Inclusive education for the D/deaf primary aged child: what are the attitudes and perceptions of Qualified Teachers of the Deaf working in resourced provisions towards resource based D/deaf pupils' inclusion in mainstream primary classrooms?

A study submitted in partial fulfilment of the requirements for the degree of Master of Arts of the University of Hertfordshire

Thomas Pilsel BA (Hons), P.G.C.E., P.G. Dip.

Mary Hare, Newbury: Partnered with University of Hertfordshire, Hatfield

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Abbreviations

BATOD	British Association of Teachers of the Deaf
CRIDE	Consortium for Research into Deaf Education
CRPD/C/GC/4	The General comment No.4 (2016) Article 24: Right to inclusive education, Conventions on the Rights of Persons with Disabilities
CHL	Childhood hearing loss
CSW	Communication Support Worker
DfE	Department for Education
EHCP	Education, Health and Care Plan
ERF	Enhanced Resource Facility
LSA	Learning Support Assistant
NatSIP	National Sensory Impairment Partnership
NDCS	National Deaf Children's Society
NHSP	Newborn Hearing Screening Programme
MQ	Mandatory Qualification
QS	Quality Standards
QSRP	Quality Standards: Resource Provisions for Deaf Children
QToD	Qualified Teacher of the Deaf
RP	Resource Provisions
SEN	Special Educational Needs
SENDCOP	SEND Code of Practice: 0 to 25 years
SP	Specialist Practitioners
TA	Teaching Assistant
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-IBE	UNESCO - International Bureau of Education

UNICEF   The United Nations Children's Fund

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Abstract

Usually catering for a specific type of special educational need (SEN), resourced provisions (RPs), including RPs for pupils who are deaf, are an established part of the SEN provision within the United Kingdom. Whilst much research and discussion has been undertaken into 'inclusion', a definitive received definition of what inclusion should be, or represent, eludes researchers and policy makers. This small-scale research project explores the attitudes and perceptions of Qualified Teachers of the Deaf (QToDs) of the inclusion of D/deaf children who attend a primary school with a RP, in England. In relation to the inclusion of D/deaf learners who have access to RPs, very limited research has been undertaken in this area.

Convenience sampling was used to recruit participants via professional forums and personal contacts. Data was collected using semi-structured, online interviews to capture the lived experiences of 8 QToDs currently working in RPs based in primary schools. Transcriptions of the interviews were thematically analysed revealing common themes.

Analysis of the results found that QToDs positively perceived inclusion as a concept. However, QToDs were split as to how effectively D/deaf pupils are included within the mainstream classroom even when supported by RPs. QToDs indicated that successful inclusion of D/deaf children varied depending on the additional needs of the D/deaf pupils, the attitudes of the mainstream staff, the support of the school's senior leadership team (SLT), and the abilities of specialist teaching assistants (TAs). Moreover, QToDs expressed a degree of confusion as to the role of a QToD as the needs of the D/deaf children become increasingly complex. The results also clearly show that QToDs based in RPs do not uniformly follow prescribed quality standards.

Further research is required to understand if the conclusions of this study are reflective of RP provision more broadly within England.

1. Introduction

1.1. Background

1.1.1 Resourced Provisions (RPs)

How D/deaf children are educated has, and continues to be, a contentious issue (Archbold & Mayer, 2012). The term 'Resourced provision' is one that is used by the United Kingdom (UK) government to describe 'places that are reserved at a mainstream school for pupils with a specific type of SEN [Special Educational Need], taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school.' (GOV.UK, 2021). These RPs - 1,066 (*Ibid.*) in January 2021 for all types of SEN - usually cater for pupils with an Education Health and Care Plan (EHCP).

1.1.1.1. RPs for D/deaf pupils

RPs for the teaching of D/deaf pupils within mainstream schools date back as far as 1947 in the UK (Simpson, 2017). The peak of 502 RPs for D/deaf pupils in 1982 (Figure 1) coincided with The Warnock Report (1978) praising RPs (in general) as 'pioneering examples of the organisation of special educational provision in ordinary schools.'

Figure 1 'Growth in number of units 1962-1982' (Simpson, 2017)

1962	43
1965	74
1970	212
1976	340
1982	502

(Simpson, 2017: found at British Association of Teachers of the Deaf (BATOD))

Since then, the number of provisions for D/deaf pupils within mainstream schools has seen a significant drop. According to the Consortium for Research in Deaf Education (CRIDE, 2022), there are currently 237 RPs for D/deaf children within mainstream schools (8.8% decrease from 2016 total of 260; 52.7% decrease from peak in 1982)

accounting for 6% of the population of D/deaf children, or 1 RP for every 190 D/deaf children on average. Consequently, of the 975 QToDs reported to be working in England, only 320 (33%) work mainly in a RP. This is a 28% decrease from 2011.

1.1.2. Deafness: barriers to learning

Teachers were being trained to teach D/deaf children as far back as 1874, but, as the Warnock Report stated '… it was primarily concerned to relieve their distress, not to educate them.' (1978:10). In 1908, the Board of Education required any teacher working in schools for the blind and D/deaf to obtain, within two years, 'an approved qualification' (*Op. Cit. 31*). Today, it is within three years (DfE, 2018). The traditional 'barriers' to learning and development – late identification of childhood hearing loss (CHL), access to speech, access to mainstream classes, etc. - have been somewhat ameliorated. Universal Newborn Hearing Screening (NHSP), early intervention and cochlear implant developments (Lenihan, 2010) have improved the educational opportunities, if not the outcomes (Salter, *et al.* (2020; Spencer and Marschark, 2010; Marschark, *et. al.* 2015), for D/deaf children.

1.1.2.1. Not a learning disability

'Deafness is not a learning disability' (NDCS, 2010:2) is a truism that QToDs have voiced to countless mainstream staff. Equally, the awareness that childhood deafness has an impact on school attainment has also been understood for many years. This seemingly paradoxical combination can be difficult for some mainstream staff to comprehend. The barriers to learning, created by childhood deafness, may appear to some mainstream staff as a learning disability. Anecdotally, it remains an on-going challenge for QToDs to educate mainstream staff away from this misconception.

1.1.3. Child Centred Practice

It has been common policy (Special Education Needs and Disability Code of Practice: 0 to 25 years, 2015; UNESCO, 1994) and practice to place the child, with or without SEN, at the centre of, as Bronfenbrenner (1974) termed it, their own ecosystems (Hayes, et.al., 2017). The General comment No.4 (2016) Article 24: Right to inclusive education, Conventions on the Rights of Persons with Disabilities (CRPD/C/GC/4) reiterates this principle – education as a right of the learner, not the parents - as a 'fundamental human right' (paragraph 10.a), which is supported by United Kingdom (UK) policy - via *The 2014 Special Education Needs and Disability Code of Practice:*

0 to 25 years (SENDCOP). This emphasises the 'views of the pupil' (2014:6.70) and the need to 'ensure that children…are involved in the decisions taken' during the EHCP assessment, planning and review processes.

1.1.4. Complex needs

The effects of an additional need for D/deaf children are not simply additional, but are, in fact, compound and have significant impact on the child's ability to learn (Bruce, *et al.*, 2008). While some (Gregory, 2017) consider the incidence of D/deaf pupils with additional needs remaining low, others suggest that the proportion of D/deaf population is somewhere between 30%-40% (McCracken & Turner, 2012) and 40-50% (Nelson & Bruce, 2019). However, research in this area is limited (NDCS, 2012). CRIDE (2022) reports that 23% of D/deaf children have either a primary or secondary additional SEN, but there is no data on the proportion of RP based D/deaf children's additional primary or secondary needs.

1.2. Key Questions

Through this research project, I am aiming to explore how inclusive education is perceived by QToDs who work in RPs within an inclusive political and educational framework, and what their attitudes towards inclusion are. Therefore, the key research questions are:

- What are QToDs' attitudes to the inclusion of D/deaf pupils?
- What are QToDs' perceptions of the inclusion of D/deaf pupils?
- How does their role as a QToD within a RP influence their attitude towards the 'inclusion' of D/deaf pupils?

2. Literature Review

2.1. Inclusive education policy

2.1.1. The United Kingdom

2.1.1.1. The Warnock Report

The Warnock Report (1978), in reference to all SEN, looked at integration in three ways: 'LOCATION…SOCIAL…FUNCTIONAL' (DFES, 1978:100-101). The thrust of that report was to 'integrate' children with SEN in the learning programmes of those

without SEN. In effect, by controlling the location and the social association of SEN learners, schools/LAs would be able to create '…joint participation in educational programmes.' (*Ibid.*:101), so called *functional integration*. The findings of the Warnock Report Underpinned the 1981 Education Act. However, writing in 2005 and 2010, Mary Warnock was critical of the stance her committee took in the 1978 report. Her 2010 stance recognised the good intentions of the inclusion agenda, but she rejected the idea of schools as 'microcosms of society' (2010:32) and emphasised the need for children to be educated in the right setting for themselves.

2.1.1.2. Special educational needs and disability code of practice: 0 to 25 years (SENDCOP, 2014)

The 2015 SENDCOP, which still underpins all of our practice today, maintains the commitment 'to inclusive education' (DFE, 2014.:25). It places emphasis on 'high quality teaching that is differentiated and personalised' with 'participation in mainstream education.' (*Op. Cit.*: 25). However, it is explicit in the need for 'interventions' and the involvement of 'appropriate specialists' if and when a child is not maintaining progress (*Op. Cit.*: 88).

2.1.2. International

2.1.2.1. The Salamanca Statement

Considered by some (Ainscow and Miles, 2008) to be the pivotal moment in the discourse surrounding the issue of inclusion, The Salamanca Statement emphasised inclusive education, for all SEN, as a means to reforming all education systems. It proclaimed that:

> 'those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting their needs.' (1994: statement 2)

The statement was explicit in its requirement for policy and practice to adapt, and should not be different for those with SEN (statement 29). It emphasised the need for appropriate additional support within the classroom, and, importantly, '…the provision of assistance from specialist teachers and external support staff.' With 'Specialized training in special needs education leading to additional qualifications…' (statement 45).

2.1.2.2. Convention on the Rights of Persons with Disabilities

In 2006, the Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006) continued the policy of the 'goal of full inclusion' (paragraph 2(e)) and education as a fundamental human right of all persons with disabilities. Ten years later, this was reiterated in CRPD/C/GC/4 (UN, 2016) with the clear implication that states and nations had not been considerate to these rights as 'many millions' (2016: paragraph 3) still do not access inclusive education. It reiterates the notion of integration, i.e. 'placing students with disabilities in mainstream educational institutions without adaptation and requiring the student to fit in' (UNICEF, 2017:3) as an inadequate and incomplete form of inclusion, and, therefore, not inclusive.

2.2. Defining inclusion

Once referred to as 'integration' (DFES, 1978:100), inclusion of children with SEN has long been a topic for debate framed largely in the UK by policy (Warnock, DFES, 1978; UNESCO, 1994). Whilst antiquated terminology peppered the Warnock report it had 'laid the foundation for early ideas about inclusion…' (Weddell, 2008:127). Defining inclusion is difficult as it contains a conflict of ideas, addressed by the *House of Commons Education and Skills Committee (2005-6),* which stated that 'The word [inclusion] alone invokes a great deal of strong feelings and antagonism…' (2005-6: paragraph 58).

Mel Ainscow (2020:7) concedes that '…the field remains confused as to the actions needed in order to move policy and practice forward.' Nilholm & Goransson (2017:446), after their review of the articles most cited in Europe and North America in Scopus, conclude that 'It is obvious…that there is a lack of clarity concerning the definition of inclusion.'. Krischler *et. al.* (2019:646) identify that differing definitions of inclusion will lead to differing interpretations of inclusion, which will, in turn, affect '…policies and practices within the education system…'.

Powers defines inclusion as 'a system of values' (*Ibid.*: 237) rather than a location or placement. Murray *et. al.*, albeit writing from the perspective of criticising the General comment No. 4 Article 24: Right to inclusive education (CRPD/C/GC/4, 2016) for misrepresenting Conventions on the Rights of Persons with Disabilities, (CRPD, 2006), refer to it as 'inclusion by experience…rather than by placement…location alone.' (2020: 702). However, Ainscow and Miles (2008:16) imply that in the UK,

inclusive education is too concerned with the placement of children with SEN rather than 'the foundation of a more just society.'

Barton refers to inclusion as 'not an end in itself…' but as '…a means to an end, that of establishing an inclusive society.' (1998:84).   He locates the concept of inclusion as a central pillar of citizenship and for removing 'disabling barriers within society.'(*ibid*). Similarly, Avramidis & Norwich (2002) identified the term inclusion as a societal aim for equality post-Salamanca. The CRPD/C/GC/4 understood inclusion, amongst other things, to 'acknowledge individual requirements and ability to effectively be included in and contribute to society.' (paragraph 10. b.) This social model of inclusion is one that reflects the bioecological model of childhood development proposed by Uri Bronfenbrenner in the mid-20th century which epitomises the social view of childhood development and the role of 'social policy' (Bronfenbrenner, 1974:1; Haynes, Norin *et al*. (2017)).

