds make people see we must be inclusive". This data as a whole reflects that when a school is inclusive in nature and not only 'says' but also 'does' and 'feels' it moves inclusion from the theoretical to the tangible which is how a reputation grows.

Inclusion is ingrained

This extract sums up the essence of inclusion in this school:

"You know somebody talked about a stick of rock having, you know, printed writing of where you went on holiday all the way through the rock. You know wherever you cut it, when you break it, you see Great Yarmouth or something throughout the rock. I do believe our school is like that, you know you can cut into it at any place and you can see that inclusive ethos running throughout every area."

The tapestry of inclusion is made up of threads that run through every aspect of what the school says, does and feels; just as the words run through rock in the participant's analogy. Another participant explored this idea too, saying, "there is an inclusive thread that runs throughout any formal or informal decision making in this school. It's part of the makeup of the school. It is just there." Another said, "you can 'feel' it when you visit the school, even

just reading our website you get a flavour". 71.6% of the respondents strongly agreed that inclusion permeates all aspect of school life.

The inclusive ethos is not just written within policies, but it is lived out and practiced in all aspects of school life. One staff member summed this up saying, "our strapline is 'Included, Involved and Inspired' and it isn't just something that we put on letterheads and displays but is something that is at the forefront of our minds in planning and decision making. Inclusive is who we are." Another said, "the school doesn't just say it is inclusive. It acts on it and it tries to act on it across the board all the time." In this way, it is clear that when a school is truly inclusive, the staff members can feel it and can see it running through all aspects of the school and their practice; both in the formal dimension of their ethos in the policies, and in the informal dimension of feeling and doing (Donnelly, 2000).

Conclusion

This research has produced an inductive and in-depth model of the underpinnings of an inclusive ethos and culture in this school. It is clear that the tapestry of inclusion, the fabric of the school, is made up of many interweaving and fundamental threads running through every aspect of school life. Many of these threads are seen within the literature as drivers for inclusive practice but this research has given a more detailed and explorative understanding of how threads weave together, how policies link to practice and has gone some way to understanding what processes and mechanisms are needed to develop and maintain an inclusive ethos. Having taken a critical realist perspective, the investigation explored the threads across different levels such as cultural and social, and across dimensions such as the formal written policies and the everyday practice, as well as the interactions between them (Mingers & Standing, 2017). This has addressed all dimensions of the ethos, the aspirational, the outward attachment and the inward attachment (Donnelly, 2000) and shown that threads' running through every area is fundamental to the synergy of the ethos as a whole. Exploring this area from the perspective of a critical realist enabled the examination of the interconnectedness across levels and provided an in-depth account of the tapestry of inclusion not confined by one level or dimension.

It is important to note that many of the threads explored, while forming mechanisms that underpin an inclusive ethos, are also maintained by the inclusive culture and ethos itself. In this way, this model of the underpinnings of an inclusive ethos and culture is interrelated to the extent that the outcomes of these mechanisms further drive the mechanisms themselves. For example, by working within a school with an inclusive ethos and culture, shared beliefs are strengthened, teachers feel more competent, training is specific and individuals are further involved. An inclusive ethos is a product of many mechanisms and processes and the model shown in figure one provides a visual representation to aid the understanding of the complexities of inclusion in a school.

Further, this research has offered a unique perspective of inclusion within a school, providing a model for EPs to use when developing and evaluating inclusive initiatives and supporting school communities to develop a new culture and improve their systems to promote inclusive practices (Hodson, Baddeley, Laycock, & Williams, 2005). This is important for EP practice as EPs are uniquely placed as a to offer joint problem solving between services and schools, and support schools to implement evidence-based practice effectively (Vivash, Dockrell, & Lee, 2018). This model could be a basis for training, which is a large part of the EP role (Lee & Woods, 2017) or to be used to frame systems and organisational psychology within the school context in order to support schools in becoming more effective and inclusive (Lambert & Frederickson, 2015).

While it is not possible to claim that all schools' inclusive ethos are underpinned by the same threads, what has been shown through this research is the complexity of an inclusive ethos and the links between theoretical ideas and the enactment of them, both in policy and practice. This research has given insight into the underpinning mechanisms and processes and has offered a model on which further research can build.

Being inclusive is about having policies, processes, and mechanisms giving all within the school community opportunities to succeed. But, it is also a feeling of belonging, being valued and appreciated for the uniqueness one brings. It is about welcoming all and celebrating difference. Inclusion goes beyond the focus on children, true inclusive cultures encompass staff, families

and the wider community. Inclusion is a culture and ethos, it is felt. Some elements can be measured and supported to grow, some are the manifestation of leadership and intrinsic belief and a regard for everyone as a whole being who has a right to flourish. It is clear from the findings in this research that an inclusive culture and ethos is not just created by what a school says or does; it is also what a school feels.

Implications for Future Practice and Research

Future research would need to be undertaken to replicate this study in order to explore the transferability of the model and threads to other contexts. It would also be beneficial to explore the views of other members of the school community, such as children and parents/carers, to investigate whether their views highlight additional threads or whether they concur with the threads already identified. Other aspects of future research were identified within the discussion, for example around faith schools and the impact on inclusive practices. Further, the content analysis framework could be further investigated in order to test the reliability.

Future dissemination of this research could be in the form of an audit tool as part of EP practice supporting inclusive school development, following further research to explore the generalisablity of the findings in other inclusive schools. Further exploration through research would add validity to the tapestry model, which could then be translated into an accessible audit tool for professionals to use. It may be that the audit tool maps into the threads outlined in the tapestry model, giving EPs threads of inclusive practice to explore within schools to enable them to identify areas of strength and areas in need of further development. This audit tool could then be used as a method for exploring inclusive threads running through a school's policy and practice in order to develop bespoke training packages to improve inclusive practice at an individual school level.

 Further, this tapestry model could be taken into practice by Educational Psychologists when supporting schools to develop their inclusive ethos and used as a reference for exploring different threads within a school. With further research and validation, this model could be used in schools to explore areas of their practice and policy in order to highlight threads for

enquiry for schools to interrogate in their own context. This could support schools to identify areas of development in order to improve inclusive practices but this would have to be completed within the framing of the school's contextual understanding of inclusion. The framework for examining policies could also be used specifically to identify areas of development in policy and examine the enactment of policies in practice. The model presented in this research could also be used as a framework for identifying specific training needs around inclusive practice and policy.

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Bridging and Reflective Chapter

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This reflective chapter is a reflection-on-action (Nguyen, Fernandez, Karsenti, & Charlin, 2014) account of the research process. Reflection-on-action is part of Schon's (1983) model of reflection, this element takes place after the event, considering the decision making, interpretation and investigation that was employed throughout the research process. This reflective chapter will allow for opportunity to reflect on the development of the research from an initial area of interest and through the process of research. It will also explore the implications of the outcomes of the research on current knowledge and future research, as well as the impact on my professional development. This account will be written in first person to allow for a truly reflective account.

This chapter provides some reflections on several elements of the research process, beginning with personal perspective of the origins of the topic, then offering an overview of the literature review and how this impacted the development of the finalised research questions. Next, a reflective account of the methodology and epistemological and ontological position will be presented as well as reflections on any ethical considerations and issues that arose. The final section will consider implications to practice and future research direction, as well as any limitations that became apparent through the process. Finally, a brief personal reflection on the research process and how this has impacted on my professional development will be offered.

A Personal Reflection on Identifying a Research Area

I began this doctorate course with experience of working in inclusive school settings and the benefits of educating pupils in a setting where inclusion is at the heart. My personal and professional alignment is to promoting inclusive education, developing a sense of belonging and connectedness for all students and these principles underpin my work as a practitioner. As a Trainee Educational Psychologist (TEP) I found that although a great deal is spoken about inclusive practice and inclusive schools, many settings find this concept challenging to grasp and implement. It is a fundamental role of an educational psychologist to promote and support inclusion for individuals and at a school level (Lambert & Frederickson, 2015)

but I found as a TEP, many ways in which systems struggle to implement inclusive principles. Anecdotally, I found discrepancies between what schools say about inclusion and what schools do to implement it; this may be through differences in policies and practice, ideologies and other limitations such as time, staffing, budgets and recourses. From my past experiences and my current training experiences, I developed a view that although many settings strive for inclusion, and although it is often a driving principle in local authority development and long term plans, it is very difficult to find what actually underpins inclusion in a school.

As I began to formulate my thesis proposal, I found that these ideas were guiding my interest from the umbrella of inclusion and narrowing into exploring ways a school can develop their inclusive ethos, how links exist between policies and practice and what this may mean to members of the school community. I found this area of inclusion particularly interesting as a practitioner, as I felt being able to understand the underpinnings of an inclusive ethos would enable me, and others in the educational psychology profession, to better support schools in their development of inclusive practices.

I considered aspects of inclusion going beyond outcomes for children with special educational needs and disabilities (SEND) and throughout my research have held onto the view that inclusive principles and inclusion itself is for all pupils; this stemmed from my grounding beliefs in social justice and opportunities for all. Through my work and starting to read around the subject of implementing inclusion and narrowing into inclusive school ethos', I found there was very little research and practical frameworks for understanding what an inclusive ethos looks like, what underpins it, and how, as professionals, we could support schools to develop their own inclusive ethos. It was from this that my research stemmed.

Conducting the Literature Review

The aim of the literature review was to provide a theoretical background to implementing inclusive practices and inclusive education, with a focus on identifying themes within the literature. Although inclusion itself is a

widely researched area, the majority of research focused on the outcomes and the impact of inclusion on specific groups of pupils or teachers. My literature review aimed to investigate the themes within the input and process aspects of inclusive education (Kyriazopoulou & Weber, 2009), rather than the outcomes of it. While carrying out the literature review, I aimed to identify and provide an overview and critical analysis of the current themes, with a particular focus on the mechanisms that underpin the concept of an inclusion schools, from leadership to inclusive policy.

I reflected during this process on the scale and broadness of research in this area and although best efforts were made to collect and reflect research linked to my research area, I acknowledge that the choices I made my have resulted in some papers not being included. Best efforts were made to search for all relevant papers and to widen my searches as the research led me but, inevitably, some areas may have been missed. I made decisions on the inclusion of papers and the generation of themes based on a wide search and justify the decisions I made on inclusion and exclusion criteria on manageability and time constraints. I reflected throughout the literature review that synthesising and exploring every aspect of inclusive education research would have been unmanageable. I felt however that I was able to critically evaluate the research and produce a systematic literature review in line with BPS competency 9.2.

I did reflect on my own knowledge prior to the literature review and tried to remain objective rather than following lines of enquiry based on my thoughts, knowledge and interests. I aimed to reduce researcher bias in the literature review by using set terms for searches and allowing myself to be led by themes that emerged in order to immerse myself in the empirical knowledge base as a whole and ensure I was not simply led by my own interests.

I considered, since my research was to be a case study with a highly inductive approach, whether it was appropriate to conduct the literature review at the end of the research to avoid 'contamination'. However, Dunne (2011) suggests that not engaging with the literature may be a response that is unnecessary as it may reduce the quality of the research. Further, I felt that having an understanding of the literature would not impact on the ability to

present novel ideas based on the data to be gathered, but would provide me with an understanding of the current themes and support the development of research to fill knowledge gaps. This is reflected in recent schools of thought on inductive research, such as presented by Thornberg (2012) in consideration of grounded theory research.

Gaps in the Literature

Following the literature review and exploration of research, I found that there was little empirical evidence examining how an inclusive school has developed its inclusive policy, practice and ethos. I found very little research and no case studies that specifically identify key concepts of inclusion that run through policy and explore how they are translated into practice in order to understand how an inclusive ethos is embedded within a school; there was limited research into the explicit links between what a school says and what a school does, and how these interweave. There was also very little research that went deeper in investigating the mechanisms and processes that have led to an ethos and culture of inclusion and what this means for members of the school community. Additionally, there was very little research in the area of developing an inclusive ethos from the perspective of EPs and this was something, as a practitioner, I felt was important to explore further and from this, my research aims developed.

Formulating a Research Question

From my initial research ideas and interest in this area, tentative research questions were held in mind prior to the literature review. Good research questions are formed out of an intellectual curiosity or a passion for a topic (Agee, 2009) and as previously discussed, this topic is of interest to me and relevant both to my past experiences and as a practicing TEP and therefore ideas had been in mind for some time. Following the exploration of the literature, the final research questions were developed, aiming to capture the gaps in knowledge and identify outcomes of the research that would be beneficial in the field.

My initial research questions were:

1. How do school policies link to inclusive practice?
2. What underpins an inclusive ethos in a school (the mechanisms, processes and practices that lead to inclusion)?
3. What does inclusion mean for members of a school community?
4. How can this concept be understood and translated into a framework for training and school development?

Agee (2009) also suggests that a significant part of constructing research questions is writing drafts and reflecting with others on their suitability for capturing the scope and essence of the research. Following reflection with others around the size and specific focus of my research and discussing my research alongside the literature, my questions were adapted and developed. The format also changed in order to reflect the phased approach to my research.

1. How do school policy makers define inclusion and ethos?

2. What key aspects of inclusion run through the school policies?

3. What underpins an inclusive ethos in the school (the mechanisms, processes and practices that lead to inclusion)?

   3.1 How do inclusive themes within school policies link to inclusive practice?

   3.2 What does inclusion mean to members of the school community?

Due to the on-going Coronavirus pandemic, I was unable to conduct any of my research face to face and therefore my research questions were again adapted to reflect this. The second subsidiary research question under the third question (3.2) was narrowed to explore the views of staff members rather than the full school community, as I was unable to conduct any kind of focus group work with children or parents. Within the literature, there were streams of research surrounding both the impacts of school staff on implementing inclusion, and the views of the wider community such as parents and pupils. Due to these unforeseen and limiting circumstances, I re-

centred this research around teachers and school policy makers, with the intention to investigate further the views of other school community members in future research. This limitation was contextual and if I could have had access to the school more widely, the views of the community (parents and pupils) would have been integral to identifying and validating the threads discovered and exploring what inclusion means from these perspectives too.

Research Paradigm

This research was carried out from a critical realist perspective. Critical realists hold the view that events or behaviours are a result of interactions between, and of, mechanisms where not clearly observable structures and objects have "causal powers to produce effects" (Bhaskar, 1989, cited in Wikgren, 2005). Taking a critical realist approach meant examining the factors underlying my "question" and exploring how these mechanisms interplayed to create the phenomena; the concept of an inclusive ethos in a school, a concept in itself that is difficult to measure. Therefore by adopting this perspective, this research was situated within the historic, social and political context, examining the interdependent relationships between mechanisms at different levels in order to gain a broader and deeper knowledge of the concept and the underpinnings of an inclusive ethos.

I could have approached the research from a different research paradigm, for example from a pragmatic perspective. A pragmatic approach assumes that our actions have outcomes that are quite predictable, and we develop a sense of 'truth' from experiences that link actions to their outcomes. Pragmatism focuses on action and change and the interaction between knowledge and action; a good basis for intervening research (Goldkuhl, 2012). Approaching the concept of inclusion this way would be beneficial if investigating specific actions related to inclusion and the outcomes these produce, for example what is written in policy and how this specifically relates to practice. Dewey's concept of inquiry is central to the application of pragmatist thoughts in research, in which inquiry is "systematisation of human beings' natural efforts to improve their situation" (Dewey, 1931). I felt that this paradigm may have led to a simplistic reflection of inclusion in terms of linking

policy with practice and may have meant that some of the depth of investigating my research questions would have been lost. This epistemological position would have suited a project inquiring into how a school can improve their practice following an evaluation from service users, rather than an in-depth investigation of underlying threads and themes.

Methodology (Design, Participants, Methods)

Design

This research was a case study methodology, which was chosen as this approach allows for an in-depth, multi-faceted exploration of a complex issue in the 'real-life' setting (Harrison , Birks, Franklin, & Mills, 2017; Yin, 2014). By using a case study, I was able to explore areas of the school more deeply, such as their policies and staff views, gathering a rich picture of what inclusion looks like and what threads ran through what the school said and what the school did. I also reflected that this methodology, immersing myself in the case study school and its processes and practices, also enabled me to understand how some of the school community felt. This was a powerful outcome of my research, which I think I would have lost with a wider but less in depth study comparing multiple settings rather than a case study. It is of course important to be critical, and highlight that the results and model presented in this research cannot be generalised to wider settings without further exploration, as evidence arising from a single-case research has less reliability (Zainal, 2007). Nonetheless, I justified this with the advantages gained from using a case study and the scope for further research exploring the model presented.

This research took an inductive, phased approach, with each phase building upon the knowledge and ideas identified in the last. This method enabled this research to be truly centred on the contextual aspects of the case study school and accurately reflect the inclusive threads underpinning the inclusive ethos and culture. I felt that an inductive, phased approach enabled me to explore a variety of aspects within the case study and ensured that the research was as rigorous as possible. A mixed-methods approach was applied when conducting the research to enable the inclusion of both

quantitative and qualitative data. It is recognised that there are limitations in qualitative and quantitative measures and therefore it was felt that triangulating methods would add to the robustness of the study, as well as providing a rigorous exploration of the full 'rich picture'. Qualitative data was particularly important in the third phase of the study as it enabled the production of rich themes, which would not have been possible with just quantitative data.

Participants

The case study school was known to me previously and therefore I had experience of it as an inclusive setting. This was validated with the use of objective measures outlined in the empirical paper and ethical considerations were discussed and reflected upon throughout the research process (discussed below). Purposeful sampling is often used in case study methodology (Merriam, 1998), selecting information-rich cases will yield a rigorous and in-depth account of the phenomenon being explored (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015). The use of a familiar setting was seen to be positive in this research as I was already aware of the inclusive nature of the school and therefore knew that I was able to explore my research questions to a substantial level.

Methods

As a mixed methods study, this research involved a variety of methods that required reflection and consideration throughout the research process and across the phases. These will be considered and discussed below.

Preparatory Phase One - Semi-Structured Interview

This phase was deemed fundamental to the grounding of the research in this setting. As discussed within the literature, inclusion and school ethos are both concepts which are challenging to define as they can be subjective to interpretation at a school and policy making level. Therefore, it was important to first understand the concepts from the case school's perspective to ensure the investigation was a robust exploration of the concepts as understood by the school. This also went some way to mitigating researcher bias as I did not

impose or assume my own definitions as the correct ones. This was also important within the critical realist paradigm, that the consideration of the social structure and the system in which the participants are interacting was explored; in this case the construction of the concepts of inclusion which frame the school system's policy and practice. Not only this, but also this phase enabled me as a researcher to situate myself within the understanding of the school and immerse myself in the settings understandings of the concepts.

The first research question was developed to form the indicative question how do school policy makers define inclusion? This was then broken into three questions for the semi-structured interview in order to gather a rich understanding of the perspective of the school but also provide definitive definitions to be used to ground and frame the rest of the research. These questions aimed to move the research from the theoretical understanding within the literature and situate the definitions and understanding of inclusion and an ethos in the practical experience and application of the school setting. I reflected that this was a beneficial phase for ensuring the research provided an inductive and real-life insight.

I reflected on my use of active listening skills, such as reflecting back to check understanding and summarising points shared. These skills are described as clarifying and paraphrasing and were found to be beneficial in eliciting meaning from qualitative interviews (Louw, Todd, & Jimarkon, 2011). I found that this not only enabled open discussion but also provided a good way to draw lots of conversation together into shorter definitions. I was mindful of my own biases and views during the interview and their relation to confirmation bias; a potential to seek or expect certain responses based on prior knowledge or understanding during an interview (Powell, Hughes-Scholes, & Sharman, 2012). I therefore aimed to use active listening skills as a way of limiting leading questions and the impact of my bias on the questioning. I attempted to ask open questions that were based on responses already given rather than introducing new topics that would have lead the interview in a specific direction, even subconsciously. I am aware that subconsciously this is likely to have happened in some ways as, as a

researcher and person within the social context of the interview, we are all inherently interested in certain things to a varying degree and specific topics or phrases mentioned would have resonated or gained my interest more than others. I was aware of this and attempted to be as objective as possible while exploring the ideas presented and encouraging further elaboration of these.

Initially the aim of this phase was just to provide definitions but I felt that the interview provided a lot of rich data about the school and it's functioning as an inclusive setting that I included it in the thematic analysis in phase three as another source of data. The most advantageous aspect of the semi-structured interview from the perspective of a researcher was it provided an opportunity to learn the reasons behind answers rather than just the answers themselves. In this way, it was more beneficial for my research to conduct the defining phase in this was as apposed to a questionnaire which would have elicited far less detail.

Preparatory Phase Two - Content Analysis

While conducting the content analysis, I drew on frameworks from other aspects of policy analysis (e.g. anti-bullying policy analysis Smith, Smith, Osborn and Samara's (2008)) as well as international policy frameworks in order to develop a novel coding framework. There were frameworks that looked at policies 'lightly' such as Booth and Ainscow's (2002) Index for Inclusion; this index seeks to support schools to identify their own strengths and weaknesses to develop inclusion, rather than looking for factors in an already inclusive school that run through policies and practice. As I read through other research, I felt that I needed a more in-depth interrogation of the policies in order to inform the third phase of my research and ensure the framework was reflective of the current legislative context. In this way, my research took an 'on the ground' approach; there was no existing frameworks examining inclusive threads within policy so my research needed to be pioneering in that respect. Nonetheless, previous frameworks such as this were not discounted but I was able to compare my framework to the ideas presented by Booth and Ainscow (2002 and 2011) in order to ensure my framework was consistent with previous findings.

As part of developing my content analysis coding framework, I reflected both on the literature review and on other existing analysis documents to identify key themes that exist in policy around inclusive education, which support the development of inclusion within a school. I was able to incorporate these into my coding framework in order to reflect current literature alongside other analysis frameworks used for reference. I reflected that this approach enabled me to both be informed by the literature but also present a novel framework that incorporated current legislation. Of course the drawbacks of this approach are that the framework was not statistically analysed for reliability but due to time constraints this was not possible. To mitigate this somewhat I used the panel of EPs for review, as this was one way of adding validity to the framework. For future research, the coding framework could be analysed thoroughly and updated in order to add reliability so it can be used for an exploration of other school's policies in order to support policy development.

This phase of the research took me much longer than I had anticipated, as the development of the framework was very time consuming. In future research, I would be more aware of timescales and give more time to each section in anticipation of it taking longer as I have learnt how much longer than expected processes can take. I reflected that, despite pushing back my timeline, it was time well spent as I was able to develop a framework fit for the purpose of my research and did not have to compromise the rigour or depth of the investigation by relying on an existing framework. Further, as no framework exists in the literature specifically examining policies for inclusive threads in-depth, this is contribution to the field of inclusive education research and a basis for further study.

Integrative Phase Three – Staff Questionnaires

I developed my questionnaire based upon themes identified in the content analysis in order to ensure the practice investigated linked to policy and maintain the inductive nature of my research. I could have used an established questionnaire from previous research to investigate staff member's views on inclusive practice but I felt this would not have reflected or

fed into my research questions as directly and would not have maintained the inductive approach I was employing.

The questionnaire consisted of Likert style response questions, and open-ended questions broken into themes that had been identified within the policies. I also made reference to other research such as Booth and Ainscow's Index for Inclusion so as not to disregard entirely past research. I decided to include both style responses and open questions as I felt it was important to allow participants to expand on their thoughts and be able to explain their own perspectives. I felt that adding depth to the questionnaire was vital to my research paradigm and enabled the exploration of the mutual interaction between the individual and the 'truth' being sought as well as the social constructions of inclusion in the school. I could have conducted semi-structured interviews with school staff to enable the gathering of rich data and a more in-depth account of participants constructs and views but I then would have had a limited amount of accounts due to time constraints and the resources it takes to transcribe interviews. Therefore, it was a balance of a wider spread of responses from a questionnaire and the depth of response yielded from this, compared to a narrower sample with a potentially more in-depth exploration. I reflected that the approach I took did offer a broad understanding of staff member's views and by having a wider sample I felt this was more representative of the school as a whole.

As previously discussed, the questionnaire included a Likert Scale design to gain an insight into attitudes with a numerical representation. Having some scaled responses felt appropriate in order to gather a measurable reflection of views in order to offer triangulation of the findings offered through the thematic analysis of the qualitative data. I felt some of the open questions could have been ambiguous due to the language used or the presentation of the language. Had I have had more time, a pilot of the questionnaire would have been beneficial with a small sample to gain feedback on the style of the questions and the ambiguity that may have existed. I also reflected that the questionnaire was very substantial and through a pilot some questions that yielded similar answers could have been amalgamated. I was aware that the questionnaire was quite long but I felt that asking a board range of questions went some way to not limiting the scope of the responses and gave me a

broad and deep understanding of the underpinnings of the inclusive ethos. If I did the study again, however, I would make the questionnaire more succinct so as not to take so long for participants.

I also reflected on the timing of my research in reference to the wider context of the COVID-19 pandemic. I felt that the pressures on school staff and the new ways of working might have had an impact of staff wellbeing and their approach to answering the questions. It was and must be held in mind that the impacts of stress and the current climate may have skewed responses in some way. I also adapted my timeline in terms of the delivery of the questionnaire. The questionnaire was ready for participants before the Christmas holidays but when I reflected on the current contextual climate of both the pandemic response and my knowledge that, at the end of a term, educational professionals are often overwhelmed, I felt that adding to the workload at this point was not beneficial for participant's mental health and wellbeing. The Education Support's annual Teacher Wellbeing Index (2020) found that 84% of teachers reported they were stressed in October 2020, up from 62% in July, showing the rise in stress due to the changing uncertainty around the pandemic, teachers being back in schools with all pupils as well as the Recovery Curriculum intended to accelerate pupils progress after the Lockdown. In discussion with the head teacher of the school, I postponed the questionnaire until the spring term, which, although this shrunk my timeline, was the right decision for the wellbeing of the participants, and may have yielded more in-depth responses as participants had the cognitive capacity to attend to the task more thoroughly. Further, coincidentally, the third national lockdown and school closures coincided with the sending out of my questionnaires and so staff members may have had more time to fill out their responses; this was possibly one factor explaining the high return rate.

Analysis and Procedure of Phase Three

The qualitative data gathered was analysed and reported on using Thematic Analysis (TA) as outlined by Braun and Clarke (2006), with specific emphasis on reflexive (Big Q) TA (Braun & Clarke, 2019). Big Q TA requires a continual querying of the assumptions and conclusions being made when

interpreting and coding, allowing for reflective and thoughtful engagement with the data and the process (Braun & Clarke, 2019) and going beyond simply following a process of steps. TA is a flexible approach that is not fixed to a theoretical position (Clarke & Braun, 2016) but did sit well with my research paradigm and methodology. Upon reflection, I also felt that this approach was one I was confident in using and I knew it would provide a framework to answer my research questions because it allows the extraction of patterns of meaning in the data (Staller, 2015). Further, the benefits to using TA in this research were the way results can be accessible to others outside of the research field which meant the research could possibly be accessible for wider educational professionals.

I did explore alternative analysis methods such as the use of Grounded Theory (GT). This approach is often used with an open-ended research design that aims to generate theories from the data (Urquhart, 2012). This would have been fitting with my research questions in terms of generating a theory around the underpinnings of an inclusive ethos but I felt that GT may have limited my understanding of the links between policy and practice and may have lost the richness of the 'tapestry' I was exploring. Interpretative phenomenological analysis (IPA) was also considered. It is a qualitative approach that aims to provide detailed examinations of personal lived experience and aims to examine the detailed experience of each case in turn, prior to the move to more general claims (Alase, 2017). Therefore, the application of this method, although it would have yielded an in-depth account of the meaning of inclusion to each person, would have meant a different method of data gathering and would have been too time consuming in the context of this research.

In this research I used reflexive, Big Q TA. Reflexivity is often considered critical for strengthening rigor and minimising potential bias. Reflexivity refers to an awareness of the researcher's influence on what they're studying and how the research process affects them (Probst & Berenson, 2014). Within reflexive TA, the researcher holds onto and reflects upon their engagement with the analysis of the data (Fischer & Getis, 2009) throughout the process rather than just following the steps outlined by Braun and Clarke (2006). This was particularly noted through my refining and

adapting of themes (which can be seen in appendix K). I found that many subthemes overlapped and needed additional tuning to truly reflect the data within them. I found that rereading and re-organising the data visually before settling on themes helped me immerse myself in the picture the data was representing. I also used methods such as writing a descriptive label for each theme effective in ensuring the themes were representative and to reflect upon my own assumptions before 'settling' on themes. I also reworked my visual model of the themes in a few variations as I felt that the data set as a whole reflected a hierarchical model but that this was not linear. There was a significant amount of interweaving which I reflected on and readdressed in the literature to ensure that my model was also supported by the research in the area. I found that the layers of themes within the data showed that the underpinnings of an inclusive ethos were not exclusively existing but I found that some themes underpinned others and this complex interweaving of themes and layers of threads took some time to unpick and represent. I found the use of the analogy of threads and colours was an effective way to communicate the differing themes and the interconnectedness, as well as making use of a visual model to present the findings.

It is noted that TA has limitations. In order to reduce potential researcher bias, I constructed the narrative around each theme using data from the participants but establishing the themes themselves and selecting the data extracts is interpretive. Researchers are not value-neutral (Mehra, 2002) but we can aim to be as value neutral as possible by checking themes on several occasions and going back to the full data set to account for reliability. Conducting the research in an inductive way, I feel, goes some way to reducing bias and I acknowledge that my beliefs and previous knowledge and experiences may have influenced the research process and my engagement with it. Unfortunately I was not able to use an additional researcher to check for consistency of themes, as this was not possible within the scope of this project.

Ethical Considerations

Considerations Around Participants

The ethical considerations around participants were not taken lightly. A robust ethical proposal was submitted to the University of East Anglia School of Education and Lifelong Learning Research Ethics Committee for approval. I was granted permission to begin the study in March 2020. I then had to make some amendments to the methods of gathering of my data (i.e. virtually) and in terms of working with children directly due to the COVID-19 pandemic and the limitations around any form of face-to-face working. These adaptions were approved in June 2020. Unfortunately due to the COVID-19 restrictions and impacts it had on time, the parental and child elements of the research were left out. The implications of this are discussed later.

There was deemed only a minimal risk from participating in this research as there was little risk of psychological, physical or disclosure dangers to participants. This was mainly because questionnaires were asking for personal thoughts and feelings about inclusion within the school and the concepts identified throughout the project to this point. This project aimed to identify positive strengths that have contributed to an inclusive ethos in the school and therefore it was unlikely that this project will cause significant harm to the school community. It was considered that a staff member may have had a negative experience of inclusion personally and this project could have evoked memories or feelings attached to this. This was outlined in the information section and therefore the person would have had warning and the option to not participate.

Further, there was the potential for negative feedback of the school or teaching, particularly through the open-ended questions on the questionnaires, and the management around this was considered. Had there have been any negative feedback, this would be managed with the headteacher and my supervisor to ensure the psychological containment of members of the school team, if necessary. This means that in discussion with my supervisor, I would have disclosed negative feedback if it is felt that this would be appropriate and useful. I would then have offered a time for reflection of this feedback to ensure that this can be understood and

discussed if necessary. This was not necessary, however, as this situation did not arise.

The nature of the semi-structured interviews as a data collection method gave rise to some ethical considerations around confidentiality, identifiability and privacy of the individuals (Cohen, Manion, & Morrison, 2017). The interview was privately conducted via Microsoft Teams and the recording and transcript of the interview was securely stored. However, the nature of the semi-structured interview was that is was completed with the job titles of the people known within the research. This was another example of purposeful sampling as these roles were considered best placed to complete this phase of the research. The role descriptions would have presented enough information that the participants could be recognised by those within the school population who are aware of who is in these roles. The ethical dilemma was that providing the essence of the participants was contextually vital for the research but did risk the privacy of the participants. This was mitigated by the fact that the school itself remained anonymous and therefore only those who knew they had participated in the research would likely identify the individuals. Further, the outcomes of the interview were not attributed to an individual and therefore there was an element of collaboration and anonymity in terms of the presentation of the outcomes of Phase One. Both participants also signed a consent form and were informed that their roles would be reported within the research, to which they consented.

Researcher Considerations

This school was known to me prior to completing my Doctorate as I had worked there around 3 years prior. Therefore I had previous experience of working with the head teacher in this school and I had some familiarity with her in a professional employment capacity. Since this was 3 years ago, staff members and pupils have changed; however there was the need to consider that I would be familiar to some staff members. This research provided me with the opportunity to examine and recognise the appropriate boundaries and dynamics of relationships as part of a dual role (HCPC 2.8) and the impacts this may have had. Due to the change of circumstances around the collection of my data, it was all completed virtually and with no face-to-face contact with

any staff members except in phase one, on Teams. This went some way to creating a 'distance' between me as a past colleague to some and me as a current researcher. Further, my role and position as a researcher was fully explained within the consent covering letters, as was the option to not participate. There may have been a risk that some participants felt obliged to participate in the questionnaire, or to answer in a particular way. In order to minimise this, I ensured informed consent and highlighted that there was no obligation to participate and that all responses were totally anonymous. As I was not present when the questionnaires were completed, every member of staff who received the Microsoft Forms link had the option to participate or not with complete anonymity; questionnaires did not ask for any kind of identifying characteristics so this also enabled anonymity. Further, as all data is anonymised, there is little risk of individual staff members facing consequences or harm due to negative responses.

As I have reflected upon and described previously, the nature of this research was a case study in a school that was deemed to be inclusive, in order to investigate the underlying threads and mechanisms in their inclusive ethos. I reflected upon completion of the research that using purposeful sampling was the only way in which to investigate my research questions to the depth necessary to answer them and provide a rich and rigorous backing to my findings; by being reflexive and reflective throughout the research process, I was able to position myself as a researcher and immerse myself in the setting, becoming an insider as a researcher rather than already situating myself as an insider (Berger, 2015). Had I asked for a volunteer school within my own LA, for example, that was unfamiliar, I may have completed the research in a setting with less inclusive principles or practices, which would have yielded a much less rich or deep understanding. The purpose of my research was to identify threads that combine to produce a rich tapestry of inclusion in a case study setting and I feel this was possible in a school I felt confident had the inclusive practices in place to explore. I feel that using a familiar school had many advantages such as the freedom to explore policies objectively, which some schools may not have been comfortable with and the large advantage of knowing how to access the participants and

documentations required for this research without causing undue pressure on staff in an already extremely stressful 'season' in education.

Limitations

In terms of my personal beliefs, the influence of bias must be considered; this has been explored to some extent throughout this reflective chapter. For example, my belief in inclusive education and the positive processes and outcomes related to it may have had an impact throughout the research process. Throughout the process, therefore, I attempted to build in elements of rigor to minimise some of this bias. For example, being led by the school context on the definitions of key concepts to provide context for the questionnaires went some way to reducing my explicit or implicit bias, instead of producing my own definitions to frame the research. To some degree, this will have improved the rigor by reducing response bias (Van de Mortel, 2008). Furthermore, the act of producing a questionnaire is intrinsically led by the researcher's ideas and therefore can have an impact on the development of themes during the analysis. Therefore, an element of criticality must be employed as the research relied on my interpretation of the data in order to develop themes and a coherent thread through the research.

I felt that the largest limitation of this research was the loss of the wider school communities voice and views, both of the children and parents/carers. Todd (2007) outlines the collaborative nature of inclusive education and therefore I do feel that this was a significant aspect of the 'picture' that was missing. Unfortunately, this was largely out of my control and the condensing of my research was in relation to the limitations arising from the COVID-19 pandemic but should I have completed this research in a different, less restrictive context, these views would have been sought. I feel passionately that children's voices should not be lost, in fact in practice as a TEP it is vital to me that their voices are central to my work and so I was disappointed that this aspect of my research could not go ahead. Although in terms of time management and the scale of my research, it made the project more manageable, moving away from my core beliefs in inclusion of all and a voice for CYP was challenging.

Contributions to Knowledge and Implications for Practice

Contribution to the Field of Educational Psychology

Having used a case study design for this research, some may conclude that no further generalisations can be made. These criticisms are often grounded in the view of generalisation with a single meaning of attributing the findings to all other contexts and areas of the research (Larsson, 2009). Although I cannot claim from this research that the model presented is the absolute 'truth' of the mechanisms and threads underpinning inclusion, I can consider context similarity. This argument, put forward by Schofield (1993) explores the idea that the recognition of patterns and the interpretations drawn could be identified and considered in other contexts, in this incidence, other school settings. Larsson (2009) explores this idea further, suggesting that a researcher can investigate the conditions that bring about a certain phenomena, in this case an inclusive ethos, and potentially consider these in other contexts or settings. Of course, it is important to highlight that, throughout my research, I have explored the concept of inclusion as challenging to define and subjective to each context and therefore there will always be an element of difference across settings. However, it could be considered that the model presented in my research may be helpful for framing additional research around the underpinnings of an inclusive ethos.

Further, this research contributes to the field of educational psychology research as it fills a knowledge gap around the underpinnings of an inclusive ethos and offers an understanding of this phenomenon, which can be implemented in practical ways through the EP role. As mentioned previously, it is a fundamental role of an EP to promote and support inclusion for individuals and at a school level (Lambert & Frederickson, 2015) and therefore this research offers a way to support schools to develop their inclusive ethos and practice through examining both their policy and practice in the various threads identified. The development of the coding framework in phase two will also contribute to a knowledge gap in this area, potentially becoming a tool for auditing to be used collaboratively between EPs and school settings.

It is hoped that through future research building upon the model produced in this research, a framework for school auditing and practice development can be developed. This could be used to identify training needs and identify specific areas in need of development in order to strengthen an inclusive ethos. Further, the research has produced a far greater understanding of the mechanisms, processes and threads which combine to produce an inclusive ethos and this deeper understanding is likely to be useful in the professional development of EPs. Through understanding more the underpinnings of an inclusive ethos and inclusive practices, EPs are likely to be able to tailor their support more effectively when working systemically with schools.

Contribution to the School

By participating, the school has a record of positive areas of their inclusive ethos identified, both in terms of policy and practice. This is likely to be a benefit to future planning and developing of policies, as they will be able to build upon identified areas of strength and areas of development. This may also be a good form of evidence for school improvement documents such as the Self Evaluation Form (SEF), a tool used by Ofsted and for any other inspections a school may have, for example the Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection.

Further, identifying strengths in a school is beneficial for job satisfaction and morale, particularly in an area such as inclusion where staff need to use an extra element of creativity and effort to ensure every child is supported appropriately according to their needs. This is likely to have some impact on self-efficacy; in terms of teaching, self-efficacy is related to confidence and perceived ability in their teaching and creating a positive learning environment (Hosford & O'Sullivan, 2016). Through identifying strengths, self-efficacy is likely to improve. Identifying and celebrating when something is done well is highly beneficial for satisfaction and the idea of hard work being noticed, particularly in the current educational climate where 'burnout' is very high. Positive appraisal improves job satisfaction and motivation and goes some way to counteracting 'burnout" (Van Der Broeck, Vansteenkiste, De Whitte, & Lens, 2008). Identifying strengths and positives in school contexts is often

overlooked in a climate of inspection, data drives and performance related guidelines and therefore this project could be helpful for wellbeing and identifying what a school community is doing well at; especially as it is something that is not usually measured and reported.

Contribution to Knowledge/Personal Development

I began this research "journey" with little experience, except that from previous undergraduate degree and therefore the process of researching, developing and writing the thesis at this level has been one of learning, adapting and reflecting. I feel that my skills as a researcher have developed broadly and despite still feeling somewhat unconfident, I have moved away from a clear standing in conscious incompetence (Rogers, et al., 2013). I have been able to effective plan and conduct a rigorous research project (BPS 9.4

(HCPC 14.27)) and apply these skills in the role of a scientist-practitioner (HCPC 14.30) which, at the beginning of the Doctorate course, were quite daunting aspects of the training. When considering Kolb's experiential learning cycle (Kolb, 1984), I was able to take what I had learnt in the concrete experience of completing this research project and have moved into the reflective observation stage which I feel has led to abstract conceptualisation; learning from the experience in order to plan and carry out research more effectively in the future. Some of my reflections and lessons I have learnt have been discussed throughout this reflective chapter and I do feel that I would be better equipped for future research.

Although there are always limitations and drawbacks in research, I feel I am on the whole satisfied with the overall outcomes of my research. I have discussed ways in which the research may have been improved and should I complete a large scale research project again, I feel there are many things I will be able to reflect upon and improve; this is a positive outcome of the research and a way in which one can be a lifelong learner. I feel that by following a phased approach, I allowed the data to lead the process and develop as a rich picture rather than being led by my own fixed hypotheses. I reflected that this approach is central to EP practice and in many cases alternative and competing hypotheses are considered and explored, with cases being investigated and formulated from an open-minded standpoint.

