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and Adolescent Psychology***



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Psychology**

***Dual-Registration: A Multi-Informant Exploration of the  
Experiences of Pupils, Parents, Teachers and  
Educational Psychologists.***

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## **Declaration**

I, Amy Robb, confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.

Signed:

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## **Acknowledgements**

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- Last but by no means least, to the pupils, parents and professionals who participated in this research- thank you.

## **Abstract**

There has been a 40% increase in the number of permanent exclusions in England since 2016 (House of Commons, 2018). Research investigating school exclusion has primarily considered pupils aged 11-16 years, who attend Pupil Referral Units (PRUs). Very few studies have explored the experiences of pupils aged 4-11 years who attend these settings. Even fewer have explored the experiences of primary-aged pupils who attend PRUs on a part-time basis, despite the fact that this arrangement forms a considerable part of alternative provision in England.

To address this gap, this research uses a case study approach to explore dual-registration, an arrangement whereby pupils at risk of permanent exclusion attend both their mainstream setting and a PRU on a weekly basis. Semi-structured interviews were conducted with four pupils, their parents and mainstream teachers to explore their experiences of dual-registration and inform understanding of its value in supporting pupils at risk of permanent exclusion. In addition, two focus groups were conducted, one with PRU staff to enhance understanding of their experiences of working with mainstream teachers to support these pupils and the other with educational psychologists, who were asked to reflect upon their role within this system.

Six overarching themes were identified: 'Containing the Container', 'Containing the Pupil', 'Overcoming Challenges', 'Pupils' Sense of Belonging', 'Evaluating Success' and 'Reclaiming the EP role'. Findings suggested that an integral part of the partnership between mainstream schools and the PRU, was the ability of PRU staff to contain the anxieties of pupils, parents and mainstream teachers. It was noted that whilst there was clear understanding of the need to respond

appropriately to challenges experienced by stakeholders, dual-registration could increase the pressures placed upon pupils, parents and professionals. Within this context, a key role for the EP in supporting the emotional availability and thinking capacity of stakeholders was identified.

## **Impact Statement**

This study explored the use of dual-registration to support pupils at risk of permanent exclusion from their mainstream primary schools. Dual-registered pupils attend a pupil referral unit (PRU) and mainstream setting on a weekly basis. The research explored the levels and type of support provided to pupils, parents and mainstream teachers as part of the arrangement. By involving the views of pupils, parents, mainstream teachers, PRU staff and EPs, the experiences of multiple informants have been explored, leading to a holistic understanding of the arrangement. Findings are informative in highlighting beneficial and more challenging aspects of the arrangement for key stakeholders.

Findings suggested that PRU staff support mainstream teachers and parents by providing them with emotional containment during the process. This supports the sharing of good practice, enabling them to think reflectively about pupils' needs. However, it was also apparent that dual-registration increased pressures upon pupils, parents and teachers as they struggled to cope with the changes associated with the arrangement.

This research has contributed a rare insight into the ways in which dual-registration is experienced by primary-aged pupils. In addition, the interpretations of this research have generated hypotheses about mediating unconscious processes which may underpin stakeholder experiences of this arrangement.

Sharing these findings with those involved in the decision-making about dual-registration (i.e. schools, PRU staff and EPs) will inform understanding of ways to support pupils at risk of permanent exclusion within mainstream primary

schools. For example, consideration should be given to ways of improving understanding among mainstream teachers and parents regarding the meaning and communication of the pupil's behaviour. Both PRU staff and EPs may have an important role in supporting this learning process. In particular, the role of the EP in providing detailed assessments of individual need and advice on strategies to support dual-registered pupils, appears to be valued by mainstream teachers and PRU staff.

Findings also suggested that EPs wish to expand their role in this area. EPs outlined their desire to advocate on behalf of parents, to challenge schools which want to get rid of pupils and support mainstream staff to generalise strategies across contexts. EPs suggested that this should form part of a whole-service commitment to meeting the needs of dual-registered pupils.

This research was undertaken within one local authority (LA), meaning that findings should be considered in relation to one specific context. Therefore, further research to explore dual-registration in other boroughs would enhance understanding of its use within the wider context. In addition, pupil interviews relied to some degree upon verbal communication, which may have been difficult for the target young people. Further research, perhaps using an action research design to fine-tune strategies for engaging young people in research may enhance understanding of pupil experiences. Finally, it is recognised that pupils involved in this research were all male, leading to a gap in understanding how girls may experience dual-registration. Further research could therefore be conducted to explore whether these may differ from the views expressed by the male participants in this research.

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## **List of Abbreviations**

**AP-** Alternative Provision

**CAMHS-** Child and Adolescent Mental Health Service

**CYP-** Children and Young People

**DfE-** Department for Education

**DfES-** Department for Education and Skills

**EP-** Educational Psychologist

**EPS-** Educational Psychology Service

**HC-** House of Commons

**LA-** Local Authority

**OFSTED-** Office for Standards in Education, Children's Services and Skills

**PRU-** Pupil Referral Unit

**SEBD-** Social, Emotional and Behavioural Difficulties

**SEMH-** Social, Emotional and Mental health

**SEN-** Special Educational Needs

**SEND-** Special Educational Needs and Disability

**SENCO-** Special Educational Needs Co-ordinator

**TEP-** Trainee Educational Psychologist

# **Chapter 1: Introduction**

## **1.1 Introduction**

This chapter introduces the thesis by providing a definition of dual-registration and the national and local contexts which frame the research. The theoretical position and rationale for the research are outlined, along with its relevance to the profession of educational psychology. The chapter concludes with the research questions.

## **1.2 Overview**

This study explores the partnership between mainstream schools and one pupil referral unit (PRU) which collectively support primary-aged pupils at risk of permanent exclusion. PRUs are establishments which educate children and young people (CYP) who, for a variety of reasons, are unable to receive a full-time mainstream education (Meo and Parker, 2004). The study specifically explores the experiences of participants involved in dual-registration.

It is important that a definition of dual-registration is clarified for the purposes of this study. This is because under some circumstances, pupils may be registered at two or more settings but attend only one (Cockerill, 2013). In this study, dual-registration is defined as an arrangement whereby pupils aged 4-11 years, split their time between one mainstream school and a PRU.

This definition informed the selection of participants and was shared with parents, educators and educational psychologists (EPs) at data collection.

Pupils had been dual-registered for at least four months before participating in the research. I considered that this would give pupils sufficient time to have integrated into the PRU and experience learning in both settings. Pupils attended the PRU for either two or three days per week. This study considers

the ways in which the arrangement may benefit pupils, as well as the ways in which the partnership and processes may be developed.

### **1.3 National Context of Inclusion**

An inclusive ideology has underpinned education policy to varying degrees since the Warnock Committee (1974) outlined the need to promote the integration of pupils with special educational needs into mainstream schools, subject to the ability of these settings to meet their needs (Wedell, 2008).

Following this, the 1981 Education Act outlined that pupils with special educational needs (SEN) should be educated within mainstream, rather than specialist, settings (Runswick-Cole, 2011).

Warnock (2005) later updated the definition of inclusion, suggesting that it relates to *'including all children in the common educational enterprise of learning, wherever they learn best'*. This perspective implied that mainstream education may not in fact, be suited to all. Successive UK legislation has continued with the general assumption that pupils with SEN should be educated in mainstream settings. However, specialist provision is available to children with the most significant needs (DfE, 2014; 2015). The SEN Code of Practice (DfE, 2015) advocates collaboration between mainstream and specialist staff, suggesting a drive to bridge the gap between these two types of provision.

This suggests that there is greater recognition that practice within education is rarely wholly inclusive or exclusive (Jull, 2008). Cole (2015) advocates the need for a nuanced view of 'school inclusion' and its opposite 'school exclusion' as these are often experienced by pupils to varying degrees within educational settings. For example, a pupil may be 'excluded' by being taught primarily outside the classroom or removed from the classroom following challenging

behaviour. This may occur in both mainstream and PRU settings. Therefore, it is important for this research to operationalise what is meant by inclusion, in a manner which acknowledges these nuances. Ainscow, Booth, and Dyson (2006, p.25) define inclusion as follows:

*Inclusion is concerned with all children and young people in schools; it is focused on presence, participation and achievement; inclusion and exclusion are linked together such that inclusion involves the active combatting of exclusion; and inclusion is seen as a never-ending process.*

This definition acknowledges that inclusion is a multi-faceted process, not a state. This is consistent with the exploration of dual-registration, involving a complicated balance of inclusion and exclusion from both mainstream and PRU settings.

#### **1.4 Conceptualising Pupil Behaviour in Schools**

The way in which pupil behaviour is conceptualised within education has changed over time. Whilst the New Labour government (1997-2010) promoted a relational approach to pupil behaviour management, the Conservative- Liberal Democrat Coalition government (2010-2015) and current Conservative government have advocated use of discipline and behaviour modification techniques (Law and Woods, 2018). These principles are evident in many practices within educational settings, with rewards and sanctions frequently used to control pupil behaviour (Ellis and Todd, 2009; Rose, Gilbert and Richards, 2016).