Perhaps the fundamental problem with the theory and the debate surrounding inclusion is that it may appear to be 'political and philosophical' (Hyde & Power, 2004:1) based upon 'statements of faith rather than evidence.' (Powers, 2002:232). Competing theories and ideologies create conflict and absolutism and, as Powers asserts, for a teacher, any teacher, to successfully employ inclusive practice in their teaching, they must have access to a broad concept of inclusion and be fully engaged in the inclusion debate. At a school level, successful inclusion requires, according to Schuelka, 'a continuous process of educational transformation' (2018:2).

28 years on from The Salamanca statement, and 43 years after the Warnock report, there may still be a need for a shared definition of 'inclusion' (Ainscow, 2020). Is it, as Weddel (2008) has observed, concerned with homogeneity, an equality of experience for all despite individual needs, or is it about targeted, individualised application of policy and training? Or, as Powers (2002) implies in his analysis of the concepts and practices of inclusion in D/deaf education in the UK, is it merely semantics?

2.3. Inclusive practice
In 2021, Ofsted reported on a small-scale case study they undertook of SEN pupils' experiences. They found that whilst schools 'often took a pupil-centred approach…' (2021:3) in the identification and planning of provision, they found that 'staff did not always know the pupils well enough to do this.'

2.3.1. School leadership

Having reviewed the literature, Schuelka identifies a number of 'commonly identified challenges to successful inclusion' (2018:7). Amongst this list is 'Unsupportive school and district leadership' (*Ibid.*). He indicates that leadership is crucial to enabling inclusive practice. Similarly, the UNESCO International Bureau of Education (UNECSO-IBE) (2016) points to leadership as crucial in moving inclusive practice forward.

2.3.2. Teaching Assistants (TAs)

A method to support SEN inclusion involves the deployment of TAs (when supporting D/deaf children, roles can diverge from classroom TAs and the terminology used ranges from Communication Support Workers (CSWs) to Specialist Practitioners (SPs) and Learning Support Assistants (LSAs)). Webster, et al., suggest that the use of TAs to support inclusion has become ubiquitous despite a degree of 'ambiguity about the TA role in relation to teachers and teaching, and the inclusion of pupils with SEN.' (2013:79). Indeed, considering the neediest children have TAs, there is a danger, according Blatchford *et al.* that TAs focus more on task completion rather than understanding, and are 'reactive rather than proactive' (2009:2), with questionable attainment outcomes when correlated to the amount of time spent with a TA. This is despite teachers retaining full responsibility for the child's 'progress and development' (DfE, 2014:99).

A possible explanation for this, Blatchford *et al.* contend, is that the TA is given a pedagogical role disproportionate to their qualifications and job description, while the class teacher lacks engagement with these pupils, leaving it to the TA. Ofsted (2021) also reported of a risk of 'social exclusion and an over-reliance on a single adult.'.

In respect of D/deaf pupils, TA support is vital to overcome the communicative, social and educational barriers of a hearing loss in order to access the curriculum effectively (NatSIP, 2012). With 45,060 D/deaf children in England (19% of whom have an EHCP – 8561 D/deaf children) there are only 760 specialist support staff directly employed by sensory support services in England (CRIDE, 2022). It is important to understand that some TAs working with D/deaf pupils are employed directly by the school, but CRIDE stopped recording these figures in 2021. Data from CRIDE 2019 puts the overall figure at 1,299 specialist support staff.

2.4. Inclusion and the D/deaf child

2.4.1. D/deaf children's Under-Achievement in Education

Research into educational outcomes for D/deaf pupils has been, and continues to be, difficult owing to the low-incidence nature of the disability (Archbold, 2017), and the heterogeneous nature of D/deaf children (Archbold & Mayer, 2012; Fellinger, *et. al.* 2012; Marschark *et. al.*, 2019; Hyde & Power, 2004).

Despite technological advances impacting positively on educational placements (Archbold & Mayer, 2012; De Raeve, *et. al.,* 2012; Simpson, 2017), and early identification of CHL - via NHSP - being an important factor in the attempt to ameliorate the concomitant communication and academic delays brought about by CHL (Fitzpatrick, *et. al.*, 2007), academic disparity remains between D/deaf children and their hearing peers. This is well-recognised in the UK (Salter, et. al., 2020) and elsewhere (Spencer and Marschark, 2010; Marschark, *et. al.* 2015). According to the NDCS 'note on Department for Education figures for deaf children in 2022 (England)' (NDCS, 2022) where 'hearing impairment is the primary type of SEN' (*Ibid.*:1), whilst some narrowing of the gap has occurred at 'grade 4/C' - this is unreliable owing to the change in assessment methods from terminal examinations to teacher assessment - in English and Maths, the attainment gap between children with no identified SEN and D/deaf children, at KS4, is a whole grade per subject.

2.5. Inclusive practice for D/deaf pupils

2.5.1. Mandatory Qualifications (MQ)

Currently, of the 975 Teachers of the Deaf in working in England, 886 have the mandatory, QToD, qualification, which is a 17% decrease from 1062 in 2011 (CRIDE, 2022). The *Specification for MQ: For specialist teachers of children and young people who are deaf* (DfE, 2018) outlines the roles and responsibilities of QToDs. This is a comprehensive specification covering all aspects of the QToD role. However, it only mentions 'inclusion' (2016:23) twice. The first reference concerns the QToD's awareness of 'cultural inclusion', with the second referring to the 'inclusion and well-being of deaf learners' (*Op cit.*, 26).

2.5.2. Quality Standards for Resource Provisions (QSRP)

According to CRIDE (2022), there are 135 primary school RPs for D/deaf pupils in England in 89 of the 132 total services. Yet when surveyed as to what Quality Standard (QS) they use, fewer than 28 services (<21%) stated (via the 'other' option) that they may use the QSRP.

The QSRP (NDCS, 2020) outlines the raison d'être of RPs. QS01, QS02 and QS03 are all under the heading 'Securing inclusion and effective teaching and learning'. These QSs focus on securing high quality teaching and learning. Furthermore, 'successful inclusion' (*Ibid*: QS02) is a central pillar of the QSRP and requires a school culture that 'promotes the inclusion and achievement of deaf children' (*ibid*: QS03). Moreover, the QSRP is explicit in defining the 'purpose' (NDCS, 2020: introduction) of an RP as a place where D/deaf children '…make good educational progress…reduce or close any attainment gap…' and:

> 'A resource provision specifically caters to the needs of deaf children as an integral and specialist part of a mainstream school. It provides support from a range of specialist staff that ensure the needs of the deaf pupils are fully met within the daily life of the school.'

2.5.3. 'Good Practice'

Powers (2002) outlined what he considered 'good practice in inclusion for deaf students' (2002:237). He identified 13 points (Table 3) which indicate good practice and cover everything one may expect to employ when working with D/deaf children.

Figure 2 'Indicators of Inclusion for Deaf Students'

1.	a whole school approach to special needs
2.	regular opportunities for successful interaction between deaf students and hearing students
3.	regular opportunities for deaf students to interact with other deaf students
4.	an effective communication environment
5.	access for deaf students to the formal curriculum through a flexible response to individual need

6.	teachers (mainstream and specialist) and learning assistants who have the necessary knowledge, skills and attitudes to effectively teach and support deaf students
7.	the involvement of deaf students in extracurricular activities
8.	access to Deaf culture
9.	access to D/deaf role models
10.	the involvement of deaf students in decisions that affect them
11.	the involvement of parents in decisions that affect their children
12.	the involvement of deaf adults in policy making
13.	high academic and non-academic achievement for deaf students

Powers' point, however, was that these indicators had not been employed and that educators were confused about inclusion and its implications for D/deaf children. Antia, *et al.* discuss many of the same points and emphasise the need to promote 'membership', especially amongst mainstream staff, who may see D/deaf pupils as visitors rather than an integral part of the class, stating 'A mere mission statement affirming that a school is inclusive does not make it so.' (2002:226). Hyde and Power's (2004:95) Australian study suggests that simply placing D/deaf pupils within mainstream classrooms, without adaptation, does not constitute inclusion.

2.5.4. Mainstream Teachers: attitudes and perception to D/deaf pupils' inclusion

A significant barrier, according to Takala & Sume's (2018) Finish study, to the inclusion of D/deaf pupils is the disguised nature of it. This, they contend, may mislead the mainstream class teacher into believing everything is fine, leading to an unvirtuous circle of ever-increasing under-achievement. Their report found that 48% of teachers gave no support to D/deaf pupils in their classes. This is a significant figure, but with no comparable data for England. In my experience, where there is an RP based within a mainstream school, some teachers do need to be prompted to be inclusive. Whether this is indicative of a wider problem in mainstream schools without RPs requires further investigation.

Eriks-Brophy & Whittingham (2013) surveyed 63 classroom teachers in Canada who were currently or had taught D/deaf children. This extensive research, covering ten

domains, identified that these teachers had positive perceptions and attitudes towards the inclusion of D/deaf pupils, although they felt a need for more training and understanding of D/deaf pupils' needs. The researchers acknowledge that the teachers may have been influenced via the distributors - the QToDs/ToDs they already worked alongside - of the questionnaire. Again, comparative research has not been conducted in English schools.

2.5.5. (Qualified) Teachers of the Deaf: attitudes and perception of inclusion

Research into the attitudes of and perceptions of QToDs is sparse. One study, Lampropoulou & Padeliadu (1997), attempted to find out if Greek QToD attitudes to disabilities and inclusion were different to other types of teachers. Their results showed that QToDs had the most positive attitudes towards disability, but the most negative attitudes towards inclusion. This was exacerbated by the length of time the QToDs had been involved in SEN.

2.6. Gap in knowledge/Justification of Study

> 'Teachers of the Deaf, when compared to other groups of teachers, exhibit unique characteristics as a group as far as their attitudes toward disability and inclusion are concerned.' (Lampropoulou & Padeliadu, 1997:33)

The paucity of research into the attitudes and perceptions of QToDs towards inclusion is striking. A search via education databases Education Research Complete and Scopus, with keywords of 'inclusion' and 'Teachers of the Deaf', yielded two articles concerned with mainstream teachers' inclusion of D/deaf learners, but very few deal directly with QToDs' views on inclusion. Of those that do only Lampropoulou & Padeliadu (1997) directly analyse the relationship between Teachers of the Deaf and their attitudes towards inclusion. However, this was written just as inclusion policy was gathering speed and may have reflected broader societal and cultural attitudes. Others, such as Salter, Swanick & Pearson (2017) examine the relationship between mainstream staff and specialist deafness support to inclusive working practices. Antia, et al. (2002) explore similar lines, but also focus on 'membership' for D/deaf pupils as a key factor in successful inclusion. Dettman, *et al.* (2020) look more broadly, from the perspective of QTODs, at typical support practices, rather than attitudes and beliefs. Research into the area of QToD practice with D/deaf pupils in mainstream settings is limited. Much research, in relation to children who are D/deaf or hard of

hearing (D/deaf), has focused not on the individual's requirements to learn (Snoddon & Murray, 2017), but on the top-down delivery of their education from pedagogues and policy makers (Salter et. al., 2017). Therefore, I believe it is with some justification that I explore QToD attitudes to inclusion within mainstream settings with resourced provisions for D/deaf children.

3.0. Methodology

3.1. Introduction/background of methodology (500)

The experiences of QToDs working in RPs offer us a unique insight into the inclusion of D/deaf pupils in mainstream schools. Cohen *et al.* (2017:153) explains the importance of tightly framing small-scale research projects to ensure 'rigour'. Consequently, it seemed appropriate to better understand, via a semi-structured interview, how this cohort of teachers (QToDs), working in RPs in English mainstream primary schools (and not the wider profession), view inclusion.

3.2. Research questions

Cohen *et al.* (2017) suggest it is important to ask the right questions to cover the area of research fully. Following the literature review above, it was clear that - owing to the paucity of research into QToDs' attitudes - the right questions were:

- What are QToDs' attitudes to the inclusion of D/deaf pupils?
- What are QToDs' perceptions of the inclusion of D/deaf pupils?
- How does their role as a QToD within a RP influence their attitude towards the 'inclusion' of D/deaf pupils?

3.3. Design

Whilst action research may have yielded more practical, observed data, it relies upon the assumption that there is a problem which requires solving (Denscombe, 2017). However, the questions above are not designed to solve a problem and enhance professional application or to answer specific pedagogical/political questions (Bell, 2018). Instead, I was interested in identifying how a specific cohort of special needs teachers (QToDs) perceive their role within an inclusive education system. How QToDs dispense their skills and structure D/deaf pupils' learning within current inclusion policy is for others to explore. My questions are designed to yield descriptive, narrative answers. Moreover, owing to the paucity of research in the current area of study, a degree of interpretation (Denscombe, 2017) will be required to understand what commonalities, if any, exist between QToDs' attitudes and perceptions toward inclusion for their D/deaf pupils in English primary schools with RPs.

Another, more practical disadvantage of action research is that RPs within England are often located near high population centres and are not, therefore, geographically

spread amongst the counties. Therefore, observational, hands-on action research would have been less time efficient (Denscombe, 2017), which was also limited by the Covid-19 pandemic. Therefore, all interviews were conducted by Zoom video calls.