It terms of practice, I have taken a large amount from my research. As a practitioner interested in systemic working as well as inclusion for individuals, I feel the identification of threads underpinning inclusion will enable me to collaboratively explore practice within systems and school settings with staff members to support development and change in terms of inclusive practice. A competence I feel this research has helped me explore and develop is BPS 7.7, which explores the development of knowledge of the process of organisational analysis and change. Although the model presented in my research cannot be widely generalisable, I feel the links I was able to draw between policy and practice will help me to support schools in identifying their own links and explore areas of possible development in a more targeted and specific way. I feel I will be able to approach the huge and broad area of inclusive practice with an in-depth understanding of the practical underpinnings, which will be very useful within my LA where developing inclusion is a long-term strategic plan.

Further, I feel that through this research, I am better equipped to explain the underpinnings of inclusive practice to schools so it does not feel like an unobtainable goal or "politically oversold' destination (Nind, 2014) but a journey of development, reflection and growth to provide all with equal opportunities to succeed. I am very keen to continue my research in this area to develop a school audit tool and training framework to be used by EPs to support the development of an inclusive ethos in schools. I feel this is growth in my own personal development as an applied practitioner as further research was not something I was keen to undertake prior to my thesis journey.

Proposed Dissemination

I am hoping to disseminate my research locally within my employing Local Authority as part of the on-going strategic planning and long-term goal process, as both information and as possible training for other EPs in my service. Alongside this, I will disseminate my findings to the case study school as outlined within the consent process. Further, I am hoping to publish my research within a journal such as the International Journal of Inclusive

Education. I feel this journal would be a good fit for my research aims and outcomes and it is focused specifically on this area.

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Appendices

Appendix A – Examples of Terms Used for Literature Review Search

- school inclusion
- inclusive education
- mainstream inclusion
- inclusive practice
- inclusive pedagogy
- inclusion in education
- developing inclusion
- impact of inclusion
- school ethos
- inclusive ethos
- ethos in education

From these initial searches, themes were developed from the literature leading to further exploration of these themes. The literature search was then widened to include the terms below (this is not an exhaustive list):

- inclusive policy
- school policies
- policy enacting
- policies in education
- investigating school policy
- implementing inclusive policy
- inclusive leadership
- school leadership
- school leaders
- educational leadership
- head teachers and inclusion
- impact of leadership inclusion
- transformational leadership and inclusion
- school belonging
- belonging and inclusion
- teachers sense of belonging
- inclusive teaching
- teachers inclusive practice
- self-efficacy in inclusion
- social development and inclusion
- inclusive frameworks
- exploring inclusion schools
- developing inclusive practice

Following this, further research was investigated as it appeared within the literature found, through citations and linked papers, creating a 'widening web' of literature exploration.

<u>Appendix B – Semi-Structured Interview Transcript</u>

Researcher: OK. The recordings begun. Can you see the post on the top?

G: Yeah.

S: yeah.

R: Perfect so thank you both for agreeing to take part. This is, the first phase of a large research project which is looking into inclusion and inclusive ethos in a school. So I'm working on a case study of your school I won't name it just for the transcription of the meeting. So what we're doing today is a semi-structured interview thinking about what the concept a school ethos means for you. What the concept of inclusion means for you as a school and as policymakers within this school and then what an inclusive ethos looks like in your school. Does that make sense?

G:Yes.

S: Yes.

R: Perfect. So if we start at the beginning. In your school, what does the concept of a school ethos mean for you?

S: Im happy to let you start.

G: Thanks um.I think I think. This is, uh, I mean am I allowed to say this is the church of England in school so the ethos is extremely important and it's grounded in the faith of the Church of England. So it's um. The ethos is absolutely fundamental to what we do, and it's something. I think that people really enjoy having as because a lot of a lot of people who work at the school share that faith. So it's very important for them to be able to work in an institution which has an ethos which, um, matches their own ethos. I suspect that that would be the case even if it weren't a church school.

S: I think in terms of what we would see is our ethos, would it be fair to say that its at the heart of the school? It's what makes us, us. I guess it's the culture of the school and The spirit of the school And ultimately I guess it underpins everything that we do, all decision making, and policy comes back to our ethos really.

R: Yeah so. Sorry, carry on.

G: I was I was going to say that like if you look at our policies they will have, they sort of start off with the ethos. So it's a kind of like reminder when we are, whenever we're doing things that we are kind of thinking back to, you know what, uh, what the school is about. Another thing is that, say largely due to miss [SENCo] that the ethos was written with sort of input from every level of the school community. So you know it's a very much a collaborative process which everybody has had some input in and has signed up to.

S: I think, yeah, within that it's collaborative, but the children are on board as well so that our hope is that it isn't just something that's written down. It underpins everything that we do, but it's lived out as well. That makes sense.

R: What I'm hearing you say is that almost the values and beliefs that permeate the spirit of this school, and then your ethos underpins the more formal practice in your policies, but the more informal feel and nature of your school, is that fair to say?

S: Yeah

G: yeah I think it underpins everything really.

S: I think it also shaped mindset with staff and children and the community really. Which we hope makes them better people in the future

R: Absolutely. I think there's a lot to be said for grounding the way you work in school within a very strong ethos. So if I say that for you, your ethos underpins both your links with the church, but also the further feelings and values that you want to embed within your school, both within your policy and within your practice. And more deeply in kind of, within the perceptions individuals have of your school.

G: Yes

S: Yeah

R: perfect OK.

S: Also, we get something about it being shared. It's like shared responsibility and shared ownership really – our whole ethos.

R: When you developed your ethos, how did you do that? What was the process?

S: It was a long process.

R: Would you say that the ethos developed itself in that it was already a feeling in the school? Or would you say you devised a new ethos and then embedded it into practice?

S: I think we developed it from what was there will be happening in the school. Would you say doctor [governor]?

G: I would say so too. I mean it wasn't, I mean we had an ethos already, but it didn't feel. Hum. Sort of, you know we needed to update it so it was what I would say, the process was first of all trying to find out what we really felt and what we thought and I mean I'm sure [SENCo] will be able to explain this better. But then taking it to different groups of the school community. And you

know, getting them to sort of add to that, to build on it and have a chance to have their say. I mean, I particularly remember one PD day when there was a huge number of you know, members of staff and governor's and just midday supervisors, all kinds of people in. They all had an opportunity to talk about what they, what they thought about the school and so there was a lot of consultation and I think people really enjoyed that day as well. And it really, I think, it's kind of set us up, you know, for a number of years, that kind of exercise is a great team building exercise, and it means it's more likely that when we sort of head off to sort of deal with life, that we've got a kind of common purpose. I think that kind of exercise is a good idea to repeat that sort of just to keep everyone together and to allow everybody to say you know, yes, this this is still works. This doesn't work or you know things have changed, but I thought that was I really did think that was an excellent days work and very, very beneficial to everybody. and I think it's hard to sort of profound positive outcomes you know in the time since then.

S: I think if we go back to the question of you know did we write the ethos and then it happened or was it here before and then we kind of formalised It. It definitely was here before and the PD day that [governor] is talking about, you know, we asked the staff, the children and all stakeholders to think of five words to describe our schools community, and that's kind of from there that we built our ethos really. So I guess it was always here, And if I think that's the way to do an ethos. Because if we started to write then it would be a bit like following the rules that we currently have with coronavirus, you know constantly thinking, oh, what rules do we need to follow, what we will be doing? Whereas its kind of more natural in the way that we build our ethos, is that fair to say?

G: I, I think so, and I think, I mean it comes from the heart. So I remember being in a governor's, I don't know, it's not really a conference, but it was organized by the MAT and they said, you know can anybody sum up their ethos? I was one of the few that could. I felt like a complete fraud because I thought, well, this isn't really
my work but you know I could. I could say what our ethos was in 4 words and it's because you know that it's what we do.

S: Yeah, it permeates through all that we do that even our children can articulate it even if they can't tell you the correct words, they can mention you know that we are a family. We all belong here.

R: So what are the four words that describe your ethos?

S: We are Included, Involved and Inspired.

R: And that is words to describe the natural reflection of how your school community feels and what's already ingrained; you've just been able to pinpoint some words to kind of umbrella. all of those feelings and values and connections and relationships?

G: Yeah

S: yeah, that's right.

R: It's really interesting to think that those few, your words are the umbrella for all of those things. That must have been hard to kind of put it all together and have something small to reflect something so big?

G: I think if you've done the groundwork, if you've got something good, it's actually surprisingly easy and it all kind of falls into place. What we found with those conversations is, well, there were words that actually kept on coming up again and again, so when something's working, you will get those words. I'm not saying that not a lot of work didn't go into it, but I think a lot of work did go into it, but actually when you're on the right track, you know it actually suddenly pings into place.

R: Yeah. That's an interesting reflection. OK, is there anything that either of you feel we should add around your concept of the school ethos? Are you happy to move on?

G: I think it is interesting that, um, thinking about our four words now and comparing that with what we had before, for instance, my daughter knows both, obviously, but with the other one, it was more a kind of Parroting. It is like I've learned this because I've had to learn it. Whereas this one, because it shorter, it does it, it means more. It's, you're not just remember the words you actually remember what they mean.

S: I think, it's not my illustration but I remember somebody sharing it once so I'm borrowing it. You know somebody talked about a stick with rock having, you know, printed writing of where you went on holiday all the way through the rock. You know wherever you cut it, when you break it, you see Great Yarmouth or something throughout the rock. I do believe our school is like that, you know you can cut into it at any place and you can see that ethos running throughout every area.

R: That's an excellent analogy actually. That your ethos isn't just a word that you put on the top of your policy, but it really is embedded in everything that you do.

S: I mean its something we can come back even when we're thinking about kind of children's character and you know their behaviour. You know it's the way that you behaved this morning, reflective of who we are as a school, and you know we're encouraged them to think. Well, actually no I didn't include so and so when we were playing on the playground, so that's not what we're about at this school. So you know, there's an element of it that links to kind of behaviour, character, aspiration of everyone, really.

R: Building aspiration.

G: I like the fact that it's not just an academic ethos as well. Yeah, 'cause I guess a lot of schools will kind of focus on that and I think this this is this is bigger.

R: Far wider.

S: And actually, a strong ethos is probably better in terms of outcomes and any academic data. Really.

R: Yes, that's an interesting point.

G: I think the things that you, uhm. I mean just thinking of my own experiences, the things that you actually remember from primary school when you look back as an adult tends not to be the academic things. It's that kind of grounding that you have so. I think that also fits in with that.

R: Yes, definitely, I agree. You don't remember a specific maths lesson do you, you remember doing this and doing that and how it felt and what you enjoyed.

G: And I think children will probably remember that four word ethos as well, actually.

R: OK, should we move on to the next part? OK, so the next section of this discussion is how would you define the concept of inclusion? So inclusion is such a broad kind of concept to try and narrow it down into a short definition is very hard because it means something different to everyone. So in terms of your school and your policies and you as leaders, what does inclusion mean for you in your setting?

G: It means that it means that nobody is left out and everybody gets a fair chance.

R: What do you think [SENCo]?

S: Uhm, I think it's about Everybody learning together and securing opportunities for all. You know, regardless of gender, ability, the big long list, religion, race. And I guess giving everybody a sense of community and belonging.

R: Yes.

S: There's another good quote that I like to think about with inclusion. Diversity is being invited to the party. But inclusion, is being asked to dance.

R: Very nice

S: in terms of our school, people can apply to come here and we can have an admissions policy that, accepts anyone and everyone, because it does but actually in our school, inclusion is about them being given every opportunity to

flourish and reach their potential. Rather than just, they are admitted as part of a school policy, but they actually belong here and they're given the opportunities to achieve the best they can. Really

G: I think that word opportunities is really key. I think. I mean, I think it should be something that is at the root of Education anyway. But it is about opportunity and access to opportunities.

R: Yeah. Yeah. OK, so for you. The concept of inclusion is that no one is left out, everyone gets a fair chance. There's a sense of community and belonging, and it's about learning together in securing opportunities for all.

G: I think it's about mutual respect as well.

R: OK

G: and understanding.

S: I think you know within that mutual respect, people need to know that they're seen, they're listened to, they're heard and they are valued.

R: Is it fair to say that that's not just the children in your school?

G: Yeah, I was just gonna say, actually, I think it's it's something that is really important for parents so. Um, uh, if you've got a child with SEND, you don't have a protected characteristic, but you can feel excluded. And I think it's really important for a school to make Those people who in a sense aew on the periphery feel included as well. And when that works, that's really something special.

R: and reflecting on your school practice, would you say that actually it does work in your setting?

G: Well, I mean I, I know I. I'm thinking of the example of one parent who had a not so happy experience elsewhere and seeing how happy she was when she went to an Equalities meeting and, uh, you know, listened to and took part in the sort of discussion. I think she couldn't believe that it was actually happening.

R: yeah. So it really is making an impact, not just on the children in your school, but the much broader community.

G: yes definitely.

R: What about your staff? Do you think it the concept of inclusion stretches beyond the children and parents and actually to your staff members too?

S: Yeah, definitely we would hope say I mean we don't always claim that we get it right. And you know with inclusion, it's a learning curve. Uhm, but I'd

hope that they would feel kind of what we said inclusion is, you know. The sense of belonging and that even staff have development opportunities.

R: I think that word belonging is quite a key one, actually, because it's not just about feeling like you are integrated, it's about feeling like you're part of something.

G: You have some ownership for it.

S: You're not just attending school, but you are a part of the school.

R: Yeah, and you're a valued member of this community.

G: Yeah, you have impact. It allows you to have impact as well as and I suppose it gives you the opportunities - that opportunity word again, it gives you the opportunity to make an impact. And it allows you to shape that impact.

S: I suppose that in this current climate that we find ourselves in. I think there is evidence that we are an inclusive institutions because it doesn't feel right because not all of the children are here and not all of the staff of it. Being included in something is they don't just attend here, they make it what it is? You know, the fact that not all of the children are here, we don't feel quite right at the moment.

R: Your community is not whole.

S: no, and then it goes to back to the belonging doesn't it? Yeah, we've all been part of things where we attend meetings or we attend buildings and places. And you think, actually, if I wasn't here, would I be missed? Maybe I wouldn't, and maybe that's kind of an indication that I'm not included there. But I would say our school, well, I hope our school inclusion is that you know we do miss everybody 'cause we all have a part to play in making it what is.

R: Everyone as an individual is important for the collective whole of your community.

S: Definitely

G: I'd say so, yeah.

R: OK. Is there anything else on kind of the concepts of inclusion that you think is important to mention?

S: I think. It's not just something that happens. It needs to be cultivated and responsive. So meeting the needs of all, it's not just the tick box exercise – "oh yes we're inclusive" because you constantly need to grow and change.

G: There is tension between being a community and the outside of that community, so you continually have to sort of assess where that boundary is. Because by setting up an inclusive community there is a sort of, there's

always the opportunity to exclude people who are outside of it, so you do have to continually, you know, check that are we actually including everybody? And how could we do better? Yeah, you know I mean because you are going to not get everything right because that's what life is like. So you kind of have to be on the hunt for those things where it's likely not to work. So I'll give you an example which is that we were looking at the make-up of the governing body and racially, it doesn't reflect the makeup of the school community, so we've got to think about how we how we can change that. I mean, I've got a mixed ancestry so I can represent those people in the school with that mixed ancestry. But I think I'm the only one so. You know you can't always match exactly what you want, but you can try to be aware of where things could go wrong. You know that's most important step. This is saying ok, so where, what are our weaknesses, how can we adjust those?

S: I think the inclusion is a destination and you get there and you say you know well done us, we are an inclusive school, it's more a journey and it's ongoing. You know currently the black life matters thing is huge on the agenda and we're being asked to consider unconscious bias which, you know, like G, you just said we have to constantly review and question and think well is anybody excluded or, you know, could they feel excluded? And what can we do about that?

G: I mean, I think you know about that, is that I don't change tend to say to people that I mean, It's not secret, but it doesn't often come out up in conversation that I'm of mixed heritage. But actually maybe that's something that I do need to say just thinking about some of the children in school who probably, maybe feeling isolated because they're thinking you know I'm the only child that looks like me. Or well, they're not the only one, but they may think that I'm a minority and I'm not represented. Well actually, You know she. Since they are represented because, I certainly know where somebody with a mixed heritage is coming from. So you know sometimes it is, I suppose people can make assumptions, can't they? Because If we don't talk, if we don't have that conversation, it's very easy not to realize exactly what we've got. We may have more than we think.

R: Absolutely. So if we were to put everything we've just discussed into a short definition. Um, I've written some of the things you said, so for you, inclusion is ensuring that no one is left out, Everyone has opportunity to succeed, and everyone feels the sense of value and belonging. With a sense of inclusion isn't a destination, it's an ongoing journey of reflection and continuing development.

G: Yeah, and it's a It's kind of an open door is it welcomes people in.

R: OK. Do you think I I've kind of captured everything you said or is there something that's standing out that you feel is important? That I've not quite captured in that?

G: I think, just maybe this idea of self-questioning, which we're still trying to kind of pin down, but. It questions itself. It, you know it is that sort of idea of it not being static, but it is of continuously reassessing itself.

S: and being responsive isn't it and it will forever be ongoing.

R: So inclusion is a process of reflection and development. being responsive to the changing needs of your community and the wider community, saying it's not just about your school community, is it? There's these people slightly outside and you don't want your inclusion to become an exclusion.

G: Also because the school the school community is always changing because you always have a new year coming so you know people, most children and parents, are with the school for Seven years. Though, I mean a lot of people hang around actually because they like being part of the of the community, I think, and it's interesting actually that a lot of those are parents whose children have got SEND some way, and I think that is because, well, you know. And I know that that is because they feel they want to… it's almost like repaying a debt, but it is partly to do with that sense of community and family, that actually why would you let go of that? Once you developed it.

R: absolutely it's a sense of being accepted. Regardless of what's going on or what situation you're in,

G: I think it's actually also love as well it's, when you're in a very difficult position. If you have problems with your, um, with your child if somebody is kind to you and helps you, you're not going to forget that, and I think it's a very human thing to want to
Reflect that in some way. I do think that that is at the root of uhm, you know why some of these parents are still here, even though their children are long gone. I mean I am thinking of one person in particular. I doubt very much that he talk about love but he's still here.

R: Even if he didn't say the words love, it's that sense of connection, isn't it? Connection to the school and to you as a family because you are a school family aren't you?

G: I think he would talk about loyalty, actually. I think I think he would feel duty. I think he would feel that fair is fair and there and you know it's kind of a payback. And that he's happy to make.

R: It's a very big concept, is it, inclusion. It's big, but concise in a way. But it means something different to everyone and it's reflected very differently in each setting that you go to or working, which is why it's so important for this research to capture what it is for you. Because it's a case study of your school, if I were to investigate inclusion with a definition from a different research paper, it might not reflect you effectively, which is why we were doing this. That's really helpful.

So finally the kind of final, overarching question is what does an inclusive ethos look like in your school? So we've defined inclusion and we've talked about that concept, and we've also defined ethos and how ethos works in your school. So if we put them together, I guess we've almost already done this. But more explicitly, if we put inclusion and ethos together, what does that look like in your school?

G: Inclusion is part of the ethos. But actually it's included in the ethos, it's fundamental to it, but it's not actually all that there is to the ethos.

S: I think our statement kind of answers that doesn't it, it's everybody. Adults, staff, parents, child. Together being included, involved and inspired.

R: Yes, absolutely. So if we kind of narrow down on the inclusion part of your ethos. What does that look like in your school? Being included in your school, how does that look?

G: well, as far as the children are concerned, hopefully they never question the fact that they are included. You know, it's just, it's just what happens. I think as far as the, um, the parents of, I'm thinking about children with send here, it's not quite the same because as an adult I think you're more aware of all the ways that your child cannot be included, so when they are included it is very precious. So you know that maybe one of the reasons that is inspiring that kind of loyalty. Because it's recognized as something that is very special.

R: OK,

S: I would say I've had a parent who has had a bad experience of inclusion in another setting who came to me and they asked us how we ensure inclusion happens in school. I didn't know how to answer the question because I genuinely was thrown I guess, that they were asking me such a big question and my answer was it just happens. And you'll see when you become part of our school because an element of it is so ingrained and it is our ethos and it is lived out, that you just kind of need to see it and experience it.

G: Once you've taken that step that says everybody is included then actually, you just do it. You think OK how can we do this? Is not you know, can we do it? It's how can we do it?

R: So it's just that small shift of mind set from could this be done to Yes, it can. And how will we do it?

S: Yeah, a big part of it is actually, isn't it? We don't have to say are we going to have this child? Are we going to include this child yes or no? It's OK this might be a challenge, but how can we overcome this challenge? You know what barriers are there and how can we break those barriers down?

G: some of that is confidence from experience, isn't it? And the fact that we have so many children that could be excluded in any number of ways and in

fact we include in many and diverse ways. So once you know, once you've had the practice at doing it, it becomes easier and easier.

R: so there's an element of confidence as well

G: Definitely. Its having a can do attitude and also you realize the value of doing it because you see those smiles on peoples faces and you see the impact that then you realize that it's really important.

R: Absolutely. if we move away from children with SEND and think about perhaps children with EAL or children who can't speak English when they join your
school. How does your inclusive ethos work for them?

G: Well, I would like to have a huge pot of money so that we could actually do that better. I think it is really hard actually. 'cause I think really what needs to happen is that those children get immersed in English language. That's something that at the moment we can't really do. Uhm, yes, I think there are a lot of things that happen. So I mean, children do pick up language from their peers anyway, though we do have to ask about whether they pick it up to the same extent. And we also have to ask uh, when you have 40% of your school at EAL, how is that actually affecting the kind of depth of English acquisition for the whole school? So you know there are, and I mean, I think the new curriculum does actually ask those questions, which is excellent, but we still going back to this thing about ethos is that we wouldn't have got to that new curriculum if people hadn't been asking those questions about, you know, well, you know what effect is is going to have.

And the other thing is that of course you can have a big impact on those children's lives by wanting to know about them and sharing in their culture. So all of the Hena hand painting, that's had a huge impact because it's allowed those parents who perhaps in other circumstances would always feel slightly excluded. It's allowed them that kind of mastery position where you know people want to know what they're doing and people admire what they're doing. It completely changes the way people interact.

R: That comes back to your thoughts about valuing everybody, and you're valuing them for who they are, not what they can offer, or what they can do. It's truly valuing them for who they are and what they bring to your school.
G: It builds a bridge as well because it allows it allows a conversation to start.

S: That's something we often talk about, bridges and not barriers. I'm seeing it, you know, even a barrier as a challenge or an opportunity to learn something new I guess.

G: There are barriers, I mean 'cause even if the children learn English. There are parents who don't know English. That is an issue. You know, we have to acknowledge that as an issue. That's an issue that a lot of schools don't have to

Face, that you know so many of their parents actually can't engage with all of the information that comes out of school and that you know that that is tricky, but you can make it into a strength as well. It's just how you deal with it.

R: Yeah, that's an interesting point. It's not about thinking we can't reach these parents, it's about thinking. How can we reach them?

G: yeah.

R: So it's not just thinking we can't so we won't worry about sending them the letter, we will just send it to a few…

G: oh you know you think about different ways. I mean we haven't done this for a while but I'm handing out invitations specifically targeted to people who would be unlikely to come to the church service at the end of term because they wouldn't feel that they were welcome in the church. You know that it doesn't work with everyone, but it just worked with some, but it's worth trying.

R: Definitely. OK. It certainly sounds like your doing a lot of good things and the inclusive nature of your school, it really is permeating everything you do and everything you're about.

S: We hope so.

R: It certainly comes across that way for a somewhat outsider thinking about this and thinking of it through the eyes of a researcher as opposed to the eyes of someone that knows your school. It's really interesting. Is there anything either of you would like to add about either inclusion, or your setting specifically that I might not have asked you about?

G: I think that the issue with the long holidays to India and Pakistan is a very interesting one 'cause it's, I think, I think there's sort of there's such a potential for tension there. But a lot of it is down to different cultures and this sort of need that people have to go back to their families. I remember saying to [Headteacher] once that it doesn't matter how scary she is, there's no way that she's going to be as scary as somebody's Granny in India saying you don't love me anymore. How could you do this to me? You're not coming to see me. In a sense you kind of have to accept that you're not going to win that one. It's still very difficult because it kind of is going against… I know some people find this really difficult to deal with it, it's going against the sort of law of the country. There is this sort of a logic that says if you come to this country, you have to abide by the laws, but it kind of runs straight against these kind of cultural values. It is incredibly hard to say to somebody "Well, no, I'm not coming and therefore I don't love you as much as you want me to". So you, you know that's never going to happen. So you know that's always going to be a challenge that we still haven't really cracked.

I don't know what the answer to that one is, but as I say it is this thing about asking all the time. And I suppose some of this is very easy to feel hurt that the family in let's say India is chosen over the school. So you kind of have to,

you know, investing in, a community, in a family means that you can be hurt if people seem to go against you, but you can't, you just have to have a bigger heart. And expand your community to cope with that, because those people are part of your community, so their lives become part of your life. If that makes sense.

R: Investing so heavily in a in a community or family can almost leave you vulnerable to being hurt or or feeling like you're not quite so important, but actually you counter that by showing them more love and more belonging, more community.

G: Well, showing them that you are trying to understand will probably pay dividends in the end because they won't receive that understanding, or they may not receive the understanding from elsewhere. So you know, you kind of have to not see things in black-and-white.

R: It's very interesting point.Yeah.

S: I think the time that we currently find ourselves in [lockdown and remoted learning] has also tested your inclusive ethos I guess to a certain extent, because we hear of people saying, I've not heard from the school, you know. I've not had work or they sent me one thing at the beginning and I've not heard anything in weeks. Whereas we have tried to maintain regular contact with all children, you know they don't always answer their telephones and emails, but we've constantly tried to keep them feeling like they are included and that they belong even though we're not currently together in the school building. And then obviously when they return in September the challenge is to then build that again. Yeah. Um?

G: I think [Headteacher] should be credited as well here, because I mean, I really do feel more of an observer at the moment because I've not come into school for very long time. But I know that other schools are not doing that. They are not ringing up. I'm not saying none of them are, but I know that there are schools that are not ringing everybody up every week, and I think it's going to make huge difference. And I am very confident that when the children come back in September, they're going to have the very best opportunities to rebuild those relationships and that sense of teamwork because the staff have already recognize that that is going to be a key issue. I think that puts our children in in a much stronger position really. So I'm very grateful to everyone for their hard work and foresight on this because I think for those children in our school that is going to have huge impact. And they're very lucky. But it's not just luck, it's hard work.

R: it is the principle of being held in mind… You're not forgotten because you're not here, you're held in mind, we're thinking of you, we value you, you're still part of us even when we're not together.

G: definitely

S: I had a child with SEN come back to school this morning to have a chat about worries when things return in September, we talked about transition to answer any questions and I took her to see her new classroom and to meet her new teacher. And it just so happens that her old teacher was in the playground playing with a group of children so I said oh, should we go and say hello to Mrs. so and so? And she said, I've talked to her on the phone. She would like to see you, we can just go say Hello, but it was almost like well I've got nothing to say to her because we talk all the time which was quite nice in some ways 'cause it did show that she still feels part of that class.

R: and she's not lost that connection.

G: No. Interesting, isn't it? To see how the children connect with each other.

S: yeah?

G: 'cause I suppose that is the kind of missing piece, isn't it? That's what they've been missing, and I mean, as we've discussed with some children, actually this current situation has actually been quite beneficial for them. They quite enjoyed being in small groups or you know it being quieter, so that's kind of worth recognizing as well. We wouldn't have had a chance to appreciate that if this hadn't happened. So you know, sometimes perhaps less is more and for some children a way of including them is to actually give them more space. Because inclusion is about opportunity and it's about the opportunity to flourish and, well, maybe some children, actually need a little bit of space.

R: absolutely, its about meeting an individual need isn't it? Is not about one-size fits all

G: you're definitely right, yes.

R: I'm just thinking about that point that you've just raised about children connecting with each other. We've spoken a lot about how teachers build connectivity and how the adults in school kind of, show this inclusive nature. How do you think the children act in an inclusive way towards each other? Do you think that's something that's embodied in your ethos too?

G: I think obviously the adults in school or modelling behavior to the children to some extent so you'd hope that that kind of inclusivity is sort of passed on to the children so that if for some reason you know, a child is in danger of being excluded, you'd hope that children would naturally try and include them anyway. And that they are being taught to do that because there is a kind of natural human inclination to exclude anyone who is different. So you're kind of being taught to counter that. And I think, I mean, the impression I get is that, you know, there is a lot of work on that in the playground and in class. It is about talking about how people should be included. There are also opportunities for children to go and find either other children who have been given a responsible position or adults and talk about feeling excluded or about things that trouble them. You can't wave a magic wand and make everyone get on with each other because they're not going to. I mean, the thing about

adults is we have a choice about where we work, so we tend to work in places where we are with people that we get along with. But for a schoolchild it's the one time in your life where you're stuck. You're stuck with whoever you're there with. You're not gonna get on with all of them. Um, so you know, as adults we can be a little bit perhaps idealistic about this, because you know, I often think that one time in your life where you're most likely to be with people you don't get on with is when you're at school. But, uh, I would say that there are enough structures and there enough friendly and approachable adults for you to kind of work your way through that.

Kindness is very important and it may come from other children, and I've seen it come between children, you know, but it may come from adults and that may be enough.

R:That modelling?

G: Yes, but it may also be directed, maybe that kind word, it may be the kind words you need for the day and it may not matter whether it comes from an adult or a child.

R: I see what you mean.

G: Because it is a community.

R: [SENCo] did you have anything to add?

S: I was going to talk about the role modelling and that fact that children kind of reflect what they see. So I think most of it was covered in that question.

R: OK. It's not something that can be explicitly taught, is it inclusion? But you can teach the fundamentals of kindness and everyone is different, but everyone is very valued and that's the kind of thing you do to teach inclusion. Am I right? Is that this sort of thing you do?

G: Those fearfully and wonderfully made assemblies are very good that way as well, because it can that really, it allows children. It gives children a forum to talk about things and to think about things.

R: Can you just for the purpose of my notes and things, just highlight what the fundamental ideas behind your fearfully and wonderfully made assemblies are?

G: I'm gonna let you do that, [SENCo].

S: OK, Basically what we try to do is one fearfully and wonderfully made day every half term. So we pick a difference like be a disability or something like that and we focus on it during that day and we do teach, we educate the children about what's it mean. Say for example, we did one on Autism. So what does it mean to have autism? What might people with autism struggle with? What might be a strength? You know, things like that so that we could

educate the children to know more and understand more about differences in order, I guess, that understanding leads to, kind of respect, I guess.

R: Yeah absolutely, and there's that the theory of Attribution where if you've taught children what this difference is and what it looks like and why a child may behave the way they do. Other children don't automatically think oh he's naughty. he does this, he does that, but they understand. Actually he has or she has something that makes her behave that way and that's OK.

G: I'm willing to bet that the adults who come in to talk to the children in those assemblies find them very affirming experiences because how exciting to actually realize that you're teaching a whole school of children to do something that most adults struggle with. And the children were so open at this school, they ask good questions and they're not afraid to ask questions, and I think that kind of open mindedness a great gift that those kids are being given.

R: And that really is I guess a testament to the ethos in your school in that children aren't close minded, they're open minded, they're inquisitive, they want to know about differences and why somebody is valued for who they are.

G: and the structure in the structure of those assemblies encourages them to do that, so that I'd say that's a very positive sort of, outplaying of the ethos. That it sort of shows it in action, but, um, it's again, it's modelling to children. OK, so this is what I should do. This is what somebody would feel, and they're kind of their thinking themselves through you know that that model, and of course, once you've done that one or two or three or four times, that's going to start to be something that you can repeat for yourself.

S: Elements can be taught can't they.

G: sorry, I didn't quite catch that.

S: Uh, so basically we said initially, didn't we, that inclusion cannot be taught, but through are fearfully and wonderfully more days we are teaching them. We are giving them knowledge, which we are hoping, then builds that understanding their respect. You know, that kind of level?

G: It's knowledge, and it's also, um, what's the word? It's a sort of model of behaviour as well. It's a pattern.

S: Yeah.

R: so you're teaching the values that underpin your inclusive ethos. You're teaching understanding, respect, value, education about different needs and disabilities, which enable children to understand and that understanding is, is the power to be inclusive.

G: and were demonstrating that it's a positive experience as well, because those assemblies are interesting and they're stimulating and they make people happy, I think so.

R: Alright, I suppose it's changing a mindset that a disability or a need or anything like that isn't always something to be, um, a negative experience.

G: I think that's very important, yes.

R: You're teaching children that there are positives to being different, and there are positives to having something that not everybody else has.

G: And also you know that people are resourceful. And that kind of resourcefulness is not a quality that is you know, limited to one group of people. Anybody can be resourceful and lots of people have to be. It is that I suppose its resilience as well.

S: yes.

G: It's holding up resilience and optimism and determination, which we may not all share the same disabilities or difficulties, but we all will have some. And how are we as individuals going to cope with them? Well, we've been given some models, haven't we?

R: Absolutely.

G: I think this idea of um, especially primary school, preparing children for the difficulties that they're going to face in their lives, is a very interesting one and a very important one. Because I think you know the way we think about, um, mental health has changed in the in the last few years, and so we are thinking more about these issues. But I think rather than just worrying about the unknown and thinking of you know, what will I think? It's much is much more effective to sort of, say, well, everybody's life has ups and downs, but we want you we want you to be ready so you know if something does go wrong you can cope. You don't just have to fall apart under the pressure and by sort of providing children with role models who've had to cope with difficulties at an early age, that's really very powerful.

R: Yeah, definitely.

S: Yeah, I agree for sure.

G: The other thing that we, I mean, when we're dealing with children at this stage in their lives we, it's not that we forget, but obviously your focus is on them then. But actually what we teach them has to last them you know, for the rest of their lives, and it is so important what they learn at primary school. So at some point everybody I suppose it's going to feel excluded so if they've had that good experience or that knowledge of what inclusion is at the beginning of their lives maybe they're going to react in a different way when it happens to them.

R: Absolutely.

R: The early development of something so fundamental. It's amazing what children remember, isn't it? And they may not remember that explicit teaching, but they'll remember how they felt when they were included and it does offer that resilience that it's not always this way. It doesn't always have to be this way. What can I do to change it?

G: And also you know if something happens to me it's not the end of the world I can actually, I can carry on, doesn't define me.

R: Yeah. And that's that resilience isn't it.

G: Yes

R: Wonderful. Is there anything else about how your inclusive ethos looks in your school that we have not covered?

S: I think we've covered most of it in a nutshell, yeah.

R: Wonderful, OK.

G; I would say I think one thing that's really nice is that all the staff are treated respectfully. It doesn't matter what your role is, there isn't really, it's not a very hierarchical school.

R: And do you think that comes from the way leadership, the leadership team lead by example?

G: I think some of it is that and I think some of it is, is ingrained actually. I think that is what people have come to expect.

R: I'm thinking so if you got a new staff member. How would you immediately show that there isn't a hierarchy, so to speak, in that you are respected and valued for who you are, not the role you do? Do you think it is just an unwritten feeling that somebody would get?

G: I think so. I mean, I know.

R: I know exactly what you mean. It isn't something you, you know, you wouldn't get a new staff member and say Oh, by the way… I mean, I think it is a feeling.

S: But it can't be written can it, you can't say you are on pay scale four and in our school that means that there are these other people who get more.

R: Absolutely no but I know exactly what you mean in that, no one would be nervous to go to [hedteacher] and say, oh I have a problem or come to you

[SENCo] and say please can I talk to you about this and be concerned about it?

S: No there isn't that element of us and them yeah. becuase we have an open door and we like to think we are approachable I guess.

G: It might be quite interesting to speak to some of the male members of staff who are in a very small minority and see what they feel. Just 'cause I mean, it's interesting, isn't it? Because in a lot of institutions in our society it tends to be male dominated. In terms of power structures and you know a primary school, especially this primary school, isn't, but I would say that those few men who are working in the school are very valued and respected and treated equally.

S: If you would like to know, sort of unofficially, for one of those people I have their questionnaire in front of me that said three things to celebrate at [school] are number one diversity, number two staff relationship and number three progress.

G: Well there you are. That's convenient!

S: Things that he feels we do well to support wellbeing - senior management very approachable meaning you feel valued and can discuss any concern. That's what he thinks!

G: That's good though, because he is in a minority and so if he's saying that kind of suggests that the school is doing something quite good there.

R: Well, maybe when I, um, do the next element of my research and I do the questionnaires for staff, I'll ask an explicit question about how staff members are made to feel respected and valued and kind of tease out from them.

G: Yeah, and it is interesting, isn't it? Because I mean, I suppose when we when we are thinking about our ethos we're thinking about equality and so we have a care for minorities. Uh, it is interesting that within our school the list of adult men are probably the smallest minority of any 'cause ilf you think about the number of children with SEND, the number of children with the EAL, they're actually quite big in minorities. So that means that that's very close to not being a minority. But there are very few men.

R: Yeah, that is an interesting point. But there doesn't seem to be any lack of value or respect.

G: No, they do seem you know, that they all seem quite happy actually. Not just the staff, I mean, they're volunteers as well, aren't they. They all seem very happy.

R: Yeah, that's an interesting element. I'm glad we've touched on that because I think that would be an interesting point to investigate further from a different point of view. I think that would probably help you as leadership and

as a governing body to really understand how your inclusive ethos is felt by the members of your school community. Because you can ask it, but sometimes investigating it more deeply is quite affirming for you and you know that you're doing a good job. So that would be interesting to look at. That's really helpful.
Thank you both so much for your time I think we've covered most of the things that that felt important, um? So yeah, all that's left to do is say thank you very much and I'm sure I'll see you both at some point when I'm finally allowed to come into school and actually do research directly rather than virtually through the computer.

G: OK, well, I mean if there's anything else you need, don't hesitate to ask.

R: That's lovely, thank you very much.

G: OK

S: OK, thanks very much. Thank you

R; Bye bye

Appendix C - Initial Coding Framework for Content Analysis

Presence

Presence
There is a clearly stated policy for the promotion of inclusive education.

(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines the need to take responsibility for all learners.)

1.2 Legislation and policy are consistent with the principles of the Children and Families Act (2014) and the SEND Code of Practice (2015)

1.3 The concept of inclusion is clarified in policy as an agenda that increases quality and equity for all learners.

(Policy aims to address underachievement of all vulnerable groups, including children with disabilities.)

7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage autonomy and support innovation.

7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.

7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs.

(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)

7.5 The school ethos and culture places value on high expectations for the academic and social achievements of all learners.

7.8 Policies underpin a clear statement of the value of diversity.

10.1 Policies outline how all school staff develop the skills to meet the diverse needs of all learners.

(Appropriate training and professional development is provided to all school staff, including teachers, support and administrative staff, counsellors, etc.)

10.2 Policy supports the development of high-quality and appropriately trained teacher educators.

(With improvements in recruitment, induction and continuing professional development.)

10.3 Policy supports flexible training opportunities in continuing professional development, for all teachers.

Participation

1.6 Policy outlines how educational staff need to take responsibility for all learners.

1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.

1.8 Policy requires learning materials to be accessible and appropriately differentiated.

1.9 Policy describes an effective framework of support for the school to implement inclusive education (this relates to access to appropriate external agencies)

1.10 Policies outline a continuum of support for children and young people in school, to meet the full diversity of learners' needs.

1.11 Policies outline strategies for raising the awareness of inclusive education with all stakeholders.

2.1 The full involvement of families in all educational processes is outlined in policy.

2.2 Policies place learners and their families at the centre of all actions.

2.3 Sharing information among professionals and families is highlighted.

2.4 Policies have the goal of supporting parental interaction and communication with school staff.

6.1 High expectations for all learners' achievements underpin policy for inclusive education.

6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.

6.4 Policies outline that appropriate educational support is available as necessary and is fit for purpose in meeting individual needs.

6.5 The learning process is based on flexible curricula based on learner-centred approaches and the development and implementation of individual learning plans as necessary.

7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.

7.6 Policies describe how learning approaches are used to provide individualised learning tools and opportunities.

7.7 Policies stipulate that all learners are entitled to be active participants in the life of the school and community.

10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies.

(Such as learning to learn and active learning approaches.)

10.5 Policy outlines the development of plans for staff training in inclusive education.

Progress

3.1 Policies describe clear mechanisms to evaluate effectiveness and quality of education that is inclusive in nature.

3.5 Policy outlines how to involve families in the process of evaluating quality of services.

8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.