Despite this, pupil mental health is becoming more widely recognised within government policy (DfE, 2015). Law and Woods (2018) note that mental health

and behaviour are now grouped under the term '*social, emotional and mental health*' (SEMH), which has replaced the term '*social, emotional and behavioural difficulties*' (SEBD). This is an umbrella term, which is highly complex and has been criticised for ambiguity, imprecision and inconsistent interpretation (Norwich and Eaton, 2015; Carroll and Hurry; 2018).

However, it was also argued that the inclusion of 'behaviour' in SEBD, justified a punitive response to pupils (Jull, 2008). As a professional advocating against a disciplinarian approach to behaviour, I am aware that labels are likely to inform attitudes towards pupils with SEN and subsequent intervention. In line with recognition that behaviour may be the symptom of unmet needs (Taylor, 2012; Law and Woods, 2018), this study adopted the term SEMH as outlined within the SEND Code of Practice (DfE, 2015, p.98):

*Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

### **1.5 The Inclusion of Pupils with SEMH Needs**

The inclusion of pupils with SEMH needs in mainstream classrooms is often challenging for schools (Pillay, Dunbar-Krige and Mostert, 2013) and has been a continuous source of debate (Jull, 2008). On the one hand, these pupils form

part of the SEN population (DfE, 2015) and therefore it is argued that they should be increasingly included within mainstream education (Wilson, 2010). On the other hand, this can be demanding for mainstream staff who may lack the expertise and resources to manage pupils with disruptive behaviour (O'Connor, Hodkinson, Burton and Torstensson, 2011). Pupils with SEMH needs are disproportionately excluded from mainstream schools, compared to pupils without SEN (Carroll and Hurry, 2018) and historically have been overrepresented in PRUs (Hamill and Boyd, 2002).

This tension reflects what Norwich (2006) conceptualised as the '*dilemma of difference*'. This dilemma relates to the desire to treat pupils differently to meet individual needs, whilst treating them the same to avoid stigma (Cockerill, 2013). Researchers have argued that the identification of individual needs may encourage teachers' empathy and understanding, enhancing their ability to support these pupils (Lauchlan and Boyle, 2007). Alternatively, it may negatively impact their expectations of the child, encouraging the belief that they would be better educated elsewhere (Phelan, 2002; Thomas, 2015). Norwich (2009) notes that acknowledging these complexities may be key to finding ways to promote the engagement of these pupils within education. He suggests that this may increase understanding of ways to support pupils which are both realistic and creative and which take their diverse educational and psychological needs into account.

## **1.6 National Context of School Exclusion**

Formal reporting of pupil exclusion primarily falls within two categories. 'Fixed term exclusion' refers to a process whereby the pupil continues to be registered at the excluding school and returns there after a limited period (Lown, 2005).

'Permanent exclusion' is where a pupil is no longer registered at the setting (Lown, 2005).

In 2016/2017, the number of permanent and fixed term exclusions increased, totalling approximately 40.6 permanent exclusions per day in England (DfE, 2018) (Appendix 20). This reflects a 40% increase in the number of permanent exclusions over the past three years (House of Commons, 2018). However, these statistics do not account for dual-registered children and therefore numbers of pupils experiencing exclusion may be far higher.

The most frequently cited cause of exclusions was '*persistent disruptive behaviour*' which matches the descriptor of behaviours often associated with children with SEMH needs (DfE, 2015). Fixed term and permanent exclusion rates were almost three times higher for males than females (DfE, 2018). Half of these pupils were identified as having SEN (DfE, 2018), suggesting that their needs are not being met by the current systems.

### **1.7 Local Context of School Exclusion**

At a Local Authority (LA) level, there is considerable variation in fixed and permanent exclusion rates. The LA hosting this study is a large, diverse borough in greater London. There is considerable disparity of wealth across the borough, with growing levels of poverty and inequality. The LA currently has amongst the highest rates of permanent exclusion in London secondary schools (DfE, 2018). Whilst updated data on permanent exclusions in local primary schools was unavailable in published statistics, data from 2015/16 highlighted that there were six permanent exclusions during this period. This matched national averages (DfE, 2017).

Within this authority, packages of support are offered to develop pupils' social and emotional well-being. These include:

- targeted intervention for pupils at risk of permanent and/or fixed term exclusion from local secondary schools. This intervention is delivered by behaviour support workers, whose aim is to support pupils' social and emotional development, whilst enhancing inclusive practices in schools.
- an outreach service provided by the primary PRU which offers advice for teachers and families to support pupils with SEMH needs. This includes short-term educational provision for pupils who have been permanently excluded from mainstream primary schools, as well as dual-registration.

At the time of this study there was growing interest amongst members of the LA management team, regarding the use of dual-registration in local primary schools. Discussions with senior staff within the Educational Psychology Service (EPS) where I worked as a Trainee Educational Psychologist (TEP), encouraged me to explore this area further and informed the development of this study.

## **1. 8 Theoretical Approaches**

Researchers have applied a range of conceptual frameworks to inform understanding of effective provision for pupils with SEMH needs (Cockerill, 2013; Carroll and Hurry, 2018). These include behaviourist, eco-systemic, humanistic and psychodynamic approaches (Hart, 2010; Cockerill, 2013). A range of theoretical approaches will be discussed in more detail within this section.

The behaviourist approach includes systems of reward and punishment, used to increase desirable and decrease undesirable behaviours (Hart, 2010; Payne,

2015). These methods are based on the premise that behaviour can be controlled and modified through reinforcement systems (Rose et al, 2016). However, this approach has been criticised for relying upon external frameworks for moderating behaviour and ignoring the emotions which underlie behaviour (Bombèr, 2007; Rose et al, 2016). Therefore, Bombèr (2007) notes that the impact of these systems is likely to be short-lived. This is consistent with the view of Hart (2010) that the behaviourist approach may provide a 'quick fix' as opposed to sustained behavioural change. Cairns (2001) argues that when working with vulnerable pupils, their desire to feel safe and secure can often overwhelm their capacity to respond rationally to a behaviour management system. Therefore, pupils with SEMH needs may not respond consistently to these methods (Bombèr, 2007).

Other researchers have argued that supporting pupils' sense of being part of a community and their belonging is an important part of understanding pupil behaviour (Ostermann, 2000; Cockerill, 2013). Maslow (1968) identifies that belonging is a basic human need and suggests that this is a precursor to self-esteem, confidence and self-actualisation. Baumeister and Leary (1995) argue that fulfilling this need can have significant consequences for how young people think and behave. Sense of school belonging has been defined in terms of the extent to which pupils feel accepted and valued by others in school (Roffey, Boyle and Allen, 2019). This is said to be a key part of inclusive practice (Cockerill, 2013; Roffey et al, 2019).

At the heart of sense of school belonging is the experience of positive relationships with staff and peers (Craggs and Kelly, 2018). This has been consistently linked to emotional and psychological well-being and pupil achievement (Craggs and Kelly, 2018; Midgen, Theodoratou, Newbury and

Leonard, 2019). However, Cockerill (2013) argues that the concept of school belonging extends beyond interpersonal relationships to pupils' perceptions of acceptance from school as a whole. Researchers have argued that in addition to relationships, this may be mediated by the school environment and the curriculum (Midgen et al, 2019). These may be important considerations for dual-registered pupils, who are exposed to two different educational environments and possible changes to curriculum delivery as part of dual-registration (Cockerill, 2013).

Bronfenbrenner (1979, 1986) proposed that an individual's surrounding environment impacts their development and behaviour. This approach promotes working with the systems which directly and indirectly influence the child. The first of these systems, the 'microsystem' focuses upon the interactions between the child and those within their immediate environment, including their teachers, family and peers. This may be of particular relevance to dual-registered pupils, who must interact with others in the home, mainstream school and PRU environments. The 'mesosystem' refers to the relationship between different microsystems, including home-school relationships. Again, this may be relevant to the current research, as the partnership between PRU staff, school staff and the pupil's parents may have implications for pupil experiences of dual-registration (Cockerill, 2013). Also important is the 'exosystem', which indirectly influences pupil experiences, through its direct influence upon other individuals. For example, a teacher who is stressed by events occurring in school may behave differently towards the pupil. The 'macrosystem' encompasses the systems previously outlined and refers to the value and culture of which impact and is impacted by the aforementioned systems. Finally, the 'chronosystem' accounts for transitions and changes over time which inadvertently impact the

individual (Bronfenbrenner, 1979, 1986). These may include experiences across the lifespan (Gray, 2018). When reviewing research into school exclusion, it is apparent that factors across each of these systems may inform understanding of how this phenomenon is experienced by stakeholders.

