

ORIGINAL ARTICLE

Resourced provision in mainstream schools for students with special educational needs and/or disabilities: Inclusive service or safe space?

 Vasilis Strogilos  | Rebecca J. Ward 

Southampton Education School, University of Southampton, Southampton, UK

Correspondence
 Vasilis Strogilos, Southampton Education School, University of Southampton, Southampton, UK.
 Email: v.strogilos@soton.ac.uk
Funding information

British Academy, Grant/Award Number: SRG1920\100544

Abstract

Although the number of resource provision (RP) classrooms for the education of students with special educational needs and/or disabilities (SEND) in English mainstream schools has increased, very little is known about their functioning and impact. Through collaborative research, based on critical communicative methodology, this study aims to (i) evaluate with the participants the effective practices and challenges in educating students with SEND in RP and mainstream classrooms, and (ii) discuss the position of RP within the inclusion and exclusion debate. Reflective conversations, communicative focus groups and communicative observations were conducted with teachers, teaching assistants, mothers and students in three schools. Two different models were identified in the conceptualisation and practice of RP; either as a service to promote the education and inclusion of students with SEND in mainstream classroom/school, or as a space for specialised provision with opportunities for inclusion. These models reflect two different approaches in the education of these students, the rights- and the needs-based approach respectively. We argue that RP as inclusive service should be prioritised. However, flexibility in its conceptualisation and functioning, either as inclusive service or safe space, can positively contribute towards a realistic approach to inclusion combining human rights and individual diversity perspectives.

KEY WORDS

critical communicative methodology, inclusion, inclusive education, resource provision, students with special educational needs and/or disabilities

Key points

- We used critical communicative methodology to co-evaluate with the participants the effective practices and challenges in educating students in RP and mainstream classrooms.
- We found that RP can function either as an inclusive service or a safe space in a mainstream school, although both models function along a continuum in which either the service or the space model is prioritised.
- In the inclusive service model, students belonging to the RP are primarily educated in mainstream classrooms with RP staff support and have individual or small-group activities in the RP. In the safe space model, students are primarily educated in RP class and spend a few hours per day/week in the mainstream class.

This is an open access article under the terms of the [Creative Commons Attribution-NonCommercial-NoDerivs](https://creativecommons.org/licenses/by-nc-nd/4.0/) License, which permits use and distribution in any medium, provided the original work is properly cited, the use is non-commercial and no modifications or adaptations are made.

© 2023 The Authors. *Journal of Research in Special Educational Needs* published by John Wiley & Sons Ltd on behalf of National Association for Special Educational Needs.

- RP as a service should be prioritised because it can promote the academic and social inclusion of students with SEND and their education alongside their peers. However, flexibility in the use of both models is needed for those students who we do not yet know how to include in mainstream classes.

INTRODUCTION

Social and educational inclusion is the greatest challenge facing education systems around the world (UNESCO, 2021). The inclusion of students with special educational needs and/or disabilities (SEND) in mainstream schools is prioritised in the English education system based on 'the progressive removal of barriers to learning and participation in mainstream education' (DfE, 2015, p. 25). The debate between inclusion in mainstream and segregation in special schools for children with SEND was initially highlighted in the Warnock Report (1978) but there are still 'disagreements about how to provide for everyone in an inclusive education system' (Florian, 2019, p. 692). Although the number of students in special schools has increased by 20.2% from 2014 to 2018 and the consequent spending on these schools by 32.4% (National Audit Office, 2019), there is still hope to prioritise inclusion in mainstream, trusting the intelligence of teachers and co-constructing research with them (Thomas & Loxley, 2022, p. 240). However, inclusion does not simply imply the presence of children with SEND in mainstream but demands increasing participation in the curriculum with appropriate adaptations and access to services, tailoring provision to meet their individual strengths and needs (Kurth & Gross, 2014; Strogilos et al., 2021). Inclusion in this sense is what might be described as an integrative position, between rights-based inclusion, concentrated on the inclusion of all children in mainstream education and needs-based inclusion, in which a range of provision best meets individual needs (Ravet, 2011).

One approach to include students with SEND in mainstream schools is through support provided via specialist facilities for some hours per day/week, which in England is called 'resource provision' (RP). According to the Department for Education (DfE, 2017), RP is described as the use of specialist support staff or classrooms that offer specialist facilities within a mainstream setting for children with SEND. This includes high-quality teaching with carefully selected small group and one-to-one interventions which the Education Endowment Foundation (EEF, 2020) recommends among the practices to improve the outcomes of students with SEND. DfE (2015) proposes that students should spend well over 50% of their timetable in mainstream classes and should attend RP facilities to receive individual or small-group support or to access specialist equipment. The Department for Education (DfE, 2015) recognises that there is considerable variation across schools with regard to the RP structure.

There are different terms around the world to describe specialist facilities such as 'special classes' in Ireland (Shevlin & Banks, 2021) and Finland (Saloviita, 2020), or 'integration or cooperative classes' in Austria (Buchner & Proyer, 2020). Shevlin and Banks (2021) note that the placement of students in special classes in Ireland is often permanent with little integration in mainstream classes. Buchner and Proyer (2020) describe the use of additional settings in mainstream Austrian school as integration class in which either a special and a general educator teach a small number of students with SEND without any contact with the mainstream class, or cooperative classes which run by a special educator and share some lessons with mainstream classes. In Finland, Saloviita (2020) describes one of the forms of special education as the transfer of a student with SEND to a special education classroom for a few hours per week alongside their education in mainstream class. The above show that there are differences of mainstream specialist facilities in different countries, especially in relation to the interactions that students in these facilities have with mainstream students.

Current landscape and prior research

Many students with SEND with an Education Health and Care Plan (EHCP), which describes the support a child requires to meet their needs, are educated both in RP and mainstream classes (i.e. mixed provision). Numbers of students with an EHCP in mainstream schools in England have increased to 4% in 2022 (up from 3.7% in 2021) and the number in RP has increased from 1028 in 2020 to 1066 in 2021 to 1125 in 2022 (National Statistics, 2022). Despite these increases, recent OFSTED (2018, 2022) reports have found that provision for these students is disjointed and inconsistent. Mainstream inclusion does create dilemmas for parents of students with SEND who can be overwhelmed by the burden of choosing a setting for their child, lacking support in decision-making or experiencing an illusion of choice which is ultimately removed through lack of funding or geographical constraints (Flewitt & Nind, 2007; Hasson et al., 2022).

The few studies on RP focus on the perceptions and experiences of school staff, students with autism and parents. Bond and Hebron (2016) explored perceptions of staff towards RP in eight British schools for students with autism. Among their findings were complimentary roles and responsibilities within the provision team, useful input from external professionals and positive influences that RP practices had in the wider school. Staff were overwhelmingly positive about the education of

students with SEND in mixed provision, although some expressed concerns about the lack of communication between staff in RP and mainstream classes. Hebron and Bond (2017) reported parents valued the education of their children in mixed provision for the opportunity to mix with mainstream peers and make friends. However, many parents reported problems with the Local Authority (LA) in finding the best provision for their child and some noted that staff in RP were not suitably aware of their child's disability in comparison to special schools. The students themselves had positive views about mixed provision. Warren et al. (2020) found autistic pupils had more friendships from the RP than the mainstream class, with the RP providing a safe and supportive environment. Again, staff were positive about mixed provision and observed students adjusting well in their transition from the RP to mainstream classes because they had an adult with them. Positive parental perceptions for the education of students with speech and language difficulties and autism in RP were reported by Lindsay et al. (2016) in their survey of 129 parents in England. Parents of students in mainstream schools with a RP were more satisfied with their child's educational and social support than parents whose child was included individually into a mainstream school. The former talked positively about the organisation and support that the RP offers to their child along with staff awareness, high levels of skill, knowledge and flexibility to address problems. Contrastingly, some parents indicated a lack of training for staff and differences in support between primary and secondary schools.