12.1 Policy outlines the mechanisms for ensuring effective transition across educational phases.

9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes.

(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)

Placement

5.1 Policies clearly respects the rights and the needs of children and their families.

5.2 Support is available for families to recognise and understand the needs of their child.

5.3 Policy outlines how support should be provided for children and families as early as possible and as quickly as possible, following identification of need.

9.3 Policies aim to increase the capacity of the school to meet a greater diversity of needs and support learners within their local communities.

9.5 Policies outline plans for preventive educational action against exclusions.

Content Analysis Framework Draft One

Presence
There is a clearly stated policy for the promotion of inclusive practices and education within the school. *(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines the need to take responsibility for all learners.)*
Within policies, the definition of what inclusion means to this school is outlined.
Within policies, inclusion is outlined as a key principle in the schools ethos and is explored as a concept that encompasses all learners and their families and all characteristics (such as those outlined in the Equalities Act 2010)
Policies are consistent with and explicitly link to the principles of key legislation such as the Children and Families Act (2014) and the SEND Code of Practice (2015) .
The concept of inclusion is clarified in policy as an agenda that increases quality and equity for all learners. *(Policy aims to address underachievement of all vulnerable groups, including but not limited to children with disabilities.)*
Policies support school leaders to value diversity among staff as well as learners, encourage autonomy and support innovation.
Policies aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.
Policies support the school to ensure teaching staff are able to meet diverse learning needs. (Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)
The school ethos and culture, outlined within policy, places value on high expectations for the academic and social achievements of all learners.
Policies underpin a clear statement of the value of diversity.
Policies outline how all school staff develop the skills to meet the diverse needs of all learners. *(Appropriate training and professional development is provided to all school staff, including teachers, support and administrative staff, counsellors, etc.)*
Policies support the development of high-quality and appropriately trained teacher educators. *(With improvements in recruitment, induction and continuing professional development highlighted)*

Policies support flexible training opportunities in continuing professional development, for all teachers with a focus on empowering school staff in inclusive practices.
Participation
Policies outline how educational staff need to take responsibility for all learners.
Policies outline the school's goal of supporting all teachers to have positive attitudes towards all learners.
Policy requires learning materials to be accessible and appropriately differentiated.
Policy describes an effective framework of support for the school to implement inclusive education (this relates to access to appropriate external agencies).
Policies outline a continuum of support for children and young people in school, to meet the full diversity of learners' needs.
Policies outline strategies for raising the awareness of inclusive education with all stakeholders in the school community.
The full involvement of families in all educational processes is outlined in policy.
Policies place learners and their families at the centre of all actions and decision making processes.
Sharing information among professionals and families is highlighted in policy.
Policies outline the importance of supporting parental interaction and communication with school staff.
High expectations for all learners' achievements underpin all teaching practice.
Policy outlines that learners' voices should be listened to in decision-making that affects them.
Empowering all learners is outlined in policy as a goal for the educational setting.
Policies outline that appropriate support is available as necessary and is fit for purpose in meeting individual needs (this can be both educational and wider support)
The learning process is based on a policy of flexible curricula based on learner-centred approaches and the development and implementation of individual learning plans as necessary.
Policies outline the responsibility of school leaders to effectively communicate their vision for inclusion to the school teaching team and wider school community.
Policies describe how learning approaches are used to provide individualised learning tools and opportunities.

.Policies stipulate that all learners are entitled to be active participants in the life of the school and community.
.Policies outline that all teaching staff are supported to develop a clear understanding of effective learning strategies. *(Such as learning to learn and active learning approaches.)*
.Policy outlines the development of plans for staff training in inclusive practice and education.
Progress
Policies describe clear mechanisms to evaluate effectiveness and quality of education for all.
Policies outline ways to involve families in the process of evaluating quality of services
Assessment mechanisms are outlined in policy and are in place to identify the support needs of learners at an early stage.
Policies outline how methods of assessment, inspections and other accountability measures contribute to school improvement processes. *(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)*
Policies outline the mechanisms for ensuring effective transition across educational phases.
Placement
Available support is outlined within policies for families to recognise and understand the needs of their child.
Policies outline an inclusive admissions process (there is no selective procedure)
Policies outline a practice of reasonable adjustment to meet the needs of all pupils.
Policies outline plans for preventive educational action against exclusions.

Theming based on research by Ainscow (2016) and Slee (2018).

Ainscow, M. (2016). Diversity and Equity: A Global Education Challenge. New Zealand
    Journal of Educational Studies, 51(2), 143–155.
Slee, R. (2018). Defining the scope of inclusive education. Paper commissioned for the 2020
    Global Education Monitoring Report, Inclusion and education.

<u>Appendix D- Expert Panel Questionnaire and Responses</u>

1: Do you feel this framework captures the main elements of inclusive education within a school context?

ID	Name	Responses
1	anonymous	Yes absolutely
2	anonymous	Yes, I would be interested to know how much detail is expected, for example a lot of the wording is policy 'outlines' and I suppose my thinking is around what does this look like in behaviour and practice so perhaps there could be reference to the context analysis considering where examples are being given (if this is felt to be appropriate).
3	anonymous	Yes I think so
4	anonymous	Yes
5	anonymous	yes

2. Do you feel this framework is clear in its layout and theming?

ID	Name	Responses
1	anonymous	Yes
2	anonymous	Yes although I wonder whether there could be further sub themes?
3	anonymous	Yes
4	anonymous	Yes
5	anonymous	yes

3. Is there anything you feel needs to be removed from this framework?

ID	Name	Responses
1	anonymous	No
2	anonymous	No
3	anonymous	No
4	anonymous	No
5	anonymous	No

4. Is there anything you feel needs to be added to this framework?

ID	Name	Responses
1	anonymous	Just wondering about addressing SEMH needs, although this is part of inclusive practice. Since there is so much emphasis on MH currently, should you mention this in the policy?
2	anonymous	Do definitions of inclusion need to include key themes or points in relation to current legislation or can it be individually interpreted according to schools? I suppose it depends how the content analysis will be used.. (I am thinking more of it as a self assessment tool which may not be appropriate here, depending on the research questions).
3	anonymous	Something about whether the school mention or detail making reasonable adjustments perhaps. Maybe also looking for the school mentioning or detailing disadvantaged pupils- who they might be (showing an awareness of how/ which children might be disadvantaged) and perhaps listing protected characteristics.

ID	Name	Responses
4	anonymous	Possibly more around development of policies with consultation or involvement of staff, so they are part of this not having this imposed. Also I wondered about those responsible for policy development (usually SENCOs) position within school (eg on senior leadership team or not). Also, you may have covered this actually but the emphasis on class teachers responsibility for SEN as in the COP within school ethos
5	anonymous	possibly looking into inconsistencies more

5. Do you feel that this framework is a suitable measure of inclusion within school policy?

ID	Name	Responses
1	anonymous	Definitely! It is very comprehensive
2	anonymous	Yes, it reminds me somewhat of the index for inclusion by Booth and Ainscow which I have used with schools in the past as part of SEND differentiation training.
3	anonymous	Yes
4	anonymous	Yes
5	anonymous	Currently it is very broad so I am not sure if one of your items aims to look at this/ will cover things like this but there are school policies that state they are inclusive but yet in their policies they are allowed to mark children as 'unauthorized absence' when they stand outside their classrooms rather than going in. This affects the child's attendance levels, which then affects their future FE regardless of their SEMH. It might be good to drill into these inconsistencies? Just something on my mind lately

Appendix E– Final Coding Framework for Content Analysis

Content Analysis Framework
Amended following Review – Changes Highlighted

Presence	
<mark>Definition and Clarification of Inclusion in the setting</mark>	**<mark>Evidence Within Policies</mark>**
There is a clearly stated policy for the promotion of inclusive practices and education within the school. *(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to <mark>exclusion from aspects of school life</mark> to realise their potential. Policy outlines the need to take responsibility for all learners.)*	
Within policies, the definition of what inclusion means to this school is stated.	
The concept of inclusion is clarified in policy as an agenda that increases quality and equity for all learners. *(Policy aims to address underachievement of all vulnerable groups, including but not limited to children with disabilities.)*	

Within policies, inclusion is outlined as a key principle in the schools ethos that encompasses all learners and their families and all characteristics (such as those outlined in the Equalities Act 2010) <mark>and including those with Mental Health Needs and those from a disadvantaged background.</mark>	
Policies are consistent with and explicitly link to the principles of key legislation such as the Children and Families Act (2014) and the SEND Code of Practice (2015) .	
Policies underpin a clear statement of the value of diversity.	
Leadership and Teacher Roles	
Policies reflect the value of diversity among staff as well as learners.	
<mark>There is an encouragement of autonomy and the support for innovation for teaching staff.</mark>	
Policies aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	

Policies support the school to ensure teaching staff are able to meet diverse learning needs. (Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)	
Policies outline how all school staff develop the skills to meet the diverse needs of all learners. *(Appropriate training and professional development is provided to all school staff, including teachers, support and administrative staff, counsellors, etc.)*	
The school ethos and culture, outlined within policy, places value on high expectations for the academic and social achievements of all learners.	
Policies support the development of high-quality and appropriately trained teacher educators. *(With improvements in recruitment, induction and continuing professional development highlighted)*	
Policies talk about the development of plans for and support of flexible training opportunities in continuing professional development, for all	

teachers and support staff with a focus on training and empowering school staff in inclusive practices.	
<mark>The development of policies is outlined as a consultative process, in which all staff members are involved.</mark>	

Participation	
Role of School Staff	**Evidence Within Policies**
Policies outline how educational staff need to take responsibility for all learners. <mark>In particular, in relation to the SEND Code of Practice which emphasizes class teachers responsibility for children with SEND.</mark>	
Policies outline the school's goal of supporting all teachers to have positive attitudes towards all learners.	
Policy requires learning materials to be accessible and appropriately differentiated.	

Policy describes an effective framework of support for the school to implement inclusive education (this relates to access to appropriate external agencies).	
Policies outline a continuum of support for children and young people in school, to meet the full diversity of learners' needs.	
Policies describe how learning approaches are used to provide individualised learning tools and opportunities.	
High expectations for all learners' achievements underpin all teaching practice.	
Policies outline the responsibility of school leaders to effectively communicate their vision for inclusion to the school teaching team and wider school community.	
The learning process is based on a	

policy of flexible curricula based on learner-centred approaches and the development and implementation of individual learning plans as necessary (including preventing barriers to learning)	
Policies describe how all teaching staff are supported to develop a clear understanding of effective learning strategies. *(Such as learning to learn and active learning approaches.)*	
Policies describe a practice of reasonable adjustment to meet the needs of all pupils	
Engaging and Involving Parents	**Evidence Within Policies**
The full involvement of families in all educational processes is outlined in policy.	
Policies place learners and their families at the centre of all actions and decision-making processes.	
Sharing information among professionals and families is highlighted in policy.	
Policies describe the importance of supporting parental interaction and	

communication with school staff.	
<mark>Policies outline ways to involve families in the process of evaluating quality of services</mark>	
Available support is described within policies for families to recognise and understand the needs of their child.	
<mark>Engaging Pupils</mark>	<mark>Evidence Within Policies</mark>
Policy outlines that learners' voices should be listened to in decision-making that affects them.	
Empowering all learners is outlined in policy as a goal for the educational setting.	
Policies outline that appropriate support is available as necessary and is fit for purpose in meeting individual needs (this can be both educational and wider support)	
Policies stipulate that all learners are entitled to be active participants in the life of the school and community.	

Policies highlight the importance of and foster a sense of belonging and safety in school for all pupils.	

Placement	
	Evidence Within Policies
Policies outline an inclusive admissions process (there is no selective procedure)	
Policies outline plans for preventive educational action against exclusions. Further, policies outline the need for flexibility within practice to support pupils who may be at risk of exclusion in order to support their future education and prospects (in regards to behaviour monitoring, exclusions policy and possible managed moves.)	
Policies outline the mechanisms for ensuring effective transition across educational phases.	

Progress	
	Evidence Within Policies
Policies describe clear mechanisms to evaluate effectiveness and quality of education for all.	

<mark>Policy outlines how all learners are given fair opportunity to make progress – highlighted not just as academic progress.</mark>	
Assessment mechanisms are outlined in policy and are in place to identify the support needs of learners at an early stage.	
Policies outline how methods of assessment, inspections and other accountability measures contribute to school improvement processes. *(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)*	

Theming based on research by Ainscow (2016) and Slee (2018).

Ainscow, M. (2016). Diversity and Equity: A Global Education Challenge. New Zealand Journal of Educational Studies, 51(2), 143–155.
Slee, R. (2018). Defining the scope of inclusive education. Paper commissioned for the 2020 Global Education Monitoring Report, Inclusion and education.

Appendix F - Staff Questionnaire

Explanation of Key Terms (defined by school leaders):

Inclusion – "Inclusion is ensuring no one is left out, everyone has opportunity to succeed and everyone feels a sense of value and belonging. Inclusion is a process of reflection and development, being responsive to the changing need of the school community and the wider community" "Inclusion to us is Family, love, kindness, acceptance"

Ethos - 'it isn't a set of rules but a natural reflection of how the school community feels and what is engrained in the school'

Section Header
Presence of Inclusion – defining the concept
Likert Scale Statements (responses – Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Unsure)
We are an inclusive school.
Inclusion permeates all aspects of school life.
Everyone is made to feel welcome in our school.
Inclusion is ensuring no one is left out, everyone has opportunity to succeed and everyone feels a sense of value and belonging.
Inclusion is a process of reflection and development, being responsive to the changing need of the school community.
The ethos of this school is to ensure equal opportunities for all pupils to reach their potential.
This school aims to promote full participation and opportunities for all learners.
We aim to give equal access to a broad and balanced curriculum.
Treating people equally does not necessarily involve treating everyone the same.
We aim to ensure that, whatever a pupils background, they are able to make progress and flourish.
Equality and inclusion are the responsibility of every member of the school community.
We celebrate our inclusivity and respect our differences.
Everyone is made to feel welcome, regardless of their gender, race, disability, religious beliefs, sexual orientation or age.
Mutual respect between pupils, staff and parents/carers is at the heart of the school ethos.
We take pupils from a range of backgrounds.
We value the unique contribution each person (staff, pupils and parents/carers) makes to our school.
Our procedures and activities do not discriminate, but are differentiated as appropriate to accommodate for any barriers.
Inclusion is outlined as a key principle in the schools ethos that encompasses all learners and their families.
We have a diverse and rich school community which is an important feature in

our school identity.

Qualitative Questions

Please expand upon or add any further comments about your responses in this section.
Do you feel this school is inclusive in nature?
What does inclusion mean to you in your role in school?
How do you practice inclusion in your role?
What factors do you feel are most important for developing and maintaining an inclusive ethos in school?
To what extent do you feel this school values diversity and celebrates difference? What is done in school to celebrate diversity and differences?
To what extent do you think everyone in school feels a sense of value and belonging?
How is 'everyone feels included, everyone is inspired and everyone involved' reflected in your practice?
Is an inclusive approach to education something you personally feel is important? What makes you feel this?
What do you feel has led to the reputation this school holds as 'being inclusive'?
How influential to your practice are other's beliefs in an inclusive ethos?
What, if anything, holds back further inclusive practice in school?
Do you feel that educating pupils in an inclusive setting which values and respects difference and diversity is important for developing a fairer and more tolerant society in the future?

Section Header

Presence of Inclusion - Leadership and Teaching Roles

Likert Scale Statements (responses – Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Unsure)

I am able to be innovative and creative in my role.
The needs of individual children are taken into account.
We use a variety of teaching and learning styles.
Assessments are used by staff to enhance differentiation, teaching and learning.
There is an expectation to plan appropriate levels of challenge as part of normal classroom practice.
There is an intention that children with SEND have the same access to the curriculum as those without SEND.
Some children have access to a personalised curriculum because of their specific needs.
Additional provision for pupils is overseen by the SENCo.
Everyone has a responsibility to implement individualised learning.
Training to meet the diverse needs of children is provided to me.
Children's needs are identified and action is taken to meet these needs.
I feel confident in using personalised teaching to support learners.
I feel competent to develop individual learning plans for pupils.
Teachers provide learning opportunities matched to the needs of pupils.
Training is discussed and planned as part of the performance management

process.
There are high expectations for all pupils in school.
Children are given the opportunity to flourish in skills beyond academic learning.
As a school, we are committed to addressing underachievement.
School staff have a wide variety of experience and expertise in SEND, behaviour, social barriers and mental wellbeing.
I am able to develop my skills, knowledge and expertise by learning with and from colleagues.
School leaders effectively communicate their vision for inclusion to the school team.
The leadership team influences the practice of inclusion in school.
The school ethos of inclusion is reflected and encouraged by school leaders.
Senior leaders in school lead by example in terms of implementing the school ethos of inclusion.
Qualitative Questions
Please expand upon or add any further comments about your responses in this section.
To what extent do you feel confident meeting a diverse range of learning and additional needs?
What training opportunities have you accessed to enable you to support children with different needs?
Do you feel the training you have accessed has developed your ability and competence to meet the diverse needs of pupils?
To what extent do you think the school leadership team has shaped the ethos of the school?
How are staff members made to feel included and valued as part of the school community?

Section Header
Participation - Role of School Staff
Likert Scale Statements (responses – Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Unsure)
Educational staff take responsibility for all learners
Teachers know about ways in which their teaching may need to be adapted to meet the needs of all learners.
Teaching is planned with the learning of all students in mind.
Lessons encourage the participation of all students.
All school staff have positive attitudes towards all learners.
Adults relate to children in a caring, compassionate way.
There is importance placed the celebration of achievement.
Every child feels respected and listened to.
Different ways of teaching are in place so that each child is fully involved in learning in class.
Targeted interventions to narrow gaps in achievement are used in school.
There is access to external agencies to support inclusion in school (such as

health professionals, educational psychologists, inclusive support services etc).
Individual education plans (ipassports) are in place to record and review targets for pupils with additional needs.
A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
High expectations for all learners' achievements underpin all teaching practice.
It is important to identify the particular needs of individuals at the earliest possible stage.
As a school, we strive to remove barriers to access and participation in learning and wider activities.
Good classroom management in school ensures that children are challenged but do not feel threatened.
Children are rewarded for success but not humiliated by failure.
Learning is sufficiently stimulating and challenging, with extension work as required, but tasks are presented in ways that are structured and achievable
We make reasonable adjustment to meet the needs of all pupils.
Teaching assistants support the learning and participation of all students.
Staff develop resources to support learning and participation.
Appropriate support is available as necessary and is fit for purpose in meeting individual needs
Qualitative Questions
Please expand upon or add any further comments about your responses in this section.
To what extent do you feel you are able to adapt your teaching/your support of teaching to meet the needs of all learners?
What could be done to help you feel more confidence in adapting learning?
Are there any factors that limit the support of all learners' individual needs?

Section Header
Participation - Engaging and Involving Parents
Likert Scale Statements (responses – Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Unsure)
The full involvement of families is very important
The school enables parents/carers to be involved in decision-making around their child's education.
School is committed to working in close partnership with families and recognises each family is unique.
We build a positive and supporting relationship with parents/carers.
Parents/carers of children with additional needs are fully supported to be involved in their child's education.
There are formal and informal processes to provide parents with advice and support.
When children are receiving additional support through an IEP, parents/carers are invited to be involved at every stage of planning and reviewing provision.

School staff play an important part in sharing information among and between professionals and families.
We have ways to connect with and support hard to reach families.
Parents/carers with English as an Additional Language are supported to understand the educational processes.
Parent/carers with EAL are able to access information and ask questions with interpretation when needed.
Parents/carers are supported to understand effective ways to support their child's learning (for example through home reading, homework etc).

Qualitative Questions

Please expand upon or add any further comments about your responses in this section.
To what extent do you agree that families are fully involved in processes and decisions around their child's education?
To what extend do you believe that parents/carers should be fully involved in decisions around their child and why?
Which processes do you think are most important for establishing good relationships with parents/carers?
How does the school connect with families who are hard to engage?
To what extent do you feel parents/carers are active members of the school community? How are they encouraged to be active members?
To what extent do you think a feeling of being valued and included makes families develop a sense of connectedness to your school?
How are parents/carers supported to understand effective ways to encourage their child's learning (for example through home reading, homework etc).

Section Header
Participation - Engaging and Involving Pupils

Likert Scale Statements (responses – Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Unsure)

Pupils' voices are listened to in decision-making that affects them.
Children's wishes about their own needs are regularly sought and carefully considered
All pupils are actively encouraged and respected.
Pupils are encouraged to take ownership of not only their school, but also of their own learning and progress.
Empowering all learners is a goal for the school.
Pupils learn to understand others and to value diversity.
Children are supported to be reflective individuals, who can make informed choices about their own emotional and mental wellbeing.
It is important to foster a sense of belonging and safety in school for all pupils
We foster positive attitudes and relationships between pupils and adults, and a shared sense of belonging in our school.
Children learn most effectively in an environment in which they feel safe, secure and happy.
Pupils are willing and happy to help each other.

Pupils learn collaboratively with one another.
Pupils have opportunity to explore their own interests and gifts within the school curriculum.
There is opportunity for pupils to learn from each other and share their own views, beliefs and values.
All students take part in activities outside the classroom.
Children feel cared about and are happy, secure, motivated and stimulated
Inclusion between pupils in a class is a natural reflection of the inclusive ethos of the school.
Kindness between pupils is seen in all aspects of school life.
Children encourage each other.
Teaching of understanding, respect and valuing others leads to a feeling of inclusion which is not explicitly taught.
Qualitative Questions
Please expand upon or add any further comments about your responses in this section.
How are children's views gathered and acted upon during decision making in school?
To what extent do you think pupils are able to take ownership of their learning?
To what extent do you think all pupils are active participants in the life of the school and community?
To what extend do you think children feel a sense of belonging in school?
Do you feel that children feel part of a community within the school?
Do you feel that all pupils are able to succeed in their social development and have friendships? How are friendships encouraged?

Section Header
Progress
Likert Scale Statements (responses – Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Unsure)
All learners are given fair opportunity to make progress, which is not limited to academic progress.
Achievement, in the widest sense, is celebrated.
All pupils have opportunity to succeed, and to reach the highest level of personal achievement.
All pupils whatever their background, educational attainment, first language, physical abilities or emotional and mental health are able to make progress from their starting point and flourish.
Accountability measures (such as methods of assessment, observations and inspections) contribute to school improvement processes.
Governors support the staff to evaluate and develop the quality and impact of provision.
Senior leaders use supportive strategies to evaluate and improve upon the effectiveness of the curriculum and our teaching.
Qualitative Questions

Please expand upon or add any further comments about your responses in this section.
To what extent do you feel all pupils are enabled to make progress?
Do you feel that children with additional needs are supported to make progress in school?
Do you feel that the inclusive ethos of the school benefits pupils beyond those with SEND? If so, in what ways?
To what extent do you feel that inclusion supports the progress of all pupils in school?
Do you feel that being an inclusive setting improves outcomes for all pupils and if so, why?
Do you think that being an inclusive setting has a long-lasting impact on pupils and the wider school community (including parents/carers)?
Do you feel that observations and other inspection methods enable you to make progress as a practitioner?
What factors have had the most impact on your ability to be an inclusive practitioner?
Teachers : Did your teacher training include specific training on inclusive practice?

__Example of Presentation of Questionnaire on Microsoft Forms__

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure
We are an inclusive school.	○	○	○	○	○	○
Inclusion permeates all aspects of school life.	○	○	○	○	○	○
Everyone is made to feel welcome in our school.	○	○	○	○	○	○
Inclusion is ensuring no one is left out, everyone has opportunity to succeed and everyone feels a sense of value and belonging.	○	○	○	○	○	○
Inclusion is a process of reflection and development, being responsive to the changing need of the school community.	○	○	○	○	○	○
The ethos of this school is to ensure equal opportunities for all pupils to reach their potential.	○	○	○	○	○	○

5. What does inclusion mean to you in your role in school? *

Enter your answer

6. How do you practice inclusion in your role? *

Enter your answer

7. What factors do you feel are most important for developing and maintaining an inclusive ethos in school? *

Enter your answer

8. To what extent do you feel this school values diversity and celebrates difference? What is done in school to celebrate diversity and differences? *

Enter your answer

Appendix G- Staff Questionnaire Covering Statement and Consent

Staff Questionnaire Consent
Developing an Inclusive Ethos
PARTICIPANT INFORMATION STATEMENT

What is this study about?

You are invited to take part in a research study about how this school creates an inclusive ethos, what inclusive practices happen in school and what this means for members of the school community. You have been invited to participate in this study because you are a staff member in this school. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about. Participation in this research study is voluntary. By giving consent to take part in this study you are telling us that you:

✓ Understand what you have read.
✓ Agree to take part in the research study as outlined below.
✓ Agree to the use of your personal information as described.

(1) Who is running the study?

The study is being carried out by the following researcher: Lydia Vince, Trainee Educational Psychologist, School of Education and Lifelong Learning, University of East Anglia. This research will be supervised by Dr Andrea Honess.

(2) What will the study involve for me?

You will be asked to complete an anonymous questionnaire about what inclusion means to you and how this school promotes inclusion in various aspects of school life.

(3) How much of my time will the study take?

It is expected that the survey will take between 20-30 minutes to complete.

(4) Do I have to be in the study? Can I withdraw from the study once I've started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your relationship with the researcher or the school. If you decide to take part in the study and then change your mind, you are free to withdraw at any time before you have submitted the questionnaire. Once you have submitted it, your responses cannot be withdrawn because they are anonymous and therefore I will not be able to tell which one is yours.

(5) Are there any risks or costs associated with being in the study?

This questionnaire will use some of your time. It is important to note that your relationship with the researcher will not be affected, whether you choose to participate in this study or not. There is no obligation to complete the questionnaire. I will not be present when you complete the questionnaire so you can decide whether to participate or not. In this way I will also not know who has opted out or in as no names will be recorded. Your individual responses will not be linked to you as I will not ask for any personal information but your responses will be collated with other responses from other staff members. This data will be presented in my research but will not

identify individual responses. There is no right or wrong answer and no obligation to answer any question in a particular way.

(6) Are there any benefits associated with being in the study?
Your responses are likely to provide details about how an inclusive ethos is developed and what this means for you and the rest of the school. This research should highlight the positive things staff in the school do to make this school inclusive.

(7) What will happen to information about me that is collected during the study?
By providing your consent, you are agreeing to me collecting information for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 2018 General Data Protection Regulation Act and the University of East Anglia Research Data Management Policy (2019). Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Study findings may be published, but you will not be identified in these publications if you decide to participate in this study. In this instance, data will be stored for a period of 10 years and then destroyed.

(8) What if I would like further information about the study?
When you have read this information, I will be available to discuss it with you further and answer any questions you may have. You can contact me on l.vince@uea.ac.uk

(9) Will I be told the results of the study?
You have a right to receive feedback about the overall results of this study. As this is an anonymous questionnaire we do not want you to provide us with your contact details but we will be providing a short report to the school following the end of the project (July 2021). Alternatively, if you are happy to, you can email me directly after July 2021 and I can send you a summary of the findings. You will receive this feedback after the study is finished.

(10) What if I have a complaint or any concerns about the study?
The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee. If there is a problem please let me know. You can contact me via the University at the following address: l.vince@uea.ac.uk

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact my supervisor at the School of Education and Lifelong Learning, Andrea Honess at a.honess@uea.ac.uk or the interim Head of the School of Education and Lifelong Learning, Yann Lebeau at y.lebeau@uea.ac.uk.

(11) OK, I want to take part – what do I do next?
If you're happy to participate simply fill out the questionnaire online.

Appendix H – Semi-Structured Interview Covering Statement and Consent

Staff Interview Consent
Developing an Inclusive Ethos
PARTICIPANT INFORMATION STATEMENT

You are invited to take part in a research study about what the concept of inclusion means in this school, how this school creates an inclusive ethos, what inclusive practices happen in school and what this means for members of the school community. You have been invited to participate in this study because you are a senior staff member or governor in this school. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study**.** Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about. Participation in this research study is voluntary. By giving consent to take part in this study you are telling us that you:
✓ Understand what you have read.
✓ Agree to take part in the research study as outlined below.
✓ Agree to the use of your personal information as described.
✓ You have received a copy of this Participant Information Statement to keep.

(1) Who is running the study?
The study is being carried out by the following researcher: Lydia Vince, Trainee Educational Psychologist School of Education and Lifelong Learning, University of East Anglia. This research will be supervised by Dr Andrea Honess.

(2) What will the study involve for me?
You will be asked some questions about the concept of inclusion during a small group interview. I will audio record the interview.

(3) How much of my time will the study take?
It is expected that the interview will take around an hour.

(4) Do I have to be in the study? Can I withdraw from the study once I've started?
Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your relationship with the researcher or the school. Once the interview has started, you will be able to withdraw at anytime but any responses you've already made will not be able to be erased from the recording. You may also refuse to answer any questions that you do not wish to answer during the interview.

(5) Are there any risks or costs associated with being in the study?
This questionnaire will use some of your time. It is important to note that your relationship with the researcher will not be affected, whether you choose to participant in this study or not. There is no obligation to complete the interview. Your individual responses will not be linked to you as I will not ask for any personal information during the interview, however your role in school will be reported and your responses will be

collated in the audio recording and the transcription of this. This data will be presented in my research but will not identify individual responses. There is no right or wrong answer and no obligation to answer any question in a particular way.

(6) Are there any benefits associated with being in the study?
Your responses are likely to provide details about how an inclusive ethos is developed and what this means for you and the rest of the school. This part of the research will help define the concept of inclusion for the rest of the study.

(7) What will happen to information about me that is collected during the study?
By providing your consent, you are agreeing to me collecting information for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 2018 General Data Protection Regulation Act and the University of East Anglia Research Data Management Policy (2019). Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Study findings may be published, but you will not be identified in these publications if you decide to participate in this study. In this instance, data will be stored for a period of 10 years and then destroyed.

(8) What if I would like further information about the study?
When you have read this information, Lydia will be available to discuss it with you further and answer any questions you may have. You can contact her on l.vince@uea.ac.uk

(9) Will I be told the results of the study?
You have a right to receive feedback about the overall results of this study. As this is an anonymous interview, we do not want you to provide us with your contact details but we will be providing a short report to the school following the end of the project (May 2021). Alternatively, if you are happy to, you can email me directly after May 2021 and I can send you a summary of the findings. I will not be able to link your data to your email address and so this does offer some level of anonymity to you directly. You will receive this feedback after the study is finished.

(10)   What if I have a complaint or any concerns about the study?
The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee. If there is a problem please let me know. You can contact me via the University at the following address: l.vince@uea.ac.uk
If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact my supervisor at the School of Education and Lifelong Learning, Andrea Honess at a.honess@uea.ac.uk or the interim Head of the School of Education and Lifelong Learning, Nalini Boodhoo at N.Boodhoo@uea.ac.uk.

(11)   OK, I want to take part – what do I do next?
If you're happy to participate simply fill out the questionnaire and return it to me. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

PARTICIPANT CONSENT FORM (1ˢᵗ Copy to Researcher)

I, ... [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

✓   I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

✓   I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.

✓   The researchers have answered any questions that I had about the study and I am happy with the answers.

✓   I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia now or in the future.

✓   *I understand that I can withdraw from the study at any time but my responses up until this point cannot be erased*

✓   *I understand that I may stop the interview at any time if I do not wish to continue. I also understand that I may refuse to answer any questions I don't wish to answer.*

✓   I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

✓   I understand that the results of this study may be published, but these publications will not contain my name or any identifiable information about me.
I consent to:

•	**Audio-recording**	YES	☐	NO	☐
•	**Reviewing transcripts**	YES	☐	NO	☐
•	**Would you like to receive feedback about the overall results of this study?**				
		YES	☐	NO	☐

If you answered **YES**, please indicate your preferred form of feedback and address:

☐ Postal: _____

☐ Email: _____

 Signed :

Appendix I – List of Policies Included in Content Analysis

Policies Included in Analysis (n=23)

- Accessibility Plan
- Admissions Policy
- Anti-Bullying
- Assessment Policy
- Behaviour and Discipline Policy
- British Values Policy
- Community Cohesion Policy
- Complaints Procedure
- Curriculum Policy
- English Policy
- Equalities Policy (including Equality Action Plan)
- Homework Policy
- Medical Conditions Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Parent Governor Elections Policy
- Relationships and Sex Ed Policy
- Religious Education Policy (MAT Policy read in conjunction with School RE Policy)
- Remote Education Policy
- Safeguarding Policy
- SEND Local Offer
- SEND Policy (including SEND Information Report)
- Staff Code of Conduct

Appendix J - Content Analysis Framework including Rich Data

Content Analysis
Including Rich Evidence for Questionnaire Development

1. Presence		
Definition and Clarification of Inclusion in the setting	**Policies Containing Evidence of Code**	**Additional rich data for questionnaire development**
1a. There is a clearly stated policy for the promotion of inclusive practices and education within the school. *(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion from aspects of school life to realise their potential. Policy outlines the need to take responsibility for all learners.)*	Community Cohesion Equalities Remote Education Mental Health SEND Policy SEND Local Offer RE Anti-Bullying Policy Staff Code of Conduct 39%	• The policy outlines the commitment of the staff and Governors to promote equality. • ensuring there is equality of access and celebrating and valuing the diversity • We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. • At * School CE School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). • To ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups. • We are an inclusive school with a strong Christian ethos, the only restriction we place on entry is that of number. • Mutual respect is at the heart of * School . It is written within our

		• mission statement of being respectful of our differences and celebrating our inclusivity. • At * School, our curriculum Inclusion is a core value at * School;
1b. Within policies, the definition of what inclusion means to this school is stated.	Curriculum Community Cohesion Equalities SEND Policy SEND Local Offer Relationships and Sex Education Medical Homework RE 39%	• * School takes children from a range of backgrounds. We pride ourselves on being an inclusive school. We value each individual, their uniqueness and the contribution they can make to our school and local community. • We are all INCLUDED INDIVIDUALS but here at * School we belong- we have an identity. We worship God together, we are family, we celebrate our Inclusivity and are respectful of our differences.
1c. The concept of inclusion is clarified in policy as an agenda that increases quality and equity for all learners. *(Policy aims to address underachievement of all vulnerable groups, including but not limited to children with disabilities.)*	Accessibility Plan Curriculum Community Cohesion Equalities Remote Education SEND Policy English Medical Conditions Mental Health Relationships and Sex Education SEND Local Offer RE 52%	• At * School we embrace the fundamental principles of the SEN Code of Practice 2015. These principles make up our aims: • to meet the educational needs of all pupils and encourage each one to develop their full potential • to facilitate full participation in the National Curriculum and all school activities, giving equal access to a broad and balanced curriculum as far as they are able. • To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity; • The Schools vision is that all pupils whatever their background, educational attainment, first language, physical abilities or emotional and mental health are able to make progress from their starting point and flourish. • We believe that equality at our school should permeate all

		aspects of school life and is the responsibility of every member of the school and wider community. • Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face
1d. Within policies, inclusion is outlined as a key principle in the schools ethos that encompasses all learners and their families and all characteristics (such as those outlined in the Equalities Act 2010) and including those with Mental Health Needs and those from a disadvantaged background.	Accessibility Plan Admissions Assessment and Feedback British Values Behaviour and Discipline Curriculum Community Cohesion Equalities English Homework Remote Education SEND Policy Medical Conditions Mental Health Relationships and Sex Education SEND Local Offer RE Safeguarding Anti-bullying Policy Staff Code of Conduct	• We are all included individuals but here at *school, we belong and we have an identity. We worship God together, we are family; we celebrate our inclusivity and are respectful of our differences. • We celebrate our culture where together, everyone feels included, everyone is inspired and everyone involved. • We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). • Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

	87%	
1e. Policies are consistent with and explicitly link to the principles of key legislation such as the Children and Families Act (2014) and the SEND Code of Practice (2015) .	Equalities SEND Policy Medical Conditions Mental Health SEND Local Offer Safeguarding Online Safety 30%	• by implementing the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working with the (Special Educational Needs and Disabilities) S.E.N.D Co-ordinator,
1f. Policies underpin a clear statement of the value of diversity.	Curriculum Community Cohesion British Values Equalities SEND policy English RE Relationships and Sex Education Anti-Bullying Policy Staff Code of Conduct 43%	• The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school; • Our school takes its responsibility for educating children to live and work in a country that is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds, very seriously. • We recognise and respect diversity • As a church school we regularly emphasise that every person is unique and as a church school 'created in the image of God'. • At * School , our curriculum Inclusion is a core value at * School; we are fortunate to have a diverse and rich community which is drawn from many countries and between us, our families speak 18 languages and represent a wide variety of world and religious views.
Leadership and Teacher Roles		
1g. Policies reflect the value of diversity among	Curriculum Community Cohesion	• Steps will be considered to encourage people from under represented groups to apply for

staff as well as learners.	British Values Equalities 17%	• positions at all levels • Mutual respect is at the heart of * School . It is written within our mission statement of being respectful of our differences and celebrating our inclusivity. As a church school we regularly emphasise that every person is unique.
1h. There is an encouragement of autonomy and the support for innovation for teaching staff.	Assessment and Feedback British Values English Remote Education SEND Policy Mental Health Relationships and Sex Education RE Online Safety Staff Code of Conduct 43%	• Our programme, appropriate for each age group, has been reviewed and adapted in consultation between teachers and parent/carers. The needs and situations of individual parents' and classes' are always taken into account. • At * School , we use a variety of teaching and learning styles • Children, parents and staff have many opportunities for their voices to be heard at * School ; The school council, staff, parent and pupil questionnaires, as well as open discussion and debate during PHSE lessons and when planning activities • assessment tasks are used by teachers at the planning stage to enhance differentiation, teaching and learning. • The intention is that all children with SEND will have the same access the curriculum to those children who do not have SEND and that teachers would be expected to plan appropriate levels of challenge as part of normal classroom practice. Some pupils, however, will need a completely personalised curriculum because of their specific needs • additional provision is overseen by the Schools highly-qualified SENDCo and is designed and implemented by an excellent team of teachers,
1i. Policies aims	Equalities	• Steps will be considered to

to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	Community Cohesion 9%	• encourage people from under represented groups to apply for positions at all levels. All posts are advertised formally and open to the widest pool of applicants; • Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development
1j. Policies support the school to ensure teaching staff are able to meet diverse learning needs. (Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)	Accessibility Plan Assessment and Feedback Equalities English Homework Remote Education Online Safety SEND Policy Medical Conditions Mental Health Relationships and Sex Education SEND Local Offer RE 57%	• Training this year has been extensive due to COVID-19 school closures which allowed for staff to complete vast amounts of online training. • However, when an individual child does not respond to whole-class approaches or presents with more significant problems, it is important to identify this and to take positive action to meet that child's needs • Ensuring that staff are aware of their responsibilities and are given relevant training and support; • Ensure that there is a sufficient number of trained staff available to implement this policy and deliver against all individual healthcare plans (IHPs) • provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.
1k. Policies outline how all school staff develop the skills to meet the diverse needs of all learners. (Appropriate training and professional development is provided to all	Accessibility Plan Community cohesion Equalities English Remote Education Online Safety SEND Policy Medical Conditions Mental	• Training this year has been extensive due to COVID-19 school closures which allowed for staff to complete vast amounts of online training • Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one

school staff, including teachers, support and administrative staff, counsellors, etc.)	Health Relationships and Sex Education Safeguarding SEND Local Offer RE Staff Code of Conduct 61%	• or more pupils. • Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher) • Staff training for dealing with disabilities/conditions is given or updated • reflect on their own practice, develop their skills, knowledge and expertise and adapt appropriately to learn with and from colleagues.
1L. The school ethos and culture, outlined within policy, places value on high expectations for the academic and social achievements of all learners.	Assessment and Feedback Behaviour and Discipline Community Cohesion Curriculum Equalities English Remote Education Homework SEND Policy Mental Health SEND Local Offer RE Anti-Bullying Policy Staff Code of Conduct 61%	• To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity • Monitoring the Schools approach to providing remote learning, to ensure education remains as high quality as possible • We want our children to flourish and live life in all its fullness to be involved and active citizens ; fully playing their part in society and enriching society with their gifts- with this in mind, children will learn artistic and sporting skills as well as academic disciplines • have high expectations for all pupils, be committed to addressing underachievement and work to help pupils progress regardless of their background and personal circumstances.
1m. Policies support the development of high-quality and appropriately trained teacher educators. *(With improvements in*	Accessibility Plan Community cohesion Equalities English Remote Education Online Safety SEND Policy	• Training this year has been extensive due to COVID-19 school closures which allowed for staff to complete vast amounts of online training • Staff at *' have a wide variety of training and a great deal of experience and expertise in Special Educational Needs, behaviour, social barriers and

recruitment, induction and continuing professional development highlighted)	Medical Conditions Mental Health Relationships and Sex Education Safeguarding SEND Local Offer RE 57%	emotional well-being. • Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils. • * School CE School will provide a refresher training session and induction for new staff on how to use Class Dojo. • Ensuring that staff are aware of their responsibilities and are given relevant training and support; • Policies and procedures should benefit all employees in continuing professional development • Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. • Staff training for dealing with disabilities/conditions is given or updated • reflect on their own practice, develop their skills, knowledge and expertise and adapt appropriately to learn with and from colleagues.
1n. Policies talk about the development of plans for and support of flexible training opportunities in continuing professional development, for all teachers and support staff with a focus on training and empowering school staff in inclusive practices.	Accessibility Plan Community cohesion Equalities English Remote Education Online Safety SEND Policy Medical Conditions Mental Health Relationships and Sex Education	• Training this year has been extensive due to COVID-19 school closures which allowed for staff to complete vast amounts of online training • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one