However, researchers exploring pupils' experiences of attending PRUs have often paid particular attention to the importance of relationships within the PRU, teacher support and individualised learning (Hill, 1997; Michael and Frederickson, 2013). Hart (2013) notes that these factors are key to meeting pupils' basic needs and supporting readiness for learning. These relationships may indeed replicate or substitute the effects of sensitive early caregiving (Rose, Gilbert and Richards, 2016). This may be particularly important for pupils in PRUs, given their frequent history of discordant early relationships (McLoughlin, 2010).

Bowlby (1969) linked the early infant-parent relationship to the ability to develop consistent, stable relationships later on, particularly in school (Lally, 2013). In his 'attachment theory', Bowlby originally described early infant relationships in 'spatial terms' (Music, 2011, p.61), whereby the closer the infant is to their mother, the more at ease they are. The mother, or 'attachment figure', provides comfort when the infant becomes anxious and provides a 'secure base' from which the infant can explore their environment. As interactions between mother and infant develop, they form powerful 'affectional bonds', indicating their emotional involvement and commitment to each other (Music, 2011, p.61). Through the attachment relationship, the infant begins to construct a representation of themselves and others, known as the 'internal working model' (IWMs) (Ainsworth and Bowlby, 1991; Bowlby, 2005). This forms the basis of future relationships (Atwood, 2006).

Bion (1967) linked the concept of the maternal 'secure base' to emotional development, thinking and learning (Geddes, 2006). He suggested that during their early experiences, infants require parental support to make sense of their experiences (Youell and Canham, 2006). During infants' early interactions, parents attempt to understand the infant's emotional and psychological states and communicate this understanding back to the infant. This supports the infant in feeling safe in the knowledge that their anxieties are manageable and can be 'contained'. Over time, the infant develops the capacity to understand and regulate her/his own internal states (Fonagy, 1999; Music, 2011).

McLoughlin (2010) describes the centrality of Bion's concept of containment to her work as a Child and Adolescent Mental Health Service (CAMHS) practitioner working in a PRU. Using a clinical example, McLoughlin illustrates her experiences of providing containment for the anxieties of a 13-year-old pupil, his mother and the PRU staff. McLoughlin therefore demonstrates the ability to provide containment at multiple levels. This highlights the important role that professionals play in providing containment for pupils with SEMH needs, and the systems supporting them. Sandler (2016) notes that EPs can support in developing positive environments for SEMH. She argues that this may be particularly valuable where CAMHS have high access thresholds and where difficulties are not considered severe enough to warrant CAMHS intervention (Sandler, 2016).

Containment refers to the process of communicating to another that their thoughts and feelings can be tolerated, managed and understood as having meaning (Bombèr, 2007). Winnicott (1960) extended this definition from the infant-caregiver relationship to the need for parents to receive support through

their partners or other supportive adults. Winnicott (1960) named this the 'nursing triad'.

Geddes (2006) extends the concept of containment even further, to the interactions between professionals supporting pupils. Geddes highlights the important containing role of work discussion groups, whereby teachers meet to reflect upon challenging situations. Teachers' anxieties are contained by the group situations and through this process and support, develop a deeper understanding of the underlying causes of pupil behaviour (Jackson, 2008). In this sense, these groups replicate Bowlby's 'secure base' by providing a containing space, whereby uncertainties are processed (Geddes, 2006).

Containment therefore provides a helpful lens by which to explore dual-registration arrangements, where parents and educators face the task of containing young peoples' emotional experiences, whilst meeting their own emotional needs. This psychological paradigm was afforded particular prominence in light of my analysis of participant responses. The ways in which findings relate to Bion's (1967) theory will be outlined in more detail in chapters four and five.

### **1.9 Relevance to the EP Profession**

In brief, EPs are professionals who work with CYP from 0-25 years at an individual, group and whole school level (Atkinson, Dunsmuir, Lang and Wright, 2015) . EPs in the LA hosting this study use consultation, assessment, intervention, training and research to support pupils. These professionals are skilled in ways to harness the interests, goals and motivations of CYP (Hall, 2010). This reflects a longstanding professional interest in person centred approaches (Atkinson et al, 2015). Additionally, EPs may be one of the services

requested when a pupil with SEMH needs is at risk of school exclusion (Hardman, 2001). EPs working within the LA in question support pupils at risk of exclusion in the following ways:

- Consultation with families and schools to explore the psychological and practical implications of supporting pupils with SEMH needs. This may include providing containment for stakeholders and raising awareness of strategies to meet pupils' needs.
- Providing assessment of the individual needs of pupils at risk of exclusion. This includes making a contribution to the statutory assessment of pupils' needs, when required.
- Group-level intervention with CYP and teachers to support pupils' social and emotional skills, as well as helping teachers to manage their own emotional states and reflect on classroom practices.
- Delivering training in areas of mental health and well-being as requested by educational settings, predominantly in primary and secondary schools (mainstream and specialist).

Recent changes to the delivery of EP services following substantial cuts to national public spending (Lee and Woods, 2017) have led to a discrepancy between the potential range of EP work supporting pupils with SEMH needs and the reality of EP practice (Law and Woods, 2018).

Restrictions upon LAs' ability to provide public services has led to many services operating a traded model, whereby EPs may be encouraged to generate income from schools as 'customers' to meet costs (Lee and Woods, 2017). This is consistent with the commissioning arrangements within the LA accommodating this study. Within this context, it is noted that EPs are

increasingly in competition with other service providers, who may be viewed by schools as supporting pupils at risk of permanent exclusion, at a lower cost (Lee and Woods, 2017).

However it has been argued that traded contexts may also encourage EPs to consider explicitly their unique contribution and ways to convince schools of their value in supporting these pupils (Lee and Woods, 2017). Lee and Woods (2017) also note that EPs have also reported perceptions of improved professional effectiveness, facilitated by the opportunity to negotiate the services they offer within a traded context.

### **1.10 Researcher Position**

I am a TEP on placement within the EPS, operating within an outer London borough. I work to promote social justice, inclusion and equity for all pupils, including those with SEMH needs. I believe strongly in the importance of having 'unconditional positive regard' for young people, ensuring that their opinions are listened to, understood and valued (Rogers, 1980, cited in Csillik, 2013).

As part of my work within this LA, I am often involved in supporting young pupils at risk of permanent exclusion from mainstream primary schools. This informed my initial awareness of dual-registration and led to some concerns regarding its impact upon pupils and families. Interest from EPs within the LA also informed the development of this study.

### **1.11 Research Questions**

The aim of this study was to enhance understanding of the factors which impact upon dual-registration within the LA. The focus was upon exploring stakeholder experiences of the arrangement and ways that these can inform support for primary-aged pupils at risk of permanent exclusion. Consideration was given to

positive aspects of the arrangement as well as any areas for development.

Research questions were as follows:

1. How do pupils aged between 4 and 11 years, experience being dual-registered at a PRU and mainstream setting?
2. How do parents understand their child's experiences?
3. How do teachers from each setting experience working with each other?
4. What is the role of the EP in supporting pupils, parents and teachers?

## **Chapter 2: Literature Review**

### **2.1 Introduction**

This chapter begins by outlining the methods used to conduct the literature review. This is followed by an exploration of the available literature relevant to supporting the mainstream inclusion of pupils with SEMH needs and more specifically, the use of dual-registration.

### **2.2 Literature review**

A review of the literature was carried out using a range of databases, including PSYCH Info, ERIC and PSYCH Articles. A complete list of databases used can be found in Appendix 1. These databases were cross-referenced with Google Scholar to ensure a comprehensive search of the literature. Search terms included are outlined in Table 1. Two literature searches were carried out, one in December 2017 and the second in March 2019. The literature review was therefore updated to reflect changes in the literature since the initial search.

This review was informed by a desire to investigate what factors make dual-registration a success and the impact of the arrangement upon pupils, their families and the professionals supporting them. I used the following questions to guide my selection of relevant sources:

- What strategies do mainstream schools use to support pupils at risk of permanent exclusion?
- How are proposed alternatives to exclusion experienced by pupils, families and professionals?
- What may be some of benefits/ limitations associated with using PRUs to support pupils at risk of school exclusion?

- How may perceptions of these benefits/ limitations vary amongst different stakeholders?
- Which stakeholders may be involved in supporting dual-registered pupils?
- What may be the emotional impact of school exclusion upon key stakeholders?

Research examining the use of dual-registration to support pupils at risk of permanent exclusion was prioritised. However, a dearth of this research was found, so the terms 'managed moves' and 'reintegration' were added to the literature search. This acknowledged possible similarities between the experiences of stakeholders involved in these processes and dual-registration. 'Managed moves' are an agreement between schools to transfer pupils to another mainstream setting (Timpson, 2019). 'Reintegration' describes the return of pupils to mainstream education following time spent in alternative provision (Lally, 2013). These terms are included in Table 1.

Relevance was determined by reading abstracts and referring to the inclusion and exclusion criteria outlined in Table 2. Particular focus was afforded to literature which explored the partnership between two settings involved in supporting pupils either at risk of permanent exclusion, or those who had been permanently excluded. Within this, studies exploring the experiences of children and young people and those supporting them were given particular focus. This was informed by early identification of the paucity of research including the viewpoints of these stakeholders.