The limited research in this area has focused on the description of RP and its contribution as a separate context in the school (Bond & Hebron, 2016), or on the views of parents, students and staff with regard to the effectiveness of these classrooms for autistic students (Warren et al., 2020). There is insufficient background literature on the role of RP in the inclusion of students with SEND in the mainstream classroom/school and, specifically, how their education is planned and implemented between the RP and the mainstream classroom/school. To this end, the role of RP in the inclusion of students with SEND in this study is not conceptualised under the notion of 'inclusion as a placement for these students' (Göransson & Nilholm, 2014, p. 269). We consider the role of RP as a pedagogy issue which acknowledges that the improvement of features that contribute to the inclusion of students with SEND are likely to improve the education and inclusion for all students (Mitchell & Sutherland, 2020).

Aim and research questions

This project aims to describe and evaluate with participants how RP can enhance the education and inclusion of students with SEND in mainstream schools by

identifying good practices and challenges that schools experience in educating these students in both settings. The research questions are:

1. How is RP conceptualised and implemented in schools?
2. What are the main features and the school staff roles and responsibilities in educating students with SEND in RP and mainstream classrooms?
3. How do school staff, students and parents understand and experience the benefits and obstacles in the education of students with SEND in RP and mainstream classrooms?
4. What kinds of initiatives are emerging in response to the obstacles in providing effective education and inclusion for these students?

METHOD

A case study design was used to unravel the role of RP in the mainstream school. Three schools were used as case studies. Applying the framing of Thomas (2017), the subject of the case was the role of RP in mainstream schools, while the object was the understanding of the development of RP and ways to improve it. Despite COVID-19 pandemic restrictions, we collected all data in-person between lockdowns in September 2021 to June 2022. In one local authority, we invited four primary schools with RP to participate. Schools were selected as 'typical case studies' based on information from their websites; the criteria being those using the most inclusive language, clear links to mainstream classrooms and serving students with learning disabilities. One junior and two infant schools agreed to participate. The fourth had stopped interactions between the RP and mainstream school classrooms due to COVID-19 restrictions. Schools and participants are outlined in Table 1. The participating students, John, Gary and Harry, were educated both in RP and mainstream classrooms, the mainstream teachers were teaching the students the time of the study, and the TAs from RP were supporting the three students in the mainstream and PR classrooms. Ethical approval was given by the authors' university.

We took a transformative approach, using critical communicative methodology (CCM) which has been used in social sciences research projects to resolve conflicts and to transform reality through dialogue that creates new meanings (Fletcha, 2021). CCM positions dialogue and communication as the basis for understanding and explaining social reality to improve the participants' situation (Gómez et al., 2011). Through an egalitarian dialectic approach between the researchers and the participants as equal partners, we sought to engage with the voices of everyone involved to consider ways to understand their own social reality and ways to transform it. The transformation of people's lives,

TABLE 1 Schools and participants.

Schools and students	Participants	Gender	Teaching experience	Months/years working with student
School: Woodside Infant (<i>n</i> =255 students); urban school; RP had 14 students with speech language and communication as a primary need and an additional complex underlying need Student: John (boy); Year 2 with complex needs in addition to SLCN, dyspraxia and autism	RP manager	Female	28 years	2 years 3 months
	Mainstream teacher	Female	5 years	9 months
	TA with RP	Female	12 years	2 years 3 months
	Parent	Female	NA	NA
Oakwood Infant (<i>n</i> =189 students); rural school; RP had 23 students with severe and complex difficulties Student: Gary (boy); Year 1 with global development delay and hyper mobility	RP manager	Female	9 years	2 years
	RP teacher	Female	12 years	2 years
	Mainstream teacher	Female	10 years	9 months
	TA with RP	Female	15 years	2 years
	TA with RP	Female	8 years	2 years
School: Redbrick Junior (<i>n</i> =420 students); urban school; RP had 12 students with moderate learning difficulties Student: Harry (boy); Year 3 with autism and moderate learning difficulties	RP manager	Female	21 years	1 year
	Mainstream teacher	Female	5 years	9 months
	Parent	Female	NA	NA

Abbreviations: RP, resource provision; TA, teaching assistant; SLCN, speech language and communication needs.

TABLE 2 Research tools and participants.

	Woodside school	Redbrick school	Oakwood school
Reflective interviews	RP manager; John's mother	RP manager; Harry's mother	RP manager; Gary's mother
Communicative Focus groups 1	RP manager; mainstream teacher; TA with RP	RP manager; mainstream teacher	RP manager; RP teacher; mainstream teacher; TA with RP 1; TA with RP 2
Communicative observations	Student: John	Student: Harry	Student: Gary
Communicative Focus groups 2	RP manager; mainstream teacher; TA with RP	RP manager; mainstream teacher	RP manager; RP teacher; mainstream teacher; TA with RP 1; TA with RP 2
Reflective interviews 2	John's mother	Harry's mother	Gary's mother

Abbreviations: RP, resource provision; TA, teaching assistant.

through the use of egalitarian dialogue, is one of CCM's core characteristics. In our introductory email and the first meeting, we explained that we do not approach the schools as experts to assess their practice or to solve their problems but seek to co-understand with them how RP is conceptualised and implemented in their schools and to think together of ways to improve it. We promised to do that by bringing into the dialogue our academic knowledge and the participants' practical knowledge. By doing so, the participants can contrast the academic knowledge 'with their experience and use it most appropriately to address difficult situations and transform reality' (Gómez et al., 2011, 238). The use of academic knowledge is a distinctive feature of CCM that contributes to the co-production of knowledge between the researchers and the research participants. Based on some of the tools and principles of CCM, which we summarise in Table 2, we implemented the following.