	SEND Local Offer RE Staff Code of Conduct 57%	or more pupils. • Ensuring that staff are aware of their responsibilities and are given relevant training and support; • Staff training for dealing with disabilities/conditions is given or updated • reflect on their own practice, develop their skills, knowledge and expertise and adapt appropriately to learn with and from colleagues.
1o. The development of policies is outlined as a consultative process, in which all staff members are involved.	Accessibility Plan Community cohesion British Values Equalities English Mental Health Relationships and Sex Education SEND Local Offer 35%	• It is important to note that this offer has been drawn up as a result of discussion with teaching and support staff, pupils, parents and governors and has been shared with the whole school community. • The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. • Drawn up in consultation with staff

2. Participation		
Role of	**Evidence**	**Additional evidence for**

School Staff	Within Policies	questionnaire development
2a. Policies outline how educational staff need to take responsibility for all learners. In particular, in relation to the SEND Code of Practice which emphasizes class teachers responsibility for children with SEND.	Assessment and Feedback Curriculum Equalities English Remote Education SEND Policy Medical Conditions Mental Health Relationships and Sex Education SEND Local Offer RE Safeguarding Online Safety Anti-Bullying Policy Staff Code of Conduct 65%	• All of our teachers are teachers of children with SEND and they all know about ways in which their teaching may need to be adapted to meet the needs of all learners. • At *school we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs and disabilities (SEND) • by implementing the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working with the (Special Educational Needs and Disabilities) S.E.N.D Co-ordinator, pupil, parents and other agencies and by participating in appropriate training. • This tier is about supporting the needs of all children and creating opportunities to build and develop resilience for all. • In line with the Equalities Act, RSE will be presented in such a way that all children will have equal opportunity to access the curriculum and support will be provided as necessary to pupils e.g those with SEND who may have difficulty accessing this subject.
2b. Policies outline the Schools goal of supporting all teachers to have positive attitudes towards all learners.	Assessment and Feedback Behaviour and Discipline Community Cohesion British Values Equalities English SEND Policy Medical Conditions Mental Health	• We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. • Adults relate to children in a caring compassionate way • We place an importance upon focusing upon the celebration of achievement as part of the process of assessment. This positive stance reflects our concern for the development of the whole child. • Every child feels respected and

	Relationships and Sex Education SEND Local Offer Anti-Bullying Policy Staff Code of Conduct 57%	listened to.
2c. Policy requires learning materials to be accessible and appropriately differentiated.	Accessibility Assessment and Feedback Community Cohesion Curriculum Equalities English Homework SEND Policy Medical Conditions Mental Health Remote Education Online Safety Relationships and Sex Education SEND Local Offer RE Staff Code of Conduct 70%	• teaching may need to be adapted to meet the needs of all learners. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things such as using more practical learning. • This tier is about meeting the needs of those children who need differentiated support and resources for example intervention for learning and pastoral and emotional well-being and also meeting the needs of those children with overlapping difficulties • It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement; • provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. • teachers would be expected to plan appropriate levels of challenge as part of normal classroom practice. • Some pupils, however, will need a completely personalised curriculum because of their specific needs.
2d. Policy describes an effective framework of support for the school to	Accessibility Behaviour and Discipline Community Cohesion Curriculum	• A child may have been identified by their class teacher and SENDCo as needing some extra specialist support in school from a professional outside the school.

| implement inclusive education (this relates to access to appropriate external agencies). | Complaints Procedure English SEND Policy Medical Conditions Mental Health Remote Education Relationships and Sex Education SEND Local Offer RE Anti-Bullying Policy

61% | • Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
 • The school offers a core of extended services, including multi-agency working between the school and other local agencies such as the community police, social and health care professionals. |
|---|---|---|
| 2e. Policies outline a continuum of support for children and young people in school, to meet the full diversity of learners' needs. | Assessment and Feedback Community Cohesion Curriculum Equalities English Homework SEND Policy Medical Conditions Mental Health Remote Education Relationships and Sex Education SEND Local Offer Staff Code of Conduct

57% | • Termly, at progress meetings, a School Based Plan in the form of an ipassport (like an Individual Education Plan - IEP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve over the academic year…These plans are reviewed and written at each half term: October, February and May.
 • provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.
 • These include the following strategies and approaches and will be adapted to suit the learning needs of the pupils
 • The intention is that all children with SEND will have the same access the curriculum to those children who do not have SEND and that teachers would be expected to plan appropriate levels of challenge as part of normal classroom practice.
 • Some pupils, however, will need a completely personalised curriculum because of their specific needs
 • Whilst assessment by the very |

		nature of teaching and learning will be carried out as an on going process by the teachers, assessment tasks are used by teachers at the planning stage to enhance differentiation, teaching and learning.
2f. Policies describe how learning approaches are used to provide individualised learning tools and opportunities.	Assessment and Feedback Behaviour and Discipline Community Cohesion Curriculum Equalities English SEND Policy Online Safety Medical Conditions Mental Health Relationships and Sex Education RE Staff Code of Conduct 57%	• All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. • Termly, at progress meetings, a School Based Plan in the form of an ipassport (like an Individual Education Plan - IEP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve over the academic year but broken down to manageable targets to aim for each term, • A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils • teachers would be expected to plan appropriate levels of challenge as part of normal classroom practice. • Some pupils, however, will need a completely personalised curriculum because of their specific needs
2g. High expectations for all learners' achievements underpin all teaching practice.	Behaviour and Discipline Curriculum Equalities English Homework Remote Education SEND Policy Mental Health	• That the teacher has the highest possible expectations for your child and all pupils in their class. • We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. • to have consistently high expectations which encourage each child to achieve their

	RE SEND Local Offer Anti-Bullying Policy Staff Code of Conduct 52%	maximum potential, regardless of faith, gender, race or ethnicity;
2h. Policies outline the responsibility of school leaders to effectively communicate their vision for inclusion to the school teaching team and wider school community.	Equalities English SEND Policy Medical Conditions Mental Health SEND Local Offer RE Staff Code of Conduct 35%	• All additional provision is overseen by the Schools highly-qualified SENDCo and is designed and implemented by an excellent team of teachers • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • including Intervention and Support Programmes in liaison with the SEND co-ordinator
2i. The learning process is based on a policy of flexible curricula based on learner-centred approaches and the development and implementation of individual learning plans as necessary (including preventing barriers to learning)	Assessment and Feedback Community Cohesion Curriculum Equalities English Homework SEND Policy Medical Conditions Mental Health Remote Education Relationships and Sex Education SEND Local Offer Staff Code of Conduct 57%	• All additional provision is overseen by the Schools highly-qualified SENDCo and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants. As with individual targets, the most important point is this: additional provision depends on the needs of the child. • Termly, at progress meetings, a School Based Plan in the form of an ipassport (like an Individual Education Plan - IEP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve over the academic year but broken down to manageable targets to aim for each term, These passports will also outline the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. • It is important to identify the

		particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement; • Reducing and removing inequalities and barriers that may already exist between individuals: • To ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups. • including Intervention and Support Programmes in liaison with the SEND co-ordinator • These include the following strategies and approaches and will be adapted to suit the learning needs of the pupils • Our expectation is that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles.
2j. Policies describe how all teaching staff are supported to develop a clear understanding of effective learning strategies. *(Such as learning to learn and active learning approaches.)*	Assessment and Feedback English SEND Policy Mental Health SEND Local Offer Online Safety 26%	• Good classroom management ensures that children are challenged but do not feel threatened. For example, questions are differentiated and targeted carefully. Children are rewarded for success but not humiliated by failure. Instead, they are supported with steps to help them achieve in the future. Marking and feedback dialogue in children's books is supportive, noting what children have achieved and moves them on to the next steps in their learning in a positive manner. Learning is sufficiently stimulating and challenging, with extension work as required, but tasks are presented in ways that are structured and achievable with clear expectations, in relation to zones of Proximal Development.

		• A growth mindset is encouraged with degrees of challenge (bronze, silver and gold) and mastery levels (digging for diamonds)
2k. Policies describe a practice of reasonable adjustment to meet the needs of all pupils	Assessment and Feedback Community Cohesion Curriculum Equalities English Homework SEND Policy Medical Conditions Mental Health Remote Education Relationships and Sex Education SEND Local Offer RE 57%	• Staff at * School have a wide variety of training and a great deal of experience and expertise in Special Educational Needs, behaviour, social barriers and emotional well-being. • All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. • In line with the Equalities Act, RSE will be presented in such a way that all children will have equal opportunity to access the curriculum and support will be provided as necessary to pupils e.g those with SEND who may have difficulty accessing this subject.
Engaging and Involving Parents	**Evidence Within Policies**	
2L. The full involvement of families in all educational processes is outlined in policy.	Assessment and Feedback British Values Behaviour and Discipline Curriculum Community Cohesion Complains Procedure Equalities English	• Provision is designed by the relevant * School staff members working alongside the child, the child's family and, where necessary, outside agencies • The content of these learning passports is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parental Consultation Evenings.

	Homework Remote Education Parent/Governor Elections SEND Policy Online Safety Medical Conditions Mental Health Relationships and Sex Education SEND Local Offer RE Safeguarding Anti-bullying Policy Staff Code of Conduct 91%	• * School is committed to working in close partnership with families and recognises each family is unique. • Ensure that there are good channels of communication, to ensure parents' views are captured and acted upon; • We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. • Children, parents and staff have many opportunities for their voices to be heard at * School ; The school council, staff, parent and pupil questionnaires • As a school we recognise the vital role of families and members of the community in the physical, social and academic growth of the children. We aim to establish good relationships and a partnership with the parents and carers, so that we all work together to provide a secure and happy school environment.
2m. Policies place learners and their families at the centre of all actions and decision-making processes.	Behaviour and Discipline Curriculum Community Cohesion SEND Policy Medical Conditions Mental Health Relationships and Sex Education SEND Local Offer Safeguarding 39%	• The content of these learning passports is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parental Consultation Evenings. • Providing parents with advice and close support through positive relationships, informal meetings and formal processes, such as the Common Assessment Framework; • We are working more closely with parents and children to ensure that take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN

		provision for their child.
2n. Sharing information among professionals and families is highlighted in policy.	Accessibility Plan Assessment and Feedback Curriculum Community Cohesion Equalities English SEND Policy Online Safety Medical Conditions Mental Health Relationships and Sex Education SEND Local Offer Safeguarding Anti-bullying Policy Staff Code of Conduct 65%	• Providing parents with advice and close support through positive relationships, informal meetings and formal processes, such as the Common Assessment Framework; • Provision is designed by the relevant * School staff members working alongside the child, the child's family and, where necessary, outside agencies • Links and opportunities will be extended to parents/carers through curriculum evenings and family liaison work, reaching parents who may need additional support and advice. The school offers a core of extended services, including multi-agency working between the school and other local agencies such as the community police, social and health care professionals.
2o. Policies describe the importance of supporting parental interaction and communication with school staff.	Assessment and Feedback British Values Behaviour and Discipline Community Cohesion Equalities English Remote Education Parent/Governor Elections SEND Policy Medical Conditions Mental Health Relationships and Sex Education SEND Local Offer	• * School is committed to working in close partnership with families and recognises each family is unique. • Ensure that there are good channels of communication, to ensure parents' views are captured and acted upon; • We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. • We aim to establish good relationships and a partnership with the parents and carers, so that we all work together to provide a secure and happy school environment.

	RE Safeguarding Anti-bullying Policy Staff Code of Conduct 74%	
2p. Policies outline ways to involve families in the process of evaluating quality of services	Accessibility Plan British Values Community Cohesion Complains Procedure Equalities Remote Education Parent/Governor Elections Medical Conditions Relationships and Sex Education SEND Local Offer 43%	• Ensure that there are good channels of communication, to ensure parents' views are captured and acted upon; • We will strive to be a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination.
2q. Available support is described within policies for families to recognise and understand the needs of their child.	Community Cohesion English Mental Health SEND Policy SEND Local Offer Staff Code of Conduct 26%	• seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school. • Providing parents with advice and close support through positive relationships, informal meetings and formal processes, such as the Common Assessment Framework; • Links and opportunities will be extended to parents/carers through curriculum evenings and family liaison work, reaching parents who may need additional support and advice. The school offers a core of

		extended services, including multi-agency working between the school and other local agencies such as the community police, social and health care professionals.
Engaging Pupils	**Evidence Within Policies**	
2r. Policy outlines that learners' voices should be listened to in decision-making that affects them.	Assessment and Feedback British Values Behaviour and Discipline Community Cohesion Complains Procedure Equalities English SEND Policy Online Safety Medical Conditions Mental Health Relationships and Sex Education SEND Local Offer RE Anti-bullying Policy Staff Code of Conduct 70%	• It is important to note that this offer has been drawn up as a result of discussion with teaching and support staff, pupils, parents and governors and has been shared with the whole school community. • by having their wishes about their own needs regularly sought and carefully considered • We are working more closely with parents and children to ensure that take into account the child's own views and aspirations • Pupils are actively encouraged and respected. They are given an effective voice, for example through the School Council, advocacy, pupil perception surveys and with regular opportunities to engage them about their learning and their life of the school; • Student voice will be used to review and tailor our RSE programme to match the different needs of our pupils. • Pupils are always listened to by adults • We encourage pupils to take ownership of not only their school, but also of their own learning and progress.
2s. Empowering all learners is outlined in policy as a goal for the educational setting.	Accessibility Plan Assessment and Feedback Behaviour and Discipline British Values Anti-bullying Policy	• Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things such as using more practical learning. • All pupils are actively encouraged to engage fully in their own learning. • Helping pupils to learn to

	Curriculum Community Cohesion Equalities English Homework SEND Policy Mental Health Relationships and Sex Education Remote Education SEND Local Offer RE Staff Code of Conduct 74%	understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop skills of participation and responsible action. • Pupils are always listened to by adults…respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school, but also of their own learning and progress. • The Schools vision is that all pupils whatever their background, educational attainment, first language, physical abilities or emotional and mental health are able to make progress from their starting point and flourish.
2t. Policies outline that appropriate support is available as necessary and is fit for purpose in meeting individual needs (this can be both educational and wider support)	Accessibility Plan Assessment and Feedback Curriculum Community Cohesion Equalities English Homework SEND Policy Medical Conditions Mental Health Relationships and Sex Education Safeguarding SEND Local Offer RE 61%	• It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement; • A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils • To ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
2u. Policies stipulate that all learners are entitled to be	Accessibility Plan Behaviour and Discipline	• We are working more closely with parents and children to ensure that take into account the child's own views and aspirations

active participants in the life of the school and community.	British Values Community Cohesion Equalities English SEND Policy Medical Conditions Mental Health Relationships and Sex Education RE Anti-bullying Policy Staff Code of Conduct 57%	• Enable children to be reflective individuals, who can make informed choices about their own emotional and mental wellbeing; • All pupils are actively encouraged to engage fully in their own learning. • Student voice will be used to review and tailor our RSE programme to match the different needs of our pupils. • Children, parents and staff have many opportunities for their voices to be heard at * School ; The school council, staff, parent and pupil questionnaires, as well as open discussion and debate during PHSE lessons and when planning activities
2v. Policies highlight the importance of and foster a sense of belonging and safety in school for all pupils.	Assessment and Feedback Anti-bullying Policy Behaviour and Discipline Curriculum Community Cohesion British Values English Homework SEND Policy Mental Health Relationships and Sex Education RE Remote Education Staff Code of Conduct 61%	• We are all included individuals but here at *school, we belong and we have an identity. • Encourage staff to promote a 'sense of belonging 'at * School for everyone. • Every member of the school community should feel safe, secure, valued and of equal worth. • We strive to be a welcoming school ensuring we make all members of the community feel secure and safe in our school. • We foster positive attitudes and relationships, and a shared sense of cohesion and belonging • Helping pupils to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop skills of participation and responsible action. Children will be supported to feel part of a community, at a local, national and international level. • We are all INCLUDED INDIVIDUALS but here at * School we belong- we have an identity.

		We worship God together, we are family, we celebrate our Inclusivity and are respectful of our differences. • We encourage pupils to take ownership of not only their school • Children feel cared about and are happy, secure, motivated and stimulated • Provide a happy, friendly atmosphere for the children, where they are safe, secure, trusted and cared for. • Children learn most effectively in an environment in which they feel safe, secure and happy.

3. Placement		
	Evidence Within Policies	**Additional evidence for questionnaire development**
3a. Policies outline an inclusive admissions process (there is no selective procedure)	Admissions Policy Community Cohesion Equalities Medical Conditions 17%	• welcoming all children from the neighbourhood whatever their parents' beliefs and teaching respect of other major world faiths • We welcome all children from the local area, whatever their parents' beliefs and teach respect of all other major world faiths. • We are an inclusive school with a strong Christian ethos, the only restriction we place on entry is that of number.
3b. Policies outline plans for preventive educational action against exclusions. Further, policies outline the need for flexibility within	Behaviour and Discipline Medical Complaints Procedure Anti-bullying Policy 17%	• Specific support for the pupil's educational, social and emotional needs. For example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions • We will not penalise pupils for their attendance record if their absences are related to their medical condition, e.g. hospital appointments

practice to support pupils who may be at risk of exclusion in order to support their future education and prospects (in regards to behaviour monitoring, exclusions policy and possible managed moves.)		
3c. Policies outline the mechanisms for ensuring effective transition across educational phases.	Accessibility Plan Assessment and Feedback SEND Local Offer 13%	• We need to do additional planning and preparation for some of our children… • Further enhance transfer and induction procedures to ensure that all information regarding SEND is available to the school before the child's arrival

4. Progress		
	Evidence Within Policies	**Additional evidence for questionnaire development**
4a. Policies describe clear mechanisms to evaluate effectiveness and quality of education for all.	Assessment and Feedback Community Cohesion Equalities SEND Policy SEND Local Offer Complaints	• Supporting our school to evaluate and develop the quality and impact of provision for students with SEN across the school. • Providing updates on equalities legislation and the Schools responsibilities in this regard; • Working closely with the governor responsible for this area.

	Procedure 26%	• Supporting positively evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals • The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. • Evaluate and improve upon the effectiveness of the curriculum and our teaching
4b. Policy outlines how all learners are given fair opportunity to make progress – highlighted not just as academic progress.	Accessibility Plan Assessment and Feedback Behaviour and Discipline Curriculum Equalities English Homework Medical Conditions Mental Health RE Relationships and Sex Education SEND Local Offer SEND Policy Staff Code of Conduct 61%	• To create an ethos where achievement, in its widest sense of the word is celebrated, where individuals are valued and a life-long love of learning is fostered. • We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. • The Schools vision is that all pupils whatever their background, educational attainment, first language, physical abilities or emotional and mental health are able to make progress from their starting point and flourish. • We want our children to flourish and live life in all its fullness to be involved and active citizens; fully playing their part in society and enriching society with their gifts- with this in mind, children will learn artistic and sporting skills as well as academic disciplines • We place an importance upon focusing upon the celebration of achievement as part of the process of assessment. This positive stance reflects our concern for the development of the whole child.
4c. Assessment mechanisms are outlined in	Assessment and Feedback Community	• At * School children that are working more than one year below the expectation for their age will be added to our Special Educational Needs and

policy and are in place to identify the support needs of learners at an early stage.	Cohesion English Mental Health RE SEND Policy Staff Code of Conduct 30%	Disabilities register and they will receive targeted support. • Another method they might like to use in considering whether a child might need emotional support is through completing a simple 'Wellbeing Scoring System' • The assessment guidance in these schemes is used to help us identify each child's level of attainment.
4d. Policies outline how methods of assessment, inspections and other accountability measures contribute to school improvement processes. *(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)*	Assessment and Feedback Community Cohesion British Values Equalities English Medical Conditions RE SEND Policy Complaints Procedure Staff Code of Conduct 43%	• The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and heard through the Schools complaint policy and procedure. • We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. • Assessment is the means by which we communicate the extent and quality of learning experienced by the children in our school… which contributes to our evaluation of the effectiveness of the curriculum and its presentation to the pupils. • Supporting our school to evaluate and develop the quality and impact of provision for students with SEN across the school. • Working closely with the governor responsible for this area. • Supporting positively evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals • The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. • Evaluate and improve upon the effectiveness of the curriculum and

		our teaching

Theming based on research by Ainscow (2016) and Slee (2018).

Ainscow, M. (2016). Diversity and Equity: A Global Education Challenge. New Zealand
        Journal of Educational Studies, 51(2), 143–155.
Slee, R. (2018). Defining the scope of inclusive education. Paper commissioned for the 2020
        Global Education Monitoring Report, Inclusion and education

Appendix K - Thematic Analysis Phased Processes

Phase 1 – Familiarising with the data - Initial list of ideas for codes.

- Pride in inclusive ethos
- School is very diverse, diverse in lots of ways
- Lots of children from various backgrounds
- Inclusion isn't just written but it is done
- Planning for everyone in all lessons
- Inclusion is at the core of the school
- Inclusion means everyone – all children, staff and parents
- We work hard at including everyone
- Every child has the right to feel valued and included
- It isn't always easy to adapt for all needs by we do it
- We are a family
- Everyone in school has purpose and a place
- Support everyone no matter the role they play in our school family
- There is mutual respect between pupils staff and parents
- Differentiation of support and advice
- Not the same for all
- The school as a very good team that supports staff, pupils and the wider community
- There is always someone to talk to
- Every member of the school community is given the opportunity to flourish
- Diversity and inclusion is our biggest strength
- I am proud to be a part of the school
- Every child feels important
- Teach children to except everyone
- Inclusion is found in every aspect of the school
- Inclusion is our normal, it is natural to us
- Children with lots of different needs
- Needs and disabilities do not stand out
- Many parents choose this school because it is inclusive
- Lot of positive work done to create inclusive culture
- Inclusive thread runs through any decision (informal or formal)
- The school is known in the wider community for being inclusive
- Various ways of teaching are used to meet needs
- School staff support all children to reach their potential
- Everyone no matter their background, feels a sense of belonging
- Staff cultivated strong relationships with children in class
- Staff understand and appreciate children at a personal level
- Children feel accepted and welcomed in the classroom every day

- Everyone in the team feels valued and included
- Teachers support each other
- A safe, open environment for discussions in class is created
- Inclusion means having positive outcomes for all children
- Children as individuals
- Children are valued, welcomed and respected
- Delivering structured intervention to meet needs
- Overcoming barriers to learning
- All children should be included in school life and activities
- Experiencing children's joy at being included with their class
- Belong in the family of the school
- Special days raising awareness of disabilities
- Celebrating different religions
- Lessons thoroughly differentiated
- No one gets left behind in this school
- Broad and balanced curriculum
- Cultivating relationships with children
- Practical – budgets, policies
- Dissemination of vision through operational decisions
- Creating and monitoring the curriculum
- Sports day always include everyone (wheelchair race)
- Inclusion through supporting colleagues
- Adaptation to classroom, learning and resources
- Supporting children's social and emotional needs
- Meeting families 'where they are' – reducing language barriers
- Resources reflect the whole school community
- Try to see things from others perspectives to ensure inclusion
- All children included in school trips
- Aiming to work together to implement inclusion
- Being honest with colleagues
- Considerate of others feelings and beliefs
- Everyone is treated fairly and with respect
- All adults feel their opinion is valued
- All children's thoughts are valued
- Adaptive and creative provision
- Inclusive education is written into policies
- Curriculum based on inclusive ethos
- Adapting resources
- Seeing potential in everyone
- Understanding additional pressures that may effect behaviour
- Kind attitude to others

- Good leadership modelling inclusion they want to see in school
- Leadership living out the vision of inclusion
- Teamwork and collaboration important in maintaining inclusive ethos
- Teachers share ideas and ask challenging questions of each other
- Holistic whole child approach
- Support and training to develop skills for including all children
- Awareness of financial restraints
- Staff enjoy coming in everyday
- Staff have a natural curiosity
- Vision whole-heartedly embraced by school staff
- Desire that all can learn
- Creative ways to include everyone
- Open to change
- Good communication
- Proactive approach to developing and maintaining inclusive ethos
- Strong relationship across school community
- Children confident to ask for help
- Inspire children to have high aspirations
- Value the individuality of all children
- Shared vision and passion
- Faith and Christian ethos of inclusion and purpose
- Regular training
- Attitude of staff most important – people have to take action to make inclusion happen
- Effective leadership
- Make staff feel included so they can help children feel included
- School ethos is not just words but lived out
- School values and celebrates difference and diversity
- Diversity is a fundamental concept
- Lots of children with EAL who curriculum is adapted for
- Faith events to celebrate different cultures
- Wide range of visitors in assemblies
- Books and resources show diversity and difference
- Themed trips to different places of worship
- Pupils taught to understand and have tolerance for all cultures
- Diversity is in the genetic make-up of the school
- SENCo delivers training to staff
- Values diversity and difference with passion
- Praise the diversity of languages and culture in school as well as SEND
- Regular speakers from all walks of life
- Families feel they belong in the school community
- Above and beyond to ease pressures on other teachers

- All staff and children feel a sense of belonging in school
- Sense of belonging for teachers related to an effective team
- People have a role to play to create an inclusive ethos
- I am accepted for who I am as part of the team
- Encourage staff to look after their mental health
- Christian message of love for all encapsulated in school
- Sense of time restriction to best help every child
- Everyone deserves to have an inclusive learning journey
- No-one is a mistake, 'fearfully and wonderfully made'
- Inclusion stems from peoples personal faith
- Teachers job to understand individuality in each child
- Meeting all the basic needs of children important as well as learning
- Identification of we could do more
- Inclusion as a journey not a destination
- Reputation from good leadership
- Inclusive reputation from learning from every challenge
- Practice what we preach year on year
- SENCo and Head have a huge role to play in how the school has developed
- You can feel inclusion walking around the school
- Parents trust us with their children
- Parents trust us with their personal experiences
- Seeing the child, not their labels
- Inclusion and constant thread that run through staff meetings
- Ripple effect of enthusiasm and can do inclusion
- Learn from other staff members
- Money as a barrier
- Time limitations
- Building limits access in some ways
- Language barrier
- Pressure to have academic results
- Inclusion leads to tolerance in the future
- Children feel confident supporting those with additional needs outside of school
- What we teach in school helps in future life
- Inclusion as part of the schools position in the community
- Leadership live by example
- Difficult to get outside agencies
- Leadership team is encouraging, motivating and personable
- Genuine inclusive ethos and vision comes from the top down
- Time limitation for creative talents
- Learning tailored to needs

- Confidence in meeting a range of needs
- Specific help when needed
- If not confident I know I can speak to others to support me
- Access to lots of training opportunities
- Internal CPD
- External CPD
- Training has developed ability to meet diverse needs
- Team builds on strong foundations of inclusive attitudes
- Leadership spend a huge amount of time with children and parents
- We wouldn't have the same ethos without the leadership
- Leadership embody inclusion
- We don't have an enforced hierarchy in school
- The school staff are all one
- Everyone in the staff have a voice
- New staff are checked in with
- Staff members are part of decisions
- All staff members are checked in with regularly
- Ideas are listened to
- External agencies are hard to reach
- Staff team is experienced
- All staff have positive attitudes towards all learners
- Appropriate support is available
- Open door policy
- Staff wellbeing highlighted
- Regular praise of staff
- In order to improve practice – more training
- Improve practice more observation of good practice
- Time with teacher/senior leadership to discuss ideas
- More staff to meet individual needs
- Can be challenging to reach families who do not want to be connected
- Challenging to communicate with families with EAL
- Use of bilingual staff is helpful
- Positive and supportive relationship with parents
- Some parents don't engage
- Parents have the opportunity to engage as fully as they would like
- School does their best to include and involve parents
- It is very important to engage families in decisions around their child
- Parents know their children best
- Parents need to be involved to work on shared goals
- Parents may not fully understand the educational processes but teachers do
- Building relationships with parents takes open communication

- Important to listen to parents
- Use a variety of methods to communicate with parents based on their preferences
- Key to relationships with parents is being approachable
- A variety of methods to reach hard to engage families is important
- Encourage parents to be active members in the school community
- Include parents in events
- Parents can be active through new streams such as social media
- Lots of parents chose to volunteer
- Parents talents are utilised in school to build connection
- Vital to connect families by making them feel valued
- Class teachers encourage parents supporting learning through letters and open days
- Parents needs are considered and support personalised
- Parents evenings are a way parents learn how to support children's learning
- Pupil questionnaires gather pupil's voices
- School council is a good way of gathering pupils views
- Children are given opportunity to take ownership of their learning
- Children can chose their level of challenge (differentiation)
- Children are encouraged to use programmes such as accelerated reader at their own speed
- Children are active participants in school life
- Children can be participants in areas they feel confident in (such as sport or clubs)
- Children feel a sense of belonging in school
- Children talk about their school with pride
- Belonging grows as children establish themselves in school (as they get older)
- There is a focus on friendships and social development
- Social development is explored through the curriculum
- Staff support social development at playtime and lunchtime
- Friendships and interactions are modelled
- All pupils have opportunity to succeed
- Targets for progress are highlighted for children
- School provides opportunity to celebrate success
- Achievement is not always focused on academic
- Assessment helps identify individual needs
- Effective differentiated planning enables progress
- Progress is not always just academic
- Children with additional needs are supported to make progress
- Inclusion supports progress of all pupils

- Children learn from each other
- Inclusion supports progress in terms of tolerance and acceptance
- Inclusion creates a loving and welcoming atmosphere, benefits all
- Inclusion supports social progress of all
- Inclusion builds resilience and respect
- Inclusion supports feelings of safety and security in school
- A sense of belonging supports learning
- Inclusive setting prepares children for life outside of school
- Being inclusive has a long lasting impact on pupils
- Being in an inclusive school develops skills for future life
- Observations are helpful for professional development
- Observations do not help professional development
- Watching best practice is helpful for PD
- Being with inclusive practitioners inspired me to be more inclusive
- Being valued in my work has made me more inclusive
- This school targets inclusive education to the needs of the community
- Ethos grounded in the church of England and Christian values
- Ethos is fundamental
- Work in an environment that shares belief and ethos
- The ethos is the culture of the school and underpins everything we do
- All policy comes back to ethos
- Ethos was collaborative
- Ethos underpins policy and practice
- Grounding way you work in a strong ethos
- Ethos is a shared responsibility
- Staff input what they feel is important about school and shaped the ethos
- Ethos is a sum of the feeling in the school
- Ethos as a 'stick of rock'
- A strong ethos underpins outcomes
- 'Diversity is being asked to the party but inclusion is being asked to dance'
- Opportunities is key to inclusion
- Opportunity to flourish
- Parents of children with SEND feel a sense of community – shared experience
- Staff have ownership over the way school feels and works
- Staff have opportunities to make an impact
- Everyone has a part to play in the school community
- Every individual is important in the collective whole
- Inclusion is responsive and cultivated – constantly reviewed and questioned to inform practice going forward
- Inclusion is responsive to changing needs of the community

- Parents feel a sense of connection and loyalty when their family is included
- Inclusion is fundamentally ingrained
- Inclusion is an experience in the school
- Value in different cultures
- Every barrier is an opportunity to learn something new
- Principle of being held in mind for families
- Adults model inclusive practice to children
- Children in school reflect what they see
- Children are encouraged to be open minded and ask questions
- Teach values that underpin inclusive culture (kindness, tolerance etc)
- Being different can be positive
- Inclusion can enable the development of resilience in all children
- Staff are treated respectfully
- Leadership are very open and approachable

Phase 2 - Generating initial codes – collated data for each code

Lots of parents chose to volunteer.

Class teachers encourage parents supporting learning through letters and open days.

Parents evenings are a way parents earn how to support children's learning.

Watching best practice is helpful for PD.

Observations are helpful for professional development.

Observations do not help professional development.

Children confident to ask for help.

Cultivating personal relationships with children.

School has an inclusive reputation within the community

All staff have positive attitudes towards all learners.

Each child is recognised and valued as an individual

Meeting all the basic needs of children important as well as learning.

Staff input what they feel is important about school and shaped the ethos.

Staff have opportunities to make an impact on decisions.

Staff have ownership over the way school feels and works.

Being valued in their work makes staff feel included in the school community

Every member of staff has a voice

All adults feel their opinion is valued.

Staff are treated respectfully.

Everyone in the team feels valued and included.

Childrens views are gathered in a variety of ways

Children's thoughts and ideas are valued

Children are given opportunity to take ownership of their learning.

An inclusive ethos and culture leads to greater tolerance in the future.

Teach children to accept everyone.

Inclusion supports progress in terms of tolerance and acceptance.

Being part of an inclusive school has a long-lasting impact on pupils.

Parents needs are considered and support personalised.

Key to relationships with parents is being approachable and listening to them

Ways identified to improve inclusive practice in school

Limitations to implementing inclusive practice

The school has positive and supportive relationships with parents.

Include parents in events.

There are some elements of teaching that parents may not understand

Staff support social and emotional development

Social development is explored through the curriculum.

Children's emotional and social needs are supported.

Children are encouraged to be open-minded and ask questions.

Children learn from each other.

School staff support all children to reach their potential.

Parents trust the school with their personal experiences.

Meeting families where they are, reducing language barriers.

Staff team is experienced.

Wide range of visitors and speakers in assemblies and classroom input.

Inclusive ethos and practice grounded in Church of England and Christian Values.

Practice is influenced by personal faith and belief.

All children included in school trips.

Special days raising awareness of and celebrating disabilities and differences.

Sports Days always include everyone.

Children feel a sense of belonging in and to their school.

A sense of belonging supports learning.

Inclusion supports feelings of safety and security in school.

Adaptation and differentiation of learning, planning and resources.

Overcoming barriers to learning.

Planning for everyone in all lessons.

There's always someone to talk to.

There's a differentiation in terms of support and advice.

Every school member is given the opportunity to flourish.

Children with additional needs are supported to make progress.

All pupils have opportunity to succeed.

Progress is not just academic.

Strong relationships across school community.

Mutual respect between pupils, staff and parents.

Identification of more can be done to implement inclusion

Acknowledgement of inclusive practice is not always easy.

Every staff member has a role to play to create and maintain the inclusive culture.

Everyone, no matter their background, feels a sense of belonging.

Everyone in school has a purpose and a place.

The school is a community.

Every individual is valued and important.

Inclusion can enable the development of resilience in all children.

Every child deserves to have an inclusive learning journey.

Every child has the right to feel valued and included.

The school adopts a holistic whole child approach.

The school is a family.

Inclusion is for everyone: children, staff and parents.

Inclusion means having positive outcomes for all children.

Inclusion means opportunities for all.

The use of creative ways to include everybody.

Inclusion is fundamentally engrained in every aspect of school.

Inclusion creates a loving and welcoming atmosphere that benefits everyone.

The school ethos is the sum of the feeling in the school.

The school ethos is not just words it's lived out.

There's a sense of pride in this school.

Diversity is a fundamental concept.

Diversity and inclusion are highlighted as a large strength of the school.

The school is very diverse in lots of ways.

Parents feel a sense of connection and community.

Parents trust staff with their children.

Families are made to feel valued.

We encourage parents to be active members of the school community.

Inclusion supports the social progress of all.

Adults model inclusive practice to children.

Teaching values that underpin inclusive culture.

Every barrier is an opportunity to learn something new.

The ethos is a shared responsibility.

The strong ethos grounds the way staff work.

Staff share beliefs and values in the inclusive ethos.

Parents are the experts of their children.

It's very important to engage parents in decisions around their children.

There are a variety of ways to build relationships with parents.

The school does their best to include and involve parents.

It can be challenging to communicate to families with EAL.

Some families are hard to reach.

Parents need to be involved to work on shared goals.

Our inclusive reputation comes from good leadership.

Leadership live out the vision of inclusion.

Children are active participants in school life.

A genuine inclusive vision comes from the top down.

Inclusion is responsive and cultivated rather than static.

Leadership are very open and approachable.

The leadership team is encouraging, motivating and personable.

Staff wellbeing is fundamental in this school.

Books and resources show diversity and difference.

Value placed in diversity and difference.

Other cultures and religions are celebrated.

All staff feel a sense of belonging in the school.

Staff members are individually valued.

Staff members are made to feel included.

Achievement is not always academic.

The school provides opportunity to celebrate success.

The attitude of staff is very important for maintaining an inclusive ethos.

Team built on strong foundations of inclusive attitudes.

Inclusive vision wholeheartedly embraced by school staff.

Staff do not feel a sense of imposed hierarchy in school.

There is support and training to develop skills for including all children.

Staff have a kind attitude towards each other.

Staff go above and beyond to ease pressure on other teachers.

School staff work collaboratively to implement inclusion.

Assessment helps identify individual needs.

Targets for progress are highlighted for children.

Everyone is treated fairly and with respect.

Children are encouraged and inspired to have high aspirations.

All policy is underpinned by an inclusive ethos.

Staff feel confident in meeting a range of needs.

The curriculum is based on inclusive principles.