3.3.1. Phenomenology

The research methodology best served to achieve this was via a phenomenological approach. This approach allowed me to focus in on the subjects' experiences as RP based QToDs and how this has shaped their view of inclusion (Denscombe, 2017). This generated qualitative data from which I was able to thematically analyse and codify the participants' attitudes and perceptions of inclusion. This method best enabled me to answer the research questions efficiently (Cohen, *et al.*, 2017). It did not seek to explain the causational relationships between QToDs' attitudes and perceptions to inclusion and their practice. Instead, it allowed me to develop an overview of how they view inclusion in their lived, 'authentic' experience (Cohen *et al.*, 2017:300). Denscombe (2017:137), when exploring the 'credentials' of the phenomenological approach, refers specifically to 'perceptions', 'attitudes and beliefs', which reinforced my view that this research approach is be the most effective method to capture these experiences, allowing participants to describe the phenomena of being a QToD within a RP (Cohen *et al.* 2017).

A lack of rigour is sometimes associated with the phenomenology methodology for those who favour a more scientific approach (Denscombe, 2017). However, this disadvantage is countered by the fact that the phenomena being researched: a) lacks precedent; b) has a small catchment of participants; c) the methodology is applicable to small-scale research (*Ibid.*); d) relies upon 'authentic accounts' of said phenomena (*Ibid.*, 2017:145).

3.4. Data Collection

Various methods of data collection could have been applied to facilitate the data collection, including surveys, semi-structured interviews, or even focus groups. A mixed-method approach was deemed inappropriate owing to a lack of comparable research. Therefore, a semi-structured interview was designed to cover the key research questions. This method also allowed me to ensure participants addressed the research questions in depth, from which their answers may illuminate what is a limited field of study (Cohen, *et al.*, 2017).

3.4.1. Semi-structured interview

To ensure validity, the semi-structured interview requires a degree of uniformity of approach, i.e. the topic of the interview is known and the questions, albeit open-ended, are pre-set (although unknown to the participants) using an interview schedule (Appendix D). These questions should attempt to provide the researcher with answers with sufficient content pertaining to the overall research questions, which can then be analysed (Cohen, *et al.*, 2017).

However, it is important for the interviewer to recognise where the participant wants to elaborate and where they may need further prompts or examples and to adjust accordingly. Indeed Denscombe (2017) suggests that questions, from one interview to the next may develop as the topics covered unveil new areas of interest or 'unthought-of relationships or hypothesis.' (Cohen, *et al.*, 2017:513).

3.4.1.1. Online interview

All of the interviews for this research project were conducted via on-line methods. Cohen highlights the 'great attraction' of online interviewing being the flexibility, the reach and the anonymity of participants (Cohen, *et al*, 2017:538). This also circumvented any Covid-19 restrictions and was time efficient.

3.4.1.2. Interview schedule

Whilst advantages of online interviews include the flexibility of arranging the interview to suit the interviewee, it can be subject to the vagaries of technology (Cohen, *et al*. 2017). Moreover, some of the rapport involved in face-to-face interviews may not easy to replicate, potentially resulting in a feeling that the interviewee is 'remote' (Denscombe, 2017). Therefore, to maintain a focus on the themes that I wanted to explore during the interviews, and to maintain a level of professionalism, I created an interview schedule (Table 4) as an aide memoir using Thomas's (2013) model below (Appendix D).

Figure 3 Interview schedule format followed

Issue/topic	Possible questions	Possible follow-up questions	Probes

(Taken from Thomas, 2013: 199 - *Figure 7.2)*

Whilst this may appear to be restrictive, it is not a script and allows the researcher to clarify ambiguous or misunderstood responses and 'probe' areas that are of interest (Cohen, *et al.* 2017:513).

In addition, the interview schedule questions were based loosely around the 'Indicators of inclusion for Deaf Students' (Powers, 2002). This list was then used to provide an outline of perceived good practice and potential themes when analysing the transcripts of the interviews.

Interviewees were aware, prior to the interview, via the EC6 form (Appendix B), that the interview would be recorded and transcribed for the purpose of thematic analysis.

3.4.1.3. Advantages and disadvantages of this method

Unlike surveys, interviews usually result in a high response rate (Denscombe, 2017) and can enable the interviewer to create a list of questions (structure) through which they can 'probe…the motives and feelings' (Bell & Waters, 2018:210) of interviewees whilst retaining the freedom to explore responses with unscripted questions (Thomas, 2013). Moreover, the data can be validated by the participant post-interview to ensure accuracy (Denscombe, 2017).

Cohen, *et al.* summarise the interview as a 'social encounter' (2017:523) and provide an exhaustive list of 'Guidelines for the conduct of interviews' *(Ibid.*: BOX 25.2) in which there are many points of self-reflection for the interviewer to consider, including how the interviewer's own presence - the 'interviewer effect' (Denscombe, 2017:209) - in this interaction can affect the interview. Therefore, it was important to conduct the interviews without prejudicing the interviewee by revealing my thoughts on the matter being discussed (*Ibid.*). Therefore, to mitigate potential bias, it was important to maintain objectivity through an appropriate use of language and an appropriate demeanour, while post-interview, employing a non-value-based system of analysis would also help to avoid bias (Bell & Waters, 2018).

A further advantage of interviews is that consenting participants are more likely to talk in depth when it feels like 'a conversation between two people' (Cohen, *et al.,* 2017:508) than they are to write their answers down on a questionnaire. Moreover, online interviews reduce the burden of time on both the participant and the interviewer (*Ibid.*).

A potential disadvantage of this method, aside from the impact on time (Denscombe, 2017), potential interviewer bias (Bell & Waters, 2018), and the intimidatory nature of one-to-one interview (Koshy, 2005), is the contrived nature of interviews (Cohen, *et al.,* 2017) which could, it is suggested, inhibit any insight from the participants (Denscombe, 2017). However, this should be mitigated via planning – choosing, testing and using the correct, most open, prompt questions through which the interviewer funnels broad topics to specific areas of foci (Cohen, *et al.*, 2017). Denscombe (2017:218) also suggests that an advantage of online interviews is that the 'interviewer effect' is reduced by neutralising 'status factors' - such as gender - and equalising communication. A mitigation to limit this in my study, was to conduct trial interviews with non-participants using the same technology and interview schedule to analyse and reflect upon my demeanour and delivery. This also helped to evaluate the use of leading questions and to evaluate the use of the technologies involved.

3.5. Participants

Data collection occurred in accordance with, and on the approval of, the Research Ethics Committee, University of Hertfordshire (Appendix A). Recruitment consisted of contacting participants for interview via posts on the Head of Sensory Services (HOSS) Forum, the BATOD Facebook page and via professional contacts.

For consistency, it was stipulated that all participants:

1. work within a RP in a primary school in England;

2. were Qualified Teachers of the Deaf (QToDs), not trainees.

One exception to this was Participant E, who was in training in the UK, but already a QToD in Australia.

To obtain useable and representable data from QToDs working within primary RPs within England, the number of participants was a crucial part of the methodology for the study. It needed to be large enough to encapsulate a range of views from the sample, without it being too large that it became an unrealistic data set to analyse in the time frame allotted.

3.5.1. Recruitment

Eight participants were recruited from a theoretical sample of 320 QToDs working in primary based RPs in England, representing 2.5% of that workforce (CRIDE, 2022).

As Thomas (2013) identifies with a small sample, it would be foolish to identify this number of participants as somehow representative of the whole cohort of QToDs. Therefore, my sample is a non-probabilistic purposive sample designed to identify and interview the 'kind of person' I am interested in. As such, extrapolated conclusions relating to the total cohort cannot be obtained, only the general themes as identification via the lived experiences of the eight participants recruited.

Four participants (A, B, G, H) were recruited via a professional network, HOSS - Head of Sensory services, which is accessed by my Head of Service. Four participants (C, D, E, F) were recruited via my own professional contacts, i.e., other QToDs I trained with or was trained by. Finally, three of the participants (C, D, F) work at the same RP as each other. One of the participants was known to me from the Teacher of the Deaf qualification course, but have not and do not work with me. However, with consideration to the 'interviewer effect' (Denscombe, 2017) it is important to recognise that this may have affected the interviewee's responses. Eight more potential candidates were rejected owing to not working in a primary RP.

3.5.2. Pre-interview contact

It was important to state (appendix B - EC6 Form) that the interviews would be online. This was important to identify whether a participant was comfortable with this method and if they had access to the internet in a private location with a reliable connection to the internet (Cohen, *et al*. 2017). Participants were expected to consent prior to the interview by signing and returning the EC3 form (Appendix C).

3.5.3. Participant details

Participants were designated their alphabetical order based on the chronology of their interview.

Table 1 - Participant Details

No.	Participant	Age	Gender	Years as a Teacher	Years as a QToD	Years at RP	Location
1	Participant A	40-50	F	11	6	6	South-East
2	Participant B	50-60	F	26	23	14	South-East
3	Participant C	40-50	F	16	8	8	South-West
4	Participant D	30-40	F	10	7	6	South-West
5	Participant E	30-40	F	15	7	2	East of England
6	Participant F	40-50	F	26	7	7	South-West
7	Participant G	60-70	F	21	13	11	South-East
8	Participant H	20-30	F	5	2	2	East-Midlands

All of the participants were women with a broad range of age and experience as both teachers and QToDs.

Table 2 - Age of Participants

Age of Participants

Age group	Count
20-29	1
30-39	3
40-49	2
50-59	1
60+	1
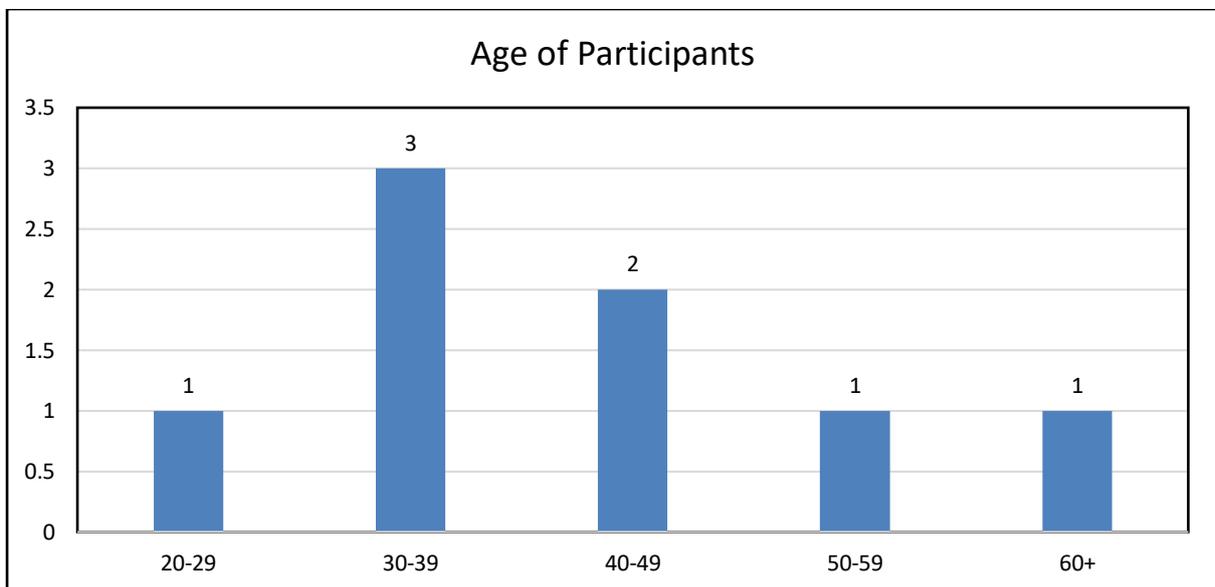
3.6. Ethics (Appendix A)

Ethical approval was granted via an Ethics Approval notification from the University of Hertfordshire protocol number: EDU/PGT/CP/05297.

To ensure I received participants' informed consent (Bell, 2018) prior to interview, I outlined the topic and the procedure of the interview, which was conducted online via Zoom, in the Participant Information Sheet (EC6). This outlined the conditions of confidentiality and anonymity, which was an important factor given that the profession is a minority profession within education (Thomas, 2013) and, therefore, established the voluntary nature of their participation (Cohen, et al. 2017). The participants' involvement in the study was essential as this was the only obtainable, qualitative data. Therefore, it was important that the participants were aware of their vital role in the study. Their interviews were to generate the themes from which my discussion would follow, and, in verifying the transcriptions of their contributions they would retain control of their words and involvement in my interpretations and avoid imposing my assumptions upon their words (Denscombe, 2017). Participants also had the right to withdraw without explanation (BERA, 2018).

All data, including videos and transcripts, were stored anonymously on my University of Hertfordshire OneDrive account, which is accessible to me only. Videos were deleted once transcriptions had been verified by the participants. The verification process was important. Making their data available for their scrutiny ensured I did not 'mis-present the phenomena' (Cohen, et al., 2017:137) that was the participants' views.

3.7. Procedure

Table 7 illustrates the procedure used to collect data from participants.