We began with reflective individual conversations with RP managers and mothers. Each participant described their understandings of RP, its inclusionary or exclusionary character, benefits and challenges, how

RP can be improved and the mothers described their decision to enrol their children in these settings. These conversations were then analysed by researchers using the CCM's analytic lens (see below). Next, we selected research findings (academic knowledge) to bring to the communicative focus groups (CFG). Within each school, we facilitated a 2-h CFG. Woodside school included the RP manager, mainstream teacher and TA; Redbrick school comprised the RP manager and mainstream teacher; and in Oakwood school, the RP manager, RP teacher, mainstream teacher and two TAs participated. The main aim was to discuss effective practices and challenges of RP based on prior research findings and participants' experiences. In tandem with the CFGs, we spent 2 days in each school and we invited John, Harry and Gary to share their views on their experiences of inclusion in both mainstream and RP classrooms. Staff identified the three above children who were included in both settings to share their perspectives and whose parent would be happy to participate. We used a similar adaptation of Moran's Ideal School (Moran, 2001) method to Williams

and Hanke (2007) for our communicative observations (CO). However, rather than prescribing one method of communication, we elicited children's views using methods based on children's preferred communication skills, proposed by their teachers. We asked children's assent by asking them if they wanted to help us learn more about children who spend time in two classrooms. Although each child had basic oral communication skills, one child found it difficult to verbally describe his views and so we asked him to draw or take photos of the places they liked in school, and we discussed their choices. The other two children described their experiences verbally. We spent time with them during group activities in mainstream and RP class, and asked staff to reflect on their practices. We present the students' experiences in the findings either independently or we use their narratives to complement those of their parents or school staff.

The subsequent data analysis focused on participants' reflections, interpretations and theories and contrasted these with knowledge from the academic community (Gómez et al., 2011). A key focus was to identify useful and exclusionary dimensions as well as transformative ones (alternatives) which help to overcome the exclusionary (Gómez et al., 2006). We took a critical realist approach, recognising participants' perspectives were based on real events and experiences (Qu, 2020; Terry et al., 2017). Using NVivo12, we conducted reflexive thematic analysis to develop rich and detailed analytic account (Braun & Clarke, 2006, 2019). An inductive iterative approach enabled us to develop codes which described sections of data, and then bring similar codes together to produce themes. In Figure 1, we present

the themes of each case and across cases. The main themes were planning arrangements and transition to the mainstream class, students' education in the mainstream classroom, students' education in the RP classroom, parents' expectations, concerns and dilemmas, collaboration with other professionals, student friendships and schools' collaboration with the LA. Then, in a Word document, for each theme, we noted practices that participants considered useful (e.g. online space for co-planning) and challenging/exclusionary (e.g. inaccessible teaching materials). This analysis informed the second CFG in each school, in which we discussed the identified effective and challenging practices, having sent the Word document in advance. The purpose was for participants to discuss the accuracy of our representation of their practice, to identify missing elements, to explore similarities and differences between the schools and to reflect on how, and if, they wanted to change their practice. Alongside the CFGs, we conducted reflective conversations with John's, Harry's and Gary's mothers and discussed how the findings of their child's school relate to the findings in other schools and what they can do to improve their collaboration with the school.

Next, we describe the useful and exclusionary elements regarding the development of RP to answer the first three research questions. To answer the fourth research question in relation to overcoming the obstacles in providing effective education and inclusion for students with SEND, we present, in a separate section, the participants' suggestions as reflections in the second CFG. Given that we identified two main models in the delivery of RP, we present the findings from Woodside in relation to the first model, 'RP as a service', and the

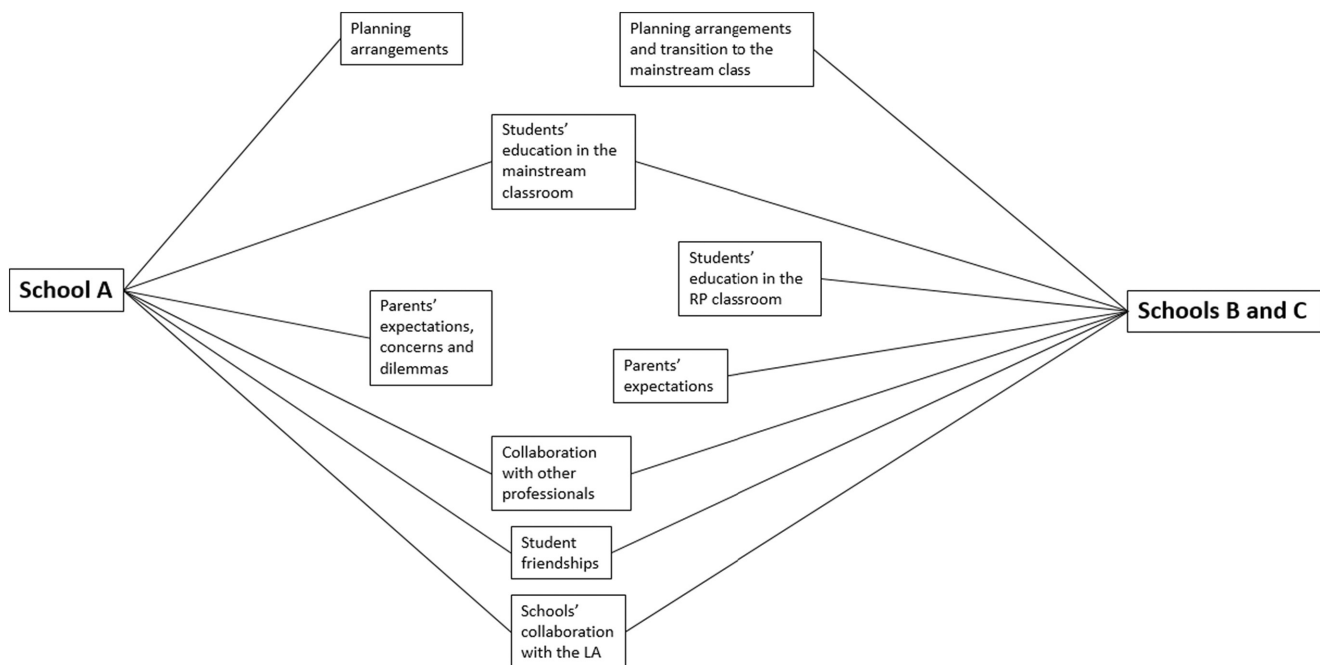


FIGURE 1 Thematic map.

findings from Redbrick and Oakwood in relation to the second model, 'RP as a space' because the practices in Redbrick and Oakwood were very similar.

FINDINGS

Resource provision as a service: Woodsite

In Woodsite, the RP and its staff functioned as a service to the school. Students belonging to the RP were primarily educated in mainstream classrooms with RP staff support and had individual or small-group activities in the RP for no more than 3 h per week. The TAs employed in the RP were members of a Year group team (e.g. Year 1) confirming their belonging to the mainstream school. The prevailing notion in this school was that children with SEND learn better in mainstream classrooms. The RP manager highlights this notion:

So the reason we made the decision [to educate them in mainstream classes] is because I've been doing this job for years and I've got lots of my own evidence. We've got an example from John this week. I don't know if mum told you this, but she said he was making a sandwich, and she thought she heard him say, 'Shall I cut it into quarters? If we'd have been teaching him in a RP, we wouldn't have got as far as teaching quarters. So it's that immersion with the other children... we feel that they catch more learning than we might otherwise have given them credit to have potential for...and that's why we think that works better'.

Based on this, we agreed with participants that it was more appropriate to talk about RP in this school as 'resourced provision' and not as resource provision classroom. Hence, we built a consensus towards understanding their working model as a service to the rest of the school and we focused our discussions on how to sustain or improve this service.