Code	Data Extracts as evidence
Lots of parents choose to volunteer.	- I have had Muslim parents lead lesson on the Muslim faith, both to make them feel welcome and included and also because they have more knowledge then me. - Volunteer opportunities (processes do you think are most important for establishing good relationships with parents/carers) - We also welcome parents as volunteers and suggest classroom jobs for them that suit their personalities and talents. - There is a range from incredibly active members who are volunteers or members of the PTA - They are all encouraged to be active members. They can assist as volunteers, either regularly or on school trips

	• We have many ways of involving parents/carers to encourage them to become active members of the school community. They can become a school volunteer • We have parent volunteers • Be involved with collective worship, special events, parent helpers, • Lots of our parents are becoming more involved in our school community through some of these activities: PTA activities Interfaith events Church services Assemblies Facebook Using their expertise to enrich classroom learning • We have a good core group of parents who are active members • Invite parents/careers to share their skills, culture or traditions. Thank the parents for their involvement within the school.
Class teachers encourage parents to support learning through letters and open days.	• A positive approach to communication. Newsletters • Using a variety of methods from text, social media, individual calls and letters and face to face and through remote learning platforms • Written letters are sent if we are worried • regular newsletters encourage them to become active members. • Class teachers send out letters and have open times to explain. • We give open evenings and send out letters at the beginning of the term to explain how we can be contacted/homework schedules and expectations. • Regular with teachers and contact via parent mail and newsletters.
Parents evenings are a way parents earn how to support children's learning.	• All families are given the option to be involved with things like ipassports and during parents evenings. • Regular parents evenings and parents feeling they are able to approach teachers too discuss concerns. Clear guidance between school and home. • Lots of support, modelling, parents evenings • Parents evening , special meetings (Yr 1 phonics) • Giving a range of practical activities including photos of examples Through parents evenings

	• Parents/carers supported to understand effective ways to encourage their child's learning through parents evenings, home reading, homework online learning, etc.
Watching best practice is helpful for PD.	• I would like to observe some best practice lessons. (to help feel more confidence in adapting learning) • I feel there is a great need for observations and other inspection methods; they facilitate tailored lessons, to meet a child's specific needs. • I learn more and progress more from seeing good practice • watching best practise and sharing good practise is helpful for everyone. • I feel that sharing good practice with other school staff and governors ensure we continue to be confident our good teaching practice • By watching others, by getting it wrong, by listening to feedback • Learning from others.
Observations are helpful for professional development.	• Yes. I value the feedback. I think it is important for ensuring all chn get what they need. • Yes if the observer has credibility and expertise • To some extent. They tend to be focused on teaching and learning with some mention of classroom learning behaviours and inclusion strategies. • At times. I feel that sharing good practice with other school staff and governors ensure we continue to be confident our good teaching practice, yet it can add unnecessary pressure on staff. • Definitely, all people need to be helped in some ways. • I feel there is a great need for observations and other inspection methods; they facilitate tailored lessons, to meet a child's specific needs.
Observations do not help professional development.	• NO! Observations and inspection methods such as ofsted do not help me to grow and make progress. They bring unnecessary stress. • No they scare me and I hate them. That's just me personally. I go to pieces when I'm watched. I'd much rather my TA take notes and share their

	• thoughts with me rather than a formal observation • yet it can add unnecessary pressure on staff. • Not always - sometimes its too focussed on academic outcomes and loses sight of he whole child • I don't feel these enable me to make progress as a practitioner, I always feel nervous, that I will do something wrong.
Children confident to ask for help.	• To ensure adults and children alike feel comfortable and welcomed. They feel like they are in a safe space, where they can thrive from working with each other, confident to talk to anyone. • Pupils to enjoy and understand learning be confident to ask for help whenever needed for whatever reason • Children are able to take ownership of their learning, by being encouraged to ask questions when they are unsure • An inclusive approach gives the pupils the confidence and determination to try their best and speak to their teacher.
Cultivating personal relationships with each individual child	• Inclusion means cultivating strong relationships with the chn in my class and making sure I understand and appreciate them on a personal level so that they feel accepted and welcome in the classroom every day. • Practice inclusion in my role by cultivating relationships with students.
School has an inclusive reputation within the community	• You can 'feel' it when you visit the school, even just reading their website you get a flavour. Walking around the school when the children are doing what they do or being part of collective worship or a special event and you can't help but see it! • The staffs approach to making sure everyone is included. All the activities that they arrange and reaching out to the community to make sure they are included. • The way children & parents feel and talk about school - Community events - previous successes with children that have found other school tricky -

	Children thrive
	• The schools support of the multi cultural community, for example, Inter Faith week.
	• I think the fact that we are ethnically diverse and seem to attract pupils from different backgrounds make people see we must be inclusive. Also we have taken in children with complex needs when other schools haven't wanted to.
	• Good practice that has been seen by parents who have sent their children to us and them past this on to other parents.
Ways an inclusive reputation has grown	• When we have got things right, word-of-mouth has given us an opportunity to shine again and again.
	• Chn come from a range of backgrounds and abilities and flourish at the school.
	• I think inclusion has grown here. It has increased every time that we have encountered a different challenge
	• Practising what we preach year on year
	• The school doesn't just say it is inclusive. It acts on it and it tries to act on it across the board all the time.
	• The staffs approach to making sure everyone is included. All the activities that they arrange and reaching out to the community to make sure they are included.
	• The school welcomes all children whatever their ability or background.
	• We are accepting lots of diversity and cultures and additional needs in our school
	• The way children & parents feel and talk about school - Community events - previous successes with children that have found other school tricky - Children thrive
	• The schools support of the multi cultural community, for example, Inter Faith week.
	• I think the fact that we are ethnically diverse and seem to attract pupils from different backgrounds make people see we must be inclusive. Also we have taken in children with complex needs when other schools haven't wanted to.
	• I feel that our school has a reputation as being inclusive as we have many children within the

	school that have SEND and all of them are included in the same way as all of are children are within the school. • Good practice that has been seen by parents who have sent their children to us and them past this on to other parents.
All staff have positive attitudes towards all learners.	• Respecting and seeing the potential in people and remember that adults and children can be dealing with many things that have an effect on the way they behave and therefore a kind attitude is important. • this team builds on the open and inclusive attitudes • All school staff have positive attitudes towards all learners. • Adults relate to children in a caring, compassionate way. • It means that all children (and their families), regardless of ability, disability, race, gender, religious beliefs are welcome, respected, supported and valued. • It means that I look at all children as being equal • I practice inclusion in my role by making sure that all children/adults are treated equally, as valued members of the school and to ensure all children/adults feel that their opinions and views are valued. • to value and respect the individually of all children and their learning. • all children are special, all are loved and all deserve a good education. • faith belief in all children and adults being special and loved and important. • My personal faith and love of teaching all children.
Each child is recognised and valued as an individual	• Treating pupils equally - I could give each child 5 minutes of my time, which would be treating them all equally, but that 5 minutes would be suited to the needs of the individual child and their needs • It means treating every child in my class as a special and loved individual. • Getting to know each child as individuals. Enabling all children to access learning tailored to their needs and interests.

	• Practice inclusion by Getting to know each child as individuals.
	• I practise inclusion in my role as a TA by providing support and care to individual children.
	• To inspire children to be successful and have high aspirations; to value and respect the individually of all children and their learning.
	• It is our job to to get to know each child as individuals and embrace each other's differences and create an education for them
	• I think that a great deal of time of spent assisting with children's social development both with lessons such as RSHE and throughout all the learning given. In addition, lots of time is spent with individual children who need support in this area.
	• Each child is unique with their own backgrounds, interests and makeup.
	• Every child is given the opportunity to celebrate what is unique about them and can achieve no matter how small the goal. It is my role to facilitate this and create a space where children feel safe to share who they are and their beliefs, values and cultural background.
	• Every child is made to feel important
	• Every child is considered, no child is just a number or a percentage.
	• to value and respect the individually of all children and their learning.
Meeting all the needs of children is important	• For children to have the space to learn all their basic needs need to be met - inclusion is part of that.
	• We have children with health needs and hearing loss and all sorts of other situations which makes learning hard. These children are embedded within their year group and they don't even stand out - why should they?
	• It means supporting children in their social and emotional needs so they feel safe.
	• As a child comes to our class, we are made aware of their needs and we have time to prepare.
	• I am able to do that because I am well-informed about the needs of my class and the needs of the

	community as a whole.
	• I think it does because chn feel safe, valued and happy at school, comfortable, and that fosters a great environment for learning.
	• Yes, if we take Maslow's hierarchy of needs, without safety and security (mentally and physically) progress cannot be made
	• Children feel cared about and are happy, secure, motivated and stimulated
Staff members are able to input on the shaping of the school's vision for inclusion	• The entire staff prioritises inclusivity and it is a constant thread that runs through all staff meetings and communication. This has a big influence on my practice as I want my lessons to continue this inclusive ethos that is present throughout the school.
	• It's a ripple effect. If someone else has a desire to inspire teachers, that ripple of infectious enthusiasm passes on to us who hopefully pass it on to the chidren!
	• For it to work successfully we all have to be part of the same team with the same ethos, one person can't make it work, we all play our part.
	• The current team has certainly shaped this, in collaboration with the whole staff. However, this team builds on the open and inclusive attitudes which previous teams have encouraged; thus, this team builds on strong foundations
	• The school leadership have worked extremely hard in shaping the ethos of our school, including all staff aswell.
	• dissemination of vision through operational decisions
	• Each class work as a team and good communication within that team with a shared vision for their children is key.
Staff have opportunities to make an impact on decisions.	• Every one has a voice. We are asked our opinions.
	• They are listened to. Ideas are shared. They are part of decisions.
	• both the deputy head and the head teacher have an open door policy where they are willing to listen to staff.
	• Thorugh being given opportunitities

	• To be caring, understanding and listening to each other, children and adults. • Leadership team is always open to listening to opinions and ideas from staff.
Being valued in their work makes staff feel included in the school community	• Making sure everyone feels important and valued - staff and children • I practice inclusion in my role by making sure that all children/adults are treated equally, as valued members of the school and to ensure all children/adults feel that their opinions and views are valued. • A loving, supportive community. Staff that are proud of their school. Staff that enjoy coming in each day. • We are all part of the * School community. Both pupils and staff feel valued. • We are part of it, you need to be involved to feel involved.
Every member of staff has a voice	• both the deputy head and the head teacher have an open door policy where they are willing to listen to staff. • To be caring, understanding and listening to each other, children and adults. • We are part of it, you need to be involved to feel involved. • The school leadership team check in with all staff regularly, offering support and providing resources. • Leadership team is always open to listening to opinions and ideas from staff.
Staff are treated respectfully.	• I believe the most important factors needed to maintain and develop an inclusive ethos in school is effective leadership, collaboration between school staff, support for students and staff, • Personally I feel part of a team and excepted for who I am. • Staff members are known, cared for and valued in different ways. • SLT also have a positive and enthusiastic demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook. • Lovely messages, emails, positive praise, little

	• gifts, thoughtful words, approachable and available. • We are not judged, people are different and feel differently about things, that doesn't mean we are wrong we just have different opinions and these are respected. • Being valued and treated equally the most impact on ability to be an inclusive practitioner
Everyone in the staff team feels a sense of valued and belonging	• To make the staff feel inclusive and then in turn help to make the pupils feel included • I hope that everyone feels like they are valued and belong in the *' family. • I think staff do feel and sense of value and belonging. • I feel everybody has a sense of value and belonging. • I would feel confident that the majority of pupils and staff feel a strong sense of value and belonging. • I think all the staff and children feel valued and feel they belong at our school. All the people I talk to seem happy. • People feel a sense of value and belonging when they are part of an effective team. In general, the school creates an environment where we all work together to inspire the children. • People feel valued and know they have their own role to play to create this inclusive ethos. • Very strong sense of belonging and value. • I believe everyone at the school feels a sense of being valued and belonging. • I feel everyone has a sense of value and belonging in school. • Personally I feel part of a team and excepted for who I am. • We are all part of the * School community. Both pupils and staff feel valued. • I feel fully supported by the SENCo and leadership team and that my work is valued. • Staff members are known, cared for and valued in different ways. • SLT also have a positive and enthusiastic

	demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook.
	• We check in and ask how each other is doing. It's a special place to work.
	• Lovely messages, emails, positive praise, little gifts, thoughtful words, approachable and available.
	• Regular TA meetings and annual performance management procedures are used to make staff feel valued.
	• The school leadership team check in with all staff regularly, offering support and providing resources.
	• That everyone, no matter their background or ability, feels a sense of belonging at the school
The staff team are encouraged in their work.	• I feel fully supported by the SENCo and leadership team and that my work is valued.
	• I feel the school supports and enables the staff and pupils to thrive and perform to the best of their ability.
	• SLT also have a positive and enthusiastic demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook.
	• We check in and ask how each other is doing. It's a special place to work.
	• Lovely messages, emails, positive praise, little gifts, thoughtful words, approachable and available.
	• They are given responsibility and then thanked for what they have accomplished
	• There is a lot of thanks shared around staff.
	• Through being given opportunities and regularly praised and thanked for what we do.
	• acknowledgement of work by the governors
	• School ethos and guidance from leadership team and teachers
Staff members feel encouraged, recognised and celebrated by their colleagues.	• I feel the school supports and enables the staff and pupils to thrive and perform to the best of their ability.
	• The deputy head teacher, who is also the SENCo, has led our school into the loving, welcoming and inclusive place it is. Both she and the head

	teacher have a faith belief in all children and adults being special and loved and important.
	• Staff members are known, cared for and valued in different ways.
	• SLT also have a positive and enthusiastic demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook.
	• Through regular encouragement individually, in texts, messages and letters (usually verbally but this is not always possible for all in Covid times).
	• We check in and ask how each other is doing. It's a special place to work.
	• Lovely messages, emails, positive praise, little gifts, thoughtful words, approachable and available.
	• They are given responsibility and then thanked for what they have accomplished
	• There is a lot of thanks shared around staff.
	• Through being given opportunities and regularly praised and thanked for what we do.
	• Regular TA meetings and annual performance management procedures are used to make staff feel valued.
	• All new staff are welcomed, checked up on
	• acknowledgement of work by the governors
	• We are made to feel included and valued by the way everyone treats one another, people are caring towards each other, they talk to each other and ask how each other are.
	• Having the support of everyone around you. has the most impact on ability to be an inclusive practitioner
	• School ethos and guidance from leadership team and teachers
The staff take part in social events to build upon team relations.	• Before covid times, we have many social events to try and include everyone and make them feel part of the time.
	• Recognition of key milestones too- e.g. birthdays or achievements
	• We bring each other treats! We celebrate birthdays. We go out socially with each other.
	• Staff outings to meet and celebrate new staff

	• All new staff are welcomed, checked up on • staff social events/special event
Children's views are gathered in a variety of ways	• There are annual surveys of pupil views as well as subject leader pupil perception interviews, classes are involved in choices such as choosing the menu for special school dinners or golden time events. Pupil Leadership Committees design and plan events and activities which are important to children • often children are asked their views on a topic during a lesson • Pupil conferencing, polls in class. • School council, PSHE lessons, class chats • School Council, Older children Leaders in different areas, children view questions, whole class discussions. • Year 6 have a range of leadership roles which they choose and act upon themselves. Yearly pupil questionnaire. Ongoing discussions in class which are relayed to staff team in staff meetings. • By listening to the children when they have ideas • Regular Pupil questionnaires School council Year 6 leadership roles discussion in class • They have pupil survey, school council and most importantly you talk and listen to them. • Children's views are gathered through the school council, pupil questionnaires and regular classroom discussions and debates. • Direct discussion Pupil perception questionnaires School council roles • I know that children are sometimes asked to complete questionnaires or surveys, these are then viewed and the findings are reported back to the children. • We have poles etc we have subject year books which show class work /trips etc. • All children are encouraged to debate topics of interest, express their views, and make a meaningful contribution to the running of the school on matters that directly affects them. • All children are included in whole school activities and achievements are celebrated. Children are given lots of opportunity to give their views and

	options. Other children are keen to find out the views of their peers and relay them back to their committees. As the children get older they become more directly involved.
Children's thoughts and ideas are valued and acted upon in decision making	• an example might be a question in a survey such as "Which after school clubs would you like the school to offer?" The answers would then determine the provision of certain after school activities the following term/year • Year 6 have a range of leadership roles which they choose and act upon themselves. Yearly pupil questionnaire. Ongoing discussions in class which are relayed to staff team in staff meetings. • By listening to the children when they have ideas • Regular Pupil questionnaires School council Year 6 leadership roles discussion in class • They have pupil survey, school council and most importantly you talk and listen to them. • All children are encouraged to have their say and their opinion. • Children's views are gathered through the school council, pupil questionnaires and regular classroom discussions and debates. • I know that children are sometimes asked to complete questionnaires or surveys, these are then viewed and the findings are reported back to the children. • All children are encouraged to debate topics of interest, express their views, and make a meaningful contribution to the running of the school on matters that directly affects them. • The pupils are encouraged to be active participants in the life of the school community by being part of the pupil councils, school votes and having a say in how the school is run. This is extremely important as it promotes their right to be listened to and taken seriously when decisions are made that affect them. • All children are included in whole school activities and achievements are celebrated. Children are given lots of opportunity to give their views and options. Other children are keen to find out the views of their peers and relay them back to their

	committees. As the children get older they become more directly involved.
	• They are invited to be involved in groups that care for pupils in school, the community or care of school property. such as groups supporting their peers wellbeing, care of the library, road safety around the school, the environment
	• This is achieved by making sure that children are listened to and are actively included in school life.
	• Decisions such as how the children are taught and which class they are in and which teacher/TA their child accesses are operational decision made by the leadership team- with due regard to children's wishes
	• Taking the views of the child is also important
Children's views are sometimes not fully considered in decision making.	• often children are asked their views on a topic during a lesson, but I don't see much feedback leading to decision making at a higher level.
	• I think we're good at getting children's views who have extra needs but not sure we do this for all children. Individual teachers probably do but think we could do more in this area.
Children are given opportunity to take ownership of their learning.	• I think they get better at this as they grow.
	• They can choose Bronze, Silver or Gold challenges.
	• Increasingly, with the promotion of 3B4 Me , IPEELL etc
	• They are. They have opportunities to reflect and edit theirs and others learning. They write in buddy black and red pen for their own work
	• We value this and encourage it, they do need to learn how to do it effectively.
	• Children need to follow the curriculum. However, our new curriculum is set to allow more flexibility for children to lead the direction of learning based on their interests. Children know it is their progress which is important (over achievement) and from a young age they assess their own learning.
	• I think the children are given opportunities in every lesson through self and peer assessment, as well as our red and green dot tasks to give targets.
	• I believe they are very good at taking ownership of their learning, some may struggle but you help

	them.\ They are proud of their learning and work very hard.
	• All children are encouraged to debate topics of interest, express their views, and make a meaningful contribution to the running of the school on matters that directly affects them.
	• This is easier as the child gets older as they can take ownership themselves. Although, in the early years it is the ethos to take the lead from the child about what they learn and the way they want the learning to go.
	• I think there is lots of encouragement for pupils to take ownership of their learning and children are taught these skills through growth mindset, RSHE lessons and collective worship etc.
	• They have choosing opportunities. They can choose level of task, for example, bronze, silver or gold tasks.
	• They are able to take responsibility and encouraged to. Maybe more could be done yo show them how.
	• Children are able to take ownership of their learning, by being encouraged to ask questions when they are unsure, to discuss with their peers and teaching staff. Encouraged to assess their work and looked at how they can improve their work and be proud of what they have achieved.
	• They are encouraged to expand their learning and explore outside of the box.
	• They are class reading tables winners are displayed. All are encouraged to look after there individual drawer. They are encouraged to read and quiz on there reading book using Acceratef reader app. They can also push themselves in rock stars fr times tables.
	•
There are some ways in which children may not have ownership of their learning	• A little if they can do the basics. if they can't do the basics then they probably feel they have no ownership.
	• Children need to follow the curriculum. However, our new curriculum is set to allow more flexibility for children to lead the direction of learning based on tehri interests. Children know it is their progress

	which is important (over achievement) and from a young age they assess their own learning.
	• I believe they are very good at taking ownership of their learning, some may struggle but you help them.
	• This is easier as the child gets older as they can take ownership themselves.
	• They are able to take responsibility and encouraged to. Maybe more could be done yo show them how.
An inclusive ethos and culture leads to greater tolerance in the future.	• Most certainly, when children are educated in an inclusive setting, they are developing an understanding of respect for each other, which will encourage the development of tolerance and friendship.
	• Most certainly, when children are educated in an inclusive setting, they are developing an understanding of respect for each other, which will encourage the development of tolerance and friendship.
	• Yes as it is only with increased tolerance and understanding which generally young people have, will change and some sad intolerably can be stamped out
	• Yes, progress in the understanding of fundamental values of acceptance and tolerance as well as broadening the mind to possibilities
	• YES YES YES! We certainly hope that all the children learn within the safety of our '*' Bubble' and then take this out into their world and community.
	• Absolutely. Britain is comprised of a mix of cultures and languages and so preparing pupils at school for such a rich society is important to develop the values needed to create a fair society.
	• Definitely. We are all different. In our lives, we will meet different people. We need to prepare pupils for a country with different abilities, needs, disabilities, faiths and everything that makes us who we are. If we create toleratnt pupils, we will create a tolerant adult.
	• Yes I think it is very important, hopefully it will help

	for a more tolerant society in the future.
	• Absolutely. It educates pupils with the correct and necessary understanding to how different cultures, societies and religions work. Without this, stereotypes and 'fake news' can stem
	• Definitely. There have been a number of occasions when parents have told me about their children assisting other children with special needs outside of school. For example, in swimming or at the park when other children have shunned these children. I am certain that this is because our children do not see the differences of others as scary or worrying and they know just to go and say 'hi'. Our children also realise that differences sometimes mean that others need more time, or practical aids or support in some other way.
	• I believe educating pupils in an inclusive setting is important because it should help develop a fairer more tolerant society in the future, especially if the parents are involved.
	• Absolutely this needs to be taught and practiced from the start of school life.
	• Yes as it is only with increased tolerance and understanding which generally young people have, will change and some sad intolerably can be stamped out.
	• Yes, it provides a better-quality education for all children and is instrumental in changing discriminatory attitudes.
	• It enables a child to be more inclusive and understanding of others around them
	• Yes - it prepares children for life outside of school - it gives them lifelong skills about how to treat others.
	• Yes. Inclusive practice has a whole range of positive outcomes for children, teachers and families. Teaching diversity and equality, promoting empathy with sensitivity to people who are different from themselves.
	•
Teach children to accept everyone.	• Yes we teach them values of life which helps them in future societ
	• Definitely. There have been a number of

	occasions when parents have told me about their children assisting other children with special needs outside of school. For example, in swimming or at the park when other children have shunned these children. I am certain that this is because our children do not see the differences of others as scary or worrying and they know just to go and say 'hi'. Our children also realise that differences sometimes mean that others need more time, or practical aids or support in some other way.
	• Most certainly, when children are educated in an inclusive setting, they are developing an understanding of respect for each other, which will encourage the development of tolerance and friendship.
	• Yes, Children at * struggle more with seeing their differences as its just taken for granted and is 'normal' to them. Children at * are not worried about differences and are given the knowledge to understand and except we are all different in different ways.
	• Yes, it provides a better-quality education for all children and is instrumental in changing discriminatory attitudes.
	• It enables a child to be more inclusive and understanding of others around them
	• Yes - it prepares children for life outside of school - it gives them lifelong skills about how to treat others.
	• Yes. Inclusive practice has a whole range of positive outcomes for children, teachers and families. Teaching diversity and equality, promoting empathy with sensitivity to people who are different from themselves.
	• Yes. They will be more willing to engage with those who are different, in whatever way that is. They will be less prone to be defence and rude about others.
	•
Inclusion supports progress in terms of tolerance and acceptance.	• Yes, progress in the understanding of fundamental values of acceptance and tolerance as well as broadening the mind to possibilities
	• I agree that it 100% does support all progress -

	though it is progress in life not necessarily in academic results immediately.
	• Many strategies to assist children with specific needs are actually good teaching strategies for all children. Children are encouraged to learn from each other in the widest possible sense. Inclusion is created by a loving and welcoming atmosphere, which benefits all children.
	• Inclusion supports the progress of all pupils in our school. When all children, regardless of their differences, are educated together, everyone benefits, this is the cornerstone of inclusive education.
	• The ethics and education about religion and beliefs in school mean that children are aware of diversity and all feel included.
	• I feel children are enriched by getting yo know and respect a wide range of children.
	• I feel that inclusion supports the progress of all pupils in school because everyone is treated the same, no one is made to feel any different from each other.
	• Definitely- it builds well-rounded individuals that are resilient and ready to live in Britain and the wider world as good involved citizens.
	• Yes, it provides a better-quality education for all children and is instrumental in changing discriminatory attitudes.
	• It enables a child to be more inclusive and understanding of others around them
	• Yes - it prepares children for life outside of school - it gives them lifelong skills about how to treat others.
	• Yes. Inclusive practice has a whole range of positive outcomes for children, teachers and families. Teaching diversity and equality, promoting empathy with sensitivity to people who are different from themselves.
	• Yes. They will be more willing to engage with those who are different, in whatever way that is. They will be less prone to be defence and rude about others.
	•

Being part of an inclusive school has a long-lasting impact on pupils.	- Yes, feeling included and loved is a reflection of what God does for us as individuals and is essential in our understanding of our place in the world and society. - Definitely- we often have 'ex-pupils' that return to tell us of the long-lasting impact our school has had on their lives. - Yes because chn take that sense of being valued, that positivity and pride out into the world. The inclusivity integral to everyday life at * builds a foundation of high self-esteem that can be carried with them beyond school. - I hope so, I hope that each pupil leaves with a life long understanding that they are unique, special and cared for - Yes. They will be more willing to engage with those who are different, in whatever way that is. They will be less prone to be defence and rude about others. - Yes I do believe this. Everybody feels better about themselves and what they are achieving if they feel they belong. - Being in an inclusive setting has a long-lasting impact on pupils and the wider school community. Respect and understanding grow when pupils of diverse abilities and backgrounds play, socialise, and learn together. - Our children can educate their families and friends outside our school with their knowledge and understanding. - Yes - I believe it provides them with skills they will need in the future - being able to connect with a range of people in different ways. - Yes. Inclusive practice has a whole range of positive outcomes for children, teachers and families. Teaching diversity and equality, promoting empathy with sensitivity to people who are different from themselves. - I hope that being an inclusive setting has a long-lasting impact on pupils and the wider school community as it will make for a more caring person.
Parents needs are	Lots of support, modelling, parents evenings,

considered and support personalised.	• website, social media. Whatever they need really. There isn't a 'one size fits all' package of support we personalise it to parents needs. • We have traditionally had a large percentage of EAL pupils and we have a variety of ways to inform parents - one of our teachers is fluent in many languages and we have a number of TAs who can provide translation for us which is so helpful. If we are writing in English, things are explained to older children so they have enough knowledge to translate and information is given in a basic way if needed for parents whose English is not as fluent. • We have a wonderful team of TAs who can be the link between home-school for the EAL chn. • Parents/carers with English as an Additional Language are supported to understand the educational processes - we do try to explain and include and other staff, parents and children are used as translators. Parents/carers are supported to understand effective ways to support their child's learning (for example through home reading, homework etc) - sometimes the parents that we really want to support are those who will not attend meetings or respond to messages. Parents/carers with EAL are able to access information and ask questions with interpretation if needed - sometimes I don't think they even realise that there is information there which they can have help with. We are currently working on including EAL families more in terms of replaying information. They are included e.g. multi-cultural evets (some even run by them!). • Our range of different languages are wide, so interpretation is dependent on translators we know or can access.
Key to relationships with parents is open communication, being approachable and listening to them	• just saying hello at the door and being available to talk to them in various mediums. • Honesty, transparency and good communication through a variety of methods. Some families like face to face, others phone calls, others e mails. We are all different and sometimes strategies of engagement have to be different.

		• Communication is key, being available and approachable, making the family know we are there to help not judge.
		• Communication, partnership, understanding the whole child, openness where possible, support and acceptance
		• Talking to them with a smile and respect. Listening to them and trying to support as much as possible
		• Take the time to talk to them
		• Regular communication about school work, including homework, reading and parent consultations.
		• Parents being able to talk to staff. Understanding about the work the children are doing.
		• Listening
		• Communication
		• Good relationships with parents/carers are established through an open-door policy, being approachable, listening to parent's concerns and responding in a sensitive way. Parent's evenings, feedback relating to homework performance and reading records, build relationships in a more formal documented way.
		• A good preschool induction : Home visits, induction visits with parents and children.
		• Open but professional dialog Honest about what is achievable in a mainstream setting
		• A positive approach to communication.
		• Regular parents evenings and parents feeling they are able to approach teachers too discuss concerns. Clear guidance between school and home. Mutual respect.
		• I think parents should be involved from the very beginning, involve them in decisions, communicate with them often. Ensure language is not a barrier, if so try and find someone in the community who can act as a translator. Find out their names, how they like to be addressed.
		• Face to face meetings. (Home visits before the child starts school are good)
		• Despite the age of technology and its amazing advantages. I feel a personal face to face connection is still key in the primary education

	establishment. These children can see the parent/carer care about the childs learning and can get the child to engage in their learning. •
Ways identified to improve inclusive practice in school	• Maybe more staff that speak different languages. Quite a few staff speak other languages which helps with communication and including all families; I sometimes wish I spoke another language so I could communicate better with families. I also think there could be "cultural clothes" day where chn can come in wearing cultural clothes they are proud of so everyone can share each other's cultures. • Being let down but outside agencies not playing their part. • The physical building we are in. We did want to have one of the Suffolk units for special needs, but were told we did not have the outside space and the costs to change the current school were too high. Some classrooms are very small and have pillars in the middle of them. There are costs involved in paying for additional adult support and these are not fully met by Suffolk so this comes out of school budget (which is finite). Sometimes, if classes have too many or too wide a range of needs, then it can be difficult to really teach all the children in the class as well as we would really hope to. • There is always room for improvement, further training in this area could build upon our achievements to date. • Difficult to say as we pride ourselves on the inclusive ethos but I would like to encourage teachers to showcase the special needs difficulties so to enhance the understanding and caring of all. • All students should feel encouraged to read but many don't read outside school. This isn't helping there progress so 1:1 earring pupils read would enhance their learning. This isn't easy to do as the school day can be time short. •
Limitations to implementing inclusive	• Time I expect • Money, as much as we hate to admit it- a lot

practice	comes down to finances.
	• Budget and building limitations
	• MONEY! PAPERWORK!
	• Being let down but outside agencies not playing their part.
	• The physical building we are in. We did want to have one of the Suffolk units for special needs, but were told we did not have the outside space and the costs to change the current school were too high. Some classrooms are very small and have pillars in the middle of them.
	• There are costs involved in paying for additional adult support and these are not fully met by Suffolk so this comes out of school budget (which is finite).
	• Sometimes, if classes have too many or too wide a range of needs, then it can be difficult to really teach all the children in the class as well as we would really hope to.
	• Fear of celebrating diversity being misconstrued
	• Language barrier occasionally
	• There is always room for improvement, further training in this area could build upon our achievements to date.
	• Money and space
	• -Time - Pressure for academic attainment or results - Having to juggle a million different things at once and planning and resourcing for a huge range of learners just in one class
	• This isn't something I have experienced at this school. I would imagine personal prejudices, of staff or pupils?
	• Time and money/staffing.
	• If anything holds back inclusive practice in school it would be lack of funding.
	• Finance.
	• Not sure, probably finances.
	• There is not always enough time taken for outliers to be considered.
	• Finances, decent access to external services.
	• Covid.
	• Budget and building limitations-

	• sometimes also teacher preference for certain learning styles • also delayed support from some sectors of the LA • time • Outside agencies not putting in their support quick enough, limited resources or a high threshold to gain extra funding or support. • As mentioned above, the constraints of teaching up to 30 individual children and the time and energy I have. • Also school budgets. • Parental support and engagement • Time, sometimes it takes a child longer than the lesson. • Language barrier • Lack of government funding for one-to-one support. • Money and space for a specific need that cannot be met in the classroom • TIME • At the moment I feel it is a bit of a lottery in different classes to how much extra ta support is available. As nearly all tas are 1-1 it depends on the needs of the students who have 1-1s as to how much support can be given to rest of the class. I've been working for last few years with children who need only limited academic support so have been able to support learning of the rest of those classes and the teachers. If the children's needs had been different this would not have been possible. • Lack of quiet learning spaces. • Equipment Space Not enough staff • Probably finances/ more staff • All students should feel encouraged to read but many don't read outside school. This isn't helping there progress so 1:1 earring pupils read would enhance their learning. This isn't easy to do as the school day can be time short. •
The school has positive and supportive relationships with	• Very. From what I have seen the school has great working relationships with families.

parents.	•
Include parents in events.	• Parents/carers with English as an Additional Language are supported to understand the educational processes - we do try to explain and include and other staff, parents and children are used as translators…They are included e.g. multi-cultural evets (some even run by them!). •
Staff support social and emotional development and this is explored through the curriculum	• Staff usually do try to develop and encourage friendships where possible. Use of lunchtime clubs really used to support this particularly for children who found lunchtimes hard. • Yes- through social skills taught, nurture, small group work, modelling. • Friendships are encouraged through PSHE lessons, PE lessons, partner work and collective worship. • yes - our life lessons curriculum encourages this as does the ethos of the EYFS profile which stresses the building of relationships moving from playing alongside to playing with. Wellbeing warriors can help the lonely and staff encourage positive relationships • Friendships are covered as part of the RSHE/PSHE/LIFE curriculum and revisited during collective worship and Wellbeing Wednesday. It is encouraged through social skills support for individuals if needed. • I think that a great deal of time of spent assisting with children's social development both with lessons such as RSHE and throughout all the learning given. In addition, lots of time is spent with individual children who need support in this area. There is the home/school worker, various support staff taking interventions such as talking and drawing therapy and lots of teacher support of children in their classes. Seating in class may be used to promote friendships. Social stores, sticker charts, school values. • Buddy corners in the playground Through the PE grant, we have buddy systems and buddy leadership groups who ensure children are happy

	We also have 'Wellbeing Warriors'. Their main role to to support children in school with any worries they have.
	• Children mainly form their own friendships but we encourage children to look out for each other.
	• They can have many friendships and are encouraged to develop and create friends with everyone and anyone.
	• Friendships are encouraged in school to help children develop social and communication skills which they will continue to use throughout their lives, providing them with the sense of stability and inclusivity.
	• From Reception social development is modelled and encouraged for those who struggle with this area.
	• Yes -direct teaching -collective worship - playground games etc.
	• Friendships are encouraged in and out of the classroom.
	• Through good pshe lessons and schemes like well being warriors that promote friendship and caring.
	• I feel that the majority of children are able to succeed in their social development and have friendships. Friendships are encouraged by asking the children to be kind and if they see anyone on their own to try and encourage them to talk with them, to come and play with them. TAs and MDS will encourage friendships by perhaps playing games and encouraging the children to join in, chatting with the child in question which usually means other children join in which then usually leads to them playing together.
Children's emotional and social needs are supported.	• Inclusion means supporting children in their social and emotional needs so they feel safe. It means welcoming and accepting all the wider family and striving to find ways to meet them 'where they are', whether this is ensuring there are no language barriers or helping them in their emotional needs.
	• Yes, although that progress is not always measurable in "steps" and may be about social and emotional progress
	• Liaising with outside agencies, such as Speech

	and Language services, physiotherapists and those providing behavioural and social support.
	• our life lessons curriculum encourages this as does the ethos of the EYFS profile which stresses the building of relationships moving from playing alongside to playing with. Wellbeing warriors can help the lonely and staff encourage positive relationships
	• I think that a great deal of time of spent assisting with children's social development both with lessons such as RSHE and throughout all the learning given. In addition, lots of time is spent with individual children who need support in this area
	• Friendships are encouraged in school to help children develop social and communication skills which they will continue to use throughout their lives, providing them with the sense of stability and inclusivity.
	• All children have the opportunity to succeed in their social development and make friendships.
	• There is the home/school worker, various support staff taking interventions such as talking and drawing therapy and lots of teacher support of children in their classes. Seating in class may be used to promote friendships. Social stores, sticker charts, school values.
	• From Reception social development is modelled and encouraged for those who struggle with this area.
Children are encouraged to be open-minded and ask questions.	• often children are asked their views on a topic during a lesson, • by being encouraged to ask questions when they are unsure, to discuss with their peers and teaching staff. • In my role, it is vitally important that children feel comfortable to discuss and explore each others inclusive qualities in a safe and open environment, free of discrimination.
Children learn from each other.	• They feel like they are in a safe space, where they can thrive from working with each other, confident to talk to anyone. In my role, it is vitally important that children feel comfortable to discuss and

	explore each others inclusive qualities in a safe and open environment, free of discrimination.
	• To be caring, understanding and listening to each other, children and adults.
	• Most certainly, when children are educated in an inclusive setting, they are developing an understanding of respect for each other, which will encourage the development of tolerance and friendship.
	• It definitely does! We often say that the children learn from each other. We all become better people when we are inclusive and learn from others.
	• Children are encouraged to learn from each other in the widest possible sense. Inclusion is created by a loving and welcoming atmosphere, which benefits all children.
	• You hope that an inclusive setting will improve outcomes for all children because this type of setting encourages children to be accepting of each other regardless of their differences, to become more tolerant and not to judge people, to realise that people have different opinions and that these can be because of different circumstances and different backgrounds.
	• Yes because we can all learn from each other.
	• Our children can educate their families and friends outside our school with their knowledge and understanding.
School staff support all children to reach their potential and flourish.	• I believe inclusion is a key part of the schools role. To make every child feel important and help every child reach there potential.
	• To make sure everyone in my class & team feels valued, included, involved and can reach their full potential.
	• Each child is unique with their own backgrounds, interests and makeup. It is our job to to get to know each child as individuals and embrace each other's differences and create an education for them. Our world is made up of people not robots and we need to enable all children to achieve their potential.
	• Central to this school is its inexcusable excellent

	Special needs code. Although many pupils are from low income homes they are encouraged to learn and push themselves to reach their potential, the best that they can be
	• All children are given opportunities to reach their full potential and assessments for improving are continually done.
	• Yes, children with additional needs are supported to make progress in school by implementing the SEND policy. Within this policy we aim to meet the educational needs of all pupils and encourage each child to develop to their full potential.
	• The school is like a big family where each member is given the opportunity and support to flourish.
	• Inclusion means including everyone no matter what age, gender, ability, needs, religion, colour has a right to be respected, be involved and have the opportunity to thrive and flourish as an individual. This applies to children, their families and staff too. Inclusion has no margins or barriers.
	• Chn come from a range of backgrounds and abilities and flourish at the school.
	• Children are given the opportunity to flourish in skills beyond academic learning - With more time, money and energy there will always be more that we would love to offer.
	• Yes, our aim in school is to help children to flourish and achieve in school.
	• All chn are given opportunities to flourish.
	• All pupils have opportunity to succeed, and to reach the highest level of personal achievement - I am not sure we can say that all children achieve the highest level of personal achievement across the board as we don't have access to experts in all areas.
	• The school gives children lots of opportunities to celebrate their success
Parents trust the school with their personal experiences.	• Building a positive relationship with parents/carers underpinned by trust is the first and most important step to establishing a good relationship.
	• Parents trusting us with their children and telling others about their personal experiences.

	• We encourage other people in our school community who they may feel happier to connect with to make the first connection. When trust is gained this can be a way to get engagement. We have family workers who are freed up to connect and check in with parents.
Staff team is experienced and knowledgeable	• I am confident if the staff are competent- currently this is the case with our experienced teaching and TA team
	• I feel the experience of many years working at * has given me the confidence I need to be able to work we a wide range of children.
	• I feel the experience of many years working at * has given me the confidence I need to be able to work we a wide range of children.
	• I do feel confident because I now have a wide range of experience.
	• There are many staff which can be contacted and are very open to sharing their experiences which for me has been a good reassuring arm.
	• These answers are the case with this experienced team of staff at this point in time.
	• I hope I have learnt to be more excepting especially by being able to learn more about the needs of different children by working with others with more knowledge.
	• Supportive and knowledgeable colleagues has had the most impact on me being an inclusive practitioner
	• Working hard Using my knowledge
	• Knowledge of specific needs over the years has helped me to think more creatively how best to adapt things for individuals when needed
Wide range of visitors and speakers in assemblies and classroom input.	• Collective worship included a wide range of visitors and differences are actively discussed and celebrated.
	• RE Inter-faith week Celebration assemblies on a weekly basis RE Themed trips to different places of worship Inviting parents and visitors in to support events (inter-faith week)
	• Meeting with and listening to visitors in Collective Worship
	• The school is very good at valuing diversity and

	- celebrating differences. We have regular speakers from all walks of life and celebration days for different cultures. - I have had Muslim parents lead lesson on the Muslim faith, both to make them feel welcome and included and also because they have more knowledge then me
Inclusive ethos and practice grounded in Church of England and Christian Values.	- Maintaining strong Christian values and boundaries while respecting others. - Yes definitely! Everybody should feel like they can be part of our *' family. It must feel horrendous to be marginalised in society, our school is a safe bubble where hopefully nobody feels left out or left behind but all have the opportunity to be the best that they can be. As a Christian school, this is the heart of the gospel message- God loving the whole world and not just a select few and it's important we not only share this but live it out in a practical way. - Good leadership in this area and a Christian culture of respect of others diversity while holding onto unique Christian values of love and value of each person.
Practice is influenced by personal faith and belief.	- Yes, it stems from my Christian faith but also from my pedagogical approach - To my knowledge the school has always been based on Christian values and it is really great that the current leadership display this in such a committed way. - can do attitude - faith - belief that God brings every person to our school for a purpose - The deputy head teacher, who is also the SENCo, has led our school into the loving, welcoming and inclusive place it is. Both she and the head teacher have a faith belief in all children and adults being special and loved and important. - My personal faith and love of teaching all children (has had an impact on my ability to be an inclusive practitioner)
All children included in school trips.	All children have been included in school trips, even when this needs lots of thought, planning and discussion with the places and people visited.