**Table 1. List of search terms**

Key search terms	Combined with:	Combined with:
Dual registration	<ul style="list-style-type: none"> <li>• Pupils/ Students/ Children</li> <li>• Parents/ Caregivers</li> <li>• Teachers/ Educators</li> <li>• Educational psychology</li> </ul>	
Dual placements/ Shared placements	<ul style="list-style-type: none"> <li>• Pupils/ Students/ Children</li> <li>• Parents/Caregivers</li> <li>• Teachers/ Educators</li> <li>• Educational psychology</li> </ul>	
School exclusion	<ul style="list-style-type: none"> <li>• Primary school</li> <li>• Secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils/ Students/ Children</li> <li>• Parents/ Caregivers</li> <li>• Teachers/ Educators</li> <li>• Educational psychology</li> </ul>
Reintegration	<ul style="list-style-type: none"> <li>• Pupil Referral Units</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils/ Students/ Children</li> <li>• Parents/ Caregivers</li> <li>• Teachers/ Educators</li> <li>• Educational psychology</li> </ul>
Managed Moves	<ul style="list-style-type: none"> <li>• Pupils/ Students/ Children</li> <li>• Parents/ Caregivers</li> <li>• Teachers/ Educators</li> <li>• Educational psychology</li> </ul>	

**Table 2. Inclusion and exclusion criteria**

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> <li>• Studies focusing on exclusion from mainstream schooling.</li> <li>• Studies focusing upon managed moves.</li> <li>• Studies focusing on the process of school reintegration.</li> <li>• Studies focusing on pupils who are experiencing shared placements.</li> <li>• Studies seeking the views of pupils, parents and/or staff.</li> <li>• Studies of excluded primary and/ or secondary aged pupils.</li> <li>• Any gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Studies not focusing on pupil exclusion from mainstream school, managed moves, school reintegration or shared placements.</li> <li>• Studies of pupils above secondary age and not in education.</li> <li>• Studies which do not include the views of at least children, parents, school staff and/or LA professionals.</li> </ul>
<ul style="list-style-type: none"> <li>• Written in English</li> <li>• Studies produced/published after 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• Not written in English</li> <li>• Studies produced/ published before 2000.</li> </ul>
<ul style="list-style-type: none"> <li>• Full text</li> <li>• Relevant to the role of Educational Psychologists (theory and/or practice)</li> </ul>	<ul style="list-style-type: none"> <li>• Not full text</li> <li>• Not relevant to the role of Educational Psychologists (theory and/or practice)</li> </ul>

Given the limited amount of research found on dual-registration, this review examines a wide range of literature I considered to be relevant to the process. This includes government publications and peer-reviewed articles. Unpublished research is included in the expectation that this will decrease the likelihood of publication bias. The difficulty ascertaining the quality of this research is acknowledged. Additional research was sourced through references cited in reviewed articles.

As a result of the literature search, the exploration and critique of the literature is presented in the following way; it begins with exploring the need for intervention to support pupils' early social and emotional development within schools. Next, it outlines some of the issues associated with using PRUs to provide an education for pupils. It then outlines the literature relating to stakeholder experiences of dual-registration, shared placements, managed moves and reintegration. Finally, the research aims are outlined.

### **2.3 Early Intervention**

Allen (2011, p.13) defines early intervention as *'general approaches and the specific policies and programmes, which help to give children aged 0-3 the social and emotional bedrock they need to reach their full potential.'*

Intervening early to support pupils' social and emotional development has been increasingly promoted by UK Government policies and by researchers investigating CYP with SEMH needs (Fletcher-Campbell and Wilkin, 2003; Panayiotopoulos and Kerfoot, 2007). It is expected that this may prevent later detrimental outcomes, including poor attainment, mental ill-health and antisocial behaviour (Bate, 2017). However, the scope of such policies has been restricted by economic austerity, as LAs have reduced costs by making cuts to

early intervention services (Action for Children, n.d.). Within this context, the role of schools in supporting pupils' social and emotional well-being has become increasingly important.

Weare and Nind (2011) argue that school-based interventions may be a turning point for pupils who have experienced early adversity. However, a review carried out by the House of Commons (2018) highlighted a lack of expertise amongst school staff, leading to an inability to identify need and intervene appropriately (HC, 2018). Funding cuts have also restricted pastoral support systems in schools, including availability of teaching assistants, who often work directly with these pupils in mainstream classrooms (Groom and Rose, 2005; Trotman et al, 2015). Within this context, increasing numbers of pupils are excluded from primary education (DfE, 2018), suggesting increasing need to educate pupils outside the mainstream context (HC, 2018).

#### **2.4 Alternative Provision and Pupil Referral Units**

Taylor (2012) defines Alternative Provision (AP) as 'an organisation where pupils engage in timetabled, educational activities away from school and school staff'. The purpose of such provision is to support pupils otherwise unable to access an appropriate education (DfE, 2013). This broad definition includes pupils with medical needs, excluded pupils and those who require additional support to improve their behaviour.

PRUs are the most common form of AP maintained by the LA (Hart, 2013; Jalali and Morgan, 2017). PRUs are often attended by pupils who have been excluded from mainstream schools as a result of challenging behaviour (Taylor, 2012; Pillay et al, 2013; DfE, 2018). Mainwaring and Hallam (2010) argue that these specialist units aim to re-engage pupils with learning by fostering their

self-esteem and confidence. Their ability to do this depends upon high quality teaching and an appropriate curriculum (Taylor, 2012), although evidence of this has not always been found in secondary PRU settings (Ofsted, 2011).

In 2011, Ofsted explored the use of AP by 23 mainstream secondary schools and academies, including arrangements commissioned by 16 PRUs. These settings catered for pupils aged 14-16 years. Findings indicated that some pupils were being taught in poor quality settings which were unregulated by either the Department for Education (DfE) or LAs. In some settings, teaching was deemed to be of insufficient quality, as was the standard of teaching sites (Ofsted, 2011). Use of part-time placements varied widely between settings and there were often no clear criteria for measuring their success. Even where PRU staff tracked the social, emotional and academic development of pupils, this was often separate from the systems used by the mainstream schools. This suggests a lack of coherence between settings supporting pupils, as well as weaknesses in the evidence base for the impact of dual-registration.

Government concerns following this report led to Taylor (2012) being commissioned to provide recommendations to improve the quality of AP and outcomes for pupils attending these settings. This review highlighted that the most effective arrangements occurred when LAs and groups of mainstream schools used AP to support pupils at risk of permanent exclusion. In particular, Taylor (2012) outlined that more placements within PRUs should be used as short-term early intervention for 'younger pupils', although did not define their age. Despite this lack of clarity, an investigation commissioned by the House of Commons (2018) indicated that some schools continue to commission the services of PRUs in this manner, meaning that dual-registration warrants further investigation.

The use of PRUs to support pupils aged 4-11 years is under-researched (Panayiotopolous and Kerfoot, 2007; Ofsted, 2011). This reflects a bias in much of the literature which predominantly explores exclusions amongst pupils aged 11-16 years, presumably driven by the higher number of exclusions from secondary schools (DfE, 2018). However, difficulties experienced by older pupils are often identifiable at primary age (Paget et al, 2018; Berridge, Brodie, Pitts, Porteous and Tarling, 2001) and failure to intervene effectively at this stage risks exacerbating the difficulties faced by pupils (Parsons, Godfrey, Howlett, Hayden and Martin, 2001).

## **2.5 The Impact of School Exclusion**

Outcomes in secondary education for excluded primary-aged pupils are poor (Parsons et al, 2001). Exclusion from school is a disciplinary measure, increasingly recognised as adversely affecting pupil well-being (Paget et al, 2015). In the short-term, experiences of exclusion may cause pupils emotional distress, resulting from feelings of rejection, alienation and shame (Munn and Llyod, 2005; Harris, Vincent, Thomson and Toalster, 2006). In the longer term, exclusions are associated with poor mental health, antisocial behaviour and crime (Parsons et al, 2001; Berridge et al, 2001; Daniels and Cole, 2010).

Parsons et al (2001) tracked the educational experiences of a sample of 726 primary-aged pupils who had initially received either a fixed period (84%), permanent (11%) or indefinite (5%) exclusion from mainstream school. Findings showed that 50% of this sample experienced further exclusions. This suggests that not enough was done to resolve the issues which had led to their first exclusion, meaning problems for these pupils increased as they progressed through their education.

Excluded pupils have described experiences of challenging circumstances at home in previous research, including domestic violence and parental substance misuse (Solomon and Rogers, 2001; Munn and Llyod, 2005). Multiple exclusions evoke a sense of repeated rejection of the pupil and intensify any emotional distress linked to their early experiences (Harris et al, 2006). Thus, there is a convincing argument for further research to explore alternatives to permanent exclusion to break the cycle of negative experience.