Planning arrangements

The planning arrangement in this school was that the mainstream teacher does the planning in all academic subject for all students including those belonging to the RP, whereas the RP staff plan for students' speech and language barriers and other learning difficulties or supports the adaptation of the curriculum. As the mainstream teacher said, 'I've got a learning objective for my lesson, and for John I need to go up several stages back...and this is where Sarah [TA from RP] can help sometimes'. The RP manager added that 'Sarah preps

stuff from the teachers' planning. So, if the teacher ball-parks it, they differentiate. And then the TA, who knows the children a little bit better, tweaks it'. Additionally, the RP manager provided a very useful example of how planning from RP and mainstream staff come together for the same child.

We've got a child who has been frustrated in the past because he can't be understood. So we're using core vocabulary approach [in RP] with him where he learns to say words in a functionally recognisable way. So we're teaching the speech sounds and how to formulate those sounds and how to practise them... I would set that target. But then once he's got a bank of words, his path, the target is then to use those in real situations... moving towards generalising those into the classroom situation.

She added that all students in the RP have individual targets which include teaching strategies and environmental changes that mainstream teachers are aware of and 'when we review them, it's almost like we don't double up, but we complement each other'.

Students' education in the mainstream classroom

Based on our observations and discussions with the school staff, the support provided for John by the RP staff enabled meaningful inclusion in the mainstream class. John was treated like the other children, for example, by being asked questions similar to other children and being expected to answer in front of the class, both in whole class learning and small-group activities. He also had the opportunity for individual learning in his own high-sided workstation used as his safe space. In one of our observations, we noted the following:

He participated in activities alongside other children, some of which were the same as others, and some which were independent for him. The other children talked to him, and as there were several groups in most activities, when he was doing a separate task, he did not stand out from the other children. During group work or carpet time, he joined in with the activity although he often needed prompting...He had the option to work on his workstation when he felt overwhelmed by the noise and, as he said, he enjoyed working on his workstation. The tasks were appropriate for his level but also had elements of challenge to help him progress.

As the RP manager said, the role of TAs was to enable John to be an integral part of the class 'not to sit alongside John. She might do that but her job is to make sure that the teacher's working with him, the class TA is working with him, they've got opportunities to work independently'. However, all agreed that John needs individual attention because as the TA said, 'he is able to do things independently, not necessarily correctly to complete the task'. The mainstream teacher noted that John's work needs to be adapted 'a few levels down' and that he needs 'not only more time but also a time frame and reminders' to complete the activities. We observed an example of a differentiated activity in which the class had to write numbers in descending order. Different groups were given slight variations on the task (e.g. counting down in 5s, 2s or 1s), while John was given a different independent task which involved cutting the numbers 1–10 from a sheet and then sticking the numbers in descending order on a rocket picture. The TA supported him because he could cut and stick but not put the numbers in order independently.

The mainstream teacher described how she is using learning partners, a strategy that benefits John and other children. She added that this is a successful strategy because 'they [other children] have to learn how to work with John ...he's working with every single child, and they also learn how to be around him, how to understand him'. Although, this pairing was not always successful, she described an example to highlight the benefits of this approach to both John and his partner:

Yesterday in computing they had to programme something on the iPad. Obviously, he can't do that. But there was a boy sitting with him going, "Look, we have to do this," and he showed him to try with finger. This bit to this bit. And John did that. And I just feel very proud of that.

An important finding in this school was the sharing of learning between staff in RP and mainstream class. As the mainstream teacher noted 'I learnt by watching Sara (TA-RP) with John, I learn how to talk to him, and I've adapted some of those strategies'. She also added that she is learning from the students themselves 'I remember the first week when I gave them work was far too difficult for him. So that's a learning moment as well. And then you go, 'OK, now I know'... like you have to adapt with the child'.

Parents' expectations, concerns and dilemmas

The parents of children in the RP could communicate with the mainstream and/or PR teachers through a messaging application or emails and, the RP manager said, 'parents might go to Mary [mainstream teacher] or to us [RP staff], either way we would communicate'. An important feature was the celebration of students'

achievements with parents to highlight the hard work that students in the RP do in the mainstream class. The TA explained how they did that with John's mother '... and we were showing [to mother] his Maths work this week and he had done independently, he'd seen two pictures of objects and drawn a ring around the one that had the most, and she couldn't believe he'd done it. And then there was a photo of him smiling up at the camera, showing what he'd sorted the shapes. She couldn't believe that he might be smiling in class'. Overall, John's mother talked positively not only about his progress in the mainstream class but she also expressed concerns about missing the one-to-one support that a RP class can offer. She perceived a growing gap between John and the other children, and attributed this to a lack of one-to-one support. Although she could understand the social benefits of a mainstream class, she added that

I couldn't tell you if that TA is in the classroom all day, every day. In my head, he's in a classroom, probably sat with the children that are not the most academic, and then three times a week he goes out and sees Miranda [RP manager]. And then they've got a teacher that comes over, so if she's not dealing with that table, they'll come over and they'll set them their level of work. But I don't know because John's process is very slow. And this is my biggest challenge and my biggest concern, and it keeps me awake at night is that the gap is growing. Like my child can't count to five yet. He can't count consistently five things into a box. His peers in his group are doing multiplications...I know they've got it under control, but I don't know what that looks like... I still don't understand what he's doing when they're all doing mathematics or they're all writing a paragraph about a story.

She added that when she enrolled John at school, she thought that he would be spending most of his time in a RP but, as she said, 'John is a RP child but there is not a RP as far as I'm concerned... I don't think I know, probably even still understand it fully because there is not a RP...when I put him in the school, I thought there was going to be a class for the children.'

As in the other two schools, this mother was unsure whether her decision to enrol John in a mainstream school with a RP was the right one: 'I do understand that whole principle and that's why I guess he's in mainstream is because having being exposed to life. I didn't want him to come out at the end of being in a special needs school and then all of a sudden he's got to deal with loud environments, lots of children...so that is the benefit of it. But I also don't know what I've done and if I've done the right thing, because he could maybe be counting to 10 now [if enrolled in a special school]'.

Collaboration with other professionals

The RP manager described her collaboration with the speech and language therapists (SLT) as a lively debate in which they discuss the needs of the children and 'whether we've got them correctly identified and whether we've got the approaches right'. She added that they combine their targets and that the SLT's targets are on her targets sheet which are implemented by the TAs. The TA said that she is present when the SLT works with the children and that she is learning from them. An interesting finding across the three schools was that parents were not sure what to expect from the therapists or even what to ask them, indicating that they were confused about the role of therapists. The mainstream teacher noted that she is collaborating with the therapists but would have enjoyed more support from them.

Student friendships

Regarding friendships, it was evident that although students belonging to the RP did not have a wide network of friends, as the RP manager said, 'the friendships they do form, would be from the mainstream generally'. The mainstream teacher added that although John does not make friendships due to his autism, he is happy around other children. She provided an excellent example of how John is developing his social skills by avoiding children that he does not like:

There is a child that he finds tricky to deal with because they are very loud. So John always watches where are they...so he avoids that contact but I think that's another way of showing that he's developing those social skills. So he knows that this is what I like, being around these, these people. I'm not necessarily happy with that, so I'm just going to avoid it. And I like that because he's making that judgement. That's another way of learning at school.