Table 3 - Procedure

Stage	Description	Method
1.	Recruitment of participants	Head of Services Forum/personal contacts
2.	Pre-interview contact	Email/EC6 ethics form
3.	Interview	Zoom/Microsoft Teams
4.	Transcription	Microsoft Word/NVivo 12
5.	Post-interview checks with participant	Email

| 6. | Thematic data analysis | NVivo 12 |

3.8. Data analysis

3.8.1. Transcribing

The content of the interviews needed to be transcribed in order to extract the data that I would then need to thematically analyse. Whilst this was a time-consuming process, the live Zoom transcription service, plus the Zoom video recording of the interview, was a good starting point from which I was able to listen and watch back to clarify participants' comments. I was also able to annotate the transcription with references to non-verbal communications, intonation, inflection, mood and tone (Cohen, 2017), which would be vital in bringing the 'talk to life again' (Denscombe, 2017: 307). It was important to not lose the essence of the interview by reducing the interviewees' contributions to data, whilst also recognising the fact that these annotations are subject to my interpretation (Cohen, 2017).

3.8.2. Post-interview checks

Even though the videoed interview was recorded and transcribed live, I felt that it was important to review the transcription (as outlined above) prior to offering the interviewee a copy of the transcription (Bell & Waters, 2018), thus ensuring openness and the integrity of the process. Once transcribed, these were emailed to each participant for them to check.

3.8.3. Thematic qualitative data analysis

Content analysis of the data was used to categorise and codify the topics and themes presented (Denscombe, 2017; Thomas, 2013). The purpose of the study was not to test a preconceived theory or hypothesis, but to identify potential themes in attitudes and perceptions towards inclusion amongst a cohort of specialist teachers in relation to their profession. These themes may be 'hidden' as the 'text carries clues about a deeper-rooted and possible unintentional message that is actually being communicated.' (Denscombe, 2017: 313). Using a 'constant comparative method' to identify 'themes' (Thomas, 2013:237), I was able to then identify quotations that best illustrate the theme from the interviewees' responses. This is then mapped to form a network of themes with supporting examples and possible contradictory statements.

This, according to Thomas (2013:239), creates a 'mini-representation of the interview[s]'.

According to Cohen, *et al.*, (2017:315), 'data analysis involves organizing, accounting for and explaining the data'. Via thematic/domain analysis of participants' interview responses, I sought to identify the commonalities and differences between those – QToDs - empowered to deliver provision to D/deaf pupils via RPs. Themes will emerge from participants' responses after careful reading and rereading. Once identified, 'clusters, themes and patterns' (Cohen, *et al.*, 2017:316) are established as part of the domain analysis from which links and inferences can be drawn, which can also be checked with the participants.

To achieve this, I utilised the Computer assisted qualitative data analysis (CAQDAS) tool NVivo 12, which allows me to upload their data – qualitative or quantitative (Cohen, *et al.*, 2017). However, it does not select and analyse data, it merely provides a quick and easy method of compartmentalising themes into nodes and sub-nodes. Therefore, it does not replace the interpretive skill of the researcher (Thomas, 2013) in identifying attitudes and perceptions, and inferring meaning from the data and the subsequent generation of explanations (Cohen, *et al.*, 2017).

Whilst lacking the rigour associated with quantitative data, qualitative data, via thematic analysis, also allows the researcher to consider the humanity of the research subject(s) (Denscombe, 2017). Consequently, whilst this approach may not move us beyond the policy and practice currently in existence - i.e. it will not result in the generation of a theory as a result of exploring the data (Bell, 2018; Koshy, 2005, Denscombe, 2017) as one could expect in a 'grounded theory' approach with the identification, or evolution of, a theory or practice – it has the advantage of potentially discovering themes that the researcher may not have considered via their own experience. A further advantage, according to Cohen, is the 'unobtrusive' nature of the approach as it 'focuses on language and linguistic features, meaning in context' (2017:674).

A phenomenological approach requires detailed description of events to make that which is described 'authentic' (Denscombe, 2017:140). This may include, according to Denscombe (2017:140), responses that are 'self-contradictory, irrational…bizarre.'. When analysing the content of the interviews, therefore, it was essential that I did not

overlay my attitudes and perceptions about inclusion, or, during the interview, mis-hear what the interviewee is saying (Denscombe, 2017).

3.9. Evaluation

Owing to its reliance upon interpretation of others' thoughts and feelings, qualitative data analysis is thought to be problematic in its application (Cohen, *et al.,* 2017). Therefore, following a strict procedure may ameliorate the potential flaws and ensure reliability across the series of interviews and subsequent analysis (Bell & Waters, 2018). Moreover, to ensure the research project retained a level of integrity throughout, it was essential to refer back to participants their own data in the form of their transcripts. Seeking verification of the words they uttered and any notes I had superimposed in an attempt to describe the paralinguistic features of their interview, was essential (Cohen, et al., 2017; Bell & Waters, 2018; Denscombe, 2017).

3.10. Reflexivity

I had 13 years' experience as a mainstream teacher prior to my current profession, and have undertaken this research as a QToD working within a primary based RP. Therefore, my own attitudes and perceptions may have contributed to an unintentional, unconscious researcher bias when compiling the interview schedule and throughout the interview and analysis process (Cohen, *et al.,* 2018). Consequently, throughout the procedure, care has been taken, by following a strict procedure, to eliminate inconsistencies in methodological approach and misinterpretations of data.

4. Results

Using a constant comparative method of analysis (Thomas, 2013), I was able to code the Quantitative data and identify themes from the participants' answers. This process enabled me to identify answers to the research questions:

- What are QToDs' attitudes to inclusion?
- What are QToDs' perceptions of inclusion?
- How does their role as a QToD within a RP influence their attitude towards 'inclusion'?

During the analysis process, I was able to speculate and infer meaning across the data (Cohen, *et al.*, 2018) resulting in an emergence of the themes 'which capture and summarise' (Thomas, 2013:235) the content of the participants' data. These primary themes can be summarised as:

1. Access to mainstream education of D/deaf pupils
2. School support of the inclusion of D/deaf pupils
3. The changing needs of D/deaf children
4. The impact of specialist TAs

The key themes/findings from this study highlight the importance of D/deaf pupils having access to RPs; the support of mainstream school leadership and teachers to commit to a inclusive ethos for D/deaf pupils; the availability of well-trained QToDs to ensure the inclusion of D/deaf pupils; the training and use of specialist TAs.

* NB All responses in the tables below are direct quotations from the transcripts of participant interviews

4.1. QToDs' attitudes to inclusion

4.1.1. QToDs' conceptions of inclusion

4.1.1.1. Child-centred concept of inclusion

Reflecting the ambiguity of the term and the wider academic confusion (Ainscow, 2020), attitudes to inclusion can differ greatly. However, six participants had thoughtful and settled attitudes towards inclusion and closely linked inclusion to 'within' a place, a way of thinking as highlighted by Ainscow & Cesar (2006). Participants' attitudes also took a child-centred view, emphasising the need for 'access', 'opportunities', and

'differentiated' content echoing point five of Powers' 13 points for 'Good Practise in Inclusion for Deaf Students' (2002) which states:

> 'Access for deaf students to the formal curriculum through a flexible response to individual need.' (2002:237)

Table 4 - Child-centred concept of inclusion

A	All children having the same access to the same learning…but in different ways. In the ways that suit them.
C	I would say that every child or person is given the same opportunities and treated in the same way, regardless of their ability or anything else, that they are given these opportunities and allowed to perform their best…
D	Inclusion…proper inclusion should be to the benefit of the child.
E	…the sort of inclusion where I just think they are not feeling the difference.
F	So for all children to be included in school life…not excluded, so being involved in what all the mainstream children are doing as much as possible, and not to let their deafness, or their disabilities…prevent them from being included with what everybody else is doing.
H	Inclusion is everybody in the school community being valued for who they are and being included in all aspects of school life…including being in lessons, having lesson content differentiated for them so they can access it, but also in terms of…the social side so that they have a social peer group, and feeling included in the school community.

This implies a certain consensus and is supported by the SENDCOP (2014) where 'access to a broad and balanced curriculum' is a central theme and the National Curriculum which states:

> 'They [teachers] have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.' (NC, 2013:9)

The two most experienced participants, B and G, focused on how they had seen 'inclusion' change over time, reinforcing the notion that inclusive practice and philosophies have been subject to 'strong feelings' (House of Commons London: The Stationery Office Limited, 2005-6: paragraph 58) and confusion (Ainscow, 2020).

Table 5 - Child-centred concept of inclusion

B	I feel over the period of time of my career, I remember when inclusion became the 'in' thing. It wasn't always thought of as a positive. Not that it wasn't positive, but how doable it was perhaps. The present situation I'm in now, inclusion is absolutely up there. It's what we do.
G	My views of inclusion have changed actually…When I went into primary, we had children out of class for all of their English and maths and science lessons, all those kind of core subjects and they were taught in the provision. In the afternoon, lessons were in class with support…Now, we have completely changed all that, so now all of our D/deaf kids are in class the entire time and we support in class.

4.1.1.2. Action based/interventionist concept of inclusion

Additionally, some participants linked the need to be child-centred with facilitating inclusion via the intervention of professionals:

Table 6 - Action based/interventionist concept of inclusion

C	…and that any adaptions needed are made. So that they are all able to access everything.
E	It's that picture: standing up to see if everyone is equal by everyone standing on the same platform; but, actually, when everyone is standing on the right height platform they'll get what they need.
H	…being in lessons, having lesson content differentiated for them so they can access it…

4.1.1.3. QToDs' attitude that inclusion is holistic

Participant F identified that inclusion reached beyond academic achievement, echoing Barton's idea of an 'inclusive society' (1998:84). However, no other participant made this link, which may support Ainscow and Miles (2008) assertion that, within the UK, inclusive education is more about place and meeting immediate need, rather than a broader societal aim.

Table 7 - QToDs' attitude that inclusion is holistic

F	You know it's not necessarily always academic, but it is looking at an holistic approach of that child. It's okay being able to count in twos, it's great knowing your eight times table. But can you cross the road?

4.1.1.4. QToDs' attitude to the policy of inclusion

All participants referred to inclusion in practical terms. However, Participant C perceived that policy choices, concerning their RP, have consequences for their ability to provide inclusive provision.

Table 8 - QToDs' attitude to the policy of inclusion

C	How can you have an inclusion policy that covers everybody, but is still prescriptive enough that teachers will follow it, or that the people will follow it and know what to do next?

This attitude implies that the needs of the SEN pupils are so diverse and their workload is so heavy that mainstream teachers may require a prescribed policy or process to follow. This challenges Powers' (2002) assertion of teacher engagement with the inclusion debate if, ultimately, the pressures of practice are prohibitive to continued professional awareness of the debate.

Others describe 'policy' as directly related to the access D/deaf pupils have to the resource.

Table 9 - QToDs' attitude to the policy of inclusion

E	It's designed not to be a blanket policy [entry to the RP], and that a QToD would really be considering the needs of each child and their circumstances very differently and not just say 'no, you don't meet the criteria, I wouldn't even be considering you'.
F	We're not making a policy. I mean our policy is taking a case by case basis. Not to create barriers or not to let barriers prevent access to anything.

Both E and F suggest that top-down 'policy', i.e. strict guidelines, creates 'barriers', but imply that it is their desire to interpret policy to suit the needs of the child by 'removing barriers to learning' (DFE, 2014) rather than the needs of the LA.

However, local issues (Hyde & Powers, 2004) are highly impactful on inclusion policy. Participant C suggests that their RP has become over-spill as a lack of special school provision.

Table 10 - QToDs' attitude to the policy of inclusion

C	There are no spaces in any of the special schools. Therefore, because we are a resource centre, 'They're good, we will send them there'. Regardless of if their child's D/deaf or not.

4.2. QToDs' perceptions of inclusion

The participants' perception of the inclusion of D/deaf pupils is also diverse. Whilst there was evidence of positivity from all participants, the overall perception was split.

4.2.1. QToDs' positive perceptions of the inclusion of D/deaf pupils

Four participants (B, E, G, H) positively perceived the inclusion of D/deaf pupils. This includes the youngest (26), least experienced participant (H), the oldest (65) participant (G) and the participant (B) with the most experience (23 years as a QToD) working in RPs (14 years). This does not correlate with Lampropoulou & Padeliadu's 1997 study which showed ToDs with more experience had more negative attitudes to inclusion (owing to the limitations of this study - the small-scale nature and small sample size – extrapolations are not possible and such comparisons are, therefore, limited). The fourth candidate (E) also had an experience of inclusion in another country and was directly comparing her two experiences.

Table 11 - QToDs' positive perceptions of the inclusion of D/deaf pupils

B	the present situation…inclusion is absolutely up there. It's what we do.
E	So, huge mix of children and all of that inclusion philosophy - that I hadn't seen in practice working in any school I've been to the way I wanted - to truly be working was actually in place here.

G	I think we work much more closely with the mainstream teacher now, and I think they see our role as being much more supportive so we can support them in class and collectively.
H	I think it's a positive thing.