## **2.6 The Impact of Dual-Registration**

Within the current literature on school exclusion, there is increasing interest in the development of partnerships between mainstream schools to meet the needs of these pupils, as well as collaboration between mainstream schools and alternative providers (Jalali and Morgan, 2017). It has been argued that such collective practices may communicate a sense of shared responsibility and commitment to pupils, which may offset some of the negative emotions associated with exclusion (Lawrence, 2011).

However, pupils may experience difficulty with partnerships which require them to share their time between mainstream and PRU settings, as this may contribute towards a sense of impermanency and instability. Bombèr and Hughes (2013) suggest that ongoing instability may have far worse consequences than initial traumatic experiences, meaning that pupils require permanency for the best chance of recovery. This strongly justifies exploring the support systems available for primary-aged pupils at risk of permanent exclusion and the emotional significance of arrangements such as dual-registration.

## **2.7 Dual-registration: An Initial Investigation**

In an unpublished doctoral study, Cockerill (2013) adopted a mixed-method research design to explore the ways dual-registration was experienced by pupils, mainstream teachers and PRU staff. In total, 19 teachers and 11 pupils were interviewed, covering both primary and secondary age phases. Two pupils interviewed were of primary age (10 and 11 years respectively). Data was collected in 14 settings.

Several pupils described histories of underachievement at school before dual-registration. The ability of PRU staff to increase pupils' self-esteem was linked to increased engagement with the mainstream curriculum, as pupils gained confidence in their ability to access learning. Cockerill (2013) discusses this in relation to enhancing pupils' self-efficacy, described by Bandura (1997), cited in Solomon and Rogers (2001), as the extent to which pupils believe that they have the skills to succeed in situations. This is said to change in response to experience (Lally, 2013), meaning that experiences of success may have powerful implications for pupils whose self-perception may have been distorted by their early life experiences (Bombèr and Hughes, 2013).

Whilst Cockerill's study incorporated only a small sample of primary-aged pupils, primary school may be one of the first experiences of containment for pupils outside of the family context (Tucker, 2012). Exposure to adults who recognise the challenges faced by pupils and tailor support to meet their needs, may be particularly important for providing younger pupils with a sense of safety where their emotional states are contained. However, additional research is required to explore this in greater detail.

Both the mixed-method design and the number of settings involved are strengths of Cockerill's study (2013). However, there are methodological issues to consider, in addition to the fact that this study did not elicit the views of parents. This study used a realistic evaluation methodology, which may oversimplify the complexity of factors associated with dual-registration, given its focus upon identifying outcomes and mechanisms of a phenomenon of interest (Timmins and Miller, 2007). In addition, pupil responses may have been influenced by demand characteristics. Pupils were asked to arrange statements developed from teacher interviews into categories on the basis of 'true for me' 'not true for me' and 'little bit true for me'. Therefore, it is possible that pupils were influenced by teacher statements meaning that their responses may not be a true reflection of their experiences. Nevertheless, findings are helpful in providing an initial understanding of dual-registration from the experiences of pupils and teachers.

In addition, the inclusion of pupil views highlighted important differences in opinion between staff and pupils (Cockerill, 2013). Several mainstream teachers raised concerns that pupils may become confused by attending two settings. However, none of the pupils agreed that this was the case. This highlights the importance of ascertaining pupil views on provision and using these to inform decision making regarding appropriate support (Lally, 2013).

## **2.8 Understanding Pupil Experiences**

### **2.8.1 Sense of Belonging**

Sense of belonging is often referenced in research investigating school exclusion (Solomon and Thomas, 2013; Hart, 2013; Jalali and Morgan, 2018). Libbey (2007, p.52) defines school belonging in terms of feeling '*close to, a part*

*of and happy at school; [pupils] feel that teachers care about students and treat them fairly...and feel safe at school'. A sense of school belonging is therefore associated with feeling satisfied and safe within an educational setting (Osterman, 2000; Michael and Frederickson, 2013).*

In an unpublished doctoral study of school exclusion and pupil reintegration, Lally (2013) interviewed 12 participants, consisting of 4 secondary aged pupils (11-16 years), their parents and mainstream teachers. Every participant referred to the importance of belonging in the mainstream classroom. However, one mainstream teacher stated that one pupil's inclusion in a small group intervention challenged his sense of belonging and isolated him from his peers. This finding suggests that pupils' sense of belonging may be challenged by interventions which remove them from the wider peer group. Similarly, Cockerill (2013) found that although dual-registered pupils' sense of belonging was often high at the PRU, it could be challenged in their mainstream school by their absences from the classroom.

Lally also identified that certain pupils did not feel cared for by adults in school, reducing their sense of belonging to this setting. Although this study may be criticised for its small sample size, the exclusion of PRU staff views and non-peer reviewed status, findings add value to understanding the emotional experience of excluded pupils.

Whilst generalisation to dual-registered pupils cannot be assumed, sense of belonging may be linked to the concept of containment, whereby pupils must feel understood, cared about, wanted and supported (Flitcroft and Kelly, 2016). However, the nature of pupils' needs can create obstacles to their sense of belonging, as if they perceive themselves to be rejected by school staff, they

may attempt to minimise their need for belonging, in anticipation of further rejection (Geddes, 2006).

### **2.8.2. Psychological Safety and Security**

Researchers have found a tendency amongst excluded pupils to develop a greater sense of connection to the PRU than the mainstream setting (O'Connor et al, 2011; Cockerill, 2013; Hart, 2013). Features such as small class sizes (Meo and Parker, 2004; Michael and Frederickson, 2013), higher staffing ratios (Hart, 2013) and clear expectations (Ubha and Cahill, 2014) have all been associated with supporting pupils to feel safe and secure within PRUs (Arnold, Yeomans, Simpson and Solomon, 2009).

Attachment theory suggests that infants experience feelings of safety when parents are sensitive to their needs and respond appropriately and consistently to their communications (Bowlby, 1988). 'Attunement' describes being in touch with the child's emotional state, whether positive or negative (Music, 2011). This may be seen as a vehicle through which containment is achieved. Containment is received when the urge to escape negative emotions and feelings of anxiety does not overwhelm the child so that emotions can be thought about and understood. Within the educational context, teachers' awareness of, and responsiveness to, the needs of pupils provides them with the experience of being thought about and understood (Youell and Canham, 2006). Solomon and Thomas (2013) argue that containment is an '*essential*' part of supporting pupils in PRU settings.

Hart (2013) investigated the views of six excluded pupils (aged 9-13 years) and four staff members based in one PRU using semi-structured interviews.

Findings highlighted that pupils developed trusting relationships with PRU staff

who were attuned to their needs and offered them personalised learning opportunities. This contrasted with pupils' reports of negative experiences with mainstream teachers. Whilst this finding replicates previous research, (DfES, 2004; Meo and Parker, 2004; Callanan, Kinsella, Graham, Turczuk and Finch, 2009), Hart (2013) focused primarily upon factors facilitating positive PRU experiences, meaning that opportunities to explore negative experiences in greater detail were missed.

Hart (2013) also found that PRU staff were concerned that teachers would expect pupils' behaviour to be 'fixed' upon return to mainstream school. PRU staff were particularly concerned that some pupils re-joined a mainstream system which was unsuited to their needs in the first place. Whilst PRU staff made attempts to develop pupils' ability to self-regulate, develop friendships and engage with learning, concerns were raised regarding the transferability of these skills to the mainstream setting.

Pennacchia and Thomson (2016) argue that dual-registered pupils should not be expected to acquire the skills necessary to cope in environments which do not adapt to suit their needs. However, mainstream teachers' ability to adapt the learning environment, pedagogy and curriculum to the needs of individual pupils and critically reflect upon their practice may be eclipsed within intense teaching environments (Trotman et al, 2015). This means that dual-registered pupils may experience difficulty in an environment which does not provide them with personalised learning opportunities, facilitated by attunement to their needs.

### **2.8.3 Perceptions of Reintegration**

Research into reintegration has found a reluctance amongst older pupils to reintegrate following a permanent exclusion (Hart, 2013). However, it has been

suggested that younger pupils may find it easier to return to mainstream education than their secondary-aged counterparts (DfES, 2004; Fletcher-Campbell and Wilkin, 2003; Levinson and Thompson, 2016). This is an important finding for the current study as primary-aged pupils will be the focus.

Jalali and Morgan (2017) used semi-structured interviews to elicit the views of 13 excluded pupils regarding their exclusion and reintegration. Pupils were aged 7-16 years and primary-aged pupils formed a majority of the sample. Most younger pupils expressed a desire to return to mainstream education, communicating feelings of dislike towards the mainstream school that they had attended, rather than mainstream education more generally. In contrast, many older pupils conveyed an unwillingness to mainstream education. Although only pupils were interviewed in this research, findings are supported by previous studies investigating the experiences of PRU and mainstream professionals, who are often most optimistic regarding the reintegration of primary-aged pupils (Thomas, 2015; Levinson and Thompson, 2016).