John's mother mentioned that the children in the mainstream class like him but he finds it hard to engage with other children. She reported that John has been invited to birthday parties but she was not sure whether that was because she was friends with the parents or because the children wanted him to be there. Contrary to mum's views, our discussions and observations with John confirmed that the other children in his class were meaningfully engaging with him, he reported to have friends and some of the other students said that he is their friend. We observed an instance in which two of his classmates showed care by reminding John to put on his ear defenders while the class was singing.

Resource provision as a space: Redbrick and Oakwood

In Redbrick and Oakwood, the students are primarily educated in RP in which, as the RP manager in Redbrick said, they 'hang their coats' and spend a few hours per day/week in the mainstream class. In both schools, almost all students have an allocated mainstream classroom to spend a few hours of their day or week. The TAs in the RP were identifying themselves as staff of the RP and not of any Year group as in Woodside. The prevailing notion was that individual and small-group learning is very important for students with SEND but not always achievable in mainstream due to students' emotional, social and learning difficulties for coping in a busy unpredictable environment. In both schools, they talked about 'successful inclusion for some children' as their main aim. Although the participants in both schools recognised the benefits of inclusion in the mainstream class, the education of these students in a safe space (i.e. RP) was their priority, especially in core subjects such as language, maths and science.

Planning arrangements and transition to the mainstream class

Students belonging to the RP were usually attending subjects such as art or music in the mainstream class. As the staff in both schools mentioned, these were subjects that the students from the RP could easily attend with no need to co-plan. This means that in these schools there were no planning arrangements to adapt activities before students join the mainstream class. The TAs confirmed that providing adaptations during the lesson was easy, although time for planning would have been useful. The RP manager in Redbrick mentioned that mainstream teachers should be aware of students' individual targets, and it is a barrier to plan and to include them effectively if they are not.

In both schools, the discussion focused on the notion of 'successful planning for transition and inclusion in the mainstream class', which was the prevailing concept. Successful planning for transition was mainly implemented by the staff in RP and included the use of timetables to inform the students what will happen next, social stories to prepare them to go to the mainstream class and use of pictures to 'pre-warn' students what is going to be like or what the expectations are.

Harris' mother indicated that transitions should be noted on her son's timetable/board to avoid 'morning meltdown because he didn't know which classroom he was in, when he was going to be in that classroom'.

A RP teacher in Oakwood described the transition difficulties that one student had and how they encourage him to go because his inclusion there is successful.

I was thinking of a boy in my class who goes to Reception for music session every week. He loves it once he's in the classroom, but... getting him there is a bit of a battle, but we know that actually, it's worth persisting with helping him to transition because actually, once he's there, he comes out and he's full of it, loves it.

On the contrary, a TA added how they do not encourage a girl to go because her inclusion in the mainstream is not successful.

We've got a very autistic little girl who would never cope with going ... Making the change. Even though she's very good at a lot of her subjects, just that environment, it's too overwhelming ... with all of the other children ... it's out of her comfort zone completely and she'd never go. It's not of benefit ... We do persevere if we feel that mainstream and inclusion would be appropriate, but it's got to think of the child first, really, and what's best for them.

Students' education in the mainstream classroom

As in Woodsite, when students from the RP were educated in mainstream classrooms, TAs were supporting them without being attached to these children. The mainstream teacher mentioned that she learns from the TAs and these students, as the mainstream teacher reported in Woodsite. However, this was not the case for all class teachers. As the RP manager in Redbrick said many teachers do not differentiate for the students from the RP and sometimes 'our children couldn't do anything because they [mainstream teachers] haven't differentiated it enough for them. But they [TAs] know what they need, so they can do it [differentiate]'. And she added that 'they [students] would all be able to access everything, it's just how you [mainstream teachers] do it for them'.

During our communicative observation in Harry's mainstream class, we noted evidence of individual support, peer support and curriculum accommodations as in Woodsite. Harry said that his teacher helps him in class because 'she spells letters out for me and uses the letter board to help me too'. We also observed him working with two children 'They all took turns to write answers on the sheet and Carol helped Harry to spell the words. His teacher spotted Carol helping Harry and brought a card over which had the alphabet on it for Harry to copy the letters. Carol pointed at letters as she spelled words and Harry wrote them down'. In Oakwood, the participants reported similar practices to Redbrick but

they emphasised that inclusion in the mainstream class should be successful and 'we judge it to be successful is the child's enjoyed themselves, that the child has felt it has been some kind of benefit, for example, they've learnt a new skill in PE, or they sang the song with the other children' [RP manager].

Similarly, the RP manager in Redbrick described the lack of differentiation being the biggest barrier to inclusion in mainstream, more so for theory-based lessons rather than practical activities.

it just depends what it is [the content of teaching], for example, science the other day, in Year 6 they were doing about electricity and making circuits and, like, because it was all practical, the two boys that I sent there were amazing. And then the lesson before which was all the kind of written part of it, they couldn't really access. So, it's like, do I not send them for that bit but send them for the other bit but then they miss out that bit of learning and not the other.' So, it's more just can it be done in a way that they can access it?... it's how maybe they [teachers] present that learning.

Interestingly, on our way to assembly during our communicative observations with Gary, 'he saw his teacher from mainstream, who called out, 'Hello, Gary' and Gary said, 'That's my teacher', a positive indication of his relationship with the mainstream teacher and his good feelings for her.

Students' education in the RP classroom

Gary's mother described the RP as the class in which Gary spends most of his time to cover all the subjects that he struggles to attend in mainstream. The RP manager in Redbrick said that 'the way I teach and make things for them to help them access the learning is so different from mainstream that I think to then have those children in there [mainstream], it must be really tricky'. She described how she teaches handwriting and phonics to fill the gaps that these students have that 'I feel like, if they were in mainstream, they're more likely to get missed'. On the contrary, in Oakwood, some students in the RP follow the mainstream school's literacy learning scheme which can help them in their inclusion to mainstream. As the RP teacher in Oakwood said, the students can access that at the right level 'for what they need because of the progression that scheme offers. It will just mean that, if they're on a green reading book, they would go and access that in mainstream at the green level, or pink or red'.

Parents' expectations

The parent in Oakwood noted that she feels comfortable in raising issues with the school and although she was excited with Gary's progress in the RP, she would have preferred more inclusion in mainstream. Interestingly, during the CFG, the staff in Oakwood realised that parents do not speak to mainstream teachers which was something they needed to change because by talking to mainstream teachers, parents can realise that 'my child is part of the mainstream school too'. Similarly, the mainstream teacher in Redbrick said she does not know any of the parents in the PRC and the parent in Oakwood said that 'I don't have any dealings with the main school at the moment. It is all with RP'.

As staff in both schools said, some parents want their children to spend time in the mainstream class or to be able to go there in the future. The RP manager in Oakwood said that 'we're a nice halfway house, really...we're a bridge...we're kind of best of both worlds. I think that we've got that specialist provision that we're able to provide, but we've also got that wonderful enhancement of having a mainstream within the same building' and the TA added that 'I think there's almost a bit of a stigma about a special school, and once they're in a special school setting, there's no other way to go other than the special, where with here, there's always that chance'. As in Woodsite, the parents in Redbrick and Oakwood talked about the gap that exists between their children and the mainstream students highlighting that their priority is their children 'to close this gap'. Harry's mother said that 'he does notice the gap himself. He's like, "they can all read and write, and I can't". She thought that the RP could help Harry close this gap and similarly Gary's mother said that 'they do need to be more inclusive but they need to have the RP there as well'.