	•
Special days raising awareness of and celebrating disabilities and differences.	• We hold special events that celebrate everyone and allow everybody the opportunity to share and feel like they belong to the family of *'. Some of these events are known as 'Fearfully and Wonderfully Made' days where we look at a 'disability' and raise awareness for all children that no matter what we look like or our abilities or disabilities. Some examples of these special days have been: Epilepsy awareness, diabetes day, cerebral palsy awareness, autism awareness and so on. • Celebrating religious days is also important showing inclusion and we often have special events where different religious groups can 'host' and celebrate with the whole community. For example, our muslim families will often host an after-school event near Eid celebrations and offer food and drinks and paint henna onto children's hands- these are hugely popular events. • . Special days/events that teach and celebrate our differences and similarities e.g. wow days/week. It is written into all our policies. • Some of the special events mentioned above in question 6 will give you more information about what we do. • We hold special Faith afternoons where we have henna painting on hands and special food sharing • I think it is difficult to describe something that is just so natural in our school - it's like this is in our genetic make-up of the school - its just who we are. It is in everyday school life! -Written in our new curriculum, values and ethos - special events throughout the year • In school we value diversity and celebrate differences in many different ways. We have special assemblies, people are invited along to talk to the children • You can 'feel' it when you visit the school, even just reading their website you get a flavour. Walking around the school when the children are doing what they do or being part of collective worship or a special event and you can't help but

	- see it! - special event assemblies, - I think this is very important and involving parents in special events or learning helps the connectedness of the school - Assemblies and special days and regular lessons all suggest and confirm that they all belong. - Diversity is a key and fundamental concept. The school celebrates the unique individual through "Fearfully and Wonderfully Made Days, Interfaith Activities, the curriculum, inclusive sports days, the PSHE (Life Lessons) curriculum, Collective Worship, role models and the "people" big idea/aspect of the bespoke curriculum - I feel our school activity works hard to celebrate diversity and differences. A number of school events throughout the year: Fearfully and wonderfully made days for SEND (Autism/Cerebral Palsy/ADHD) Our BRAVE curriculum - RE Inter-faith week Celebration assemblies on a weekly basis RE Themed trips to different places of worship Inviting parents and visitors in to support events (inter-faith week) - Interfaith week visits to different places of worship I am fearfully and wonderfully made days Learning about different religious celebrations Learning about the Christian church calendar Christian values Lent challenges Supporting Charities, national events for example children in need Homeless projects Community card projects Link school projects Encouraging Parents to share their experiences Plus lots more - Fearfully and wonderfully made collective worship. Light days. - We have many assembly's which celebrate different need groups such as wheelchair basketball which was a great success. All pupils enjoyed the basket ball and also gave all an appreciation of what it might be like to be disabled. - Collective worship included a wide range of visitors and differences are actively discussed and celebrated

Sports Days always include everyone.	• I am the PE coordinator. I have , over the years, acquired inclusive sports equipment, including boccia with drainpipe gullies as an additional aid, blindfolds and goal ball equipment, soft ball and balls with bells. Our Sports Days have always included everyone - and last Sports Day, we even acquired about 20 wheelchairs to race our friends! and all the activities for Sports Day were accessible to all.
	• Another way I practice inclusion in my role as a sports coach. I like to make sure as many children as want to have the opportunity to represent the school at sport during their time at the school. This maybe by entering more teams or by not always picking strongest pupils in every event. Sometimes it's giving a child extra coaching in a sport they're interested in so the can compete.
	• Diversity is a key and fundamental concept. The school celebrates the unique individual through "Fearfully and Wonderfully Made Days, Interfaith Activities, the curriculum, inclusive sports days, the PSHE (Life Lessons) curriculum, Collective Worship, role models and the "people" big idea/aspect of the bespoke curriculum
	• This school completely values diversity and difference. |There is PE equipment for a wide variety of physical needs and sports day have included whole-school wheelchair races. Sports experts have also been inclusive in the activities offered.
	• I think it is difficult to describe something that is just so natural in our school - it's like this is in our genetic make-up of the school - its just who we are. It is in everyday school life! -Written in our new curriculum, values and ethos - special events throughout the year - we have lots and lots - collective worship - school trips - children given roles in school that promote inclusion - adapted sports days
Children feel a sense of belonging in and to their school.	• Again, it varies. Most of the children I think do feel a sense of this. Some who have chaotic lives and are recently arrived can take a little while to adjust as you might expect. * tries hard in my opinion to

		do this.
		• Very much so.

- Very much so.
- I think chn feel a sense of belonging with the school. We have a motto and songs specific to the school. The role of the school in the community is celebrated and chn that leave for year 7 are still felt of as pupils of the school.
- The majority do, but remote learning inevitably impacts on this as does attendance for some of our vulnerable families
- Assemblies and special days and regular lessons all suggest and confirm that they all belong. The Head knows their names as does the Deputy
- They all wear their * crowns and are part of the family, even when they are no longer at the school.
- Children do feel that they belong to the school community.
- Highly agree
- I think most children would strongly agree with this point
- I feel the children do have a sense of belonging in school. They enjoy coming to school and work hard.
- I think they feel a strongly belonging in this school and this is a very welcoming and friendly school towards anyone.
- We want all children in our school to feel a sense of belonging. This is achieved by making sure that children are listened to and are actively included in school life. Helping them to feel better about school will make them feel more respected and included.
- The children talk about their school with pride. They look out for each other. They sing the school song with gusto.
- I think children have a great sense of belonging
- Every child is made to feel important and included.
- I feel that the majority of our children have a sense of belonging in our school.
- As they progress through school and become more involved and active in the school community the secession of belonging grows.

	• I would hope most pupils feel they belong in the school and are proud to be in *. • Children do feel that they belong to the school community. • Yes, our aim in school is to help children to flourish and achieve in school. We try to make sure they feel that they belong and are a valued part of the school community. • That everyone, no matter their background or ability, feels a sense of belonging at the school • I would feel confident that the majority of pupils and staff feel a strong sense of value and belonging. • Inclusive is vital. As in an inclusive setting, every child feels safe and has a sense of belonging. • Yes, I think it does. The more included they feel, the greater sense of belonging people will have with the school, making them want to be connected more.
A sense of belonging supports learning.	• Its the foundation for children to achieve and make progress - children are happy when they feel included - when they are happy they are able to learn • Being inclusive gives the children a sense of belonging which I believe helps them in their learning. • The school gives children lots of opportunities to celebrate their success. • We want all children in our school to feel a sense of belonging. This is achieved by making sure that children are listened to and are actively included in school life. Helping them to feel better about school will make them feel more respected and included. • It gives the children a sense of belonging which I believe helps them in their learning.
Children with additional needs are supported to make progress.	• Also we have taken in children with complex needs when other schools haven't wanted to. • I feel that our school has a reputation as being inclusive as we have many children within the school that have SEND and all of them are included in the same way as all of are children are within the school.

	• they are very well supported, learning is scaffolded, personalised and appropriate for all including those with additional needs.
	• Yes, children with additional needs are given targeted support.
	• Yes children with additional needs re supported to make progress but progress is not always measurable in "steps" and may be about social and emotional progress
	• All children should and can make progress at *.
	• Definitely. All children, whatever their ability or starting point, are encouraged to make progress and as much support as possible is put in place to make this happen.
	• Yes, children with additional needs are supported to make progress in school by implementing the SEND policy. Within this policy we aim to meet the educational needs of all pupils and encourage each child to develop to their full potential.
	• Yes the small steps they need to show progress are identified and broken down so progress can be seen.
	• I feel that children with additional needs are supported to make progress in school due to the quality of teaching, the differentiated planning and the wide variety of teaching methods
	• Chn with additional needs are supported to make progress but so are ARE and GD chn. Every child is considered, no child is just a number or a percentage.
There's always someone to talk to.	• The school has a very good team that supports staff, children and the wider community. There is always someone to talk to if needed.
	• Allowing staff and children to share their experiences - making time to discuss things and talk to one another.
	• Of course its important, you work better knowing you are part of a team. Also to know there is always someone to talk to.
	• very open to sharing their experiences which for me has been a good reassuring arm. To talk with these people can open my learning to help with the pupils needs.

	• They have meetings and talk to each other when necessary.
	• We are made to feel included and valued by the way everyone treats one another, people are caring towards each other, they talk to each other and ask how each other are.
	• Always knowing that there is someone who I can talk to and ask about it.
Planning for everyone in all lessons.	• Our strapline is 'Included- Involved and Inspired' and it isn't just something that we put on letterheads and displays but is something that is at the forefront of our minds in planning and decision making.
	• we plan for inclusion for everyone in all lessons, meetings and collective worship.
	• I support the children by supporting their learning using planned and differentiated activities.
	• . Everyone is so supportive of each other and people always take the initiative and go "above and beyond" to plan different activities and ease the burden of teaching for others.
	• Inclusion is something that is near the forefront of my thinking as I plan and as I work in school
	• planning and resourcing for a huge range of learners just in one class
	• . I feel competent to develop individual learning plans for pupils
	• To understand why a child does/needs something or their triggers help you to plan for them as individuals and make alterations as needed
	• All chn are enabled to make progress through targeted lessons and differentiated planning.
	• There is effective planning from the teachers with engaging yet challenging lessons.
	• I feel all pupils are enabled to make progress, due to the quality of teaching, the differentiated planning and the wide variety of teaching methods.
Adaptation and differentiation of learning, planning and resources.	• It means adapting the classroom, resources and learning so are all included. It means supporting children in their social and emotional needs so they feel safe.
	• I support the children by supporting their learning

	- using planned and differentiated activities. . I feel competent to develop individual learning plans for pupils - To understand why a child does/needs something or their triggers help you to plan for them as individuals and make alterations as needed - All chn are enabled to make progress through targeted lessons and differentiated planning. - I feel all pupils are enabled to make progress, due to the quality of teaching, the differentiated planning and the wide variety of teaching methods. - Treating pupils equally - I could give each child 5 minutes of my time, which would be treating them all equally, but that 5 minutes would be suited to the needs of the individual child and their needs, differentiating my advice or support as needed. - Inclusion means I differentiate all lessons and tasks so everyone can get the most out of the learning, and ensure I deliver a broad and balanced curriculum which touches on all aspects of life and culture that our chn may be familiar with. - On an everyday level, lessons are thoroughly differentiated in our school. Some of our schools have such a variety of abilities that there may be up to 5 or 6 different levels of work accessed. Nobody get's left behind at *. - Differentiating lessons, offering a broad and balanced curriculum - I think I differentiate well. - time is taken to make sure the children can use appropriate resources to support their learning, get extra support, change and adapt to make every task achievable for all. - I am to adapt it as fully as I can within the constraints of teaching up to 30 individual children and the time and energy I have. - Flexibility and creativity is key to teaching younger children and this adaption is available for all pupils. - In the main I feel I am able to adapt my teaching/support of teaching to meet all the needs

	of the children.
	• We work hard at this. It's isn't easy to adapt for the the needs of all pupils in our care but we do it because it's the right thing to do. Every child has the right to feel valued and included in our school so that they can thrive and achieve.
	• Enabling all children to access learning tailored to their needs and interests by being adaptable and creative with the provision, experiences, teaching techniques, resources, support and curriculum.
	• Adapt resources to meet the needs of individuals.
	• The curriculum is adapted. It needs to be. Some children are learning English in KS2 and lessons are adapted for them so they be doing completely different maths and english lessons
	• adapted sports days and continuous provision
	•
The school is a community with strong relationships across the community.	• Openness between staff, parents and children Good communication Strong relationship between community, parents and school
	• There is a strong sense of support and community throughout the school.
	• Helping families develop a sense of connectedness in our school starts with the whole school community being welcoming and approachable.
	• The school is known in the wider community for being inclusive.
	• A loving, supportive community
	• I hope they all do feel a sense of belonging...children, staff, parents and our wider school community
	• We are all part of the * School community. Both pupils and staff feel valued.
	• All the activities that they arrange and reaching out to the community to make sure they are included.
	• there is a real community-feel inside the school.
	• Ensure language is not a barrier, if so try and find someone in the community who can act as a translator.
	• I do think families do feel valued and included and a part of our school community.

	• Helping families develop a sense of connectedness in our school starts with the whole school community being welcoming and approachable. We endeavour to take time to build positive relationships with families and to make sure we are there to listen to any concerns they might have relating to themselves or their children. • There is a strong sense of support and community throughout the school. • Yes I do, generally they look after each other and have good relationships with the adults.
Mutual respect between pupils, staff and parents.	• Mutual respect between pupils, staff and parents/carers is at the heart of the school ethos – • everyone feels important and valued - staff and children Ensuring everyone is treated fairly and with mutual respect. • Mutual respect and understanding of cultural and religious diversity. Openness between staff, parents and children • Having such a supportive school staff. It is modelled daily in the communication between all staff, parents and children. Open and honest communication led through mutual respect and understanding. • Regular parents evenings and parents feeling they are able to approach teachers too discuss concerns. Clear guidance between school and home. Mutual respect.
Identification of more can be done to implement inclusion	• There is always room for improvement, further training in this area could build upon our achievements to date. • I am unsure as to being an inclusive setting improves outcomes for ALL pupils, obviously the aim is that, this is the case, but for SEND children this may not be the best setting for them. • I do feel we could do more to help some children really excel. I think inclusion is about making and effort for every child to achieve fully and while we do this brilliantly for a lot of children who have extra needs or struggle we could do more for others who don't to push their learning further. • While I agree that all children are able to achieve don't think that there is enough in place to push

	high achievers to levels they could reach.
	• I think we're good at getting children's views who have extra needs but not sure we do this for all children. Individual teachers probably do but think we could do more in this area
	• I sometimes feel that I need more information about a child that I may be working with.
Acknowledgement of inclusive practice is not always easy.	• We work hard at this. It's isn't easy to adapt for the the needs of all pupils in our care but we do it because it's the right thing to do.
	• That is not always easy when you have 30 children so sometimes you need to focus on a particular group and give independent activities to other groups.
	• Sometimes, if classes have too many or too wide a range of needs, then it can be difficult to really teach all the children in the class as well as we would really hope to.
	• Sometimes it is hard to get outside agencies to assist and support in a timely or cost appropriate manner.
	• There is access to external agencies to support inclusion in school (such as health professionals, educational psychologists, inclusive support services etc)." - I rated this one lower. I feel this is something that is completely out of our hands and sometimes our hands are tied. We want to help and access more services to support children but there isnt always the money, the time or the services available for this.... Thresholds seem so high nowadays.
	• we can do this! It does require time and thought though. It isn't always easy but is always worth it.
	• I am to adapt it as fully as I can within the constraints of teaching up to 30 individual children and the time and energy I have.
	• At the moment I feel it is a bit of a lottery in different classes to how much extra ta support is available. As nearly all tas are 1-1 it depends on the needs of the students who have 1-1s as to how much support can be given to rest of the class.
Everyone in school has	• We are a unique, diverse and rich family were

a purpose and a place.	• everyone has a purpose and a place and we aim to value and support everyone whatever role they play in our school family. • belief that God brings every person to our school for a purpose - family environment • People feel valued and know they have their own role to play to create this inclusive ethos. • It is important for all pupils to be part of the class as a whole even if they are not entirely at the same learning level. • People feel a sense of value and belonging when they are part of an effective team. • Everybody should feel like they can be part of our *' family. • For it to work successfully we all have to be part of the same team with the same ethos, one person can't make it work, we all play our part. • We try to make sure they feel that they belong and are a valued part of the school community.
Every child has the right to feel valued and included.	• Every child has the right to feel valued and included in our school so that they can thrive and achieve. • To make sure everyone in my class & team feels valued, included, involved • It means that all children (and their families), regardless of ability, disability, race, gender, religious beliefs are welcome, respected, supported and valued. • everyone feels important and valued - staff and children • making sure that all children/adults are treated equally, as valued members of the school and to ensure all children/adults feel that their opinions and views are valued. • Every child is made to feel important, valued and supported. • The children are told that they are valued all the time and I think most would say they feel they belong to our school. • By being valued and treated equally. • Every child has the right to feel 'they can'. • I feel an inclusive approach to education is important, as I feel everyone has the right to the

	same education as everyone else.
Every child deserves to have an inclusive learning journey.	• Every one deserves to get an inclusive learning journey and get the same opportunities to do their best. • Everyone deserves the same chances in life. • I think everyone should have the same access and have a sense of belonging, students and staff. • . I also think it important that children with SEND can attend 'mainstream' schools and feel included and equal to their peers. • I feel an inclusive approach to education is important, as I feel everyone has the right to the same education as everyone else. • I believe educating pupils in an inclusive setting is important because it should help develop a fairer more tolerant society in the future, especially if the parents are involved. • When all children, regardless of their differences, are educated together, everyone benefits, this is the cornerstone of inclusive education.
Inclusion can enable the development of resilience in all children.	• Definitely- it builds well-rounded individuals that are resilient and ready to live in Britain and the wider world as good involved citizens.
The school adopts a holistic whole child approach.	• 'Whole Child Approach' - giving children the opportunity to shine and having a holistic approach is vital. • it is key with the home-school agreement and support the whole child both at home and at school. • understanding the whole child
The school is a family.	• Family and inclusivity are regularly mentioned as key positive characteristics of the school and things that the school does well • We are a unique, diverse and rich family were everyone has a purpose and a place and we aim to value and support everyone whatever role they play in our school family. • We hold special events that celebrate everyone and allow everybody the opportunity to share and feel like they belong to the family of *' • belief that God brings every person to our school for a purpose - family environment

	• It creates an atmosphere of being part of a family where we all watch out for each other and have responsibilities for each other.
	• Everybody should feel like they can be part of our *' family.
	• We strive to ensure we are joined together as one *' Family.
	• I hope that everyone feels like they are valued and belong in the *' family.
	• The school is like a big family where each member is given the opportunity and support to flourish.
	• This school excels itself in being inclusive, diverse with a wonderful community and family spirit.
	• It creates an atmosphere of being part of a family where we all watch out for each other and have responsibilities for each other.
	• There is a real sense of family, so people go out of their way to help others and work together to make it the best they can.
	• There is a real family feel about the staff.
	• They all wear their * crowns and are part of the family, even when they are no longer at the school.
	• Children describe school like a big family
	• Yes. We are one big family!
Inclusion means having positive outcomes for all children.	• Inclusion means having positive outcomes for all children, both with and without disabilities or other disadvantages.
	• Encouraging all to excel within the a supported Inclusive school environment can only be a positive thing.
	• Yes. Inclusive practice has a whole range of positive outcomes for children, teachers and families.
	• It does improve outcomes as all children feel that they and their efforts are valued. So, they try harder and are not afraid to be different with their ideas or afraid to fail and need to try again.
	• You hope that an inclusive setting will improve outcomes for all children because this type of setting encourages children to be accepting of each other regardless of their differences

Inclusion means opportunities for all.	- The school is like a big family where each member is given the opportunity and support to flourish. - It means including everyone no matter what age, gender, ability, needs, religion, colour has a right to be respected, be involved and have the opportunity to thrive and flourish as an individual. - Every child is given the opportunity to celebrate what is unique about them and can achieve no matter how small the goal. - giving children the opportunity to shine and having a holistic approach is vital. - Treating everyone equally, giving everyone the same opportunities. - our school is a safe bubble where hopefully nobody feels left out or left behind but all have the opportunity to be the best that they can be. - Every one deserves to get an inclusive learning journey and get the same opportunities to do their best. - Children are given the opportunity to flourish in skills beyond academic learning - our leadership team are always looking to improve the learning opportunities of all our pupils whatever their needs or background - Pupils have opportunity to explore their own interests and gifts within the school curriculum - as much as we are able. - The school gives children lots of opportunities to celebrate their success - All children have the opportunity to succeed in their social development and make friendships. - All chn are given opportunities to flourish. - All pupils have opportunity to succeed, and to reach the highest level of personal achievement - All children are given opportunities to reach their full potential and assessments for improving are continually done - I think we give opportunities to all pupils to make the best progress possible. - It gives them the same opportunities to succeed with their peers.

The use of creative ways to include everybody.	• Enabling all children to access learning tailored to their needs and interests by being adaptable and creative with the provision, • Effort and desire that all can learn and some creative ideas on how to do that. • Flexibility and creativity is key to teaching younger children and this adaption is available for all pupils. • Inclusive and supportive environment ability to be creative and 'test the boundaries' Caring and supportive staff. • Knowledge of specific needs over the years has helped me to think more creatively how best to adapt things for individuals when needed • Just having the time to be creative and prepare resources •
Inclusion is fundamentally engrained in every aspect of school.	• Our school really does embody inclusivity. • Inclusion I believe, seeps from the pores of the school- it is one of the key guiding principles • The final point above 'inclusion as a key principle in the school ethos' is in our school motto - Included, involved and inspired. We strive to ensure we are joined together as one *' Family. • I have often been asked about how we promote an inclusive nature. The answer 'we just do' never feels enough but it is just what we do and who we are. It is so natural to us, being inclusive is our normal. • Yes. "Included" is one of the 3 central pillars at the school. • Yes, it is a fundamental and foundational principle • I believe it is at the very core of the school. • There is an inclusive thread that runs throughout any formal or informal decision making in this school. It's part of the makeup of the school. It is just there. • Ensuring the vision seeps through every aspect of the school as above • You can 'feel' it when you visit the school, even just reading their website you get a flavour. Walking around the school when the children are doing what they do or being part of collective

	• worship or a special event and you can't help but see it!
	• The entire staff prioritises inclusivity and it is a constant thread that runs through all staff meetings and communication
	• Being inclusive is a central pillar at the school and SLT bring everything back to inclusion in all staff meetings, not just in relation to lessons and the curriculum but in relation to the school's position in the community.
	• The inclusivity integral to everyday life at * builds a foundation of high self-esteem that can be carried with them beyond school.
Inclusive feel is created by loving and welcoming atmosphere that benefits everyone.	• A loving, supportive community.
	• The deputy head teacher, who is also the SENCo, has led our school into the loving, welcoming and inclusive place it is.
	• They are always inclusive and extremely friendly and loving.
	• Inclusion is created by a loving and welcoming atmosphere, which benefits all children.
	• It means treating every child in my class as a special and loved individual.
	• All three of them know that all children are special, all are loved and all deserve a good education.
	• Both she and the head teacher have a faith belief in all children and adults being special and loved and important.
	• Yes, feeling included and loved is a reflection of what God does for us as invidivuals
	• It also means cultivating strong relationships with the chn in my class and making sure I understand and appreciate them on a personal level so that they feel accepted and welcome in the classroom every day.
	• It means welcoming and accepting all adults
	• To ensure adults and children alike feel comfortable and welcomed.
	• Make everyone welcome.
	• I think it is vital. You want the children to feel welcomed, confident and safe.
	• The school welcomes all children whatever their ability or background.

	- SLT also have a positive and enthusiastic demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook. - Welcoming and open nature. - All new staff are welcomed, - Helping families develop a sense of connectedness in our school starts with the whole school community being welcoming and approachable. - Being constantly open to them and welcoming them despite past performance is helpful. - I think they feel a strongly belonging in this school and this is a very welcoming and friendly school towards anyone.
The school ethos is not just words it's lived out.	- Our strapline is 'Included- Involved and Inspired' and it isn't just something that we put on letterheads and displays but is something that is at the forefront of our minds in planning and decision making. Inclusive is who we are. - I don't think we would have the same ethos without them. They embody inclusivity. - It is not just something we hope will happen, but there is a lot of positive work done to create inclusion in its broadest sense. - There is an inclusive thread that runs throughout any formal or informal decision making in this school. It's part of the makeup of the school. It is just there. - Yes it's part and parcel of the life of the school. - Writing and delivering a curriculum that is developed on our inclusive ethos. - Good leadership and management modelling the inclusion they expect to see in the school, living out the vision, talking the talk and walking the walk. - Ensuring the vision seeps through every aspect of the school as above, this vision must be embraced wholeheartedly by all staff so that it can be disseminated to pupils and their families - People have have to take action to make inclusion happen. - People feel valued and know they have their own role to play to create this inclusive ethos.

	• I think inclusion has grown here. It has increased every time that we have encountered a different challenge.
	• The school doesn't just say it is inclusive. It acts on it and it tries to act on it across the board all the time.
	• The entire staff prioritises inclusivity and it is a constant thread that runs through all staff meetings and communication
	• Being inclusive is a central pillar at the school and SLT bring everything back to inclusion in all staff meetings, not just in relation to lessons and the curriculum but in relation to the school's position in the community.
	• To create a school that has a genuine inclusive ethos the vision and the drive needs to come from the top down and this is evident at *.
	• Be the change you want to see in the world is something I personally want to live out and I feel that *' is the right workplace for me to be in to practise this and live it out.
There's a sense of pride in this school.	• Difficult to say as we pride ourselves on the inclusive ethos
	• The children talk about their school with pride.
	• We are incredibly proud of our inclusive ethos. Our strapline is 'Included- Involved and Inspired' and it isn't just something that we put on letterheads and displays but is something that is at the forefront of our minds in planning and decision making. Inclusive is who we are. It is a word that many families will use when describing our school and this makes us very proud indeed.
	• This school excels itself in being inclusive, diverse with a wonderful community and family spirit. I am very proud to be a part of it.
	• Staff that are proud of their school. Staff that enjoy coming in each day
	• We are proud of all of our children as they know the ethos and live it out!
	• They are proud of their learning and work very hard.
	• Children are Encouraged to assess their work and looked at how they can improve their work and be

	• proud of what they have achieved. • I would hope most pupils feel they belong in the school and are proud to be in *.
Diversity is a fundamental concept.	• I feel our diversity and inclusion is our biggest strength • Valuing diversity and celebrating difference is at the core of all we do. We encourage the children to see everybody as equal. Some of the special events mentioned above in question 6 will give you more information about what we do. • This schools absolutely values diversity and celebrates difference. Diversity and differences are discussed regularly in collective worships, there are EAL books for chn, we have a "language of the month". • Diversity is a key and fundamental concept. The school celebrates the unique individual through "Fearfully and Wonderfully Made Days, Interfaith Activities, the curriculum, inclusive sports days, the PSHE (Life Lessons) curriculum, Collective Worship, role models and the "people" big idea/aspect of the bespoke curriculum • Hugely. We have a variety of EAL pupils and many Reception with very little English. The curriculum is adapted. It needs to be. Some children are learning English in KS2 and lessons are adapted for them so they be doing completely different maths and english lessons. We celebrate diversity in our school. We hold special Faith afternoons where we have henna painting on hands and special food sharing . We have a wonderful sense on inclusion when our families with different traditions can wear their traditional dress or sing in their own language. • This school completely values diversity and difference. • The most important factor for me as an inclusive practitioner, is promoting equality and diversity in the school setting. • The school makes a big effort to celebrate different cultures and religions as well as each individual. • I feel our school activity works hard to celebrate

	diversity and differences. A number of school events throughout the year: Fearfully and wonderfully made days for SEND (Autism/Cerebral Palsy/ADHD) Our BRAVE curriculum - RE Inter-faith week Celebration assemblies on a weekly basis RE Themed trips to different places of worship Inviting parents and visitors in to support events (inter-faith week) •
Diversity and inclusion are highlighted as a large strength of the school.	• Very much so, inclusion is a strength of our school and why many parents choose * for their child. • I feel our diversity and inclusion is our biggest strength. • You can 'feel' it when you visit the school, even just reading their website you get a flavour. Walking around the school when the children are doing what they do or being part of collective worship or a special event and you can't help but see it!
The school is very diverse in lots of ways.	• Our school is very diverse in lots of ways. • We are a unique, diverse and rich family were everyone has a purpose and a place and we aim to value and support everyone whatever role they play in our school family. • We have students from a variety of backgrounds and abilities and we plan for inclusion for everyone in all lessons, meetings and collective worship. • This school excels itself in being inclusive, diverse with a wonderful community and family spirit. • We have SEND children throughout the school. We have children with various forms of ASD in our school. We have diverse children with English as an additional language. We have children with mobility needs throughout the school. We have children with health needs and hearing loss and all sorts of other situations which makes learning hard. These children are embedded within their year group and they don't even stand out - why should they? • I believe it is at the very core of the school. Our school is special, in that it has such a diverse and cultured community stemming from the racing centre. Due to this our children find it 'normal' to

	have such a diverse cultural society in our school and it is embedded in our core values.
	• Yes, particularly in a diverse school with different abilities and cultures mix, I think it is a great start for children to be at *
	• think the fact that we are ethnically diverse and seem to attract pupils from different backgrounds make people see we must be inclusive. Also we have taken in children with complex needs when other schools haven't wanted to.
	• Our SENDco is fantastic and ensures that ALL staff have had access to training to suits all the diverse children in our school with SEND - Autism, ADHD, Allergies, Epilepsy, Cerebral Palsy etc. We have regular training with our MAT to support the teaching of our EAL.
	• The fact that the school is so diverse and I get experience working with children from all kinds of backgrounds/disabilities has had the most impact.
Parents feel a sense of connection and community.	• This is essential, value others, include them, appreciate them, celebrate with them, ask about them, take an interest in them- all of this helps connectedness.
	• The more included they feel, the greater sense of belonging people will have with the school, making them want to be connected more.
	• If parents feel attached to their school and part of it, the children will too. If parents feel they are listened to and feel included, they are more likely to get involved
	• It is vital. I do think families do feel valued and included and a part of our school community.
	• Agree
	• I believe it ensures families feel listened, which in turn, makes them feel valued.
	• I think families feel connected by being encouraged to join in with what is going on.
	• Feeling valued and included is essential. Helping families develop a sense of connectedness in our school starts with the whole school community being welcoming and approachable. We endeavour to take time to build positive relationships with families and to make sure we

	are there to listen to any concerns they might have relating to themselves or their children. • If you feel you are valued and included you are going to feel comfortable to approach and get involved in a school. • I think this is very important and involving parents in special events or learning helps the connectedness of the school • It makes them feel more comfortable and welcome to approach/contact the school, confident to raise concerns. • I think as a parent/career if you are involved, or have been invited to become involved you have a feeling of being connected to the school. • It's very important that parents/Carers feel valued and that they are being heard to develop a sense of connectedness. • I know from personal experience that it can enhance the school life experience of my kids and you get to know lots of there class friends as well.
Parents trust staff with their children.	• Building a positive relationship with parents/carers underpinned by trust is the first and most important step to establishing a good relationship. By having a family support worker on site for two days a week is a great way to connect with hard to engage parents. We also welcome parents as volunteers and suggest classroom jobs for them that suit their personalities and talents. • We encourage other people in our school community who they may feel happier to connect with to make the first connection. When trust is gained this can be a way to get engagement. We have family workers who are freed up to connect and check in with parents.
Families are made to feel valued.	• Inclusion means that all children (and their families), regardless of ability, disability, race, gender, religious beliefs are welcome, respected, supported and valued. • I practice inclusion in my role by making sure that all children/adults are treated equally, as valued members of the school and to ensure all children/adults feel that their opinions and views

	• are valued. • I hope that everyone feels like they are valued and belong in the *' family. We often go out of our way to tell children and families that they belong, that we care and we try to practically show them this too. • It is vital. I do think families do feel valued and included and a part of our school community. • I believe it ensures families feel listened, which in turn, makes them feel valued. • Feeling valued and included is essential. Helping families develop a sense of connectedness in our school starts with the whole school community being welcoming and approachable
Parents are encouraged to be active members of the school community.	• by being included in events and by attending events and being encouraged to take part and offer skills. • We encourage them all to be active members- this is something that changes as we have new families joining the community every single year but is something that we seek to develop. • Some parents/ carers are very active. The community-feel of the school, Facebook groups and regular newsletters encourage them to become active members. • There is a range from incredibly active members who are volunteers or members of the PTA to some who have chosen to be peripheral. We often encourage parental participation but some initiatives such as "Sm*" or Curriculum Evenings have been attended by only small numbers. Reading cafes, assemblies and performances have been more popular • They are. They can be fully involved and so many are! • Be involved with collective worship, special events, parent helpers, reading friends, Friends of... shared learning events. • They are all encouraged to be active members. They can assist as volunteers, either regularly or on school trips. They are invited to a weekly collective worship, special event assemblies, sports days, school performances, a variety of

church services and events. They are invited to multi-cultural events and science events. Some parents are extremely engaged and active and it would be fantastic to get others more involved too.

- I Agree. Through keeping in touch and encourage them to speak out.
- I feel many of our parents are active members and I feel more are now due to school closure and the impact of COVID19. Through our after school events and social media pages.
- They are encouraged to join in with activities, assembly, work days in classes.
- Events
- I strongly agree that parents and carers are active members. They share their opinions and decisions with us and are very included.
- We have many ways of involving parents/carers to encourage them to become active members of the school community. They can become a school volunteer, join the parents - teachers association (PTA), or even become a school governor.
- Lots of our parents are becoming more involved in our school community through some of these activities: PTA activities Interfaith events Church services Assemblies Facebook Using their expertise to enrich classroom learning
- I think parents are active members of the school community if they choose to be - encouraged by lots of events throughout the year to engage parents with things going on in school e.g science week etc. Also celebration collective worship, eucharist, services at church, sports day etc.
- Parents receive regular newsletters and school updates. their participation in events is encouraged, assemblies, fun days, inter faith, charitable events etc.
- We have parent volunteers. During normal non covid times we have lots of other events where parents are welcomed into see what children have been doing. The pta is not strong and could be improved.
- Our school encourages our parents/cares to be active members of the school community, by

	inviting them along to assemblies, being involved in after school activities, showing off their skills, cultures and traditions. Being invited into school to talk to a class. • PTA. Invited to school events. Asked to use their talents in school. • We have a good core group of parents who are active members and others who come along to events to support. • There is a parent group which parents can join and help to fundraise fr school. I did this at my sons school not only did i get to know the school it also brought some new friends into my life. Win win! •
Being inclusive supports the social progress of all.	• It means supporting children in their social and emotional needs so they feel safe. It means welcoming and accepting all the wider family and striving to find ways to meet them 'where they are' • We respect and understand the broad range of diversity, abilities and backgrounds in the school, and so play, socialise, and learn together. • providing behavioural and social support. • Yes- through social skills taught, nurture, small group work, modelling. • Friendships are encouraged through PSHE lessons, PE lessons, partner work and collective worship. • yes - our life lessons curriculum encourages this as does the ethos of the EYFS profile which stresses the building of relationships moving from playing alongside to playing with. Wellbeing warriors can help the lonely and staff encourage positive relationships • We try. Not everyone feels it but we try • Friendships are covered as part of the RSHE/PSHE/LIFE curriculum and revisited during collective worship and Wellbeing Wednesday. It is encouraged through social skills support for individuals if needed. • I think that a great deal of time of spent assisting with children's social development both with lessons such as RSHE and throughout all the

	learning given. In addition, lots of time is spent with individual children who need support in this area. There is the home/school worker, various support staff taking interventions such as talking and drawing therapy and lots of teacher support of children in their classes. Seating in class may be used to promote friendships. Social stores, sticker charts, school values.
	• Buddy corners in the playground Through the PE grant, we have buddy systems and buddy leadership groups who ensure children are happy We also have 'Wellbeing Warriors'. Their main role to to support children in school with any worries they have.
	• Children mainly form their own friendships but we encourage children to look out for each other.
	• They can have many friendships and are encouraged to develop and create friends with everyone and anyone.
	• Friendships are encouraged in school to help children develop social and communication skills which they will continue to use throughout their lives, providing them with the sense of stability and inclusivity.
	• From Reception social development is modelled and encouraged for those who struggle with this area.
	• Yes -direct teaching -collective worship - playground games etc.
	• Friendships are encouraged in and out of the classroom.
	• Through good pshe lessons and schemes like well being warriors that promote friendship and caring.
	• I feel that the majority of children are able to succeed in their social development and have friendships. Friendships are encouraged by asking the children to be kind and if they see anyone on their own to try and encourage them to talk with them, to come and play with them. TAs and MDS will encourage friendships by perhaps playing games and encouraging the children to join in, chatting with the child in question which usually means other children join in which then usually

	leads to them playing together.
	• Yes. Through play.
	• All children have the opportunity to succeed in their social development and make friendships.
	• Yes many children are friends inside and outside school. Newmarket is a small friendly town and as such has a community feel to the school.
	• It definitely does! We often say that the children learn from each other. We all become better people when we are inclusive and learn from others.
	• Inclusion does support social development. Chn with additional needs are supported to make progress but so are ARE and GD chn. Every child is considered, no child is just a number or a percentage.
	• Yes, progress in the understanding of fundamental values of acceptance and tolerance as well as broadening the mind to possibilities
	• Inclusion gives them the same opportunities to succeed with their peers.
	• Many strategies to assist children with specific needs are actually good teaching strategies for all children. Children are encouraged to learn from each other in the widest possible sense. Inclusion is created by a loving and welcoming atmosphere, which benefits all children.
	• Inclusion ensures children feel safe and motivated to succeed, regardless of their ability in comparison to their peers.
	• Inclusion supports the progress of all pupils in our school. When all children, regardless of their differences, are educated together, everyone benefits, this is the cornerstone of inclusive education.
	• inclusion supports the social progress of all our pupils
	• Its the foundation for children to achieve and make progress - children are happy when they feel included - when they are happy they are able to learn
	• I feel children are enriched by getting to know and respect a wide range of children.