It is important to understand the extent that dual-registered pupils may be challenged by returning to the same mainstream setting and explore ways that professionals may help them to overcome this.

#### **2.8.4. Importance of a Personalised Curriculum**

The DfE (2013) asserts that where an intervention is part-time, pupils' education should not be disrupted. Therefore, any intervention should complement and progress a pupils' current curriculum and timetable. However, Ofsted (2016) found that in a quarter of secondary schools surveyed, the curriculum for pupils attending PRUs on a part-time basis was restricted.

Harris et al (2006) interviewed 14 pupils involved in managed moves and found that the majority reported that making academic progress was important to them. However, Vincent et al (2007) report that children at risk of permanent exclusion often have difficulties engaging with the mainstream curriculum, which contribute to feelings of disaffection. Similarly, Pillay et al (2013) found that for excluded secondary aged pupils, time spent outside of the mainstream environment, the amount of work required in mainstream education, and the preferential emphasis upon academic attainment were all difficulties associated with returning to the mainstream classroom.

Pupils in PRUs have also identified failures to differentiate learning tasks in this setting as increasing their feelings of disaffection (Michael and Frederickson, 2013). Tailoring the curriculum to pupil interests and giving them choice over subjects has been associated with increasing pupil engagement (Solomon and Rogers, 2001; Cockerill, 2013). Providing pupils with choice over the curriculum in particular has been associated with increasing pupils' sense that their perspectives are important to adults and that they are valued (Harris et al, 2006).

Dual-registration must be carefully timetabled so that the pupil's curriculum is not restricted. It is also important to exercise flexibility when planning activities for pupils in both settings, to ensure that pupils do not continually miss out on subjects of interest. However, the feasibility of providing pupils with this level of individualised support is currently unclear. It is also important to note that the nature of the arrangement means that pupils may be expected to navigate between two environments which place differential emphasis upon academic attainment (Cockerill, 2013). Research to obtain further clarity on these issues will enhance the current research-base.

## **2.8.5 Relationships with Peers**

Relationships between pupils and their peers is a salient theme which has been highlighted in the literature on pupil exclusion (Michael and Frederickson, 2013), managed moves (Bagley and Hallam, 2016) and reintegration (DfES, 2004).

As pupils start school, they begin to socialise within a peer group and as they become older, they begin to find their identity within this (Youell and Canham, 2006). A consistent finding is that pupils are more likely to form friendships in PRUs than in mainstream schools (Cockerill, 2013; Jalali and Morgan, 2017). Negative relationships with peers in mainstream, characterised by bullying and feelings of isolation have been highlighted by pupils prior to exclusion (Levinson and Thompson, 2016). However, Hart (2013) argues that even in PRUs, the promotion of friendships may be a challenging task for staff, as pupils often arrive in this setting with limited social skills.

Dual-registered pupils may already have difficulties sustaining and developing friendships, which may be exacerbated by the frequent transition between peer groups. However, in contrast to permanently excluded pupils, dual-registered pupils continue to interact within a mainstream peer group. This may provide social opportunities which are not experienced otherwise (Flewitt and Nind, 2007).

## **2.9 Partnerships between Stakeholders**

### **2.9.1. Quality of Interaction between Parents and Teachers**

Reintegration is a time of change and disruption which may trigger feelings of anxiety and anticipation for those involved (Youell and Canham, 2006; Arnold et al, 2009). The existence of clear structures of communication has been

associated with allowing stakeholders to feel safe and secure, facilitating the sharing of thoughts, ideas and feelings (Geddes, 2006; Pillay et al, 2013). Supporting stakeholders to think about their own emotional experience in this way has been found to encourage parents and professionals to be more open and honest about pupils' needs (Parker et al, 2016), meaning that realistic and collaborative goals can be developed (Bagley and Hallam, 2015; Levinson and Thompson, 2016).

Lawrence (2011) found that meetings which took place at the start of the reintegration process, where roles were explained and expectations were outlined, were valued by PRU and mainstream staff. This allowed a clear description of the pupil to be outlined, supporting the development of reintegration plans which were tailored to pupils' needs. This enabled pupils themselves to feel supported, capturing what Bion (1962) describes as 'reverie', i.e. the ability to hold our own anxieties and those of another, whilst continuing to think in the face of challenging situations.

Despite this, government reviews have found mixed evidence for clear structures of communication between PRU and mainstream staff. Ofsted (2011; 2016) and Taylor (2012) found that all too often, robust systems for information-sharing between PRU and mainstream schools had not been developed by either setting, meaning that information about pupils was often only shared with one member of specialist staff and not those working directly with pupils. This meant that information was open to misinterpretation (Ofsted, 2011) and risked increasing mistrust and dissatisfaction between staff members (Lawrence, 2011).

Youell and Canham (2006) suggest that if staff feel they do not have sufficient information to work effectively with pupils, this may threaten their sense of being competent professionals. When these feelings are uncontained via support networks, staff may perceive members of other organisations to be inhibiting their ability to contain pupils. This suggests that clear structures of communication may be key to meeting the needs of dual-registered pupils in terms of supporting consistency of strategies and shared goals. In addition, frequent well-structured communication between PRU and mainstream staff may support the development of trusting relationships with opportunities to reflect upon any concerns.

### **2.9.2. Systems for Measuring Pupil Progress**

Government guidance highlights that both schools and LAs should establish clear exit arrangements for pupils attending PRUs, including those who are dual-registered (Ofsted, 2007; DfE, 2013). However, the reality is that exit strategies are often poorly developed, contributed to by a lack of knowledge of pupils' needs upon entry to the PRU and inconsistent monitoring thereafter (Ofsted, 2007). Ofsted (2011) found that systems for measuring the impact of AP are often underdeveloped, meaning that those commissioning the AP often did not know, or could not evidence, the impact of the intervention.

Placement in PRUs is often longer than initially contracted, meaning that pupils are at increased risk of becoming isolated from mainstream education (Gillies and Robinson, 2012). Under these circumstances, it is argued that mainstream headteachers often take a 'back seat', with a reduced sense of ownership and responsibility for these pupils (Rose, Stanforth, Gilmore, Bevan-Brown, 2018).

### 2.9.3 Organisational Aims of Schools

Rose et al (2018) argue that inclusive practices are underpinned by staff commitment to meeting the needs of all pupils, including those with challenging behaviour. However, it is widely recognised that in environments which are driven by the need to raise pupil attainment, there is increased motivation to remove those who do not conform to this agenda (Schnelling and Dew-Hughes, 2002; Munn and Llyod, 2005; Bagley and Hallam, 2016).

In addition to pressures to increase pupil attainment data, rising pupil numbers, changes to the curriculum and assessment procedures have all been identified as contributing to increasing teacher workloads (Hutchings, 2015). Tucker (2013) notes that government emphasis upon attainment, co-exists alongside demands to protect and safeguard the needs of the most vulnerable young people. Jarvis (2018) highlights that this is a highly challenging task for teachers, particularly as there has been a significant reduction in funding available to meet their needs within schools.

Similarly, Donaldson (2015, p.10) describes how external pressures limit the ability of teachers to respond appropriately to the needs of pupils, with Hutchings (2015) suggesting that this has a detrimental impact upon the quality of teacher-pupil relationships. Similarly, Tucker (2013) explains that Ofsted has placed pressure on schools to ensure that they develop safe and encouraging environments, meaning that teachers are often faced with protecting pupil interests, whilst being criticised for inappropriate use of exclusions. This likely reflects ongoing tensions between the rights of the majority to feel safe and secure within the educational environment, versus the rights of vulnerable pupils with complex needs (Bagley, 2013). In addition, Timpson (2019, p.59)

highlights that there is a lack of clarity regarding use of permanent exclusions as a 'last resort'. This includes the type and level of intervention which should be provided before exclusion is appropriate. Timpson (2019) argues that these assessments should be viewed within the context of the availability of external support systems and again, the duty to provide a safe environment for staff, as well as pupils. Teachers may therefore experience competing demands and associated role conflict, as well as anxiety raised by a lack of clarity regarding current practice. These pressures may contribute to teacher overload and restrict their capacity to address the needs of dual-registered pupils.

Schools are organisations with aims outlined by chief stakeholders, defined by Lawrence (as cited in Roberts, 2003, p.30) as their '*normative primary task*', or 'official' task. Arnold et al (2009) suggest that this may involve prioritising inclusion and supporting pupils' social, emotional and academic development. However, schools may also develop an '*existential*' task, defined as the task members think they are striving towards, as well as a '*phenomenological task*', the task inferred from their behaviour (Lawrence, as cited in Roberts, 2003). This means that the desire to exclude pupils may be experienced consciously, through attempts to remove disruptive pupils, or unconsciously, through failure to adapt the learning environment or practices which remove the pupil from their peers.

