



PICTURED ABOVE Dr Achala Gupta sharing her work on teacher identity formation and teacher-entrepreneurism at the Southampton Education School's hybrid seminar. Photo courtesy: Kiki Messiou

Centre for Research in Inclusion



13: Summer 2022

About us

The Centre for Research in Inclusion (CRI) in the Education School at the University of Southampton is committed to internationally significant research towards the inclusion of children, adults, families, and practitioners in education. We work with a strong network of collaborators in research that addresses inclusion and engages with the needs of participants and research users. CRI is unusual in working with teachers, young people, disabled and other marginalised groups to carry out the research. See our [Centre for Research in Inclusion video](#)

CRI Research conference news

[Dr Achala Gupta](#) has shared her research works on shadow education at the [BSA Virtual Annual Conference 2022: Building Equality and Justice Now](#)

and at an invited seminar at Durham University's School of Education as part of their [Research Seminar Series](#).

[Professor Melanie Nind](#) recently gave the opening keynote for the *Creative Methods in Participatory Research: Disability and Citizenship* symposium in Norway. The event was supporting international research related to the everyday citizenship of disabled people and Melanie spoke about how the Covid-19 pandemic had brought fresh creativity to participatory research.

[Dr Andy Coverdale](#) presented new research with [Dr Sarah Lewthwaite](#) and [Sarah Horton](#) at the 19th Web 4 All conference in April. Their joint paper 'Teaching accessibility as a shared endeavour' was nominated for the Best Communications Paper Award.

Following the publication of her Gatsby Report 'On- and Off-the-job Training in Apprenticeship in England', [Dr Michaela Brockmann](#) has been invited by the Office for Health Improvement & Disparities (formerly

Public Health England) to give a keynote at a stakeholder conference in July.

CRI doctoral researcher, [Abigail Croydon](#), with Toon Benoot (University Ghent) and Simone Visentin (University of Padua), will be leading a thematic panel at the Human Development and Capabilities Association conference in Antwerp on relational agency in the context of personalisation.

In March, [Dr Sarah Lewthwaite](#) joined an expert forum as a discussion catalyst for think tank LIRNEasia's Expert Forum on policy-relevant research on disability and information & communication technologies. [The full event report is now available](#).

Thursday 19th of May was Global Accessibility Awareness Day 2022. [Dr Sarah Lewthwaite](#) presented on Accessibility Education as part of a week-long series of open events hosted by the University of Westminster and London Higher Education Accessibility Working Group

Congratulations!

CRI doctoral researcher, now Dr Sadhbh O'Dwyer has won an award for her PhD research after co-inquirers nominated her for the Association of Dyslexia Specialists in HE Research and Innovation award. The co-inquirers are specialist tutors in HE who took part in Sadhbh's Collaborative Inquiry Circles on social justice and critical pedagogy

theories. Sadhbh and the co-inquirers will use the research findings to create workshops for tutors.

Professor Sarah Parsons is joining Autistica's Scientific Review Panel as Vice-Chair. *Autistica* is the UK's national autism research charity, focusing on quality of life, funding research, shaping policy and working with autistic people to understand their needs.

New Open Access Papers



You don't need access to the university library to read these papers – you can download them free of charge.

Hummerstone, H. & Parsons, S. (2022) Co-designing methods with autistic students to facilitate discussions of sensory preferences with school staff: exploring the double empathy problem, *International Journal of Research & Method in Education* <https://doi.org/10.1080/1743727X.2022.2071864>

Pickles, J., Parsons, S. & Kovshoff, H. (2022) Knowledgeable but not specialist: Virtual School Heads' experiences of supporting autistic children in care. *Oxford Review of Education* <https://doi.org/10.1080/03054985.2022.2039609>