	• I feel that inclusion supports the progress of all pupils in school because everyone is treated the same, no one is made to feel any different from each other.
Adults model inclusive practice to children.	• If children see us as adults treating everyone equal and showing respect then I believe they will also do this. • Inclusion is modelled daily in the communication between all staff, parents and children. • We model expectations • From Reception social development is modelled and encouraged for those who struggle with this area.
The strong inclusive ethos grounds the way staff work.	• We are incredibly proud of our inclusive ethos. Our strapline is 'Included- Involved and Inspired' and it isn't just something that we put on letterheads and displays but is something that is at the forefront of our minds in planning and decision making. Inclusive is who we are. • The final point above 'inclusion as a key principle in the school ethos' is in our school motto - Included, involved and inspired. We strive to ensure we are joined together as one *' Family. • Writing and delivering a curriculum that is developed on our inclusive ethos. • Good communication is also absolutely essential, everyone needs to be aware of the ethos and what to do. • I believe the most important factors needed to maintain and develop an inclusive ethos in school is effective leadership, collaboration between school staff, support for students and staff, parental involvement and good teaching practices. • There is a need to be proactive both in developing and maintaining an inclusive ethos. • I think it is difficult to describe something that is just so natural in our school - it's like this is in our genetic make-up of the school - its just who we are. It is in everyday school life! -Written in our new curriculum, values and ethos • There is a real sense of family, so people go out of their way to help others and work together to make it the best they can. People feel valued and know

	they have their own role to play to create this inclusive ethos.
	• The entire staff prioritises inclusivity and it is a constant thread that runs through all staff meetings and communication. This has a big influence on my practice as I want my lessons to continue this inclusive ethos that is present throughout the school.
	• For it to work successfully we all have to be part of the same team with the same ethos, one person can't make it work, we all play our part.
	• To create a school that has a genuine inclusive ethos the vision and the drive needs to come from the top down and this is evident at *.
	• The leadership team has shaped the school ethos through its vision and mission statements, and its wide-ranging policies and procedures.
	• Their own beliefs can be seen in our ethos. They work hard at making sure we follow through and deliver to our children so as they do feel included, involved and inspired.
	• Due to the inclusive and valued ethos children at * thrive not always academic but in many different ways - some it is mainly social - some its confidence etc
	• We have students from a variety of backgrounds and abilities and we plan for inclusion for everyone in all lessons, meetings and collective worship.
	• Attitude of staff is the most important factor. People have have to take action to make inclusion happen.
	• Inclusion I believe, seeps from the pores of the school- it is one of the key guiding principles
	• I believe inclusion is a key part of the schools role.
	• Inclusion is found in every aspect of the school.
	• Inclusion means every lesson, all can learn. Doesn't matter if you are in a wheelchair and your bones are brittle - you can still do PE - just adapted to keep you safe. Doesn't matter if you find processing information difficult - you can still do your maths lesson, but someone will explain what you need to do again so you understand. Doesn't matter if you have ASD - you can still

	adapt to change within the school because things are explained to you so that you can deal with a fire drill or dress up day. We do this for all our children. • I am a TA and I feel inclusion means thar all pupils those with special needs or not should be included in as much as possible in all the activities of school life. It is important for all pupils to be part of the class as a whole even if they are not entirely at the same learning level. This last year we had flute lessons and I personally enjoyed helping a autistic pupil with his lesson and in turn his joy at his full inclusion of playing with the class. • Being inclusive is a central pillar at the school and SLT bring everything back to inclusion in all staff meetings, not just in relation to lessons and the curriculum but in relation to the school's position in the community. • Staff regularly communicate the need for inclusion with the pupils.
Staff share beliefs and values in the inclusive ethos.	• It is helpful to know that others are also inclusive and support this ethos. • The entire staff prioritises inclusivity and it is a constant thread that runs through all staff meetings and communication. This has a big influence on my practice as I want my lessons to continue this inclusive ethos that is present throughout the school. • They are important- it's good not to stand alone and having a team who are "can do" when approaching inclusion is vital • It's a ripple effect. If someone else has a desire to inspire teachers, that ripple of infectious enthusiasm passes on to us who hopefully pass it on to the chidren! • For it to work successfully we all have to be part of the same team with the same ethos, one person can't make it work, we all play our part. • When we all work together we can achieve and this desire and way of working just can't help but influence your practice. • - I learn from others - Mindful other people may feel differently & need to respect this - Everyone

	- faces different challenges in life and I think that is important to remember that especially when dealing with difficult situations. - Slightly import as although others beliefs may not change my views there needs to be a schoolwide commitment to allow time and resources be used for inclusivity. - It helps that other members of the staff believe in an inclusive ethos, I think it would be difficult to be inclusive if others did not believe in an inclusive ethos. - I hope I have learnt to be more excepting especially by being able to learn more about the needs of different children by working with others with more knowledge. - Because I agree in inclusivity it does have a big influence and helps me be more inclusive as I follow their guidance. - The staffs approach to making sure everyone is included
Parents are the experts of their children.	- It is extremely important that families are involved in decision making relating to their child's learning. Families know their child's circumstances and what types of support would work best for them. Families are a child's first and most enduring educator, this makes their input vital. - I think it is helpful to know what is being done and why staff feel that is the right way to go. Parents / carers are not experts on education, but they are experts (usually) on their children so having an approach that takes both points of view into account is useful - We know our children very well but parents and carers know them best. - I strongly believe that they should be involved because we could learn some things from them like their opinions and decisions. - Parents know their children the best so are vital in decision making, but they need to understand how their children are coping in a classroom of 30 children and what the education system expects at different stages. - Families live with and care for the child so can

	together with the school make the best decisions for the child's education and support.
	• I believe parents/careers should be fully involved in decisions around their child as they know their child out of school children can behave very differently in school as to how they do at home.
	• They should be fully involved as they know their child and the family situation. It's better to all work together.
	•
It's very important to engage parents in decisions around their children.	• It is extremely important that families are involved in decision making relating to their child's learning. Families know their child's circumstances and what types of support would work best for them. Families are a child's first and most enduring educator, this makes their input vital.
	• They are an essential part of the learning journey and need to feel supported and involved every step of the way, at * I believe we do the best to keep them involved and informed.
	• It is good for the children to know their parents are interested in what they do at school.
	• I think it is helpful to know what is being done and why staff feel that is the right way to go. Parents / carers are not experts on education, but they are experts (usually) on their children so having an approach that takes both points of view into account is useful
	• Yes they should be involved in decisions relating to their child's education so that they can support their chn and understand the needs for certain targets and tasks.
	• Partially, they can certainly express preferences but sometimes they do not have the whole operational picture - I think it is important that parents understand why decisions are made but some matters outside their remit may be confidential
	• This involves the education of 'their' children of course they need to be fully involved and it is key with the home-school agreement and support the whole child both at home and at school.
	• Parents should have a say and also listen to

	advice
	• I strongly believe that they should be involved because we could learn some things from them like their opinions and decisions.
	• It is so important that parents/carers are involved in decisions around their child because when strategies are put in place for their child, they are more likely to be successful with the full cooperation of the parent/carers involved.
	• Parents know their children the best so are vital in decision making, but they need to understand how their children are coping in a classroom of 30 children and what the education system expects at different stages.
	• It is important parents are on board and involved so that everyone is working to the same goals
	• I believe parents should be involved but are not always the best or most reliable judges of what children need. Teachers are the experts and I feel some parents don't always respect this or recognise the problems their children may have.
	• I believe parents/careers should be fully involved in decisions around their child as they know their child out of school children can behave very differently in school as to how they do at home.
	• Totally involved with all decisions. As a parent myself this is what I would want.
	• They should be fully involved as they know their child and the family situation. It's better to all work together.
There are a variety of ways to build relationships with parents.	• All families are given the option to be involved with things like ipassports and during parents evenings. Some families take advantage of these opportunities and others do not.
	• They are fully involved in their choice of school, the could be fully involved in understanding processes should they require it
	• Good relationships with parents/carers are established through an open-door policy, being approachable, listening to parent's concerns and responding in a sensitive way. Parent's evenings, feedback relating to homework performance and reading records, build relationships in a more

	formal documented way.
	• A positive approach to communication. Newsletters. Participation in school events. Volunteer opportunities
	• Phone calls, e mails, text messages, social media. Positive sharing and not just negative contact.
	• Outreach programs, festivals at the school.
	• A good question and one we are continually challenged by... Using a variety of methods from text, social media, individual calls and letters and face to face and through remote learning platforms
	• Chatting and being open on the door. Head is involved if we have worries. Written letters are sent if we are worried. Early intervention if needed. Good communication with parents and staff
	• Phone calls, text messages, Class Dojo/Tapestry, face to face meeting, virtual meetings.
	• We try to catch these parents at the start and end of the day so we can begin to build a rapport. In addition, this may take away some of the fear and anxiety the parent may feel about school themselves. The school leaders and office staff will phone and there are also home visits.
	• Through offering different ways of communication
	• In the case of EAL, we ask staff who speak the same language to support for interpretation. we ask outside agencies to get involved, including family support workers.
	• They try talking to them. Perhaps emails or phone calls.
	• Letters Meeting
	• Building a positive relationship with parents/carers underpinned by trust is the first and most important step to establishing a good relationship. By having a family support worker on site for two days a week is a great way to connect with hard to engage parents. We also welcome parents as volunteers and suggest classroom jobs for them that suit their personalities and talents.
	• We encourage other people in our school community who they may feel happier to connect with to make the first connection. When trust is gained this can be a way to get engagement. We

	have family workers who are freed up to connect and check in with parents. • Lots of perseverance and trying to find a way in - e.g. another parent to translate etc. • I believe they use different approaches depending in the situation. • Phone them. Talk at the classroom door. Invite them to school events. • Use personal, use texts emails and phone calls. Hearing the speaking voice can connect with a hard to reach parent. Maybe they are working during the school hours so catch them later in the evening.
The school does their best to include and involve parents.	• As much as we possibly can we try to include and involve them. Obviously we can't do a great deal if their choice is to disengage but we try to get them on side as much as we can.] • All families are given the option to be involved with things like ipassports and during parents evenings. Some families take advantage of these opportunities and others do not. • They are fully involved in their choice of school, the could be fully involved in understanding processes should they require it • hey are an essential part of the learning journey and need to feel supported and involved every step of the way, at * I believe we do the best to keep them involved and informed. • In an ideal world we would want parents to be fully involved. However, sometimes they are focussed just on their child (and rightly so) when the class teacher and school have to include and teach all the other children with all their needs too. We would always seek to involve them as much as possible. • It is extremely important that families are involved in decision making relating to their child's learning. Families know their child's circumstances and what types of support would work best for them. Families are a child's first and most enduring educator, this makes their input vital. • Families are given as much information and

	options available in order to make informed decisions for their child. • The school always, fully involves families in processes and decisions around their child's education, I am not sure all families want to be involved though • This involves the education of 'their' children of course they need to be fully involved and it is key with the home-school agreement and support the whole child both at home and at school. • In an ideal world we would want parents to be fully involved. However, sometimes they are focussed just on their child (and rightly so) when the class teacher and school have to include and teach all the other children with all their needs too. In addition, teachers are the experts in terms of academic teaching. • If parents have a worry about how their child is coping it is good for them to be able to talk to the school about it. • I think parents should be involved from the very beginning, involve them in decisions, communicate with them often. Ensure language is not a barrier, if so try and find someone in the community who can act as a translator. Find out their names, how they like to be addressed. •
It can be challenging to communicate to families with EAL.	• We try as much as we can with EAL families but this can prove challenging when you have 19 different languages as we cant be fluent in all of them, this can be a real challenge. We do try our best though. • We have recently "lost" one of our bi-lingual TAs and now have some staff who are able to reach our Eastern European families but not our Asian families who are new to the country EAL • We have a wonderful team of TAs who can be the link between home-school for the EAL chn. • Parents/carers with English as an Additional Language are supported to understand the educational processes - we do try to explain and include and other staff, parents and children are used as translators. Parents/carers are supported

	to understand effective ways to support their child's learning (for example through home reading, homework etc) - sometimes the parents that we really want to support are those who will not attend meetings or respond to messages. Parents/carers with EAL are able to access information and ask questions with interpretation if needed - sometimes I don't think they even realise that there is information there which they can have help with. We are currently working on including EAL families more in terms of replaying information. They are included e.g. multi-cultural evets (some even run by them!). • Our range of different languages are wide, so interpretation is dependent on translators we know or can access. • I know if they want to we would support them but not sure they know this. The practical problems of language can be a barrier. • Some are very involved while others, not always their own fault, are not. Maybe a language problem. Maybe their own education or understanding. • I think parents should be involved from the very beginning, involve them in decisions, communicate with them often. Ensure language is not a barrier, if so try and find someone in the community who can act as a translator. Find out their names, how they like to be addressed.
Some families are hard to reach.	• We have recently "lost" one of our bi-lingual TAs and now have some staff who are able to reach our Eastern European families but not our Asian families who are new to the country EAL • I know if they want to we would support them but not sure they know this. The practical problems of language can be a barrier. • Parents/carers are supported to understand effective ways to support their child's learning (for example through home reading, homework etc) - sometimes the parents that we really want to support are those who will not attend meetings or respond to messages.

	- Some parents are not easy to engage with. - It s hard to say - families can only be 'fully' involved if they want to be and some do not! - As much as we possibly can we try to include and involve them. Obviously we can't do a great deal if their choice is to disengage but we try to get them on side as much as we can. - I feel that some parents have full access but choose not to always engage, even though we often try on multiple occasions. - The school always, fully involves families in processes and decisions around their child's education, I am not sure all families want to be involved though - Some are very involved while others, not always their own fault, are not. Maybe a language problem. Maybe their own education or understanding. - I think the school tries hard with most families. If people don't want to engage though it can be tricky.
Some parents may not fully understand educational processes	- In an ideal world we would want parents to be fully involved. However, sometimes they are focussed just on their child (and rightly so) when the class teacher and school have to include and teach all the other children with all their needs too. We would always seek to involve them as much as possible. - I think this is very important however sometimes families want unrealistic expectations for their child and it is important there is middle ground - Some are very involved while others, not always their own fault, are not. Maybe a language problem. Maybe their own education or understanding. - Partially, they can certainly express preferences but sometimes they do not have the whole operational picture - I think it is important that parents understand why decisions are made but some matters outside their remit may be confidential . In addition, teachers are the experts in terms of

	academic teaching.
	• Parents know their children the best so are vital in decision making, but they need to understand how their children are coping in a classroom of 30 children and what the education system expects at different stages.
	• I believe parents should be involved but are not always the best or most reliable judges of what children need. Teachers are the experts and I feel some parents don't always respect this or recognise the problems their children may have.
Parents need to be involved to work on shared goals.	• Yes they should be involved in decisions relating to their child's education so that they can support their chn and understand the needs for certain targets and tasks.
	• This involves the education of 'their' children of course they need to be fully involved and it is key with the home-school agreement and support the whole child both at home and at school.
	• It is essential so that they can understand how to support their children to reach their potential.
	• Parents should have a say and also listen to advice
	• It is so important that parents/carers are involved in decisions around their child because when strategies are put in place for their child, they are more likely to be successful with the full cooperation of the parent/carers involved.
	• It is important parents are on board and involved so that everyone is working to the same goals
	• They are part of the child's life fr a child to feel loved confident they have a vital role. They can influence the child to engage with learning and enhance the child's life chances.
	• These children can see the parent/carer care about the childs learning and can get the child to engage in their learning.
Our inclusive reputation comes from good leadership.	• I believe good leadership is needed to shape the ethos of the school, you need someone to show the way forward, to encourage.
	• I believe the most important factors needed to maintain and develop an inclusive ethos in school is effective leadership

	• Good leadership in this area and a Christian culture of respect of others diversity while holding onto unique Christian values of love and value of each person.
	• Strong leadership is so important.
	• The deputy head teacher, who is also the SENCo, has led our school into the loving, welcoming and inclusive place it is. Both she and the head teacher have a faith belief in all children and adults being special and loved and important. Both spend a huge amount of time with children, parents and outside agencies to ensure children are included and that the best provision we can possibly offer is provided.
	• I don't think we would have the same ethos without them. They embody inclusivity.
	• The school leadership have worked extremely hard in shaping the ehos of our school, including all staff aswell.
	• The leadership team has shaped the school ethos through its vision and mission statements, and its wide-ranging policies and procedures.
	• School leadership has shaped and supported embedding our school ethos.
	• To a great extent they have formed and developed the ethos which has created the schools good reputation.
	• Their own beliefs can be seen in our ethos. They work hard at making sure we follow through and deliver to our children so as they do feel included, involved and inspired.
Leadership live out the vision of inclusion.	• Good leadership and management modelling the inclusion they expect to see in the school, living out the vision, talking the talk and walking the walk.
	• I believe the most important factors needed to maintain and develop an inclusive ethos in school is effective leadership
	• Good leadership at the top and living by example is evident in their lives.
	• I believe good leadership is needed to shape the ethos of the school, you need someone to show the way forward, to encourage.

	- Their own beliefs can be seen in our ethos. They work hard at making sure we follow through and deliver to our children so as they do feel included, involved and inspired. - SLT also have a positive and enthusiastic demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook. - The Head and Deputy work well as a team with the governors. Good leadership at the top and living by example is evident in their lives. - The leadership team is very strong. They are encouraging, motivating and very personable. They actively encourage staff, parents and children to be inclusive of all. - To create a school that has a genuine inclusive ethos the vision and the drive needs to come from the top down and this is evident at *. - Definitely, I've mentioned previously... it's lived out by leadership. - School leadership has shaped the inclusive ethos Hugely - they lead by example - I don't think we would have the same ethos without them. They embody inclusivity.
Children are active participants in school life.	- Very much so, they all feel a part of it. - Some are extremely active. - Some more than others but sometimes that is character lead, some like to be more involved than others but we do encourage all, we get the community involved and many children are involved with clubs out of school. - Most children are active participants within lessons. There are some who take each and every opportunity presented to join in, for example with sports competitions, book week competitions, coming to multi-cultural events etc. - I think it is actively encouraged and followed through - The pupils are encouraged to be active participants in the life of the school community by being part of the pupil councils, school votes and having a say in how the school is run. This is extremely important as it promotes their right to be listened to and taken seriously when decisions are

	made that affect them.
	• Lots of opportunity to take part in events/competitions/responsibility roles within school/collective worship/school services etc
	• They are invited to be involved in groups that care for pupils in school, the community or care of school property. such as groups supporting their peers wellbeing, care of the library, road safety around the school, the environment
	• Many opportunities and things have been done to involve children in extra curriculum activities both in school and community. Again more could be done with xtra time and resources.
	• I am uncertain, I think nearly all children are active participants in school life,
	• Children being asked to take active role such as wellbeing warriors help.
	• This is achieved by making sure that children are listened to and are actively included in school life.
Inclusion is responsive and cultivated rather than static.	• ur school really does embody inclusivity. Our motto is that everyone is included, involved and inspired. That means everyone. We work hard at this. It's isn't easy to adapt for the the needs of all pupils in our care but we do it because it's the right thing to do.
	• Inclusion means every lesson, all can learn. Doesn't matter if you are in a wheelchair and your bones are brittle - you can still do PE - just adapted to keep you safe. Doesn't matter if you find processing information difficult - you can still do your maths lesson, but someone will explain what you need to do again so you understand. Doesn't matter if you have ASD - you can still adapt to change within the school because things are explained to you so that you can deal with a fire drill or dress up day. We do this for all our children.
	• Yes. We strive to include everyone. It is not just something we hope will happen, but there is a lot of positive work done to create inclusion in its broadest sense.
	• There is always room for improvement, further training in this area could build upon our

	achievements to date.
	• There is a need to be proactive both in developing and maintaining an inclusive ethos.
	• Attitude of staff is the most important factor. People have have to take action to make inclusion happen.
	• Each child is unique with their own backgrounds, interests and makeup. It is our job to to get to know each child as individuals and embrace each other's differences and create an education for them. Our world is made up of people not robots and we need to enable all children to achieve their potential.
	• I think inclusion has grown here. It has increased every time that we have encountered a different challenge
	• Practising what we preach year on year
	• The school doesn't just say it is inclusive. It acts on it and it tries to act on it across the board all the time.
	• When a new need is identified all staff involved are given advice and training.
	• We encourage all parents to be active members- this is something that changes as we have new families joining the community every single year but is something that we seek to develop.
	• Support and training available for all to enable them to have the skills to include all.
	• I know that whatever training or information I need for a child it will be available if we know about that child's needs.
	• Our SENDco is fantastic and ensures that ALL staff have had access to training to suits all the diverse children in our school with SEND - Autism, ADHD, Allergies, Epilepsy, Cerebral Palsy etc. We have regular training with our MAT to support the teaching of our EAL.
	• Definitely. It is very in-depth but also specific to the needs of the chn at our school. The training is tailored to our diverse student body and so I feel it has really developed by ability to meet the needs of my chn.
	• You learn "on the job"- of course you can be

	trained, but we should be life long learners and that means adapting practice if practice isn't getting the job done
Leadership are very open and approachable.	• Before covid times, we have many social events to try and include everyone and make them feel part of the time. There is no division as i've experienced before, we don't use hierarchy and have a different staff room for TAs and teachers- we are all one. Everybody is equal. • SLT also have a positive and enthusiastic demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook. • Every one has a voice. We are asked our opinions • They are listened to. Ideas are shared. They are part of decisions. They are given responsibility and then thanked for what they have accomplished. There is a lot of thanks shared around staff. Staff wellbeing is highlighted and both the deputy head and the head teacher have an open door policy where they are willing to listen to staff. • Welcoming and open nature. • The school leadership team check in with all staff regularly, offering support and providing resources. they have a genuine concern of our health and mental wellbeing. There is a real family feel about the staff. • Leadership team is always open to listening to opinions and ideas from staff. • The deputy head teacher, who is also the SENCo, has led our school into the loving, welcoming and inclusive place it is • this team builds on the open and inclusive attitudes which previous teams have encouraged
The leadership team is encouraging, motivating and personable.	• The leadership team is very strong. They are encouraging, motivating and very personable. They actively encourage staff, parents and children to be inclusive of all. • I believe good leadership is needed to shape the ethos of the school, you need someone to show the way forward, to encourage. • The leadership team has encouraged all to be the best that they can be. • SLT also have a positive and enthusiastic

	- demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook. - Through regular encouragement individually - Thank-you is a word which you hear - The leadership team have shaped the ethos Massively! With their motivation, commitment, support and providing great working conditions. - We regularly thank them and show them appreciation with 'treats'. - They also communicate regularly how valued the staff are and how they appreciate the job everyone is doing. SLT also have a positive and enthusiastic demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook. - Lovely messages, emails, positive praise, little gifts, thoughtful words, approachable and available. - Staff wellbeing is highlighted and both the deputy head and the head teacher have an open door policy where they are willing to listen to staff. - regularly praised and thanked for what we do. - The school leadership team check in with all staff regularly, offering support and providing resources. they have a genuine concern of our health and mental wellbeing. There is a real family feel about the staff.
Staff wellbeing is fundamental in this school.	- We regularly thank them and show them appreciation with 'treats'. We try to plan in 'punctuating pressure' times within the school curriculum where we might cancel a staff meeting or something like that and encourage staff to have a nice wellbeing activity with their class. We try to give as well as take. If we expect staff to do something we give them time to do it. Hopefully these small and simple actions help peoples mental health and wellbeing but also let them know that we think they are important and valued - Staff wellbeing is highlighted and both the deputy head and the head teacher have an open door policy where they are willing to listen to staff. - The school leadership team check in with all staff regularly, offering support and providing resources. they have a genuine concern of our

	• health and mental wellbeing • There is an ethos which encourages staff to look after there mental health .
Books and resources show diversity and difference.	• It means ensuring that the books in school represent the whole community, including different cultures and races, different abilities and different social backgrounds. It means providing books so there are some which every child can enjoy (not just my preferences). • Diversity and differences are discussed regularly in collective worships, there are EAL books for chn, • New curriculum topics include diversity in the people studied and books in the school also show diversity in children and families.
Value placed in diversity and difference.	• Valuing diversity and celebrating difference is at the core of all we do. We encourage the children to see everybody as equal. Some of the special events mentioned above in question 6 will give you more information about what we do. • This schools absolutely values diversity and celebrates difference. • Hugely. We celebrate diversity in our school • This school completely values diversity and difference. • The school makes a big effort to celebrate different cultures and religions as well as each individual. • I feel our school activity works hard to celebrate diversity and differences. • I think it is difficult to describe something that is just so natural in our school - it's like this is in our genetic make-up of the school - its just who we are. It is in everyday school life! • This school values diversity and difference with passion. • In school we value diversity and celebrate differences in many different ways. • The school is very good at valuing diversity and celebrating differences. • I feel our diversity and inclusion is our biggest strength • You want the children to feel welcomed, confident

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and safe. Without this, the children could feel 'left out' and become withdrawn. Their differences and diversity should be celebrated and the children should be proud of who they are.

- We are accepting lots of diversity and cultures and additional needs in our school
- We respect and understand the broad range of diversity, abilities and backgrounds in the school, and so play, socialise, and learn together.
- The most important factor for me as an inclusive practitioner, is promoting equality and diversity in the school setting.

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Difference and diversity is celebrated in many ways – other cultures and religions are celebrated

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- Valuing diversity and celebrating difference is at the core of all we do. We encourage the children to see everybody as equal. Some of the special events mentioned above in question 6 will give you more information about what we do.
- The ethics and education about religion and beliefs in school mean that children are aware of diversity and all feel included.
- Teaching diversity and equality, promoting empathy with sensitivity to people who are different from themselves.
- This schools absolutely values diversity and celebrates difference. Diversity and differences are discussed regularly in collective worships, there are EAL books for chn, we have a "language of the month".
- Diversity is a key and fundamental concept. The school celebrates the unique individual through "Fearfully and Wonderfully Made Days, Interfaith Activities, the curriculum, inclusive sports days, the PSHE (Life Lessons) curriculum, Collective Worship, role models and the "people" big idea/aspect of the bespoke curriculum
- Hugely. We celebrate diversity in our school. We hold special Faith afternoons where we have henna painting on hands and special food sharing. We have a wonderful sense on inclusion when our families with different traditions can wear their traditional dress or sing in their own language.
- Merit assemblies and Collective Worship, an inclusive RSHE/PSHE/LIFE curriculum, supportive

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		ethos, BRAVE curriculum, an inclusive nature underpins all we do.
		• This school completely values diversity and difference. |There is PE equipment for a wide variety of physical needs and sports day have included whole-school wheelchair races. Sports experts have also been inclusive in the activities offered. Collective worship included a wide range of visitors and differences are actively discussed and celebrated. New curriculum topics include diversity in the people studied and books in the school also show diversity in children and families.
		• I feel our school activity works hard to celebrate diversity and differences. A number of school events throughout the year: Fearfully and wonderfully made days for SEND (Autism/Cerebral Palsy/ADHD) Our BRAVE curriculum - RE Inter-faith week Celebration assemblies on a weekly basis RE Themed trips to different places of worship Inviting parents and visitors in to support events (inter-faith week)
		• We celebrate all religions and festivals of different cultures. It gives every one an insight to the differences of religion and cultures. We have visits before covid to other religious buildings.
		• Different topics always being covered
		• Friends celebration Cultural events Languages of the term
		• Through the PSHE, RE, collective worship and values for life curriculum, pupils are taught to have tolerance of those with different faiths and beliefs. Children are also helped to acquire an understanding of and respect for, their own and other cultures and ways of life.
		• Interfaith week visits to different places of worship I am fearfully and wonderfully made days Learning about different religious celebrations Learning about the Christian church calendar Christian values Lent challenges Supporting Charities, national events for example children in need Homeless projects Community card projects Link school projects Encouraging Parents to share their experiences Plus lots more

	• I think it is difficult to describe something that is just so natural in our school - it's like this is in our genetic make-up of the school - its just who we are. It is in everyday school life! -Written in our new curriculum, values and ethos - special events throughout the year - we have lots and lots - collective worship - school trips - children given roles in school that promote inclusion - adapted sports days and continuous provision - connection with parents and inviting parents & families from different communities to hold events - outreach resources/CISS etc. -SENDco - supports and delivers training to staff
	• This school values diversity and difference with passion. Different cultures, abilities, disabilities and religions are celebrated. It is well equipped to accommodate SEND pupils.
	• There is an acknowledgement and celebration of different religions and their celebrations. We often praise the diversity of language and culture we have.
	• In school we value diversity and celebrate differences in many different ways. We have special assemblies, people are invited along to talk to the children.
	• Fearfully and wonderfully made collective worship. Light days.
	• The school is very good at valuing diversity and celebrating differences. We have regular speakers from all walks of life and celebration days for different cultures.
	• We have many assembly's which celebrate different need groups such as wheelchair basketball which was a great success. All pupils enjoyed the basket ball and also gave all an appreciation of what it might be like to be disabled.
Achievement is not always academic.	• I love that we celebrate our pupil achievements with merit assemblies and awards. I love that it's not just academic but all areas.
	• The school gives children lots of opportunities to celebrate their success in and out of school e.g. fundraising, sport, music, drama, children's university etc.

	• Every child is given the opportunity to celebrate what is unique about them and can achieve no matter how small the goal. • I think inclusion is about making and effort for every child to achieve fully • Yes - I think it is fundamental for children to achieve whatever level that may be. • Children know it is their progress which is important (over achievement) and from a young age they assess their own learning. • For example sporting achievement in particular sports or art or music achievement. • Different teaching and learning opportunities, celebrating all areas of the curriculum, both in school and out of school achievements, celebrating the little steps as well as the big steps. • Inclusion ensures they are proud of their own individual achievement. • Children are given the opportunity to flourish in skills beyond academic learning • Due to the inclusive and valued ethos children at * thrive not always academic but in many different ways - some it is mainly social - some its confidence etc • I agree that inclusion 100% does support all progress - though it is progress in life not necessarily in academic results immediately. •
The school provides opportunity to celebrate success.	• We hold special events that celebrate everyone and allow everybody the opportunity to share and feel like they belong to the family of *' • All children are included in whole school activities and achievements are celebrated. • We like to celebrate the small steps as well as the giant leaps! • The school gives children lots of opportunities to celebrate their success in and out of school e.g. fundraising, sport, music, drama, children's university etc. • I love that we celebrate our pupil achievements with merit assemblies and awards. I love that it's not just academic but all areas. • Every child is given the opportunity to celebrate

	what is unique about them and can achieve no matter how small the goal. • Different teaching and learning opportunities, celebrating all areas of the curriculum, both in school and out of school achievements, celebrating the little steps as well as the big steps.
The collective attitude of staff is very important for maintaining an inclusive ethos. - Team built on strong foundations of inclusive attitudes.	• It is helpful to know that others are also inclusive and support this ethos. • The entire staff prioritises inclusivity and it is a constant thread that runs through all staff meetings and communication. This has a big influence on my practice as I want my lessons to continue this inclusive ethos that is present throughout the school. • They are important- it's good not to stand alone and having a team who are "can do" when approaching inclusion is vital • It's a ripple effect. If someone else has a desire to inspire teachers, that ripple of infectious enthusiasm passes on to us who hopefully pass it on to the chidren! • For it to work successfully we all have to be part of the same team with the same ethos, one person can't make it work, we all play our part. • Without including the beliefs of others, how can we be truly inclusive and celebratory of diversity? It is essential. • When we all work together we can achieve and this desire and way of working just can't help but influence your practice. • Slightly import as although others beliefs may not change my views there needs to be a schoolwide commitment to allow time and resources be used for inclusivity. • It helps that other members of the staff believe in an inclusive ethos, I think it would be difficult to be inclusive if others did not believe in an inclusive ethos. • I hope I have learnt to be more excepting especially by being able to learn more about the needs of different children by working with others with more knowledge. • Because I agree in inclusivity it does have a big

	influence and helps me be more inclusive as I follow others their guidance.
	• Yes, it is a fundamental and foundational principle
	• The current team has certainly shaped this, in collaboration with the whole staff. However, this team builds on the open and inclusive attitudes which previous teams have encouraged; thus, this team builds on strong foundations
Inclusive vision wholeheartedly embraced by school staff.	• Ensuring the vision seeps through every aspect of the school as above, this vision must be embraced wholeheartedly by all staff so that it can be disseminated
	• living out the vision, talking the talk and walking the walk. Teamwork and Collaboration is always good practice but especially in maintaining an inclusive ethos for both sharing ideas and asking challenging questions.
	• 'Teamwork' and everyone having a shared vision and passion.
	• To create a school that has a genuine inclusive ethos the vision and the drive needs to come from the top down and this is evident at *.
	• School ethos and guidance from leadership team and teachers
	• Attitude of staff is the most important factor. People have have to take action to make inclusion happen.
	• I believe the most important factors needed to maintain and develop an inclusive ethos in school is effective leadership, collaboration between school staff, support for students and staff, parental involvement and good teaching practices.
	• It is helpful to know that others are also inclusive and support this ethos.
	• For it to work successfully we all have to be part of the same team with the same ethos, one person can't make it work, we all play our part.
	• It helps that other members of the staff believe in an inclusive ethos, I think it would be difficult to be inclusive if others did not believe in an inclusive ethos.
Staff do not feel a sense of imposed	• There is no division as i've experienced before, we

hierarchy in school.	• don't use hierarchy and have a different staff room for TAs and teachers- we are all one. Everybody is equal. • People feel a sense of value and belonging when they are part of an effective team. • there is a real community-feel inside the school. • Using me as translator Makes me feel all the same
There is support and training to develop skills for including all children.	• Support and training available for all to enable them to have the skills to include all. • Regular training, staff support and staff development are factors most important for developing and maintaining an inclusive ethos • outreach resources/CISS etc. -SENDco - supports and delivers training to staff • Training is not just offered as part of PMR it also stems directly from the school's priorities • I am very confident. I feel supported by the SLT team and my colleagues who give me access to a range of training and support materials, as well as offering specific help when requested. • I know that whatever training or information I need for a child it will be available if we know about that child's needs. • A suite of training is offered to our staff by the SENDco and using resources such as Educare • 1:1 training with a specialist teacher Online training support • Our SENDco is fantastic and ensures that ALL staff have had access to training to suits all the diverse children in our school with SEND - Autism, ADHD, Allergies, Epilepsy, Cerebral Palsy etc. We have regular training with our MAT to support the teaching of our EAL. • We have all sorts of training depending on what the children you work with need. • In house training from SENCO, specialist teachers and continuing CPD training. • The training is tailored to our diverse student body and so I feel it has really developed by ability to meet the needs of my chn. • Yes, training is really good. It helps when you have ideas on what the children need. • I believe the training I have accessed, has helped

	develop my ability and competence to meet the diverse needs of the children, but there is always the need for more training and preferably more person to person training which I know at the moment is not possible. • All new staff are welcomed, checked up on, regular 'information/training' meetings • Teaching assistants have access to high-level training which means they are ideally placed to support learning within the class and not just be "assistants". • When a new need is identified all staff involved are given advice and training. • The support and training I have received at this school has most impacted my ability to be an inclusive practitioner
Staff have a kind attitude towards each other.	• The school leadership team check in with all staff regularly, offering support and providing resources. they have a genuine concern of our health and mental wellbeing. There is a real family feel about the staff. • Respecting and seeing the potential in people and remember that adults and children can be dealing with many things that have an effect on the way they behave and therefore a kind attitude is important. • Everyone is so supportive of each other and people always take the initiative and go "above and beyond" to plan different activities and ease the burden of teaching for others. • Having such a supportive school staff. It is modelled daily in the communication between all staff, parents and children. • All the staff are extremely supportive of each other. • Supportive and knowledgeable colleagues. • Caring and supportive staff. • To be caring, understanding and listening to each other, children and adults. • Generally the school encourages pupil and staff to be inclusive and the differences to be celebrated. The school is a caring and inclusive place • We are made to feel included and valued by the

	way everyone treats one another, people are caring towards each other, they talk to each other and ask how each other are. We are not judged, people are different and feel differently about things, that doesn't mean we are wrong we just have different opinions and these are respected.
Staff go above and beyond to ease pressure on other teachers.	• I think staff definitely feel a sense of value and belonging. Everyone is so supportive of each other and people always take the initiative and go "above and beyond" to plan different activities and ease the burden of teaching for others. • It means supporting other teachers and adults in whatever way I can. • SLT are aware of the burdens on teachers and ensure all teachers have a good work-life balance • All staff are aware of each other and support others when they need it.
School staff work collaboratively to implement inclusion.	• I learn more and progress more from seeing good practice and collaborative learning approaches. • Teamwork and Collaboration is always good practice but especially in maintaining an inclusive ethos for both sharing ideas and asking challenging questions. • I believe the most important factors needed to maintain and develop an inclusive ethos in school is effective leadership, collaboration between school staff, support for students and staff, parental involvement and good teaching practices. • The current team has certainly shaped this, in collaboration with the whole staff. However, this team builds on the open and inclusive attitudes which previous teams have encouraged; thus, this team builds on strong foundations • As the proverb says, it takes a village to raise a child. We want to raise amazing individuals and this requires a whole lot of hard work, team effort and collaboration. When I keep saying everyone included, involved and inspired I don't just mean the children... • I practice inclusion by By being honest with my colleagues and aim to work together. • People feel a sense of value and belonging when they are part of an effective team. In general, the

	school creates an environment where we all work together to inspire the children.
	• There is a real sense of family, so people go out of their way to help others and work together to make it the best they can. People feel valued and know they have their own role to play to create this inclusive ethos.
	• When we all work together we can achieve and this desire and way of working just can't help but influence your practice.
	• Each class work as a team and good communication within that team with a shared vision for their children is key.
	• There is a real sense of family, so people go out of their way to help others and work together to make it the best they can
	• I feel that sharing good practice with other school staff and governors ensure we continue to be confident our good teaching practice
Assessment helps identify individual needs.	• Children are assessed and plans put in place to support their needs.
	• All children are given opportunities to reach their full potential and assessments for improving are continually done.
	• Pupils are enabled to make progress by continually assessing their work. These assessments are used to construct a detailed picture of their strengths and weaknesses. In this way we are able to decide upon what work is appropriate for their particular developmental needs.
	• Regular review meetings with the teacher are used to discuss the learners' areas of strength and areas of concern, so that lessons can be adapted to the individual's learning needs.
	• Different teaching and learning opportunities, celebrating all areas of the curriculum, both in school and out of school achievements, celebrating the little steps as well as the big steps. Checking progress regularly, reviewing and checking.
Targets for progress are highlighted for	• Yes they should be involved in decisions relating to their child's education so that they can support

children.	• their chn and understand the needs for certain targets and tasks.
	• I think the children are given opportunities in every lesson through self and peer assessment, as well as our red and green dot tasks to give targets.
	• Our whole school approach to red and green dot assessment tasks for each curriculum subject ensure accountability and give clear, targets for each child to work towards and manage.
	• Children know it is their progress which is important (over achievement) and from a young age they assess their own learning.
	• celebrating the little steps as well as the big steps. Checking progress regularly, reviewing and checking.
	• All children, whatever their ability or starting point, are encouraged to make progress and as much support as possible is put in place to make this happen.
	• Pupils are enabled to make progress by continually assessing their work.
Everyone is treated fairly and with respect.	• Mutual respect between pupils, staff and parents/carers is at the heart of the school ethos - I just said agree rather than strongly agree because there are some parents who do not show the same level of respect to school staff that we show to them.
	• We aim to be respectful, inclusive and supportive
	• Yes, our school's vision statement encompasses this value 'include, involve and inspire'. It is also included in our mission statement 'respect differences and celebrate inclusivity'.
	• It means including everyone no matter what age, gender, ability, needs, religion, colour has a right to be respected, be involved and have the opportunity to thrive and flourish as an individual. This applies to children, their families and staff too. Inclusion has no margins or barriers.
	• It means that all children (and their families), regardless of ability, disability, race, gender, religious beliefs are welcome, respected, supported and valued.
	• Making sure everyone feels important and valued -

	staff and children Ensuring everyone is treated fairly and with mutual respect. • Respecting and seeing the potential in people and remember that adults and children can be dealing with many things that have an effect on the way they behave and therefore a kind attitude is important. • Maintaining strong Christian values and boundaries while respecting others. • Mutual respect and understanding of cultural and religious diversity. • To inspire children to be successful and have high aspirations; to value and respect the individually of all children and their learning. • Open and honest communication led through mutual respect and understanding. • We respect and understand the broad range of diversity, abilities and backgrounds in the school, and so play, socialise, and learn together. • Every child feels respected and listened to • Talking to them with a smile and respect. • If children see us as adults treating everyone equal and showing respect then I believe they will also do this. • I feel that through RE and other subjects understanding and respect does lead to inclusion within the school • Helping them to feel better about school will make them feel more respected and included. • . Treating pupils equally • has equal access to all lessons and activities • Treating everyone equally, giving everyone the same opportunities. • The most important factor for me as an inclusive practitioner, is promoting equality and diversity in the school setting
Children are encouraged and inspired to have high aspirations.	• The factors I feel are most important for developing and maintaining an inclusive ethos in school so To inspire children to be successful and have high aspirations • It means they all have the chance to feel included, involved and we are aspirational for all.

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	• The inclusivity integral to everyday life at * builds a foundation of high self-esteem that can be carried with them beyond school. • Every child is given the opportunity to celebrate what is unique about them and can achieve no matter how small the goal. • Yes because it give's each child the ethos to work hard, reach for their goals as well as giving them the confidence to talk. • our school is a safe bubble where hopefully nobody feels left out or left behind but all have the opportunity to be the best that they can be. • Inclusion means having positive outcomes for all children, both with and without disabilities or other disadvantages. • It means that I look at all children as being equal and I help them achieve the very best they can. •
All policy is underpinned by an inclusive ethos.	• I practice inclusion in my role by Budgeting, admissions, policy writing , dissemination of vision through operational decisions • Yes, children with additional needs are supported to make progress in school by implementing the SEND policy. Within this policy we aim to meet the educational needs of all pupils and encourage each child to develop to their full potential. • I practice inclusion in my role by Allowing staff and children to share their experiences - making time to discuss things and talk to one another. Teaching children about inclusion and what it means. Writing and delivering a curriculum that is developed on our inclusive ethos. Special days/events that teach and celebrate our differences and similarities e.g. wow days/week. It is written into all our policies. • The leadership team has shaped the school ethos through its vision and mission statements, and its wide-ranging policies and procedures. • Good leadership and management modelling the inclusion they expect to see in the school, living out the vision, talking the talk and walking the walk. Teamwork and Collaboration is always good practice but especially in maintaining an inclusive

	ethos for both sharing ideas and asking challenging questions • Merit assemblies and Collective Worship, an inclusive RSHE/PSHE/LIFE curriculum, supportive ethos, BRAVE curriculum, an inclusive nature underpins all we do. • Yes, children with additional needs are supported to make progress in school by implementing the SEND policy. Within this policy we aim to meet the educational needs of all pupils and encourage each child to develop to their full potential.
Staff feel confident in meeting a range of needs	• I feel confident in using personalised teaching to support children - As we have such a wide range of children who have needed a personalised curriculum, I would always research and ask fro support and advice from the SENCo and other teachers to ensure the best provision possible. I feel competent to develop individual learning plans for pupils - As we have such a wide range of children who have needed a personalised curriculum, I would always research and ask fro support and advice from the SENCo and other teachers to ensure the best provision possible. • Very confident • I am very confident. I feel supported by the SLT team and my colleagues who give me access to a range of training and support materials, as well as offering specific help when requested. • I am confident if the staff are competent- currently this is the case with our experienced teaching and TA team • Pretty confident • I do feel confident because I now have a wide range of experience. I also feel confident because I know that the SENCo will always support and assist. • I feel fairly confident, teachers give us a range of learning for the pupil you work with. • very confident and when I need support I am given it • I believe I am relatively confident in meeting a diverse range of learning and additional needs, but might need some discussion or guidance from the

	class teacher.
	• I feel the experience of many years working at * has given me the confidence I need to be able to work we a wide range of children.
	• I feel confident that I have the experience and training I need for the diverse learning in the school.
Staff highlight ways to develop their confidence in meeting diverse range of needs.	• if we don't know we can always learn. We certainly don't think we know it all and are always willing to ask questions and develop if need be.
	• I feel supported by the SLT team and my colleagues who give me access to a range of training and support materials, as well as offering specific help when requested.
	• If I am not sure the SLT will help and support, I had training recently for a child in my class that needed specialist support.
	• I also feel confident because I know that the SENCo will always support and assist.
	• I feel fairly confident, teachers give us a range of learning for the pupil you work with.
	• I know that whatever training or information I need for a child it will be available if we know about that child's needs. It sometimes takes a while to get to know a child and discover their learning and additional needs.
	• I believe I am relatively confident in meeting a diverse range of learning and additional needs, but might need some discussion or guidance from the class teacher.
	• very confident and when I need support I am given it
	• I believe I am relatively confident in meeting a diverse range of learning and additional needs, but might need some discussion or guidance from the class teacher.
	• I feel confident that I have the experience and training I need for the diverse learning in the school.
	•
Staff feel confident asking colleagues for help and support with	• I feel supported by the SLT team and my colleagues who give me access to a range of training and support materials, as well as offering

meeting needs.	• specific help when requested.
	• Communication is paramount so I feel I can ask for help whenever and that colleagues will also approach me.
	• If I am not sure the SLT will help and support, I had training recently for a child in my class that needed specialist support.
	• I also feel confident because I know that the SENCo will always support and assist.
	• I feel confident that I have an excellent support system to help and guide me if I am unsure
	• I believe I am relatively confident in meeting a diverse range of learning and additional needs, but might need some discussion or guidance from the class teacher.
	• very confident and when I need support I am given it
	• As we have such a wide range of children who have needed a personalised curriculum, I would always research and ask fro support and advice from the SENCo and other teachers to ensure the best provision possible. I feel competent to develop individual learning plans for pupils - As we have such a wide range of children who have needed a personalised curriculum, I would always research and ask fro support and advice from the SENCo and other teachers to ensure the best provision possible.
	• I believe I am relatively confident in meeting a diverse range of learning and additional needs, but might need some discussion or guidance from the class teacher.
	• There are many staff which can be contacted and are very open to sharing their experiences which for me has been a good reassuring arm. To talk with these people can open my learning to help with the pupils needs.
	•
The curriculum is based on inclusive principles.	• ensure I deliver a broad and balanced curriculum which touches on all aspects of life and culture that our chn may be familiar with.
	• Practice inclusion in my role by monitoring/reviewing the curriculum

	• Writing and delivering a curriculum that is developed on our inclusive ethos • Diversity is a key and fundamental concept. The school celebrates the unique individual through "Fearfully and Wonderfully Made Days, Interfaith Activities, the curriculum, inclusive sports days, the PSHE (Life Lessons) curriculum, Collective Worship, role models and the "people" big idea/aspect of the bespoke curriculum • New curriculum topics include diversity in the people studied and books in the school also show diversity in children and families. • Through the PSHE, RE, collective worship and values for life curriculum, pupils are taught to have tolerance of those with different faiths and beliefs. • I think it is difficult to describe something that is just so natural in our school - it's like this is in our genetic make-up of the school - its just who we are. It is in everyday school life! -Written in our new curriculum, values and ethos • Being inclusive is a central pillar at the school and SLT bring everything back to inclusion in all staff meetings, not just in relation to lessons and the curriculum but in relation to the school's position in the community. • Pupils have opportunity to explore their own interests and gifts within the school curriculum - as much as we are able. • However, our new curriculum is set to allow more flexibility for children to lead the direction of learning based on tehri interests.