4.2.2. QToDs' negative perceptions of the inclusion of D/deaf pupils

Negative perceptions centre around how the language used towards the inclusion of D/deaf pupils can mask reality. These participants demonstrated real concern and frustration at the notion of inclusion as a singular entity.

Table 12 - QToDs' Negative perceptions of the inclusion of D/deaf pupils

A	Inclusion isn't one thing where you are all just the same.
D	I find it a very blanket term, but just popping a child in a classroom and saying we're inclusive because we have a child with Down syndrome who's D/deaf…but the practise isn't inclusive.
C	I don't really like the word inclusion because it implies that these children maybe shouldn't be included and therefore: 'But we do, we do include them…aren't we nice.'. Whereas, actually, they are children, they deserve to be taught.

Participants are implying that inclusion by cohort takes precedence over the individual needs of a D/deaf child. Participant C, in particular, indicates a sense of 'tokenism' applied to the D/deaf children's access to the mainstream class.

4.2.3. QToDs' perception of the inclusion of D/deaf pupils: reality or aspiration?

In response to this question, there was a great deal of uncertainty, with most participants unable to commit. However, Participant A was unequivocal in her perception that inclusion for D/deaf pupils is not a reality.

Table 13 - QToDs' perception of the inclusion of D/deaf pupils: reality or aspiration?

A	No, it does not exist. God no. It's an aspiration, but equally, we in our school have come to realise that it does not exist at all for some children.

4.2.4. QToDs' perception of the barriers for D/deaf pupils

The QSRP (NDCS, 2020) states:

> 'A resource provision specifically caters to the needs of deaf children as an integral and specialist part of a mainstream school. It provides support from a range of specialist staff that ensure the needs of the deaf pupils are fully met within the daily life of the school.'

However, as with Participant A above, several QToDs have a negative perception of the ability of mainstream schools to include D/deaf children even with a RP. Participant B perceives this to be insurmountable for some children.

Table 14 - QToDs' perception of the barriers for D/deaf pupils

B	…no matter what you do as a teacher and as a school for the other children, there's always going to be a barrier for some children….

Participant C perceives barriers to inclusion to be systemic, attitudinal and relating to all SEN pupils, reflecting Ofsted's assertion that 'staff did not always know the pupils well enough to do this.' (2021:3)

Table 15 - QToDs' perception of the barriers for D/deaf pupils

C	All SEN with support are treated in the same manner. It's not because they're D/deaf. If they have the support then it's like, 'ahh, good, they are looked after, let me focus on this'.

Participant D takes a broader perspective pointing to a lack of social interaction and access beyond the classroom for D/deaf pupils owing to the displaced nature of D/deaf pupils who access RPs. According to QS01 of the QSRP (NDCS, 2020) this ought to be mitigated, but it is clear from Participant D that this is not always possible.

Table 16 - QToDs' perception of the barriers for D/deaf pupils

D	I mentioned before things like after school clubs, and so many of our kids come in the taxi. They don't get to take part in those out-of-school activities, or the parents who chit-chat out on the playground and then their

	kids play together; because the parents don't come and do pick up and they are all on the taxis. I think there's an element of the school community that's missing.

4.3. QToDs' perceptions of School support towards the inclusion of D/deaf pupils.

4.3.1. QToDs' perceptions of an inclusive ethos in mainstream school with a RP

QS03 of the QSRP (NDCS, 2020) refers specifically to the 'culture and ethos' as key ingredients of successful inclusion, supporting the Convention on the Rights of persons with Disabilities, which states:

> '…education environments that adapt the design and physical structures, teaching methods, and curriculum as well as the culture, policy and practice of education environments so that they are accessible to all students without discrimination.' (UNICEF, 2017:3)

Half of the participants referred to, or implied, that at least one of these – culture and ethos - is a reason for successful inclusion of the D/deaf pupils at their schools. Participant B is emphatic that it is the key ingredient.

Table 17 - QToDs' perceptions of an inclusive ethos in mainstream school with a RP

B	That's down to the whole school. That's everybody's attitude to it. And that's what makes it work. And then it's much easier when new staff come in because they come in and the other mainstream staff already got this attitude in place.
D	What I've always liked about our centre is that as much as possible, we have an inclusive ethos, so our children are ideally in their mainstream classes, as much as possible.
E	…it is an ethos in this place, because we get new people in who haven't had that training, aren't necessarily as aware of the policies as people who've been here, and yet still totally embrace it.
F	…what the ethos is about the school? What the senior leadership's investment is? What they are wanting their staff to promote, encourage, support you like.

4.3.2. QToDs' perceptions of the attitudes of Senior Leadership Team (SLT)

Culture and ethos within an institution may not appear accidentally. QS09 (NDCS, 2020) refers to 'Leadership and management' creating 'an inclusive ethos…reflected in policies, plans and practice.' The role of senior leadership within a school hosting a RP, according to the participants, is highly important. Participants' perceptions are heavily influenced by the situation within which they find themselves. For example, Participant D recognises that some QToDs do not enjoy the access to train mainstream staff, which indicates that inclusion may not be the central ethos of a school.

Table 18 - QToDs' perceptions of the attitudes of Senior Leadership Team (SLT)

D	Probably one of the most important factors because you've got to have a head teacher who lets you do deaf awareness on the INSET timetable alongside the curriculum and other things…If the leadership don't do it, I don't know what chance we have got.

Participants A and F indicate that supportive leadership, their attitude to inclusion and their perceptions of the benefits of the RP are fundamental to the success of inclusive education for D/deaf pupils. Participant G concurred, fearing that a change in leadership may end the currently supportive attitude of her SLT.

Table 19 - QToDs' perceptions of the attitudes of Senior Leadership Team (SLT)

A	I think it very much depends on your head teacher, and their attitudes to it.
F	…it also depends on how senior leadership perceive the benefits of…because if that message isn't coming from above, if the message from above is 'The resource base is over there.'…That's a very different approach 'Here is our school, here's who we are and part of who we are is our D/deaf children and we sign and everybody signs at everybody's learning and everybody is inclusive.
G	Actually most of the senior management have been part of school. So, they are great with us. But if that changed, I think there could be a problem, but while that happens, I think it's okay.

Participant E recognises that decisions made by SLT have an impact going forward.

Table 20 - QToDs' perceptions of the attitudes of Senior Leadership Team (SLT)

E	Our SENCO isn't called a SENCO, she's called an inclusion leader - and I think as a school quite a long time ago, they made some really good decisions at leadership level about what inclusion meant for their school...

4.3.3. 'Filters down' - QToDs' perceptions of how the attitudes of SLT impacts the whole school ethos

Number one on Powers' (2002:237) thirteen points is a 'whole school approach to special needs'. It seems self-evident that this is dependent upon SLT support and, according to the responses above, it is. Moreover, Participants F and H refer specifically to the effect of SLT support filtering down to all staff. Implied in these responses is the concern that mainstream teachers' workload priorities are linked to the priorities of the SLT, and those elements of pedagogy and policy not emphasised by SLT may well be ignored.

Table 21 - 'Filters down' - QToDs' perceptions of how the attitudes of SLT impacts the whole school ethos

F	If our senior leaders are supporting that, then that filters down. It's really hard to filter up.
H	It filters down from the top… So, if they're [SLT] not bothered about inclusion or D/deaf children and they don't see them as priority or something that needs to be focused on, then the rest of the staff - you know a teacher has a million things to think about - it's not seen as like one of their priorities, they're not going to put it up there with everything else that they want to do.

Despite close working relationships, Participant A suggested that without SLT support all of the work she does with mainstream staff is undermined.

A	We obviously talk to the teachers. Every half term the teachers are encouraged to talk to us about their next half-term planning to make sure

	it's inclusive. There's not a lot of accountability on it though I would say. And I think because of the head teacher's attitude towards it, it's not. It's not enforced as much.

4.3.4. QToDs' perceptions of the pressure on mainstream staff

A majority of participants spoke passionately in defence of their mainstream colleagues and the pressures they are under. This pressure, according to Participant C, can lead to apathy when regarding the inclusive access D/deaf children have to their classes. She also hints at a broader issue for education provision for all children: the pace of curriculum planning.

Table 22 - QToDs' perceptions of the pressure on mainstream staff

C	And the mainstream school itself, generally they are open to it. But because they've got the pressures of data, what you're going to do with the curriculum we you going to do with this, it is sort of like the inclusion bit is on the lowest part of it for many of them. And until the children become problematic or become issues, then 'they're carrying on…that's fine', so they don't necessarily give it much thought. I think it is the curriculum pressure. The teachers have to move on. They can't then re-teach. They can't embed. They can't catch it.

QToDs were sympathetic towards the workload issues for mainstream teachers and were presented as a reason why inclusive practice may not always happen.

Table 23 - QToDs' perceptions of the pressure on mainstream staff

D	And I do have to fight for teachers though, and just say that I think teachers' workload plays a huge part in this because differentiating down to yet another level when you're already doing three steps of differentiation for every single lesson…
G	…when we do this reverse integration…the mainstream teacher is really keen on us integrating them because it takes the pressure off them.
H	The problem is that there's so much pressure on results and outcomes.

While sympathetic, Participant E implied that she is frustrated by a lack of planning, from mainstream teachers, to consider the needs of D/deaf pupils. The National Curriculum (2013) is clear that there should not be any barriers to any child achieving and they are clear that this is fundamentally an issue of teacher planning. This responsibility - to include D/deaf pupils - is further enshrined in the 2014 Code of Practice:

> 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' (DFE, 2014:99)

Table 24 - QToDs' perceptions of the pressure on mainstream staff

E	I know there's a huge time pressure on them and how they work. And that planning for one child feels really difficult, but I'm like it would be useful for lots of children, lots of our EAL children as well.

Participant C perceived that some teachers lack thought when planning.

Table 25 - QToDs' perceptions of the pressure on mainstream staff

C	And sometimes I think that maybe teachers think they can't do it, they don't get it…Whereas, actually they are capable. You just need to set an appropriate target with an appropriate task or talk to them in an appropriate way…But they can get it, they can achieve it. 'It's you that needs to change not them'.

4.3.5. The importance of Liaison/Discussion with mainstream staff

Placing D/deaf pupils within mainstream classrooms, without adaptation, does not constitute inclusion (Hyde and Power, 2004). QToDs in this study recognised that they, and their specialist TAs, play an important role in facilitating the inclusion of D/deaf pupils. QS01 states that these meetings are key to 'Securing inclusion and effective teaching and learning'(NDCS, 2020).

Table 26 - The importance of Liaison/Discussion with mainstream staff

A	So, they are expected to liaise with us to ensure they are not levelled too high basically.
B	We just discuss the children a lot…You know it's constantly trying to work out which areas we need to work on and helping the children. And we have those discussions with the class teachers as well.

Participant G, the oldest participant, hints that this was not always the case.

Table 27 - The importance of Liaison/Discussion with mainstream staff

G	I think we work much more closely with the mainstream teacher now, and I think they see our role as being much more supportive so we can support them in class and collectively.

Participant H suggests that the level of mainstream teachers' experience working with D/deaf pupils is a factor also. However, owing to the increasingly complex intake of RP based D/deaf children, communication remains important to maintain mainstream teachers' knowledge and skills (Powers, 2002).

Table 28 - The importance of Liaison/Discussion with mainstream staff

H	I think they are really good with deafness because they have had a base here a long time. When you have those more known disorders like autism or deafness in an Enhanced Resource Facility, teachers are more equipped. When it's D/deaf and something else they are less familiar with they don't seem to understand how it presents in that child, so we have to do a lot of training with them, or just have conversations really, you know.

4.3.6. QToDs' perception of the use of/effectiveness of specialist TAs/CSWs

According to a DfE report, schools use TAs 'for a wide-range of complex and interconnected functions to support teaching and learning in mainstream primary…school in England.' (2019:8). Specialist TAs (also commonly referred to as Specialist Practitioners (SPs) and Communication Support workers (CSWs)) work within RPs to support D/deaf children's access to the curriculum. Whilst the role may

vary per RP, they are distinguished from regular TAs by their specialisms in, for example, BSL and D/deaf awareness. Despite this, they are not a substitute for the teacher. Indeed, the SENDCOP is explicit in this regard:

> 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' (2014 :99)

QS02 (NDCS, 2020) - 'Teaching and Learning' - indicates that the RP 'provides specialist support, advice and training to mainstream teachers…'. Recognised by the participants, the role of the specialist TA is a fundamental aspect of any RP, whether it is in class support, safeguarding (QS06), or supporting D/deaf children's access to Deaf culture and emotional well-being (QS11). Participants indicated that specialist TAs are crucially important, but also require management.

Table 29 - QToDs' perception of the use of/effectiveness of specialist TAs/CSWs

B	They can facilitate group work with other children. Yes, they are very important because they know what they are doing, they know the subjects, they know the school very well, and they know the areas where the children are struggling or falling down.

Participants also demonstrated a clear understanding of how they want their specialist TAs to work. Participant A was clear that providing a level of independence is crucial. Participant E also addressed the issue of independence, but specifically from overly possessive TAs, which echoes Swanwick et al (2017) who investigated how the specialist TA can block the working relationships between the D/deaf child and the teacher in non-RP mainstream schools.