Bagley and Hallam (2015; 2016) interviewed five parents, five LA professionals and eleven members of school staff about their experiences of managed moves. Parental perceptions of the managed moves were gained retrospectively, compromising understanding of their lived experiences. In addition, the importance of themes was judged on the basis of the number of

times it was mentioned by participants, meaning that valuable data in responses may have been overlooked.

Despite these limitations, it was apparent that parents, professionals and school staff blamed external factors for the managed move, a trend replicated in previous research (Thomas, 2015). Parents and professionals stated that the purpose of the move was to shift responsibility for pupils onto other schools. School staff on the other hand, referenced a lack of appropriate provision in the LA driving the managed move. Underpinning these accounts is a sense of defensiveness on the part of stakeholders, possibly relating to their own perceived shortcomings in containing the pupil.

This defensiveness may be seen as a response to challenges carrying out stakeholders' normative task, creating dissonance between their hoped-for outcomes and reality. Blaming others may therefore be an organisational defence against this anxiety, which distorts the 'normative task' of the organisation. The lack of emotional containment within this system may impact schools ability to fully consider appropriate provision for pupils, e.g. the quality of PRUs (Arnold et al, 2009; Timpson, 2019).

#### **2.9.4 Emotional Impact of Supporting Pupils**

Teachers bring to the profession their previous experiences and beliefs, which influence classroom interactions and their responses to disruptive behaviour (Weiss, 2002; Morris-Rothschild and Brassard, 2006). To provide emotional containment for pupils, teachers must understand pupils' behaviour to be a communication of their emotional state and be able to reflect upon this in relation to their own behaviour towards the pupil (Mintz, 2007).

However, teachers may find it difficult to open themselves to the emotional experiences of pupils for fear of being overwhelmed by these (Youell and Canham, 2006). Farouk (2014) found that, like some mainstream teachers, PRU staff may feel demoralised and ineffective when working with pupils with challenging behaviour. Whilst this conclusion is based on a very small sample size, previous research has found that providing staff with space to think through their experiences with pupils, supports teachers to shift their narratives in relation to pupil misbehaviour (Mintz, 2007). Mintz (2007) argues that this may support teachers to reconceptualise pupil behaviour as a 'professional challenge', as opposed to a 'personal threat'.

This may reduce the likelihood of schools developing a 'phenomenological task' of ridding themselves of pupils they perceive to be challenging. Solomon and Thomas (2013) highlight that listening to staff experiences, naming their emotions and ensuring that they feel valued and listened to, echoes the experience of receiving 'good enough' containment in infancy (Bion, 1962). It is argued that giving teachers these opportunities is a highly important part of supporting staff which is often overlooked (Solomon and Thomas, 2013).

### **2.9.5 Containing Role of School Leadership**

Leaders who are willing to reflect upon and update practices has been associated with facilitating more inclusive systems (Hatton, 2013). However, headteachers must be able to tolerate their own anxieties to be able to reflect upon areas for development and emotionally contain their staff (Tucker, 2012). Arnold et al (2009) argue that managers require time, the capacity to tolerate uncertainty and a wish to understand the needs of staff and pupils. Where these

conditions exist, Arnold et al (2009) argue that there is reduced likelihood that the decision to exclude pupils will be made reactively.

Rose et al (2018) explored the effects of a 'transferred inclusion' model piloted in six primary schools in the UK over a three-year period. These schools were part of a partnership of 18 schools within the South West of England. This model involved the transfer of pupils to another mainstream setting for 1-5 days, for disciplinary reasons. At the end of the first year, four headteachers from the six participating schools were interviewed. In the final year of the project, questionnaire and interview data were collected from 12 headteachers in the 18 schools across the partnership.

Headteachers reported that working collaboratively with other headteachers provided them with reflective spaces and the sense that they were part of a community. A sense of group membership therefore appeared to offer a containing structure for headteachers, much in the same way that pupils may experience containment through a sense of belonging. Headteachers also noted that collaborating with each other increased their awareness that challenging behaviour was a difficulty for all schools in the partnership, rather than a problem with individual pupils. Professional support networks were also associated with reducing competition between schools. This may alleviate pressures upon schools and support staff to think reflectively about pupil needs (Tucker, 2012).

Vincent et al (2007) evaluated the Coalfields Alternative to Exclusion (CATE), an initiative to transfer pupils at risk of permanent exclusion between secondary schools. Semi-structured interviews were conducted with 26 professionals, 14 pupils and 5 parents. A key strength of the initiative, as identified by

professionals, was that school staff were involved in making decisions about the placement of pupils, contrasting previous arrangements, where the LA decided which schools would accept them. Both the mixed-method and multi-informant approach used by the study enhance its validity. Similarly, Cockerill (2013) found that when school staff perceived themselves to be the problem-holders, yet the LA to be the decision-makers, this disrupted collaboration between professionals and was associated with a failure of dual-registration.

Taken together, the findings of Vincent et al (2007) and Cockerill (2013) suggest that when school staff feel a sense of professional autonomy, with decisions made as part of a team of professionals, strategies to support pupils at risk of permanent exclusion appear more manageable. This suggests that there is an experience of emotional containment. Ruch (2005) argues that professional autonomy arises within 'emotionally containing contexts' where the emotional needs of staff are supported. This allows staff to focus on engaging in reflective practice and is associated with the ability of professionals to perform their 'normative task' (Arnold et al, 2009).

### **2.9.6 Supporting Parents**

Parents play a key role in the educational experiences of any child (Leyser and Kirk, 2004; Sylva et al, 2004). However, their influence may be greatest for younger children as parents typically interact frequently with school staff during their child's primary education (Trotman et al, 2015). Despite this, research which explores the views of parents regarding primary school exclusion is limited (Moran, 2010; Parker et al, 2016).

In a UK study spanning three LAs, Flewitt and Nind (2007) used questionnaires to explore the views of 19 parents who had arranged for their child to attend

both mainstream and specialist provisions. All children were preschool age (3-4 years) and most had speech and language difficulties. Despite the obvious difficulties generalising these findings to pupils with SEMH needs, parental views reflected a need for emotional containment to overcome feelings of powerlessness during the process. This finding is congruent with the results of research exploring the views of parents of excluded pupils (O'Connor, 2012), suggesting similarities between the containment needs of parents in both circumstances.

Despite the absence of pupil views in Flewitt and Nind's study, findings contribute understanding of parental anxiety in response to navigating both mainstream and specialist systems. However, it is important to note that parents in Flewitt and Nind's research chose to combine mainstream and specialist settings themselves, which may not be the case for parents of dual-registered pupils. Further exploration is required to explore the possible impact of this upon parental feelings of autonomy and the implications for their emotional state. To explore this further, parental experiences of dual-registration will be explored in the current study. It is hoped that this will counteract the trend of disregarding parental views on exclusion in published research (DfES, 2004; Lawrence, 2011; Thomas, 2015).

## **2.10 Understanding the EP Role**

There is an ongoing and urgent need to ensure there is sufficient capacity to deliver consistent, timely and targeted support for pupils at risk of permanent exclusion (Timpson, 2019). EPs play a crucial part in supporting young people with mental health difficulties (DfE, 2017) and in working closely with schools and colleges to support pupils at risk of exclusion (Hartnell, 2010).

Government guidance has previously emphasised the role of teachers in identifying behavioural changes which may indicate underlying mental health difficulties (DfE, 2016). However, it is becoming increasingly apparent that schools cannot be expected to address these needs alone (Timpson, 2019). Researchers have argued that the overwhelming nature of responding to the needs of pupils with challenging behaviour may mean that teachers fail to understand the complex nature of their difficulties (McCluskey, Riddell and Weedon, 2015). Timpson (2019) emphasises that EPs have a key role in equipping school staff with knowledge of pupil circumstances and enhancing awareness of the psychological underpinnings of behaviour.

Lawrence (2011) identifies four key areas relevant to EP practice in supporting PRUs and mainstream schools working with pupils who have SEMH needs.

These include:

- identification of pupil needs and eliciting their voice
- supporting the mainstream school and PRU to devise individualised packages of support for pupils
- work within schools to upskill mainstream staff in working with vulnerable groups
- supporting the partnership between PRU and mainstream schools by developing systems of communication.

Whilst the EP role in providing psychological services to educational settings is supported by Lawrence (2011), this researcher did not explicitly consider the impact of the expansion of traded services upon the EP role (Lee and Woods, 2017). Although this may be attributable to the omission of EP views in this research, it is important that the context of EP practice is not overlooked. Law

and Woods (2018) highlight that within the current context, school staff may prioritise certain aspects of EP work over others. The implications of this upon pupils at risk of permanent exclusion are currently unclear. Therefore, greater understanding of the EP role in supporting dual-registered pupils, within the context of national agendas and legislation, will strengthen the current research base.