Ward, V.C., Parsons, S., Kovshoff, H. & Crump, B. (2022). Co-creation of research and design during a coding club with autistic students using multimodal participatory methods and analysis, *Frontiers in Education* <https://doi.org/10.3389/feduc.2022.864362>

de Haas, C., Grace, G., Hope, G. & Nind, M. (2022) Doing research inclusively: understanding what it means to do research with and alongside people with profound intellectual disabilities. *Social Sciences* 11,4: 159 <https://doi.org/10.3390/socsci11040159>

Nind, M., Kopfer, A. & Lemmer, K. (2022) Children's spaces of belonging in schools: bringing theories and stakeholder perspectives into dialogue. *International Journal of Inclusive Education* <http://dx.doi.org/10.1080/13603116.2022.2073061>

Gupta, A. (2022) A 'shadow education' timescape: An empirical investigation of the temporal arrangements of private tutoring vis-a-vis formal schooling in India, *British Journal of Educational Studies*, <https://doi.org/10.1080/00071005.2021.2024137>

Gupta, A. (2022) The 'shadow education' phenomenon. *BERA Blog*, <https://www.bera.ac.uk/blog/the-shadow-education-phenomenon>

Coverdale, A., Lewthwaite, S. and Horton, S. (2022) Teaching accessibility as a shared endeavour: building capacity across academic and workplace contexts. *Proceedings of the 19th Web4All Conference*. ACM. <https://eprints.soton.ac.uk/455790/>

Horton, S. (2022) Building an accessible digital world. *Computer*, 55(1): <https://doi.org/10.1109/MC.2021.3122476>

Horton, S., Lewthwaite, S. & Coverdale, A. (2022). *Motivating Learners with Accessibility Professionalism: A Teaching Accessibility Quick Start Guide*. University of Southampton.

See also: **Messiou, K. & Ainscow, M.** (2020) Inclusive inquiry Student-teacher dialogue as a means of promoting inclusion in schools, *British Educational Research Journal* <https://doi.org/10.1002/berj.3602> - this was amongst the top cited articles 2020-21 and generated immediate impact.

Big ideas

Here we are sharing some of the concepts that underpin our work in the Centre for Research in Inclusion. While our work is always about inclusion in some way, other big ideas are important to researchers in the Centre too.

Inclusive spaces are important to many of us. Melanie Nind is working with concepts from the spatial turn that recognise how physical space interacts with social hierarchies and power. School students and teachers are not passive occupiers of spaces (together or apart) but act on those spaces. The outcome can be welcoming spaces, places of sanctuary and democratic spaces, but we may also find invisible walls and spaces of demarcation and despair. This year sees a new special issue of *International Journal of Inclusive Education* on this topic (see open access papers).

Related to inclusive spaces are **sense spaces**, which Asha Ward works on, using technology as a mediatory tool to facilitate bringing people into each other's sense spaces. Asha's work focuses on using music or expression through sound as a non-lingual, non-verbal kind of communication of self-expression. This is about equity.

Artistic Spaces have long been recognised as places of potential for inclusion and belonging for people with learning disabilities. Jill Goodwin's thesis work enclosed people in an artistic space and her work with Melanie Nind, Asha Ward and *People First Dorset* is inviting people into new spaces to explore belonging through art. Similarly, Jo Grace is looking at the possibility of artistic objects acting as anchors in space to allow people to be with each other and experience belonging.

Jo Grace is exploring how **identity** underpins belonging for people with profound intellectual and multiple disabilities. Jo is considering identity as embodied, emplaced, drawing on Merleau-Ponty's ideas of people having a style of being-in-the-world.

Identity is the central concept used by Michaela Brockmann in her work on the transition to apprenticeship by young people with learning disabilities, combining Critical Disability Studies with the work of Judith Butler. As the young people's access to training and employment is severely restricted, research tends to define them solely through their disability, neglecting the role of multiple social categories in producing marginality. The question is posed how young people with learning disabilities navigate meaningful identities within sites of normative representations of gender, race, class, disability, and occupations, and what is the role of transition systems in facilitating or hindering these processes.