Collaboration with other professionals

The staff in Redbrick and Oakwood mentioned how well connected they are with the visiting therapists, describing very similar practices to Woodsite. A main difference was that mainstream teachers in these schools were not as involved with the therapists as the mainstream teachers in Woodsite.

Student friendships

As in Woodsite, staff in these schools reported that students belonging to the RP have friends in mainstream, but contrary to Woodsite they primarily form their friendships in the RP class. Harry himself and his mum said that 'he has many friends from the mainstream'. Although we observed him playing with

many children from the mainstream class, one girl told us that 'Harry is not in this class and he is spending time in another class', an indication that he might not be considered a full member of the mainstream class by the other children. A useful practice in Oakwood was that they were teaching the students in RP how to make friends (e.g. My name is..., what's your name?). Although the students in Redbrick and Oakwood were visiting the mainstream class only when there were opportunities for 'successful inclusion', we observed a series of successful instances of 'mutual friendships' between Gary and Harry and other children in mainstream classes. We noted the following in our diary: 'The children got changed for PE and Bob helped Gary get changed. As we lined up to go out onto the field for PE, one of the girls said to me (unprompted), "Gary's my friend". Then the next girl in the line said, "Gary's my friend too"'.

Schools' collaboration with the LA

A common theme that appeared to provide more similarities than differences across the schools was RP staff's collaboration with the LA. The participants mentioned that collaboration with the LA is important, and improving, although it needs to be better both with parents and schools. For example, they said that schools and LA should collaborate to offer parents the best choices when their child moves to the next provision (e.g. Key Stage 2) because often parents are not clear about the process or choices. Similarly, more collaboration is needed to co-decide students' individual targets because the targets agreed in the school annual reviews were not always transferred in their EHCP (published by the LA) leading to a lack of acceptance in the next setting.

A major challenge was students' placement in RP as an alternative to a special school when places in the latter were not available. The participants provided examples of students that they were struggling to include in mainstream classrooms or even in a RP class, questioning their placement in a mainstream school. As the RP manager in Oakwood said, 'others [students] that I've got who are very severe and complex, preverbal, we struggle, including with just in the class that we've got of eight children. Are we the best placement for them? Do we have hydrotherapy, the sensory rooms they need? No. And that's... I know it's extremely challenging for SEN department to be able to place all the children that have got special needs, but if they want us to be sticking to this purity of this model [inclusion], then they need to have some understanding of the actual needs of the children that we've got and whether it's appropriate'. A positive development was that the schools recently received an allocated case worker from the LA to discuss placements but communication

with these case workers was not always guaranteed due to understaff issues in the LA.

DISCUSSION

The transformative element: Implications for policy and practice

In all schools, the discussion focused on how schools can improve their practice. In Woodside, the participants highlighted two issues as paramount to providing RP as a service or/and to improve it. The first was the potential failure to act as a service supporting the mainstream staff if they keep receiving students with severe needs that mainstream teachers find hard to handle without the constant support of the RP staff. The prioritised solution for this was more financial support from the LA to increase the RP staff and related resources. The second was to work more closely with parents to make them better understand the benefits of including their children in the mainstream after our discussions showed that some parents could not fully understand the benefits of inclusion. Managing parents' concerns regarding the gap they think is growing between children in mainstream and their child in RP should be a priority for all schools with RP. Through dialogue, parents can understand the goal is not for their child to reach mainstream children's progress but to improve their individual academic progress and benefit from the social inclusion that a special school cannot offer.

Redbrick and Oakwood focused on how to improve the collaboration between the staff in RP and mainstream classrooms in planning the lessons and in delivering them. Improvements in planning included the incorporation of co-planning into teachers' timetable and the creation of common online spaces to share planning, so the RP staff can prepare resources/materials in advance. The participants considered that co-planning time can enhance the education of students with SEND in RP and mainstream classrooms and expand the work children do in RP to mainstream classrooms. This means that mainstream teachers need to be aware of these students EHCPs and the activities they do in RP. In addition, training on curriculum adjustments can provide meaningful access for these students. A complementary curriculum between mainstream and the RP can enhance inclusion in mainstream and the quality of individual and small-group teaching that is offered in the RP.

These schools wanted parents to meet mainstream teachers in addition to RP staff, to not only discuss parents' expectations, but also their concerns regarding the gap they think is growing between children in mainstream and their child in RP. If parents have a better understanding of how RP functions as a service or space,

it would be easier for them to appreciate how their child is benefitted by participating in 'both worlds'. Additionally, schools need to support parents in their collaboration with therapists by shaping their expectations and the questions parents could ask.

Lastly, proposals for change included how all schools would benefit from increased LA support. For example, the LA providing network meetings for all schools with RP to share practice and multi-agency meetings for young children with EHCPs before they come to the school, so they have time to provide the necessary arrangements. Another important proposal was to continue building a good relationship with their case worker to improve their collaboration with the LA.

RP as a service or space? Theoretical implications

The findings have important theoretical implications for the conceptualisation of RP in mainstream schools either as a service to promote the inclusion of students with SEND in the mainstream class or as a space for specialised provision with opportunities for inclusion. Although participants recognised that flexibility is important and that both models have value, there seems to be a distinction between RP that promotes inclusion in the mainstream as a rights-based approach (service) versus individual and small-group education as a needs-based approach (space). Given that dialogue was used to understand the participants' situation and that the aim of any dialectical discussion is to bridge the extremes of the dialect towards a middle ground (Glicksman et al., 2017; Tragoulia & Strogilos, 2013), we discuss how the amalgamation of RP as a service and space can promote a realistic approach to inclusion combining human rights and individual diversity perspectives. To this end, we recognise that the distinction between service and space is not clear-cut but both models function along a continuum in which either the service or the space model is prioritised.

The development of RP as a service aligns well with the idea that all students should be educated in the mainstream class irrespective of their needs (Göransson & Nilholm, 2014). It can constitute an alternative to the education of students with SEND in separate classrooms in which, as Webster (2022) notes, students follow a narrower curriculum based on teachers' lower expectations. On the contrary, the development of RP as a space prioritises individual and small-group structured education which EEF (2020) has identified as effective for these students, especially if high-quality support is provided by trained TAs (EEF, 2018). The role of TAs is paramount in the education of students with SEND and ineffective support from them has been found to negatively impact the learning of these students (Jackson et al., 2022). Therefore,

ensuring adequate training for TAs is key to effective RP (Lindsay, 2011).