Table 30 - QToDs' perception of the use of/effectiveness of specialist TAs/CSWs

A	So, for us, it's to support those D/deaf children in the class to make sure they are accessing teaching and learning. But, if they can access the teaching and learning, then we encourage the TA to step back…we don't want your child's best friend to be a 50-year-old woman.
E	I have staff say 'my child' like not your child like you need to know all of the children's needs and I understand why, because it feels easier to get stuck

	into one child, but actually it's very the reality of it. And I love the skills that children have that they get out of working with the different TAs as well

Participant E indicates that mainstream teachers may not always follow the stipulation in the SENDCOP that despite support, intervention, or withdrawal, the class teacher 'retains responsibility for the pupil.' (2014:101). This is also the clear guidance issued by NatSIP (2012).

Table 31 - QToDs' perception of the use of/effectiveness of specialist TAs/CSWs

E	Just the fact that they are here and they've got a place through the centre and the support through the centre because of that massive language delay and they have got full-time TA with them, but that doesn't mean that their TA is responsible for making that lesson work for that child. And they do need to be planning for it.

Participant G indicates that however good a TA may be, they are not a QToD, implying that they are not always able to know what is needed.

Table 32 - QToDs' perception of the use of/effectiveness of specialist TAs/CSWs

G	We've got amazing HI support staff…But they are not teachers and so they are not able to isolate that issue…so you need your qualified teacher of the D/deaf, you can isolate stuff and pick up stuff.

She further indicates that the QToD has a degree of professional distance and that TAs acquiesce to the teacher rather than fight for the child.

Table 33 - QToDs' perception of the use of/effectiveness of specialist TAs/CSWs

G	I would say that the problem, for me, with the specialist TAs, a couple of them, they slot too easily into doing what the teacher wants. Instead of my job is to let the teacher do what the teacher needs to do.

Participant C indicates that specialist TAs also require support from the QToD to have the courage to advocate for the D/deaf child. This response highlights the importance of the TA role to advocate and, importantly, to hold the teacher to their responsibilities.

Table 34 - QToDs' perception of the use of/effectiveness of specialist TAs/CSWs

C	And then it's empowering the TAs to be able to say to the teachers - because some of the TAs don't feel that they can say it because they are the teacher - so it's empowering our TAs as well to say 'They need this…what else can I get?...that's not worked for them because they need actual hard resources where they need the pre-reach. What can we do?'.

4.3.7. QToDs' perceptions of the effectiveness of EHCPs

A commonality amongst all QToDs in this study was that they all ran the EHCP Annual Reviews (AR) for the D/deaf pupils at their schools on behalf of the SENCo. Participant H spoke most positively of the impact of being in control of the EHCP. This points to the fact that even if a QToD is employed by a school rather than an LA, the status of a QToD is seen as being representative of a specific cohort of children.

Table 35 - QToDs' perceptions of the effectiveness of EHCPs

H	…I can plan the interventions really well, I know the kids really well. I can liaise with the professionals involved – Speech and Language or behaviour support or whatever - And because we are in charge of their EHCPs, we have more time to give to the children or I have more time speaking to the children

4.3.8. QToDs' perceptions of the role of the SENCO

Another way of viewing QToD oversight of ARs and EHCPs is that it may not promote inclusion from within a school in the same way if it was run by the SENCO. A hint of this can be found in Participant B's use of the words 'mine' and 'our' in reference to the D/deaf pupils' EHCPs.

Table 36 - QToDs' perceptions of the role of the SENCO

B	They are mine. So, the SENCo doesn't really have an awful lot to do with our children. She does the mainstream children and an I do all the EHCPs and the annual reviews, all the liaison with county and things like that.

Participants B, D and G all suggest the SENCO's role, in relation to D/deaf pupils, is distant. Participant D implies that a SENCO is not really qualified to administer the EHCP. This raises questions, if true, for all of the non-RP based D/deaf children across the country where the SENCO will take on this role.

Table 37 - QToDs' perceptions of the role of the SENCO

D	So although on paper she is the coordinator of those, it falls to us to do that…And because she's not a teacher for D/deaf as well, it wouldn't be appropriate for her…
G	We are theoretically under the SENCo, so the SENCo we go to her with any problems, but we effectively run the department ourselves.

Participant H reinforces this notion, implying that when viewed collectively under SEN, D/deaf pupils may miss out owing to the SENCO's limited capacity.

Table 38 - QToDs' perceptions of the role of the SENCO

H	…the SENCOs have so many children with EHCPs…Whereas, because we have a smaller number, we can make sure they get what is right for them.

4.3.9. QToDs' perceptions of the attitudes of mainstream teachers

As seen above, participants generally were quick to defend their mainstream colleagues, and I would speculate that that may be a result of the fact that they have all been mainstream teachers. Despite this, it was clear from the interviews that QTODs have realistic expectations that there will never be uniformity in the inclusion of D/deaf pupils despite the best efforts of QToDs and SLT.

Table 39 - QToDs' perceptions of the attitudes of mainstream teachers

D	Definitely there's absolutely teachers who are open to it [inclusion] and, you know, will go the extra step, and there's definitely teachers who it doesn't really matter how many times you try to explain the deafness and the impact of that, they are just set in their ways.

4.3.10. QToDs' perceptions of the attitudes of older mainstream staff

Some QToDs perceived that the years of experience of mainstream teachers can have an impact on their attitudes towards inclusion. It was clear that barriers some D/deaf children have to an inclusive education are driven by the class teacher. This resistance is a bigger concern for policy makers and, as discussed above, probably relies upon clear senior leadership to drive policy forward. Participant C's response, in particular, implies that some mainstream teachers view the addition of a D/deaf child, in the words of Warnes, Done & Knowler (2022:39) as 'a stressful adjunct to their remit'.

Table 40 - QToDs' perceptions of the attitudes of older mainstream staff

B	In the past there would still be a push back or I've had staff say, older staff say 'what's the problem?'
C	Lots of places or lots of teachers will be like, 'Oh my, that's not mine or they're out so I don't need to…I'm not going to make any changes…this is how I am, how I teach…they have to like it or lump it'.
D	...I think there is an absolute mindset approach with some of them of 'This is how we do it, and that's how we've always done it.'
F	A few years down the road there they get a bit tired with it [inclusion] and a bit, not fed up, but you can see it's like a, you know, I've got this as well as my incredibly difficult job. I've also got to tick all these boxes as well.
H	I found with the experienced teachers that have been here a long time they are like 'I have had loads of D/deaf kids, I know what I'm doing'. You know they are less open to change…

4.3.11. QToDs' perceptions of the attitudes of younger mainstream staff

QToDs spoke very positively about recently qualified mainstream teachers' attitudes to inclusion. This implies that the new entrants only know what they can see and are, therefore, more accepting of the situation. It may also indicate that QToDs feel they may be able to influence these teachers and have more impact on their inclusive practice.

Table 41 - QToDs' perceptions of the attitudes of younger mainstream staff

B	New teachers come in and just accept it, it's so embedded in the school that it's something that's not even really thought of…I have to say all our young staff are so enthusiastic about the Base.
C	My experiences are that newer qualified teachers are sort of like more open…
F	When we get new teachers, for example, they start off being really like, 'oh, that's amazing. I think it's lovely that you've got D/deaf children, I think it's lovely that everybody signs'. And they're really kind of soaking it up.
H	I found the NQTs you go to then when you say 'you have got a D/deaf child and this is what I need you to do' and they take it on board and they do it really well and they acknowledge that what you're asking for is going to benefit a lot of people.

4.4. QToDs' perception of the QToD Role in a RP

All participants had a sense of their role as QToDs, but it was clear that the role, for some participants, is changing. Participant B felt strongly that her role was to ensure provision for D/deaf pupils through liaison with mainstream teachers. This suggests that without the role this may not happen. A further implication being that within this setting, inclusion may not be embedded into the day-to-day running of the school.

Table 42 - QToDs' perception of the QToD Role in a RP

B	Well I think it [promoting inclusion] starts with me. If I am able to communicate well with the staff, if the staff see me as positive to being in their classroom, they are more accepting and positive of my children and my role is, really, to be the ambassador for those children.

It is interesting to note the use of possessive terminology - 'my children' – when discussing RP based D/deaf children. Phrases like this appeared throughout the interviews and are, in my experience, habitual parlance amongst specialist staff.

Participant G perceived her role in a more interventionist capacity.

Table 43 - QToDs' perception of the QToD Role in a RP

G	My job is to jump in when I see issues.

Whereas, Participant H perceives her role as more of a facilitator.

Table 44 - QToDs' perception of the QToD Role in a RP

H	I always tell the teachers that the less I do the better job I will have done. The more the teachers do themselves the better they are at supporting D/deaf children.

4.5. QToDs' perception of the changing nature of the QToD role

Most participants perceived that the QToD role is changing. The uncertainty expressed above by other participants may be related to their perception that the nature of the QToD role is changing in order to meet the changing needs of the D/deaf pupils within their RPs.

Participant D expressed concern that they may not have the tools/knowledge to help D/deaf children with additional needs.

Table 45 - QToDs' perception of the changing nature of the QToD role

D	I feel like we're quite experienced in supporting inclusion of D/deaf children. But where we struggle is supporting the inclusion of children with additional needs. So how do you get a child in a wheelchair to easily be part of a dance lesson? And how do you get a child with cerebral palsy who can't sit to be part of a carpet session?

Several participants identified that the 'traditional' RP D/deaf child is becoming rarer.

Table 46 - QToDs' perception of the changing nature of the QToD role

A	…but the ones with the more complex needs…the type of child that we now get in a resource base, 80% have got additional needs…it's quite rare to get a child who is just D/deaf now.
C	We do seem to be having lots of D/deaf children with severe additional needs…if I think to when I started, everyone's main need was their deafness, now it's not. Only half of them now got their deafness as their main need.
F	Seven years ago there was one child with complex needs. We've now, I reckon, probably 75-80% with complex needs and quite profound complex needs now.

Participant G indicated that the child with deafness as their primary need no longer accesses the RP. If this is the case, then it raises question: Are the needs of a severe/profoundly D/deaf child with a significant language delay actually being met if they are not within an RP?

Table 47 - QToDs' perception of the changing nature of the QToD role

G	You get to the cohort who we are getting now, who are not getting EHCPs for simply being D/deaf. I don't know where they primary D/deaf needs pupils are going, but they don't come to us.

Despite concerns, Participant C indicated that these complexities should not be barriers to inclusion.

Table 48 - QToDs' perception of the changing nature of the QToD role

C	They might be really great hearing aid/cochlear implant, so we don't have an issue about that, but they can't stand, so that's the priority that that child needs, but that's not really my role as a QToD. That is not anything to do with their deafness, but it is what they need so we are going to do that and accomplish all of those things for those children.

However, Participant F implied that these complexities are far from inclusive.

Table 49 - QToDs' perceptions of how additional/complex needs of D/deaf intake effects their role and RPs

F	You know they are taught Maths, English, phonics here in the base, because they can't access it in class and then you start thinking 'well actually we're running a special school in a resource base attached to a mainstream class in a mainstream school'.

4.6. Complex needs

4.6.1. QToDs' perceptions of how additional/complex needs of D/deaf intake effects their role and RPs

Estimates of incidence of D/deaf children having additional/complex needs vary. Therefore, I will focus on the lived experience and perceptions of the changing make-up of the D/deaf pupils at their RPs. What we do know is that the number of children with SEN is increasing (DfE, 2019). To what extent this phenomena has affected mainstream teachers perceptions is not explored here. What is explored is how this phenomena is affecting QToDs' perceptions of their own role.

Participant E indicated that at some point in some D/deaf children's education they will, owing to their SEN complexities, move to special school. It may be possible to infer from this that the RP was not the correct placement in the first instance.

Table 50 - QToDs' perceptions of how additional/complex needs of D/deaf intake effects their role and RPs

E	I think we nowadays have a population of children who yes they have a primary need as deafness, but in terms of additional needs they've all got additional needs really…so I think it's the nature of some of the more complex children as they won't necessarily stay the course to get into mainstream, and I think that I look at the projection of that and the children that I got in reception, for me it's very much either special school or deaf school.

This is indicated by Participant D's assertion that the role of the RP is changing, with a consequential change to the role of the QToD.

Table 51 - QToDs' perceptions of how additional/complex needs of D/deaf intake effects their role and RPs

D	So we are absolutely becoming a deaf with additional needs resource base.

4.6.2. QToDs' perceptions of how complex caseloads lead to questions of morality

The morality of placing D/deaf pupils with complex needs in RPs was referred to by a number of participants. Participants E and F referred specifically to the morality of placements where access was difficult.

Table 52 - QToDs' perceptions of how complex caseloads leads to questions of morality

E	You've got that whole moral judgement, you've got that whole, you are making some pretty big decisions about children's life experiences.
F	So, inclusion into that is really difficult, because that, you know, that's the whole moral thing: she has a right to know that music exists and that these musicians exist and these instruments exist and all these English words exist around music. She's a right to know that. But is putting her in a classroom that she cannot access, is harmful?