Phase 3 - Searching for Themes

Phase 4 – Reviewing Themes

- Children have autonomy and are active participants in their learning and school life
- Children's views are sought and acted upon in various aspects of school life
- social and emotional development is supported
- Inclusion supports social and emotional development
- There are some ways children may have less autonomy and input in decision-making
- every child is recognised and valued as an individual
- Children feel a strong sense of belonging in school
- individual needs are identified through assessment
- Long-term impacts and outcomes of inclusive education
- influence of church school and personal faith
- Staff members thoughts and opinions are valued
- the staff team feel individually respected and encouraged
- The staff team feel they are valued and share a sense of belonging
- The staff team are confident and experiences in implementing inclusive principles

- There is a shared and collective belief in inclusion across the staff team
- staff work together, collaborate and support each other to implement inclusive practices
- Staff access training to develop their skills in including all pupils
- Staff wellbeing and support is fundamental
- Leadership shape, embody and live out inclusion
- Qualities of the school leadership team
- The School works hard to develop good relationships with parents
- Adjustments are made to support parents with EAL
- Parents and families feel a sense of value, connectedness and belonging to the school community (parents are active members of the school community)
- Parents are involved in their children's educational experiences and decisions
- Ways in which it can be challenging to engage parents
- Creative adaptations and differentiation is carried out across all aspects of school life and learning to meet individual needs.
- all children are supported to reach their potential and have opportunity to progress and achieve success
- Every child deserves to be included and have equal access to opportunities to thrive
- Everyone in the school community is treated fairly and with respect
- Everyone in the school community has a purpose and a place
- The inclusive culture of this school welcomes everyone and is for everyone
- There is a sense of community and family
- Inclusion is a journey not a destination – responsive not static
- Inclusion is ingrained and tangible in every aspect of school life
- The school has an inclusive reputation
- There is a sense of pride in belonging to this school community
- diversity and difference are fundamental, valued and celebrated
- inclusive practice isn't always easy and there are limitations
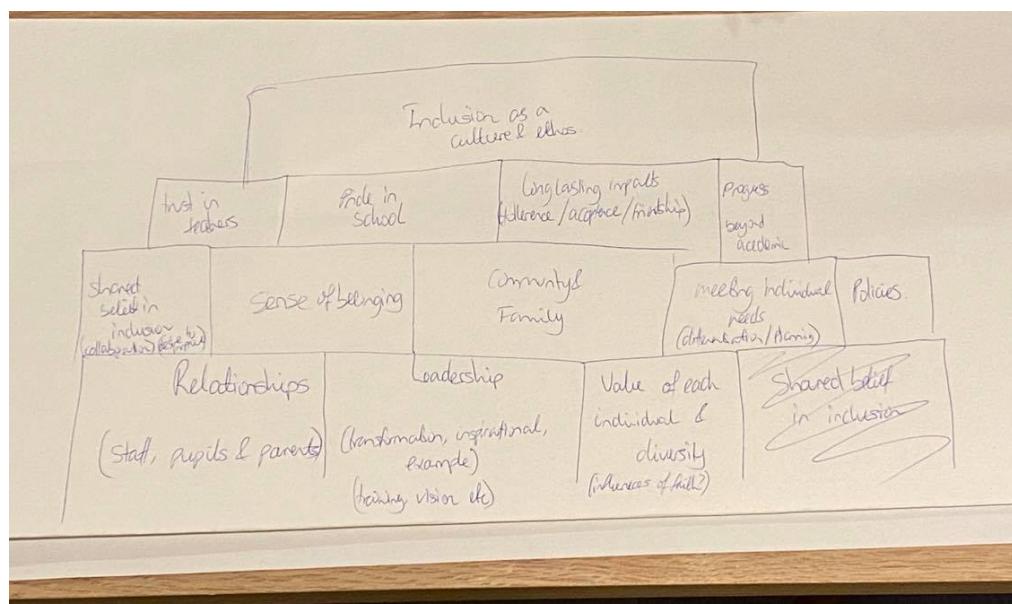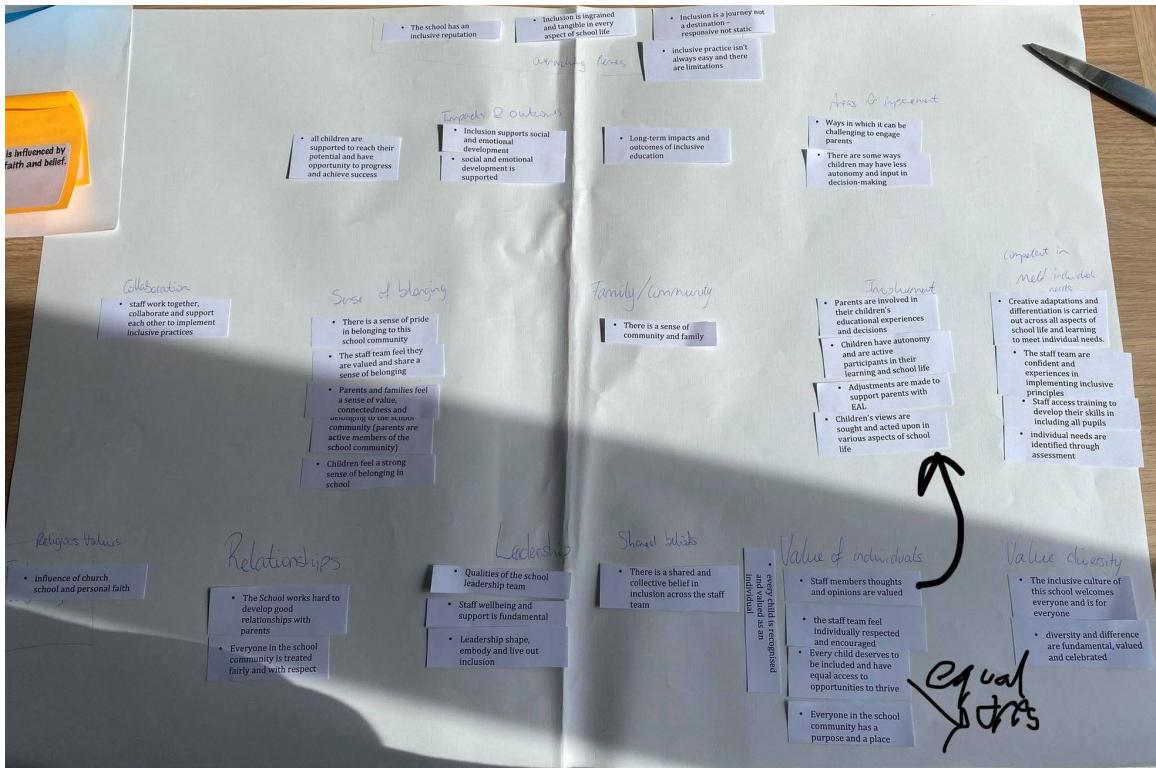
Phase 5 – defining and naming themes

Theme – Religious Values	
Subtheme – Influence of church school and personal faith	
Code	Example Evidence
Inclusive ethos and practice grounded in Church of England and Christian Values.	Christian culture of respect of others diversity while holding onto unique Christian values of love and value of each person. As a Christian school, this is the heart of the gospel message- God loving the whole world and not just a select few and it's important we not only share this but live it out in a practical way.
Practice is influenced by personal faith and belief.	My personal faith and love of teaching all children (has had an impact on my ability to be an inclusive practitioner)

Theme - Relationships	
Subtheme - The School works hard to develop good relationships with parents	
Code	Evidence
Parents trust the school with their personal experiences and their children	Parents trusting us with their children and telling others about their personal experiences.
There are a variety of ways to build relationships with parents.	Parent's evenings, feedback relating to homework performance and

	reading records, build relationships in a more formal documented way. Honesty, transparency and good communication through a variety of methods. Some families like face to face, others phone calls, others e mails. We are all different and sometimes strategies of engagement have to be different.
The school has positive and supportive relationships with parents.	Building a positive relationship with parents/carers underpinned by trust is the first and most important step to establishing a good relationship. From what I have seen the school has great working relationships with families.
Key to relationships with parents is open communication, being approachable and listening to them	Communication is key, being available and approachable, making the family know we are there to help not judge. Good relationships with parents/carers are established through an open-door policy, being approachable, listening to parent's concerns and responding in a sensitive way.
Subtheme - Everyone in the school community is treated fairly and with respect	
Everyone is treated fairly and with respect.	Making sure everyone feels important and valued - staff and children Ensuring everyone is treated fairly and with mutual respect. We respect and understand the broad range of diversity, abilities and backgrounds in the school, and so play, socialise, and learn together.
Mutual respect between pupils, staff and parents.	Mutual respect between pupils, staff and parents/carers is at the heart of the school ethos
Subtheme- Staff relationships are nurtured	

The staff take part in social events to build upon team relations.	Before covid times, we have many social events to try and include everyone and make them feel part of the team
	We bring each other treats! We celebrate birthdays. We go out socially with each other.

Theme – Leadership	
Subtheme – Qualities of the school leadership team	
Code	Evidence
The leadership team is encouraging, motivating and personable.	The leadership team is very strong. They are encouraging, motivating and very personable. They actively encourage staff, parents and children to be inclusive of all. SLT also have a positive and enthusiastic demeanour; this helps staff feel valued, welcome and encourages them to adopt the same outlook. There is a lot of thanks shared around staff.
Leadership are very open and approachable.	There is no division as i've experienced before, we don't use hierarchy and have a different staff room for TAs and teachers- we are all one. Everybody is equal. Both the deputy head and the head teacher have an open door policy where they are willing to listen to staff.
Subtheme - Staff wellbeing and support is fundamental	
Staff wellbeing is fundamental in this school.	We regularly thank them and show them appreciation with 'treats'. We try to plan in 'punctuating pressure' times within the school curriculum where we might cancel a staff meeting or something like that and encourage staff to have a nice wellbeing activity with their class.

	The school leadership team check in with all staff regularly, offering support and providing resources. they have a genuine concern of our health and mental wellbeing
There's always someone to talk to.	Of course its important, you work better knowing you are part of a team. Also to know there is always someone to talk to.
Subtheme- Leadership shape, embody and live out inclusion.	
Leadership live out the vision of inclusion.	Good leadership at the top and living by example is evident in their lives. Good leadership and management modelling the inclusion they expect to see in the school, living out the vision, talking the talk and walking the walk.
Our inclusive reputation comes from good leadership.	The deputy head teacher, who is also the SENCo, has led our school into the loving, welcoming and inclusive place it is. Their own beliefs can be seen in our ethos. They work hard at making sure we follow through and deliver to our children so as they do feel included, involved and inspired. I don't think we would have the same ethos without them. They embody inclusivity.

Theme – Shared belief in inclusion	
Subtheme - There is a shared and collective belief in inclusion across the staff	
Code	Evidence
The collective attitude of staff is very important for maintaining an inclusive ethos. - Team built on strong	It's a ripple effect. If someone else has a desire to inspire teachers, that ripple of infectious enthusiasm

foundations of inclusive attitudes.	passes on to us who hopefully pass it on to the children! For it to work successfully we all have to be part of the same team with the same ethos, one person can't make it work, we all play our part.
Inclusive vision wholeheartedly embraced by school staff.	Ensuring the vision seeps through every aspect of the school as above, this vision must be embraced wholeheartedly by all staff so that it can be disseminated Attitude of staff is the most important factor. People have have to take action to make inclusion happen. 'Teamwork' and everyone having a shared vision and passion.
The strong inclusive ethos grounds the way staff work.	Being inclusive is a central pillar at the school and SLT bring everything back to inclusion in all staff meetings, not just in relation to lessons and the curriculum but in relation to the school's position in the community. I think it is difficult to describe something that is just so natural in our school - it's like this is in our genetic make-up of the school - its just who we are. It is in everyday school life! -Written in our new curriculum, values and ethos I think there's a lot to be said for grounding the way you work in school within a very strong ethos.
Staff share beliefs and values in the inclusive ethos.	It helps that other members of the staff believe in an inclusive ethos, I think it would be difficult to be inclusive if others did not believe in an inclusive ethos.

	The entire staff prioritises inclusivity and it is a constant thread that runs through all staff meetings and communication. This has a big influence on my practice as I want my lessons to continue this inclusive ethos that is present throughout the school. Also, we get something about it being shared. It's like shared responsibility and shared ownership really – our whole ethos.
Staff members are able to input on the shaping of the school's vision for inclusion	Another thing is that, say largely due to miss [SENCo] that the ethos was written with sort of input from every level of the school community. So you know it's a very much a collaborative process which everybody has had some input in and has signed up to.
Adults model inclusive practice to children.	If children see us as adults treating everyone equal and showing respect then I believe they will also do this.

Theme – Value of each individual	
Subtheme - the staff team feel individually respected and encouraged	
Code	Evidence
Staff are treated respectfully.	Personally I feel part of a team and excepted for who I am.
Staff members feel encouraged, recognised and celebrated by their colleagues.	Staff members are known, cared for and valued in different ways. Through being given opportunities and regularly praised and thanked for what we do. We check in and ask how each other is doing. It's a special place to work.
The staff team are encouraged in their work.	Through regular encouragement individually, in texts, messages and letters

	Lovely messages, emails, positive praise, little gifts, thoughtful words, approachable and available.
Subtheme – Everyone in the school community has a purpose and a place	
Everyone in school has a purpose and a place.	• We are a unique, diverse and rich family were everyone has a purpose and a place and we aim to value and support everyone whatever role they play in our school family.
Subtheme - every child is recognised and valued as an individual	
Each child is recognised and valued as an individual	It means treating every child in my class as a special and loved individual. It is our job to to get to know each child as individuals and embrace each other's differences and create an education for them
The school adopts a holistic whole child approach.	'Whole Child Approach' - giving children the opportunity to shine and having a holistic approach is vital.
Cultivating personal relationships with each individual child	Inclusion means cultivating strong relationships with the chn in my class and making sure I understand and appreciate them on a personal level so that they feel accepted and welcome in the classroom every day.
Meeting all the basic needs of children is important	For children to have the space to learn all their basic needs need to be met - inclusion is part of that. I am able to do that because I am well-informed about the needs of my class and the needs of the community as a whole.

Theme – Equal opportunities are fundamental
Subtheme - Every child deserves to be included and have equal access to opportunities to thrive

Code	Evidence
Inclusion means opportunities for all.	It means including everyone no matter what age, gender, ability, needs, religion, colour has a right to be respected, be involved and have the opportunity to thrive and flourish as an individual. I think we give opportunities to all pupils to make the best progress possible. I feel an inclusive approach to education is important, as I feel everyone has the right to the same education as everyone else.
Every child has the right to feel valued and included.	Every child is made to feel important, valued and supported. making sure that all children/adults are treated equally, as valued members of the school and to ensure all children/adults feel that their opinions and views are valued.
Every child deserves to have an inclusive learning journey.	Every one deserves to get an inclusive learning journey and get the same opportunities to do their best. Everyone deserves the same chances in life.

Theme – Value Diversity	
Subtheme - The inclusive culture of this school welcomes everyone and is for everyone	
Code	Evidence
Everyone in school has a purpose and a place.	We are a unique, diverse and rich family were everyone has a purpose and a place and we aim to value and support everyone whatever role they play in our school family.
Inclusive feel is created by loving and welcoming atmosphere that benefits everyone.	Inclusion is created by a loving and welcoming atmosphere, which benefits all children.

	I think they feel a strongly belonging in this school and this is a very welcoming and friendly school towards anyone.
Subtheme- Diversity and difference are fundamental, valued and celebrated	
Diversity is a fundamental concept.	Valuing diversity and celebrating difference is at the core of all we do. This schools absolutely values diversity and celebrates difference. I feel our diversity and inclusion is our biggest strength
The school is very diverse in lots of ways.	We have students from a variety of backgrounds and abilities and we plan for inclusion for everyone in all lessons, meetings and collective worship. Our school is special, in that it has such a diverse and cultured community stemming from the racing centre. Due to this our children find it 'normal' to have such a diverse cultural society in our school and it is embedded in our core values. We have SEND children throughout the school. We have children with various forms of ASD in our school. We have diverse children with English as an additional language. We have children with mobility needs throughout the school. We have children with health needs and hearing loss and all sorts of other situations which makes learning hard. These children are embedded within their year group and they don't even stand out - why should they?
Value placed in diversity and difference.	The school makes a big effort to celebrate different cultures and religions as well as each individual.

	This school values diversity and difference with passion. I feel our diversity and inclusion is our biggest strength
Difference and diversity is celebrated in many ways – other cultures and religions are celebrated	The school celebrates the unique individual through "Fearfully and Wonderfully Made Days, Interfaith Activities, the curriculum, inclusive sports days, the PSHE (Life Lessons) curriculum, Collective Worship, role models and the "people" big idea/aspect of the bespoke curriculum We have a wonderful sense on inclusion when our families with different traditions can wear their traditional dress or sing in their own language. We celebrate all religions and festivals of different cultures. It gives every one an insight to the differences of religion and cultures
Books and resources show diversity and difference.	It means ensuring that the books in school represent the whole community, including different cultures and races, different abilities and different social backgrounds.
Wide range of visitors and speakers in assemblies and classroom input.	Collective worship included a wide range of visitors and differences are actively discussed and celebrated. We have regular speakers from all walks of life and celebration days for different cultures.
Special days raising awareness of and celebrating disabilities and differences.	Some of these events are known as 'Fearfully and Wonderfully Made'

	days where we look at a 'disability' and raise awareness for all children that no matter what we look like or our abilities or disabilities. I feel our school activity works hard to celebrate diversity and differences. You know, things like that so that we could educate the children to know more and understand more about differences in order, I guess, that understanding leads to, kind of respect, I guess.

Theme- Collaboration	
Subtheme - staff work together, collaborate and support each other to implement inclusive practices	
Code	Evidence
Staff feel confident asking colleagues for help and support with meeting needs.	Communication is paramount so I feel I can ask for help whenever and that colleagues will also approach me. I feel confident that I have an excellent support system to help and guide me if I am unsure
Staff go above and beyond to ease pressure on other teachers.	Everyone is so supportive of each other and people always take the initiative and go "above and beyond" to plan different activities and ease the burden of teaching for others.
Observations are helpful for professional development.	I feel there is a great need for observations and other inspection methods; they facilitate tailored lessons, to meet a child's specific needs. Yes. I value the feedback. I think it is important for ensuring all chn get what they need. Yes if the observer has credibility and expertise

Watching best practice is helpful for PD.	I learn more and progress more from seeing good practice I feel that sharing good practice with other school staff and governors ensure we continue to be confident our good teaching practice
School staff work collaboratively to implement inclusion.	Teamwork and Collaboration is always good practice but especially in maintaining an inclusive ethos for both sharing ideas and asking challenging questions. As the proverb says, it takes a village to raise a child. We want to raise amazing individuals and this requires a whole lot of hard work, team effort and collaboration. When I keep saying everyone included, involved and inspired I don't just mean the children... When we all work together we can achieve and this desire and way of working just can't help but influence your practice.
Staff highlight ways to develop their confidence in meeting diverse range of needs.	if we don't know we can always learn. We certainly don't think we know it all and are always willing to ask questions and develop if need be. I also feel confident because I know that the SENCo will always support and assist.

Theme – Sense of belonging	
Subtheme- There is a sense of pride in belonging to this school community	
Code	Evidence
There's a sense of pride in this school.	We are incredibly proud of our inclusive ethos. Our strapline is 'Included- Involved and Inspired' and it isn't just something that we put on letterheads and displays but is

	something that is at the forefront of our minds in planning and decision making. Inclusive is who we are. It is a word that many families will use when describing our school and this makes us very proud indeed. This school excels itself in being inclusive, diverse with a wonderful community and family spirit. I am very proud to be a part of it.
Subtheme - The staff team feel they are valued and share a sense of belonging	
Being valued in their work makes staff feel included in the school community	I practice inclusion in my role by making sure that all children/adults are treated equally, as valued members of the school and to ensure all children/adults feel that their opinions and views are valued. We are part of it, you need to be involved to feel involved.
Everyone in the staff team feels a sense of valued and belonging	I feel everybody has a sense of value and belonging. People feel a sense of value and belonging when they are part of an effective team. We are all part of the * School community. Both pupils and staff feel valued.
Staff do not feel a sense of imposed hierarchy in school	• There is no division as i've experienced before, we don't use hierarchy and have a different staff room for TAs and teachers- we are all one. Everybody is equal.
Subtheme- Parents and families feel a sense of value, connectedness and belonging to the school community (parents are active members of the school community)	

Families are made to feel valued.	I hope that everyone feels like they are valued and belong in the *' family. We often go out of our way to tell children and families that they belong, that we care and we try to practically show them this too. Feeling valued and included is essential. Helping families develop a sense of connectedness in our school starts with the whole school community being welcoming and approachable
Parents feel a sense of connection and community.	It is vital. I do think families do feel valued and included and a part of our school community. This is essential, value others, include them, appreciate them, celebrate with them, ask about them, take an interest in them- all of this helps connectedness. And I know that that is because they feel they want to… it's almost like repaying a debt, but it is partly to do with that sense of community and family, that actually why would you let go of that? Once you developed it.
Parents are encouraged to be active members of the school community.	We encourage them all to be active members- this is something that changes as we have new families joining the community every single year but is something that we seek to develop. They are all encouraged to be active members. They are invited to a weekly collective worship, special event assemblies, sports days, school performances, a variety of church services and events. They are invited to multi-cultural events and

	science events. Some parents are extremely engaged and active and it would be fantastic to get others more involved too.
Include parents in events.	we do try to explain and include and other staff, parents and children are used as translators…They are included e.g. multi-cultural events (some even run by them!).
Lots of parents choose to volunteer.	We also welcome parents as volunteers and suggest classroom jobs for them that suit their personalities and talents. They are all encouraged to be active members. They can assist as volunteers, either regularly or on school trips
Subtheme - Children feel a strong sense of belonging in school	
A sense of belonging supports learning.	Being inclusive gives the children a sense of belonging which I believe helps them in their learning.
Children feel a sense of belonging in and to their school.	I would feel confident that the majority of pupils and staff feel a strong sense of value and belonging. The children talk about their school with pride. They look out for each other. We want all children in our school to feel a sense of belonging. This is achieved by making sure that children are listened to and are actively included in school life. Helping them to feel better about school will make them feel more respected and included.

Theme – A Sense of Family and Community	
Subtheme - There is a sense of community and family	
Code	Evidence

| The school is a community with strong relationships across the community. | There is a strong sense of support and community throughout the school.

We are all part of the * School community. Both pupils and staff feel valued.

There is a strong sense of support and community throughout the school. |
|---|---|
| The school is a family. | Family and inclusivity are regularly mentioned as key positive characteristics of the school and things that the school does well.

We strive to ensure we are joined together as one *' Family.

The school is like a big family where each member is given the opportunity and support to flourish.

They all wear their * crowns and are part of the family, even when they are no longer at the school. |

Theme – Involvement	
Subtheme - Parents are involved in their children's educational experiences and decisions	
Code	Evidence
The school does their best to include and involve parents.	This involves the education of 'their' children of course they need to be fully involved and it is key with the home-school agreement and support the whole child both at home and at school.

They are an essential part of the learning journey and need to feel supported and involved every step of the way, at * I believe we do the best to keep them involved and informed. |

Parents evenings are a way parents earn how to support children's learning.	Parents/carers supported to understand effective ways to encourage their child's learning through parents evenings,
Parents are the experts of their children.	Families know their child's circumstances and what types of support would work best for them. Families are a child's first and most enduring educator, this makes their input vital. We know our children very well but parents and carers know them best. They should be fully involved as they know their child and the family situation. It's better to all work together.
Parents need to be involved to work on shared goals.	It is essential so that they can understand how to support their children to reach their potential It is important parents are on board and involved so that everyone is working to the same goals
Class teachers encourage parents to support learning through letters and open days.	Class teachers send out letters and have open times to explain. We give open evenings and send out letters at the beginning of the term to explain how we can be contacted/homework schedules and expectations.
Subtheme - Children have autonomy and are active participants in their learning	
Targets for progress are highlighted for children.	Our whole school approach to red and green dot assessment tasks for each curriculum subject ensure accountability and give clear, targets for each child to work towards and manage.

	Pupils are enabled to make progress by continually assessing their work.
Children are given opportunity to take ownership of their learning.	They are. They have opportunities to reflect and edit theirs and others learning. They write in buddy black and red pen for their own work Our new curriculum is set to allow more flexibility for children to lead the direction of learning based on their interests I think there is lots of encouragement for pupils to take ownership of their learning and children are taught these skills through growth mindset, RSHE lessons and collective worship etc.
Children are active participants in school life.	The pupils are encouraged to be active participants in the life of the school community by being part of the pupil councils, school votes and having a say in how the school is run. They are invited to be involved in groups that care for pupils in school, the community or care of school property. such as groups supporting their peers wellbeing, care of the library, road safety around the school, the environment
Children confident to ask for help.	Children are able to take ownership of their learning, by being encouraged to ask questions when they are unsure An inclusive approach gives the pupils the confidence and determination to try their best and speak to their teacher.
Subtheme - Adjustments are made to support parents with EAL	
Parents needs are considered and support personalised.	There isn't a 'one size fits all' package of support we personalise it to parents needs.

	Parents/carers with English as an Additional Language are supported to understand the educational processes - we do try to explain and include and other staff, parents and children are used as translators. Information is given in a basic way if needed for parents whose English is not as fluent.
Subtheme - Children's views are sought and acted upon in various aspects of school life	
Children's thoughts and ideas are valued and acted upon in decision making	They have pupil survey, school council and most importantly you talk and listen to them. Year 6 have a range of leadership roles which they choose and act upon themselves. An example might be a question in a survey such as "Which after school clubs would you like the school to offer?" The answers would then determine the provision of certain after school activities the following term/year
Children's views are gathered in a variety of ways	There are annual surveys of pupil views as well as subject leader pupil perception interviews, classes are involved in choices such as choosing the menu for special school dinners or golden time events. Pupil Leadership Committees design and plan events and activities which are important to children Children are given lots of opportunity to give their views and options. Other children are keen to find out the views of their peers and relay them back to their committees.
Subtheme - Staff members thoughts and opinions are valued	
Staff have opportunities to make an impact on decisions.	Every one has a voice. We are asked our opinions.

	Leadership team is always open to listening to opinions and ideas from staff.
Every member of staff has a voice	Both the deputy head and the head teacher have an open door policy where they are willing to listen to staff. We are part of it, you need to be involved to feel involved.

Theme – Creative adaptations and differentiation to meet all needs	
Subtheme - Creative adaptations is carried out across all aspects of school life and learning to meet individual needs.	
Code	Evidence
All children included in school trips.	All children have been included in school trips, even when this needs lots of thought, planning and discussion with the places and people visited.
Sports Days always include everyone.	Our Sports Days have always included everyone - and last Sports Day, we even acquired about 20 wheelchairs to race our friends! and all the activities for Sports Day were accessible to all. I like to make sure as many children as want to have the opportunity to represent the school at sport during their time at the school.
Planning for everyone in all lessons.	We plan for inclusion for everyone in all lessons, meetings and collective worship. I feel all pupils are enabled to make progress, due to the quality of teaching, the differentiated planning and the wide variety of teaching methods.
The use of creative ways to include everybody.	Enabling all children to access learning tailored to their needs and interests by being adaptable and

	creative with the provision
	Knowledge of specific needs over the years has helped me to think more creatively how best to adapt things for individuals when needed
Subtheme – Adaptation and differentiation carried out across all aspects of school life and learning to meet individual needs.	
Adaptation and differentiation of learning, planning and resources.	I support the children by supporting their learning using planned and differentiated activities. Inclusion means I differentiate all lessons and tasks so everyone can get the most out of the learning, and ensure I deliver a broad and balanced curriculum which touches on all aspects of life and culture that our chn may be familiar with. On an everyday level, lessons are thoroughly differentiated in our school. Some of our classes have such a variety of abilities that there may be up to 5 or 6 different levels of work accessed. Nobody get's left behind at *. Time is taken to make sure the children can use appropriate resources to support their learning, get extra support, change and adapt to make every task achievable for all.

Theme – Competent and confident meeting a range of needs	
Subtheme - The staff team are confident and experiences in implementing inclusive principles	
Code	Evidence
Staff feel confident in meeting a range of needs	I am very confident. I feel supported by the SLT team and my colleagues who give me access to a range of training and support materials, as well

	as offering specific help when requested. I feel the experience of many years working at * has given me the confidence I need to be able to work we a wide range of children.
Staff team is experienced and knowledgeable	I am confident if the staff are competent- currently this is the case with our experienced teaching and TA team
Subtheme - Staff access training to develop their skills in including all pupils	
There is support and training to develop skills for including all children.	Support and training available for all to enable them to have the skills to include all. Training is not just offered as part of PMR it also stems directly from the school's priorities I believe the training I have accessed, has helped develop my ability and competence to meet the diverse needs of the children
Subtheme - individual needs are identified through assessment	
Assessment helps identify individual needs.	Children are assessed and plans put in place to support their needs. Pupils are enabled to make progress by continually assessing their work. These assessments are used to construct a detailed picture of their strengths and weaknesses. In this way we are able to decide upon what work is appropriate for their particular developmental needs.

Theme – Long term impacts of an inclusive education	
Subtheme -	
Code	Evidence
An inclusive ethos and culture leads	Most certainly, when children are

to greater tolerance in the future.	educated in an inclusive setting, they are developing an understanding of respect for each other, which will encourage the development of tolerance and friendship. it provides a better-quality education for all children and is instrumental in changing discriminatory attitudes. Absolutely. Britain is comprised of a mix of cultures and languages and so preparing pupils at school for such a rich society is important to develop the values needed to create a fair society. We need to prepare pupils for a country with different abilities, needs, disabilities, faiths and everything that makes us who we are. If we create tolerant pupils, we will create a tolerant adult.
Teaches children to accept everyone.	Children at * are not worried about differences and are given the knowledge to understand and accept we are all different in different ways. They will be more willing to engage with those who are different, in whatever way that is.
Inclusion supports progress in terms of tolerance and acceptance.	Yes, progress in the understanding of fundamental values of acceptance and tolerance as well as broadening the mind to possibilities When all children, regardless of their differences, are educated together, everyone benefits, this is the cornerstone of inclusive education. Teaching diversity and equality, promoting empathy with sensitivity to people who are different from

	themselves.
Being part of an inclusive school has a long-lasting impact on pupils.	we often have 'ex-pupils' that return to tell us of the long-lasting impact our school has had on their lives. The inclusivity integral to everyday life at * builds a foundation of high self-esteem that can be carried with them beyond school.
Children are encouraged to be open-minded and ask questions.	In my role, it is vitally important that children feel comfortable to discuss and explore each others inclusive qualities in a safe and open environment, free of discrimination.

Theme – Outcomes and impact of an inclusive ethos and culture	
Subtheme - Children are supported to reach their potential	
Code	Evidence
Children learn from each other.	You hope that an inclusive setting will improve outcomes for all children because this type of setting encourages children to be accepting of each other regardless of their differences, to become more tolerant and not to judge people, to realise that people have different opinions and that these can be because of different circumstances and different backgrounds.
The school provides opportunity to celebrate success.	The school gives children lots of opportunities to celebrate their success in and out of school e.g. fundraising, sport, music, drama, children's university etc. Celebrating all areas of the curriculum, both in school and out of school achievements, celebrating the little steps as well as the big steps.
Inclusion means having positive outcomes for all children.	Inclusion means having positive outcomes for all children, both with and without disabilities or other disadvantages.

Children are encouraged and inspired to have high aspirations.	Inclusion means they all have the chance to feel included, involved and we are aspirational for all. It gives each child the ethos to work hard, reach for their goals as well as giving them the confidence to talk.
Children with additional needs are supported to make progress.	They are very well supported, learning is scaffolded, personalised and appropriate for all including those with additional needs. children, whatever their ability or starting point, are encouraged to make progress and as much support as possible is put in place to make this happen.
School staff support all children to reach their potential and flourish.	Children are given the opportunity to flourish in skills beyond academic learning The school is like a big family where each member is given the opportunity and support to flourish.
Achievement is not always academic.	celebrating all areas of the curriculum, both in school and out of school achievements, celebrating the little steps as well as the big steps. Children are given the opportunity to flourish in skills beyond academic learning Due to the inclusive and valued ethos children at * thrive not always academic but in many different ways - some it is mainly social - some its confidence etc
Subtheme - Social and emotional development is supported	
Children's emotional and social needs are supported.	Inclusion means supporting children in their social and emotional needs so they feel safe. I think that a great deal of time of spent assisting with children's social

	development both with lessons such as RSHE and throughout all the learning given. In addition, lots of time is spent with individual children who need support in this area
	All children have the opportunity to succeed in their social development and make friendships.
Staff support social and emotional development and this is explored through the curriculum	From Reception social development is modelled and encouraged for those who struggle with this area.
	I think that a great deal of time of spent assisting with children's social development both with lessons such as RSHE and throughout all the learning given.
Subtheme - Inclusion supports social and emotional development	
Being inclusive supports the social progress of all.	It definitely does! We often say that the children learn from each other. We all become better people when we are inclusive and learn from others.
Inclusion can enable the development of resilience in all children.	Definitely- it builds well-rounded individuals that are resilient and ready to live in Britain and the wider world as good involved citizens.
	It's holding up resilience and optimism and determination, which we may not all share the same disabilities or difficulties, but we all will have some

Theme – areas for development	
Subtheme - Ways in which it can be challenging to engage parents	
Code	Evidence
Some families are hard to reach.	I feel that some parents have full access but choose not to always engage, even though we often try on multiple occasions.
	families can only be 'fully' involved if

	they want to be and some do not! Some are very involved while others, not always their own fault, are not. Maybe a language problem. Maybe their own education or understanding.
Some parents may not fully understand educational processes	I think this is very important however sometimes families want unrealistic expectations for their child and it is important there is middle ground I believe parents should be involved but are not always the best or most reliable judges of what children need. Teachers are the experts and I feel some parents don't always respect this or recognise the problems their children may have.
It can be challenging to communicate to families with EAL.	We try as much as we can with EAL families but this can prove challenging when you have 19 different languages as we cant be fluent in all of them, this can be a real challenge. We do try our best though. Ensure language is not a barrier, if so try and find someone in the community who can act as a translator.
Subtheme - There are some ways children may have less autonomy and input in decision-making	
There are some ways in which children may not have ownership of their learning	If they can't do the basics then they probably feel they have no ownership. Maybe more could be done to show them how to take responsibility
Children's views are sometimes not fully considered in decision making.	I think we're good at getting children's views who have extra needs but not sure we do this for all children.
Subtheme - Ways identified to improve inclusive practice in school	
Ways identified to improve inclusive practice in school	Maybe more staff that speak different languages. I would like to encourage teachers to

| | showcase the special needs difficulties so to enhance the understanding and caring of all.

I think inclusion is about making and effort for every child to achieve fully and while we do this brilliantly for a lot of children who have extra needs or struggle we could do more for others who don't to push their learning further. |
|---|---|

Theme – Inclusion is not static	
Subtheme -	
Code	Evidence
Inclusion is responsive and cultivated rather than static.	We strive to include everyone. It is not just something we hope will happen, but there is a lot of positive work done to create inclusion in its broadest sense.

There is a need to be proactive both in developing and maintaining an inclusive ethos.

With a sense of inclusion isn't a destination, it's an ongoing journey of reflection and continuing development.

It is not just something we hope will happen, but there is a lot of positive work done to create inclusion in its broadest sense. |
| Identification of more can be done to implement inclusion | There is always room for improvement, further training in this area could build upon our achievements to date. |

| Theme – Factors limiting inclusion	
Subtheme - inclusive practice isn't always easy and there are limitations	
Code	Evidence
Acknowledgement of inclusive practice is not always easy.	That is not always easy when you have 30 children so sometimes you need to focus on a particular group

	and give independent activities to other groups. It's isn't easy to adapt for the needs of all pupils in our care but we do it because it's the right thing to do.
Limitations to implementing inclusive practice	Money, time, space, staff, external agencies, lack of resources

Theme – Inclusion is ingrained and tangible in every aspect of school life	
Code	Evidence
The school ethos is not just words it's lived out.	Our strapline is 'Included- Involved and Inspired' and it isn't just something that we put on letterheads and displays but is something that is at the forefront of our minds in planning and decision making. Inclusive is who we are. I think it is difficult to describe something that is just so natural in our school - it's like this is in our genetic make-up of the school - its just who we are. It is in everyday school life! -Written in our new curriculum, values and ethos The school doesn't just say it is inclusive. It acts on it and it tries to act on it across the board all the time.
Inclusion is fundamentally engrained in every aspect of school.	You know somebody talked about a stick with rock having, you know, printed writing of where you went on holiday all the way through the rock. You know wherever you cut it, when you break it, you see Great Yarmouth or something throughout the rock. I do believe our school is like that, you know you can cut into it at any place and you can see that ethos running throughout every area.

	Inclusion I believe, seeps from the pores of the school
	It is so natural to us, being inclusive is our normal.
	There is an inclusive thread that runs throughout any formal or informal decision making in this school. It's part of the makeup of the school. It is just there.
	You can 'feel' it when you visit the school, even just reading their website you get a flavour.

Theme –Reputation for Inclusion	
Code	Evidence
School has an inclusive reputation within the community	When we have got things right, word-of-mouth has given us an opportunity to shine again and again.
	I feel that our school has a reputation as being inclusive as we have many children within the school that have SEND and all of them are included in the same way as all of are children are within the school.
	I think the fact that we are ethnically diverse and seem to attract pupils from different backgrounds make people see we must be inclusive.

Appendix L - Linear Model of the underpinnings of an inclusive ethos

Areas for development	Limiting Factors

Long-term societal impacts	Reputation for Inclusion	Outcomes of Inclusive Education

Collaboration	Sense of Belonging	Sense of family and Community	Involvement	Inclusion is not static	Competence and confidence in meeting individual needs	Creative adaptations and differentiation to meet all needs

Policies

Inclusion is engrained and tangible in all aspects

Religious Values	Relationships	Leadership	Shared Belief in Inclusion	Equal Opportunities	Value Diversity	Value each Individual

Appendix M - The underpinnings of an inclusive ethos and culture: the fundamental threads in the tapestry of inclusion within a mainstream primary school