Abigail Croydon uses the concept of **capabilities and capability poverty**, developed from the writings by Amartya Sen and Martha Nussbaum, to point to dimensions of life that are lacking in the lives of people with intellectual and developmental disabilities even when they are not in material poverty. The approach comes with a developed framework and a research community to evaluate personal, sociopolitical and environmental conditions of people and how far these are compatible with their freedoms to do and be the things that matter to them.

The **culture of poverty** is the idea that poor people share consistent and predictable beliefs, values and behaviours. This idea ignores the structural inequalities of society and focuses on supposed lack of aspirations, the moral and intellectual deficiencies of disadvantaged people. While the culture of poverty has been problematised, in many schools disadvantaged students are seen as responsible for their academic failure. Linked to this is the concept of **cultural deficiency** - the constant association of poverty with underperformance in school and/or society. Cristina Azaola is applying these concepts to the analysis of tutors' perceptions of students in technical /vocational high schools in Mexico that are considered of lesser quality.

Inclusive provision is critical to the work of Vasilis Strogilos who defines inclusive

provision as when the education and care that students with SEND receive increases their academic and social inclusion alongside their peers in mainstream schools. This brings together inclusive spaces and services such as resource provision classrooms and SENCos that can contribute towards the development of an inclusive curriculum. Vasilis' work focuses on how we move from isolated spaces and services that 'fix' the child to those that promote inclusive provision. See Vasilis' feature article on p.4.

Marginalisation is a key concept for Kiki Messiou. We vary in how well we recognise processes of marginalisation in others or ourselves and in how well we address this. For Kiki, addressing marginalisation in schools is a collaborative process between teachers and children. See Kiki's book [*Confronting Marginalisation in Education: A Framework for Promoting Inclusion*](#).

Community is central to the doctoral research of Catherine de Haas. Catherine draws on the work of Charles Vogl which sees a community as a group with shared concern for each other's welfare and with shared values (CRI is a good example!). Communities foster membership identity and sense of belonging and insider understanding. Some children and families have to create alternative communities away from the schools and services provided when these fall short of their needs or marginalise them. A good resource on this is Peter Block's book, *Community: The Structure of Belonging*.

Belonging as a concept spans philosophy, theology, education, psychology, clinical practice and disability studies as a way to consider building community. Melanie Nind has been using the concept because of the way in which it values place, memory and relationships in conjuring up a symbolic space of familiarity and comfort. It is about feeling secure and feeling at home which are fundamental human needs. Belonging, community and inclusion all emphasise our need to be part of something. These ideas are explored in the Melanie's book with Iva Strnadova, [*Belonging for People with*](#)

[*Profound Intellectual and Multiple Disabilities: Pushing the Boundaries of Inclusion*](#).

Voice is a concept used by many CRI researchers and also applies in teaching. Achala Gupta focuses on who is saying what and why they have those views to understand the connections between, in the words of C. Wright Mills, 'private troubles' and 'public issues'.

Voice is also at the heart of the research by Sarah Parsons and the [ACoRNS team](#). Given the diversity of communication preferences and needs across the autism spectrum, it is vital that methods are developed and applied creatively to enable a range of voices to contribute to understanding of young people's educational experiences and choices. Some of ACoRNS' methods focus on **embodied knowledge** as a form of voice, for example, using Wearcams to create Digital Stories that are close to first-person perspectives on the worlds of 4-year-old autistic children. [Verity Ward's](#) Doctoral research has extended the Digital Stories methodology to support neurodivergent young people with complex needs to contribute their knowledge in a range of ways. She has used multi-modal analysis to reflect these contributions (see open access publications on p.2). Exploring embodied knowledge in a different way, PhD student [Chloe East](#) has applied a body mapping methodology to enable autistic girls to reflect on their embodied experiences of school transitions. Chloe's work was recently shared as part of the ACoRNS [open webinar series](#).