This was presented as a social dilemma by Participant A and a perception of potential future isolation.

Table 53 - QToDs' perceptions of how complex caseloads leads to questions of morality

A	That's the problem with the ones with additional needs is that they don't know the social skills to then integrate themselves...as they get older, and the other children move on, they get left behind socially as well as educationally.

Participant D indicates that there is a further problem of isolation from other D/deaf pupils who are unable to relate to D/deaf pupils with complex needs.

Table 54 - QToDs' perceptions of how complex caseloads leads to questions of morality

D	I think for some of our older [primary need] D/deaf children, the cultural/deaf identity is so varied that they don't necessarily see themselves reflected in the other children that are coming in.

Participant F goes further to question the inclusion policy when the placement of a child is, in her opinion, incongruous with the child's needs.

Table 55 - QToDs' perceptions of how complex caseloads leads to questions of morality

F	Is inclusion, actually, more harmful to set a child up to fail at that, you know, a race they can't race, for example.

5. Discussion

Resourced Provisions have been a staple of SEN provision in the United Kingdom (UK) for many years. As a means of supporting D/deaf pupils' access to the mainstream curriculum, RPs have played an integral yet diminishing role in bridging the gap between schools for the deaf, special schools and mainstream schools. Despite a requirement (SENDCOP, 2014) for specialist teachers – QToDs - to support D/deaf pupils, as well as earlier identification of CHL and significant technological developments around listening equipment, deafness remains a significant barrier to learning. A paucity of research into the effectiveness of RPs for D/deaf primary aged children and how those who run them, QToDs, perceive the inclusion for D/deaf pupils, is evident from my search of the literature.

Therefore, in this project I sought to answer three broad questions:

- What are QToDs' attitudes to the inclusion of D/deaf pupils?
- What are QToDs' perceptions of the inclusion of D/deaf pupils?
- How does their role as a QToD within a RP influence their attitude towards the 'inclusion' of D/deaf pupils?

Analysis of the qualitative data revealed four main themes identified from the QToDs' interviews:

1. Access to mainstream education of D/deaf pupils
2. School/SLT support of the Inclusion of D/deaf pupils
3. The changing needs of D/deaf children (and the consequent impact on the QToD Role)
4. The impact of specialist TAs

Whilst these themes are not indicative of the wider QToD population, it may offer an insight into RP provision for D/deaf children in England.

5.1. Access to mainstream education of D/deaf pupils

It was clear from the interviews that QToDs perceived D/deaf children's access to the curriculum, access to the planning of the class teacher, access to their D/deaf and hearing peers, and access to the wider life of the school as key ingredients to successful inclusion. These support Powers' 'Indicators of inclusion…' (2002:226) and the suggestions made by UNECSO-IBE (2016). The findings of this project reveal that

whilst all participants thought positively about inclusion as a principle, contradicting Lampropoulou & Padeliadu's (1997) findings - which may reflect a change in the way society views disability 25 years later - only half positively perceive the experiences of inclusion of D/deaf pupils within their settings.

Whilst physical access to the mainstream classroom space was identified as a positive throughout the interviews, this study demonstrates that some QToDs perceived, with reference to the SENDCODE (2014), that mainstream teachers do not, universally, take responsibility for planning inclusive lessons within an inclusive environment. Like Powers (2022) and UNESCO-IBE (2016), three participants identified that this physical presence masqueraded as inclusion, furthering concerns over D/deaf pupils' lack of 'membership' (Antia, *at al*, 2002:214), in their mainstream classes. This leads, therefore, to the emotional exclusion referred to by Warnock (2010). QToDs also perceive that there is a level of homogenising of D/deaf pupils by mainstream staff, which affirms Weddel's (2008) concerns of a lack of individualised planning and support for SEN pupils in general.

Inconsistency of inclusive experiences for D/deaf pupils, as perceived by QToDs, appear to reflect the view that unclear definitions of inclusive practice lead to unclear practice (Ainscow, 2007; Nilholm & Goransson, 2017; Krischler, *et al.*, 2019). This is despite clear legislation, quality standards (NDCS, 2020) and codes of practice (SENDCODE, 2014) emphasising the importance of inclusion of all pupils.

5.2. School/SLT support of the Inclusion of D/deaf pupils

All participants identified school leadership, and their relationship with SLT, as a key component of successful inclusion, reflecting the MQ's (DfE, 2018:26) principle of broader inclusion:

> Be part of, or work closely with, leadership teams, taking a lead in developing, implementing and evaluating policies and practices that contribute to the achievement, inclusion and well-being of deaf learners so they may become part of a community.

Participants suggested that SLT attitudes towards not only inclusion, but also D/deaf children is crucial as it filtered down to teachers and other mainstream staff and influenced the overall ethos of the school, reflecting QS03 of the QSRP (NDCS, 2020).

Most QToDs in this research reported positive experiences of their SLT towards the inclusion of D/deaf children in mainstream classes. This appears to be a consequence of three factors:

1. Access to the SLT via QToD/LA representation on the SLT
2. The development of strong relationships and practices over time
3. An overall sense of positivity towards inclusion, including the language used to describe it, e.g. 'inclusion leader' (Participant E) rather than SENCO.

QToDs spoke passionately that they are willing to challenge SLT when required, but there was a general fear, from some of the participants, that this could change with a new SLT. Many anecdotally pointed to other RPs where they do not have this support and the difficulties that are faced in those situations.

This study also revealed that QToDs have sympathy for the pressures mainstream teachers are under from SLT. However, QToDs perceive that these pressures can lead them to look for easy wins, i.e. areas where they can abdicate responsibility. One such easy win, for some mainstream teachers, appears to be having QToD and specialist TA support to facilitate planning and differentiation for the D/deaf pupil, rather than investing time and effort into the process themselves. Again, the suggestion is that this happens because SLT may not prioritise teacher-led inclusion. The findings support Schuelka's suggestion that emphasises 'strong and supportive school leadership' (2018:4) as one of five key indicators of successful inclusion.

SLT support for the inclusion of D/deaf learners should be an area of clarity and consensus amongst school leaders. The document that underpins all SEN support and provision, the SENDCOP (DFE, 2014), along with the NC (DFE, 2013) and the recommendations in the QSRP (NDCS, 2020), mandates inclusive education. Why, therefore, is this not the lived experience of some (a minority) of the QToDs in this research, whilst being very much the experience of others? Could this be the consequence of top-down accountability pressures, via Ofsted (Allen, 2022), to secure a positive overall judgement? Anecdotally, many teachers, including myself, will have experienced this phenomena.

Participants in my study talked about inclusive schools/SLT having an inclusive *ethos*. Is it possible, therefore, that an inclusive *ethos* can be, along with many other areas

of education not explored here, the sacrificial lamb thrown at the alter of regulatory validation of mediocrity?

5.3. The changing needs of D/deaf children

Whilst there was a broad attitudinal appreciation of how important inclusion is to the development of life-long skills and that the RP is an effective way of supporting severe/profound D/deaf pupils, there was also a perception by some that the RP is no longer seen as a provision solely for D/deaf pupils.

Reflecting their lived experiences, some QToDs perceived that the 'traditional' severe/profound - with concomitant language delay - D/deaf child no longer accesses their RPs. Instead these places are allocated to D/deaf pupils with additional, more complex needs. This is one of the starkest findings of this study highlighting QToDs' perceptions that the needs of D/deaf pupils, within RPs, have changed and continue to become more complex. With a 'paucity of published research in this area' (NDCS, 2012), this phenomenon was not an area I expected to be of significance owing to the make-up of my cohort of D/deaf pupils in their RP. However, anecdotally, some QToDs reported a caseload within the RP of up 80% of D/deaf children having complex additional needs. This is far in excess of figures of D/deaf children having additional needs of between 23% (CRIDE, 2022) and 30-40% (McCracken & Turner, 2012). Clearly any single RP does not reflect the D/deaf population as a whole, but indicates that RPs may be educating a disproportionate percentage of the D/deaf population with additional needs.

The implication of this is that inclusion for these complex D/deaf pupils may be difficult to achieve, owing to additional physical, cognitive and medical barriers leading to compounded effects on the child (Bruce, *et al.*, 2008). Therefore, QToDs' efforts to ensure inclusive practice appear undermined, with more of the D/deaf child's time, potentially, required to be out of the mainstream classroom. Whilst QToDs can meet the audiological and communicative needs of D/deaf pupils, they are insufficiently trained to include these children in mainstream classes, supporting the conclusion of Bruce *et al.* (2008).

A second concern pertains to the QToDs' perception that the attitude of the mainstream teacher is further negatively impacted when the D/deaf pupil has additional/complex needs. This may lead to even greater distance being placed

between the D/deaf pupil and the mainstream teacher and an over-reliance on the specialist support provided by the RP. QToDs already perceive that mainstream teachers are, to a degree, scared of interacting with D/deaf pupils and an increase in complexity could further alienate D/deaf pupils from stressed teachers (Warnes, *et al.,* 2022).

A further concern highlighted by the study revealed that half of the participants found that they faced moral dilemmas when trying to secure inclusion for D/deaf children with additional/complex needs. Social exclusion was feared by some, and the fear that this isolation would follow them throughout their lives. Consequently, the location of the placement of these pupils was questioned by some participants. Anecdotally, they attribute the changing make-up of their RPs as a consequence of LA decisions to close special schools in their area. This may lead to a change in QToD attitudes towards inclusion if it is perceived to be too difficult. As Participant F put it:

> 'Is inclusion, actually, more harmful to set a child up to fail…at a race they can't race…'

Therefore, the view that inclusion should reach beyond education towards society (Barton, 1998; Bronfenbrenner, 1974; Haynes, Norin, *et al.*, 2017) appears to fall at the first hurdle, supporting Ainscow and Miles' (2017) view that inclusive education is too focused on the immediate placement of children rather than preparing them for adulthood.

A question of concern ought to be raised. If, as has been anecdotally reported, RPs are being used as quasi-special schools, what is happening to the placement of severe/profound D/deaf children who would have traditionally accessed RPs?

5.3.1. The changing role of QToDs

The results of this study suggest that positive perceptions of inclusion for D/deaf pupils remain despite the perceived increased complexities of the QToD role. However, a consequence of the perceived complexities of the needs of D/deaf children accessing the RPs is the perception, of some QToDs, that the breadth of skill they require to successfully support the inclusion of D/deaf children in mainstream classrooms is broader than they have been trained to do. Challenging MQ 8.10, the diversification of D/deaf learners' needs may impact on QToDs' ability to 'Direct and oversee the work of support staff, ensuring that they have, or are acquiring, the appropriate skills

and understand the targets of deaf learners…' (DfE, 2018:26). As others have reflected (Lenihan, 2010; Dolman, 2010), the training of QToDs needs to reflect the changes QToDs are actually experiencing in the field so that they understand the breadth of plurality of the role in the 21st century.

The MQ (DfE, 2018) is a comprehensive specification which covers the gamut of the QToD role. However, considering the daily challenges faced by the QToDs interviewed for this study to ensure inclusive access and participation for D/deaf children, inclusion is mentioned only twice. The MQ is currently under revision. Hopefully, this revision will go some way to redressing the imbalance in the lived experiences of QToDs working in RPs and the legislation, guidance and qualifications that inform the role, especially considering SENDCODE's remit to cover ages 0-25.

5.4. The impact of specialist TAs

Many participants in this study perceived that a key ingredient in securing inclusion for D/deaf children in primary schools with a RP were the specialist TAs. This supports the view of NatSIP (2012) that TAs reduce the barriers to learning that are a feature of a CHL. An aspect of this support, appreciated by QToDs, was the specialist knowledge of CHL and the needs of the D/deaf children they work with, alongside a sense that the TAs assist the collaboration, between the QToD and the mainstream teacher, outlined in MQ 8.18.

This study also shows that some QToDs have a clear view of how TAs should not be used to over support D/deaf children and for D/deaf children to not be too reliant upon a single adult, with some ToDs suggesting that possessive TAs, i.e. 'my child' (Participant E), may limit the social development of D/deaf children. This seems to support the DfE report (2019) - of SLT views - that TAs are no longer velcroed to pupils. Whilst that report is referring to mainstream allocation of TAs, it is interesting to see that many of the participants recognise that social development of a D/deaf child is important. Participant A's statement that '…we don't want your child's best friend to be a 50-year-old woman' neatly summarises the sentiment of some QToDs in this study. Moreover, some QToDs felt that to ensure inclusive practice occurred, they had to manage how TAs worked and intervene if necessary.

However, there was another perception that TAs can become the main educator for a D/deaf child. Some participants echoed the fears of Blatchford *et al.*, (2009) that TAs

do not hold the requisite qualifications and pedagogical knowledge to deliver a curriculum - which ought to be delivered by the most qualified, i.e. the class teacher - and retain an overview of the neediest pupils. Moreover, QToDs were aware of the responsibility, as stated by the SENCODE (2014), for the class teacher to plan and educate the SEN children in their class. QToDs recognised that TAs can be a barrier to a successful relationship between the class teacher and their D/Deaf pupil, supporting the view of Salter*, et al.* (2017) that teachers may not feel empowered to engage with the child, echoing Takala & Sule's findings (2018) that 48% of mainstream gave no support to D/deaf pupils in their class.