The participants in Redbrick and Oakwood worked under the notion of ‘successful inclusion for some students’ and for this reason they considered the RP class as a safe space when such inclusion was not possible. The notion of ‘successful inclusion’ in these schools seems to be in line with the UN Convention of Rights for Persons with Disabilities which in article 24d states that ‘persons with disabilities receive the support required within the general system to facilitate their effective education’ (2006, p. 15). One could argue that the space model aligns better with the notion of integration in which the focus is on the improvement of the skills of the students and not on the improvement of teaching (Thomazet, 2009). However, it is difficult to argue that this model cannot positively contribute to the education of students with severe disabilities, who might need a safe space to accommodate their needs, especially when there is no appropriate curriculum modifications and accommodations in the mainstream class, as is the case in many mainstream schools (Strogilos et al., 2020). Colley (2020), in a literature review on the inclusion of students with severe learning disabilities in mainstream schools, noted that there is no robust research that focuses on actual inclusive practice for these learners or evidence that inclusion in the mainstream is meaningful for them. Similarly, Buchner et al. (2021), in a study exploring the increase of students with SEND in mainstream schools in seven European countries, found that students with severe learning disabilities remain the key population of special schools. This indicates that we know little about the inclusion of these students which makes the use of a space for their education in a mainstream school justifiable.

Given our learning with the school participants, we argue that RP as a service can promote the academic and social inclusion of students with SEND and their education alongside their peers. However, we recommend that flexibility in the conceptualisation of RP, either as an inclusive service or a space, can positively contribute towards a realistic approach to inclusion combining human rights and individual diversity perspectives. Although RP as a service should be prioritised, it seems that we do need a ‘safe space’ between a special and a mainstream school for those students who we do not yet know how to include in mainstream. Researchers who have argued for a rights-based approach in the inclusion of students/people with learning disabilities have noted that its implementation presents significant challenges (Browne & Millar, 2016) or that the overemphasis on the human rights should not ignore their individual challenges (Glicksman et al., 2017). As Glicksman et al. (2017) propose, the use a dialectical model to consider the challenges between rights-based and person-centred approaches is important to understand the merits of each

approach. We consider that this dialogue can create a space to challenge the binary position of the inclusion and exclusion of students with SEND in mainstream schools. Such a dialogue with school staff, parents and students, can bring theoretical (academic) and practical (participants) perspectives together as a more just approach to inform provision.

Limitations and future research

Although the findings of this small-scale study cannot be generalised, we consider that the two identified models are a good start in understanding the way RP functions in English schools. Future research should explore RP in secondary schools to identify similarities and differences. The effective practices for RP identified in this study, could be used to co-develop a toolkit for schools with RP to support the education and inclusion of students with SEND in these settings. This toolkit could be co-developed through ‘close-to-practice research’ in which, through collaboration, research and practice co-construct knowledge (Parsons, 2021). Future research could also focus on other services which support students with SEND in mainstream schools such as visiting teachers, therapists and SENCo, and based on CCM to identify the useful and exclusionary practices of these services and ways to transform them.

FUNDING INFORMATION

This work was supported by the British Academy/Leverhulme Trust (grant number SRG1920\100544).

CONFLICT OF INTEREST STATEMENT

None.

DATA AVAILABILITY STATEMENT

The data are available from the authors upon request.

ETHICS STATEMENT

University of Southampton.

ORCID

Vasilis Strogilos  <https://orcid.org/0000-0003-1754-4306>

Rebecca J. Ward  <https://orcid.org/0000-0001-7703-8670>

REFERENCES

- Bond, C. & Hebron, J. (2016) Developing mainstream resource provision for pupils with autism spectrum disorder: staff perceptions and satisfaction. *European Journal of Special Needs Education*, 31(2), 250–263. Available from: <https://doi.org/10.1080/08856257.2016.1141543>
- Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. Available from: <https://doi.org/10.1191/1478088706qp063oa>

- Braun, V. & Clarke, V. (2019) Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597. Available from: <https://doi.org/10.1080/2159676x.2019.1628806>
- Browne, M. & Millar, M. (2016) A rights-based conceptual framework for the social inclusion of children and young persons with an intellectual disability. *Disability & Society*, 31(8), 1064–1080. Available from: <https://doi.org/10.1080/09687599.2016.1232190>
- Buchner, T. & Proyer, M. (2020) From special to inclusive education policies in Austria—developments and implications for schools and teacher education. *European Journal of Teacher Education*, 43(1), 83–94. Available from: <https://doi.org/10.1080/02619768.2019.1691992>
- Buchner, T., Shevlin, M., Donovan, M.A., Gercke, M., Goll, H., Šiška, J. et al. (2021) Same progress for all? Inclusive education, the United Nations convention on the rights of persons with disabilities and students with intellectual disability in European countries. *Journal of Policy and Practice in Intellectual Disabilities*, 18(1), 7–22.
- Colley, A. (2020) To what extent have learners with severe, profound and multiple learning difficulties been excluded from the policy and practice of inclusive education? *International Journal of Inclusive Education*, 24(7), 721–738. Available from: <https://doi.org/10.1080/13603116.2018.1483437>
- Department for Education (DfE). (2015) *Area guidelines for SEND and alternative provision. Including special schools, alternative provision, specially resourced provision and units*. Available from: <file:///C:/Users/vsId17/OneDrive%20-%20University%20of%20Southampton/Southampton%20School%20of%20Education/Research/Research%20Funding/British%20Academy/BA-Grant/Resourced%20ProvisionUK-Policy%20document.pdf> [Accessed 6th Sep 2022]
- Department for Education (DfE). (2017) *Special educational needs in England: January 2017 Technical Document*. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/633035/SFR37_2017_Technical_document.pdf [Accessed 6th Sep 2022]
- EEF. (2018) *Making best use of teaching assistants. Guidance report*. Available from: <https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf>
- EEF. (2020) *Special educational needs in mainstream schools. Summary of recommendations*. Available from: file:///C:/Users/vsId17/OneDrive%20-%20University%20of%20Southampton/Southampton%20School%20of%20Education/Research/Research%20Funding/EEF-SEND%20resources/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf [Accessed 6th Sep 2022]
- Flecha, R. (2021) *How dialogic educational research reconnects communities*. European educational research association blog. (eera-ecer.de).
- Flewitt, R. & Nind, M. (2007) Parents choosing to combine special and inclusive early years settings: the best of both worlds? *European Journal of Special Needs Education*, 22(4), 425–441. Available from: <https://doi.org/10.1080/08856250701650045>
- Florian, L. (2019) On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education*, 23(7–8), 691–704. Available from: <https://doi.org/10.1080/13603116.2019.1622801>
- Glicksman, S., Goldberg, C., Hamel, C., Shore, R., Wein, A., Wood, D. et al. (2017) Rights-based and person-centered approaches to supporting people with intellectual disability: a dialectical model. *Intellectual and Developmental Disabilities*, 55(3), 181–191. Available from: <https://doi.org/10.1352/1934-9556-55.3.181>
- Gómez, A., Puigvert, L. & Flecha, R. (2011) Critical communicative methodology: informing real social transformation through research. *Qualitative Inquiry*, 17(3), 235–245. Available from: <https://doi.org/10.1177/1077800410397802>
- Gómez, J., Latorre, A., Sánchez, M. & Flecha, R. (2006) *Metodología Comunicativa Crítica [Critical Communicative Research]*. Barcelona, Spain: Hipatia.
- Göransson, K. & Nilholm, C. (2014) Conceptual diversities and empirical shortcomings—a critical analysis of research on inclusive education. *European Journal of Special Needs Education*, 29(3), 265–280. Available from: <https://doi.org/10.1080/08856257.2014.933545>
- Hasson, L., Keville, S., Gallagher, J., Onagbesan, D. & Ludlow, A.K. (2022) Inclusivity in education for autism spectrum disorders: experiences of support from the perspective of parent/carers, school teaching staff and young people on the autism spectrum. *International Journal of Developmental Disabilities*, 1–12. Available from: <https://doi.org/10.1080/20473869.2022.2070418>
- Hebron, J. & Bond, C. (2017) Developing mainstream resource provision for pupils with autism spectrum disorder: parent and pupil perceptions. *European Journal of Special Needs Education*, 32(4), 556–571. Available from: <https://doi.org/10.1080/08856257.2017.1297569>
- Jackson, C., Sharma, U. & Odier-Guedj, D. (2022) Secondary teachers' perspectives on their work with teacher assistants. In: Webster, R. & de Boer, A. (Eds.) *Teaching assistants, inclusion and special educational needs*. London: Routledge, pp. 158–174.
- Kurth, J.A. & Gross, M. (2014) *The inclusion toolbox: strategies and techniques for all teachers*. California: Corwin Press.
- Lindsay, G. (2011) Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology*, 77(1), 1–24. Available from: <https://doi.org/10.1348/000709906X156881>
- Lindsay, G., Ricketts, J., Peacey, L.V., Dockrell, J.E. & Charman, T. (2016) Meeting the educational and social needs of children with language impairment or autism spectrum disorder: the parents' perspectives. *International Journal of Language & Communication Disorders*, 51(5), 495–507. Available from: <https://doi.org/10.1111/1460-6984.12226>
- Mitchell, D. & Sutherland, D. (2020) *What really works in special and inclusive education. Using evidence-based teaching strategies*, 3rd edition. London: Routledge.
- Moran, H. (2001) Who do you think you are? Drawing the ideal self: a technique to explore a Child's sense of self. *Clinical Child Psychology and Psychiatry*, 6(4), 599–604. Available from: <https://doi.org/10.1177/1359104501006004016>
- National Audit Office. (2019) *Support for pupils with special educational needs and disabilities in England: report by the comptroller and auditor general (full report)*. Available from: <https://www.nao.org.uk/wp-content/uploads/2019/09/Support-for-pupils-with-special-education-needs.pdf>
- National Statistics. (2022) *Special educational needs in England*. Available from: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>
- OFSTED. (2018) *Annual report 2017/18: education, children's services and skills*. Available from: <https://www.gov.uk/government/collections/ofsted-annual-report-201718>
- OFSTED. (2022) *The Annual report of his majesty's chief inspector of education, children's services and skills 2021/22*. Available from: file:///C:/Users/vsId17/OneDrive-University-of-Southampton/Southampton-School-of-Education/Modules/Modules2022-2023/EDUC1042/31357_Ofsted_Annual_Report_2021-22_WEB.pdf
- Parsons, S. (2021) The importance of collaboration for knowledge co-construction in 'close-to-practice' research. *British Educational Research Journal*, 47(6), 1490–1499. Available from: <https://doi.org/10.1002/berj.3714>
- Qu, X. (2020) A critical realist model of inclusive education for children with special educational needs and/or disabilities. *International Journal of Inclusive Education*, 26, 1008–1022. Available from: <https://doi.org/10.1080/13603116.2020.1760366>
- Ravet, J. (2011) Inclusive/exclusive? Contradictory perspectives on autism and inclusion: the case for an integrative position.