Accessibility is essential for some and useful for all. In the built environment, it is shown in ramps and tactile paving. In digital spaces, accessibility manifests in features like resizable text, text-to-speech, and speech recognition. Inclusion is not possible without accessibility. The [Digital Accessibility study](#) with Sarah Lewthwaite, Sarah Horton and Andy Coverdale engages critically with dimensions of digital accessibility — legal, conceptual, technical, pedagogic— to ensure future technologists have the knowledge and skills for disability inclusion.

Resource Provision Classrooms in Mainstream Schools for Students with Special Educational Needs and Disabilities

Vasilis Strogilos

Resource Provision Classrooms (RPC) in Mainstream Schools: A Partnership to promote the Inclusion of Students with Special Educational Needs and/or Disabilities, funded by the British Academy/Leverhulme Trust, is a collaborative research project including teachers, teaching assistants (TAs), parents and students from three primary mainstream schools with RPC in Hampshire. Led by Associate Professor Dr [Vasilis Strogilos](#) with the support of Senior Research Assistant [Becky Ward](#), the project aims to describe and evaluate with the participants how RPC can enhance the education and inclusion of students with special educational needs and disabilities in mainstream schools.

Many students with special educational needs and disabilities are educated both in RPC and mainstream classrooms (i.e. mixed provision) and the number of RPC in England has increased from 1,028 in 2020 to 1,066 in 2021 (DfE, 2021). Although the number of RPC has increased, recent Ofsted reports highlight that provision for these students is disjointed and inconsistent and they are often taken out of the mainstream class for interventions which might lead to missing learning opportunities.

Little is known about the role of RPC and their staff in students' education and inclusion. We hope that this project will help create professional development materials that can support school staff, parents and students. The research team including the school participants have generated data from reflective interviews with RP managers and parents, focus groups with teachers and TAs in each school, and observations of students. Our aim was to identify both good practices and challenges in educating students in RPC and mainstream classrooms. We have been developing guidance, which includes students' and parents' views, that can help school staff develop sustainable practices to enhance the education of



Vasilis, teachers and TAs sharing ideas on effective practices in RPCs

students in mixed provision. The expectation is that all participants will contribute to the creation of the guidance document and that their active participation will support reflection and enhance practice. In the first focus group we presented key findings from prior research and discussed how these findings relate to their school's practice. After preliminary analysis of the discussion we conducted a second focus group to discuss the similarities and differences among the schools as a reflective activity.

Together we have identified eight areas that schools need to consider for students in mixed provision that we plan to include in the guidance document: what we do in RPC, what we do in mainstream classrooms, how we co-plan for transitions, how we collaborate with parents, how we collaborate with health professionals, how we can improve student friendships, what the leadership team can do to support mixed provision, and what support schools expect from Local Education Authorities. Having reflected on their practice, participants have offered specific examples for the guidance document, such as 'Mainstream teachers need to lead the planning for all students, including those with special educational needs and disabilities, with support provided by RPC staff'; 'When TAs from RPC work in mainstream classrooms, they need to provide support to all students not only to students from RPC'; or 'Senior management team should support the inclusion of students from RPC to mainstream classrooms'. The school participants told us that our reflective discussions were very

useful in identifying what they do well together with the practices/processes that they need to develop. School A told us they had already changed some of their practice providing opportunities for students from the RPC to attend more subjects in mainstream classes.



Above: Resource provisioned classroom

School B enjoyed hearing examples of practice from the other schools and discussed how they can use some of them, and School C asked us to arrange meetings/visits with the other schools to learn from sharing practice. All three schools agreed that we should continue working on this project and we have plans to transform the guidance document into a toolkit. The toolkit will include practices/processes and practical examples that we will create with the schools, and a checklist that schools can use to evaluate their development towards each practice. When we finalise the toolkit, we plan to disseminate it to other schools, so watch this space! Email Vasilis v.strogilos@soton.ac.uk for further information.