Can we infer from this that when trying to ensure inclusive practice around the D/deaf child, some QToDs and specialist staff may be too invested? Could this create a separation between the mainstream staff and the D/deaf child as explored by Swanwick and Salter (2017) when illustrating models of working practice with non-RP based D/deaf children and their TA support? Or is it the opposite: inclusion may be poor and a high level of advocacy can result in the use of overly possessive phraseology? This study does not provide any answers to this, but it is certainly an interesting area of future research.

5.5. Limitations

This small-scale project was limited by the relatively small numbers of potential participants. Within the timeframe, I was only able to recruit and interview 2.5% of the QToD workforce who work in RPs (8/320) from 6 separate RPs. Therefore, whilst interpreting qualitative data allows the researcher to infer the thoughts and feelings of participants (Thomas, 2013), caution should be exercised in extrapolating these findings to the wider population of QToDs working in RPs.

5.6. Conclusion and recommendations and points for further research

Owing to the paucity of comparable research concerning RPs, it is difficult to say whether the findings of this study support or contradict the reviewed literature. However, unlike Lampropoulou & Padeliadu's (1997) findings, QToDs' attitudes in this study were uniformly positive – across the age range and years of experience - towards the concept of inclusion, if not the way inclusion is facilitated. This research also supports previous research (Eriks-Brophy & Whittingham, 2013) that mainstream educators broadly embrace inclusive education as a concept.

QToDs' attitudes towards inclusion were largely positive. However, their perceptions of the inclusion of D/deaf pupils in primary schools with RPs were mixed. This research suggests that QToDs based in RPs perceive that RPs can amply support the inclusion of D/deaf pupils if their primary need relates to their deafness. However, their role is becoming increasingly complex as the D/deaf children's needs become more complex. Therefore, it may be necessary, when submitting information to CRIDE, that Heads of Service are asked to specify what is listed as the primary need on the EHCP of each D/deaf child placed in a RP. This would enable us to have a clearer idea of how LAs view the purpose of RPs. Further research is required to understand if the perceptions of QToDs in this study, of the changing needs of D/deaf pupils, are replicated more broadly. More research is required to examine the impact of complex, additional needs on RPs and on some D/deaf children's ability to access an inclusive mainstream curriculum.

This research also implies that there is a level of confusion about their role amongst QToDs. It is apparent that QToDs perceive that they are not sufficiently trained to support D/deaf learners with additional, complex needs. Therefore, further work needs to address what additional skills QToDs need to have. Currently, MQ 5.4. requires access to a range of teaching placements, including special schools (DfE, 2018). Hopefully, any future MQ will address this issue more comprehensively as it may be of help to trainee ToDs if they have access to a mandatory placement in a special school with D/deaf children with complex needs. Further research into the challenges faced, and the skills needed, by QToDs in RPs is required as well as how training programmes in England are structured to prepare QToDs to understand the current challenges in D/deaf education.

Another area of importance emanating from this study regards school leadership. Whilst many of the participants experienced good SLT support, they were all aware that SLT support was not universal amongst RPs. Therefore, future studies ought to explore SLT attitudes and ethos towards RPs for D/deaf children. This would give an outside-in perspective into RPs for D/deaf children whereas I have looked from the inside-out. Moreover, another important area of future research should concern the way RPs are administered – whether by the LA or the school. Does this change the perceptions of SLTs towards RPs and does it make these RPs more or less inclusive?

Finally, at no point did participants mention the major policy documents or the Quality Standards: Resource Provisions (NDCS, 2020), which supports CRIDE data (2022) that <21% of services may use it as a tool of self-evaluation. Further research into this would be required to establish if LAs and schools value the QSRP. In addition, research into the entry and exit criteria for RPs per LA may help the profession to understand the future purpose of RPs. If, as Ainscow & Miles (2008:16) put it, inclusion is to lead to a 'just society', we ought to have a clear idea of what a RP is, what a RP does, where it fits within wider inclusion policy, and how it helps D/deaf children fulfil their potential.

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Appendix A: Ethical Approval Notification from the University of Hertfordshire

University of Hertfordshire UH

SOCIAL SCIENCES, ARTS AND HUMANITIES ECDA

ETHICS APPROVAL NOTIFICATION

TO	**Thomas Pilsel**
CC	**Helen Nelson**
FROM	**Dr Brendan Larvor, Social Sciences, Arts and Humanities ECDA Vice Chairman**
DATE	**22/11/2021**

Protocol number: EDU/PGT/CP/05297

Title of study: Inclusive Education for the D/deaf Primary Aged Child: What are the attitudes, Perceptions and Beliefs of Qualified Teachers of the Deaf working in Resourced Provision?

Your application for ethics approval has been accepted and approved with the following conditions by the ECDA for your School and includes work undertaken for this study by the named additional workers below:

no additional workers named

General conditions of approval:

Ethics approval has been granted subject to the standard conditions below:

Permissions: Any necessary permissions for the use of premises/location and accessing participants for your study must be obtained in writing prior to any data collection commencing. Failure to obtain adequate permissions may be considered a breach of this protocol.

External communications: Ensure you quote the UH protocol number and the name of the approving Committee on all paperwork, including recruitment advertisements/online requests, for this study.

Invasive procedures: If your research involves invasive procedures you are required to complete and submit an EC7 Protocol Monitoring Form, and copies of your completed consent paperwork to this ECDA once your study is complete.

Submission: Students must include this Approval Notification with their submission.

1

Appendix B: Form EC6: Participant Information Sheet

UNIVERSITY OF HERTFORDSHIRE

ETHICS COMMITTEE FOR STUDIES INVOLVING THE USE OF HUMAN PARTICIPANTS ('ETHICS COMMITTEE')
FORM EC6: PARTICIPANT INFORMATION SHEET

1 **Title of study**
Inclusive Education for the D/deaf Primary Aged Child: What are the attitudes, Perceptions and Beliefs of Qualified Teachers of the Deaf working in Resourced Provision Towards Resource Based D/deaf Pupils' Inclusion in Mainstream Primary Classrooms?

2 **Introduction**

You are being asked to take part. Before you decide whether to do so, it is important that you understand the study that is being undertaken and what your involvement will include. Please take the time to read the following information carefully and discuss it with others if you wish. Do not hesitate to ask us anything that is not clear or for any further information you would like to help you make your decision. Please do take your time to decide whether or not you wish to take part. The University's regulations governing the conduct of studies involving human participants can be accessed via this link:

http://sitem.herts.ac.uk/secreg/upr/RE01.htm

Thank you for reading this.

3 **What is the purpose of this study?**

The purpose of the study is to identify themes common to Qualified Teachers of the Deaf via interview. These themes will be concerned with hearing impaired pupils' access to inclusive education when they are allocated places within a HI resource provision by the local authority via an EHCP. The themes will derive from the participants' attitudes, perceptions and beliefs of inclusive education for HI pupils in mainstream schools.

4 **Do I have to take part?**
It is completely up to you whether or not you decide to take part in this study.

5 **Are there any age or other restrictions that may prevent me from participating?**
Participants must be Qualified Teachers of the Deaf (QToDs), not Teachers of the Deaf in training.

6 **How long will my part in the study take?**
1-2 hours

7 **What will happen to me if I take part?**
By agreeing to take part, you will participate in a one to one semi-structured interview. You will then be contacted to verify the final transcript of that interview to ensure accuracy and efficacy. You will not have to do anything additionally.

8   **What are the possible disadvantages, risks or side effects of taking part?**

There are no risks, side effects or disadvantages.

9   **What are the possible benefits of taking part?**

By agreeing to participate, you will be providing valuable quantitative data in an area of deaf education research previously largely ignored. Whilst there is significant research into the topic of inclusive education and some into the attitudes, perceptions and beliefs of mainstream teachers, there is no comparable example of this kind in deaf education that I can find.

10   **How will my taking part in this study be kept confidential?**

All video recordings and transcripts of those recordings will be anonymised. Recordings will be deleted once the transcript has been approved by the participant. Transcripts may appear in the appendices of the dissertation (anonymised), but otherwise deleted form any hard drives/cloud storage.

11   **Audio-visual material**

All interviews will occur via MS Teams and will make use of the software's recording and transcription features.

12   **What will happen to the data collected within this study?**

12.1   The transcriptions of the interviews will be anonymised and stored on a password protected PC. They will be filed in password protected folders.

12.2   The completed recordings of interviews will be stored by the researcher in a secure locker for the duration of the study (6 months), after which time it will be deleted. Anonymised transcriptions may appear in the appendices of the dissertation.

12.3   Data will be anonymised prior to storage.

13   **Will the data be required for use in further studies?**

13.2   No. The data (video recordings of interviews/transcriptions) collected will be stored electronically, in a password-protected environment, for the duration of the study. It will then be deleted

14   **Who has reviewed this study?**

The University of Hertfordshire Social Sciences, Arts and Humanities Ethics Committee with Delegated Authority.

14.2   The University of Hertfordshire Social Sciences, Arts and Humanities Ethics Committee with Delegated Authority

The UH protocol number is EDU/PGT/CP/05297

15   **Factors that might put others at risk**

- None

16   **Who can I contact if I have any questions?**

If you would like further information or would like to discuss any details personally, please get in touch with me, in writing, by phone or by email:

- 07505273338
- thomas.pilsel@stoke.gov.uk

Although we hope it is not the case, if you have any complaints or concerns about any aspect of the way you have been approached or treated during the course of this study, please write to the University's Secretary and Registrar.

Thank you very much for reading this information and giving consideration to taking part in this study.

Appendix C: Form EC3: Consent Form for Studies Involving Human Participants

UNIVERSITY OF HERTFORDSHIRE

ETHICS COMMITTEE FOR STUDIES INVOLVING THE USE OF HUMAN PARTICIPANTS

('ETHICS COMMITTEE')

FORM EC3

CONSENT FORM FOR STUDIES INVOLVING HUMAN PARTICIPANTS

I, the undersigned *[please give your name here*, *in BLOCK CAPITALS]*

………………………………………………………………………………………….……….…

of *[please give contact details here, sufficient to enable the investigator to get in touch with you, such as a postal or email address]*

…...………………………………….………………………………………….………….…………

hereby freely agree to take part in the study entitled *[insert name of stu*dy *here]*

…………………………………………………………………………….……………………..

(UH Protocol number EDU/PGT/CP/05297)

1 I confirm that I have been given a Participant Information Sheet (a copy of which is attached to this form) giving particulars of the study, including its aim(s), methods and design, the names and contact details of key people and, as appropriate, the risks and potential benefits, how the information collected will be stored and for how long, and any plans for follow-up studies that might involve further approaches to participants. I have also been informed of how my personal information on this form will be stored and for how long. I have been given details of my involvement in the study. I have been told that in the event of any significant change to the aim(s) or design of the study I will be informed, and asked to renew my consent to participate in it.

2 I have been assured that I may withdraw from the study at any time without disadvantage or having to give a reason.

3 In giving my consent to participate in this study, I understand that audio recording will take place and I have been informed of how/whether this recording will be transmitted/displayed.

4 I have been told how information relating to me (data obtained in the course of the study, and data provided by me about myself) will be handled: how it will be kept secure, who will have access to it, and how it will or may be used.

5 I understand that my participation in this study may reveal findings that could indicate that I might require medical advice. In that event, I will be informed and advised to consult my GP. If, during the study, evidence comes to light that I may have a pre-existing medical condition that may put others at risk, I understand that the University will refer me to the appropriate authorities and that I will not be allowed to take any further part in the study.

6 I understand that if there is any revelation of unlawful activity or any indication of non-medical circumstances that would or has put others at risk, the University may refer the matter to the appropriate authorities.

7 I have been told that I may at some time in the future be contacted again in connection with this or another study.

Signature of participant…………………………………..…Date…………………………

Signature of (principal) investigator Date 16.11.2021

Name of (principal) investigator *THOMAS PILSEL*

Appendix D: Interview Schedule

Inclusive Education for the D/deaf Primary Aged Child: What are the attitudes, Perceptions and Beliefs of Qualified Teachers of the Deaf working in Resourced Provision?

Issue/topic	Possible questions	Possible follow-up questions	Probes
Inclusion	How would you define inclusion? How do you feel when you hear the word inclusion?	Is inclusive education an aspiration? Or Is inclusion non-negotiable? Has this feeling changed through your career?	
Experiences of Inclusion	What is the role of the Resource Base in facilitating inclusion (of D/deaf pupils in mainstream school/classrooms?) How far should 'inclusion' feature in the strategic planning of a D/deaf pupils' provision?	Are there factors which inhibit 'successful' inclusion? How is successful inclusion achieved?	
Mainstream Staff	How do mainstream settings accommodate D/deaf pupils with EHCPs? What is the role of specialist TAs in facilitating the inclusion of D/deaf pupils?	Why do you think this is so? How much does the teacher's level of experience matter? How successful is this?	
Deaf identity through Inclusion	Is inclusion compatible with promoting deaf identity?	How does inclusion reach beyond the classroom?	

(Taken from Thomas, G., 2017:199)