- International Journal of Inclusive Education*, 15(6), 667–682. Available from: <https://doi.org/10.1080/13603110903294347>
- Saloviita, T. (2020) Attitudes of teachers towards inclusive education in Finland. *Scandinavian Journal of Educational Research*, 64(2), 270–282. Available from: <https://doi.org/10.1080/0031831.2018.1541819>
- Shevlin, M. & Banks, J. (2021) Inclusion at a crossroads: dismantling Ireland's system of special education. *Education Sciences*, 11(4), 1–11. Available from: <https://doi.org/10.3390/educsci11040161>
- Strogilos, V., Avramidis, E., Voulagka, A. & Tragoulia, E. (2020) Differentiated instruction for students with disabilities in early childhood co-taught classrooms: types and quality of modifications. *International Journal of Inclusive Education*, 24(4), 443–461. Available from: <https://doi.org/10.1080/13603116.2018.1466928>
- Strogilos, V., Lim, L. & Buhari, N. (2021) Differentiated instruction for students with special educational needs in mainstream classrooms: contextual features and types of curriculum modifications. *Asian-Pacific Journal of Education*, 1–17. Available from: <https://doi.org/10.1080/02188791.2021.1984873>
- Terry, G., Hayfield, N., Clarke, V. & Braun, V. (2017) Thematic analysis. In: Willig, C. & Stainton Rogers, W. (Eds.) *The SAGE handbook of qualitative research in psychology*, 2nd edition. London: SAGE Publications Ltd., pp. 17–36. Available from: <https://doi.org/10.4135/9781526405555.n2>
- Thomas, G. (2017) *How to do your case study. A guide for students*, 3rd edition. London: Sage.
- Thomas, G. & Loxley, A. (2022) Groundhog day for inclusive education. *Support for Learning*, 37(2), 225–243. Available from: <https://doi.org/10.1111/1467-9604.12406>
- Thomazet, S. (2009) From integration to inclusive education: does changing the terms improve practice? *International Journal of Inclusive Education*, 13(6), 553–563. Available from: <https://doi.org/10.1080/13603110801923476>
- Tragoulia, E. & Strogilos, V. (2013) Using dialogue as a means to promote collaborative and inclusive practices. *Educational Action Research*, 21(4), 485–505. Available from: <https://doi.org/10.1080/09650792.2013.832342>
- UNESCO. (2021) *Reaching out to all learners: a resource pack for supporting inclusion and equity in education*. Paris: International Bureau of Education. UNESCO. Available from: file:///c:/users/vs1d17/OneDrive-UniversityofSouthampton/Southampton-School-of-Education/PublicationsFolder/Publications2022/ManuscriptPRandinclusion/unesco_bie_2021_web_inclusive_education_resrouce_pack.pdf
- Warnock, M. (1978) *Special educational needs: report of the committee of enquiry into the education of handicapped children and young people*.
- Warren, A., Buckingham, K. & Parsons, S. (2020) Everyday experiences of inclusion in primary resourced provision: the voices of autistic pupils and their teachers. *European Journal of Special Needs Education*, 36(5), 803–818. Available from: <https://doi.org/10.1080/08856257.2020.1823166>
- Webster, R. (2022) *The inclusion illusion. How children with special educational needs experience mainstream schools*. London: UCL Press. Available from: <https://www.uclpress.co.uk/products/152465>
- Williams, J. & Hanke, D. (2007) Do you know what sort of school I want?: optimum features of school provision for pupils with autistic spectrum disorder. *Good Autism Practice*, 8(2), 51–63.

How to cite this article: Strogilos, V. & Ward, R.J. (2023) Resourced provision in mainstream schools for students with special educational needs and/or disabilities: Inclusive service or safe space? *Journal of Research in Special Educational Needs*, 00, 1–14. Available from: <https://doi.org/10.1111/1471-3802.12622>