### **2.11 Summary**

Through the literature review, it was identified that the PRU may support pupils' social and emotional development, by providing pupils with feelings of safety and security as well as individualised support and a personalised curriculum. Within this context, pupils may develop friendships and have access to adults who understand their needs and provide them with experiences of containment. However, dual-registration may give rise to feelings of rejection from the mainstream setting, with implications for pupils' sense of belonging. These conclusions are tentative, given the lack of previous research exploring dual-registration.

### **2.12 Research Rationale**

Many studies have explored fixed term and permanent exclusions, as well as pupils' reintegration from PRUs to mainstream schools, yet very few have explored dual-registration. In addition, there has been greater focus on exploring secondary-aged pupils' experiences of attending PRUs, with limited knowledge of how these settings are experienced by younger pupils.

The overarching aim of this thesis will be to explore the partnership between mainstream schools and one PRU which collectively support primary-aged pupils at risk of permanent exclusion. The focus will be on stakeholder

experiences of the arrangement and the extent to which it contributes towards positive outcomes for those involved.

## **Chapter 3: Methodology**

### **3.1 Introduction**

This research explored the ways in which dual-registration is experienced by pupils, parents, mainstream teachers and PRU staff. EP views of the arrangement were also sought. To elicit these experiences in detail and capture the psychological and contextual processes, a qualitative methodology was selected.

### **3.2 Qualitative Methodology**

Creswell (2007) notes that the nature of 'qualitative research' is constantly evolving, making it difficult to define. Denzin and Lincoln (2005) describe qualitative research as an investigation of a phenomenon within a naturalistic setting, to explore and interpret the meanings people attribute to it. Qualitative research therefore facilitates a detailed exploration of an individual's way of making sense of a phenomenon of interest (Willig, 2001). This is often not the case in quantitative approaches, which focus upon examining objective data and the causal relationships between variables (Ryan, Coughlan and Cronin, 2007).

A critique of qualitative research is that findings cannot be generalised to the wider population (Anderson, 2010). However, the current research aims to understand and capture nuances in participant experiences of dual-registration, something that is not easily quantifiable. It is argued that transferring voices and experiences into statistical data, as in a quantitative approach, leaves little understanding of the context in which social practices occur and the complexities in the ways these are experienced (Schatz, 1993). Furthermore, it

is argued that by exploring these experiences in detail, this research contributes to analytic generalisability, informing future research into ways to support pupils at risk of exclusion from mainstream primary schools.

### **3.3 Philosophical Approach**

Ontology and epistemology are the two main philosophical positions which guide researcher action (Wahyuni, 2012). Ontology refers to the nature of reality (Mahoney and Goertz, 2016) and what it means to exist, whereas epistemology refers to the ways in which knowledge is generated and understood (Wahyuni, 2012).

Lapan, Quartaroli and Riemer (2011), argue that qualitative researchers generally hold views in line with one of two research perspectives: interpretivist or critical. Whilst critical perspectives focus upon the ways in which power is embedded in the structure of society and how individuals become empowered to transform themselves, interpretivists emphasise an understanding of a phenomenon by accessing the meaning and value participants assign to it (Lapan et al, 2011). The philosophical approach of this study is interpretivism, which is often combined with social constructivism (Creswell, 2007).

The ontological assumptions of interpretivism are that there are multiple perspectives of a phenomenon, making reality subjective (Mack, 2010). The nature of interpretivist research is therefore to understand a particular phenomenon, without the intention of generalising to a particular population (Tuli, 2010).

The epistemological assumptions of interpretivism are that knowledge is gained through methods which reflect the differences between individuals and shared meanings. Interpretivism recognises the role of the trained researcher in the

research process, making reflexivity essential (Chen, Shek and Bu, 2011).

Researchers access the psychological world of participants by engagement with and interpretation of the participant's account (Chen et al, 2011).

Focus group discussions and semi-structured interviews were used in this research to allow participants to speak openly about their experiences and allow data to be collected through my interactions with participants.

### **3.3 Research Approach**

Creswell (2013, p.97) highlights that *“the case study method explores a real-life contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed in-depth data collection involving multiple sources of information”*. This is a small-scale exploratory case study employing a qualitative research design. Qualitative case studies provide a helpful way of exploring a phenomenon within its context, using multiple data sources (Baxter and Jack, 2008). According to Yin (2003) case studies are appropriate where there is a need to focus upon a contemporary event over which the researcher has little control. In the current research, dual-registration of pupils at a PRU and mainstream school was the phenomenon under investigation. Thus, a case study design was appropriate.

According to Yin (2009), there are three types of case study. Explanatory case studies are concerned with establishing causal links, whilst descriptive case studies focus upon developing a theory. Exploratory case studies investigate distinct phenomena when there is a lack of previous research to inform understanding. Dual-registration is an under-researched phenomenon; therefore, an exploratory case study design was selected.

One of the main criticisms of case studies is that the generalisability of findings is limited. However, Yin (1994) argues that case studies are generalisable to theories, defined as “analytic generalisation”, rather than “statistical generalisation” which is concerned with the generalisation of findings to the wider population. Because approaches towards managing primary-aged pupils at risk of permanent exclusion may differ across LAs and because of the lack of research investigating dual-registration, statistical generalisation is not a key aim of the current study. Furthermore, experiences of dual-registration are context-dependent and will likely differ between stakeholders. Therefore, the aim of this research is to generate rich and detailed data which can inform professional practice.

The unit of analysis within this single case study was stakeholder experiences of dual-registration. To gather data about these experiences, the accounts of five groups of participants were explored: PRU staff, parents, mainstream teachers, pupils and EPs (Table 3). This research is therefore composed of sub-groups of analysis within a single, over-arching case. This case is a specific LA, operating within an outer London borough. Information regarding this LA is detailed in section 1.7.

Table 3. Representation of single case study design

Single case study- Outer London Local Authority Unit of analysis: Experiences of dual-registration				
4 PRU staff	3 Mainstream teachers	4 Pupils	4 Parents	4 Educational psychologists

### 3.4 Participant Recruitment

Data was collected from three mainstream schools and one PRU in the LA.

Participants included pupils, parents, mainstream teachers, PRU staff and EPs.

In total, 19 participants were involved in the study. Table 4 displays a breakdown of the sample, along with data collection methods for each participant group. In addition, the data collection procedure is visually represented in Table 5.

Ethical approval was received from UCL Data Protection Registration in January 2018 (Appendix 2). The principles outlined in the BPS Code of Human Research Ethics (2014) were adhered to throughout the study. Ethical dilemmas relevant to this study are considered in section 3.11.

*Table 4. Representation of participant groups*

Participant group	Sample size	Method of data collection
Pupils	4	Semi-structured interview
Parents/ Carers	4	Semi-structured interview
Mainstream teachers	3	Semi-structured interview
PRU teachers	4	Focus group
Educational psychologists	4	Focus group

*Table 5. Data collection procedure*

Stage	Researcher action
1.	Researcher meets with PRU headteacher to discuss research and gain permission to approach school staff.
2.	The PRU headteacher approaches parents of the six children identified and gauges their interest to participate in the

	research. Any individual requirements are discussed. Consent to meet with the researcher is gained.
3.	Researcher meets with parents to discuss the research. Interview dates are agreed. Permission to discuss the research with pupils is gained.
4.	Researcher approaches mainstream headteachers to discuss the research. Permission to approach school staff is gained.
5.	Researcher meets with mainstream teachers to discuss the research. Researcher identifies any individual requirements of participants. Consent is gained. With headteacher permission, photographs of the school site are taken.
6.	Researcher meets with PRU teachers to discuss research. Consent is gained.
7.	Researcher meets with Educational Psychologists to discuss research. Consent is gained.
8.	Researcher is introduced to pupil by PRU teacher. Assent is gained.
9.	Researcher carries out individual interviews with children subject to consent on the day of data collection.
10.	Researcher carries out individual interviews with parents.
11.	Researcher carries out individual interviews with mainstream teachers.
12.	Researcher carries out a focus group each with PRU teachers and Educational Psychologists.

### 3.4.1 Recruitment of the Primary Pupil Referral Unit (PRU)

The PRU recruited for this research was a convenience and purposive sample. It was the only PRU offering dual-registration for pupils aged 4-11 years in the borough in which I was on placement.

During the academic year 2016-17, the PRU received 81 new referrals and continued working with 43 cases, totalling 124 pupils across the borough. The PRU had two main elements: onsite provision and outreach support. A panel of head teachers and LA partners discussed new referrals each half term and decided upon appropriate intervention. The range of support included assessment, consultation, therapeutic intervention and small group teaching within the PRU. Pupils receiving onsite support, either attended the PRU on a full-time basis through a permanent exclusion, or part-time, alongside their mainstream school. The arrangement to dual-register a pupil followed a referral made by schools and was funded from the budget of referring primary schools. Each pupil attended for between two and three terms.

Table 6 provides available contextual information relating to the PRU involved in this research.

*Table 6. PRU contextual information*

Pupil referral unit	Contextual information
Number of places (part-time and full-time)	18
Number of pupils attending the PRU on a full-time basis 2018-2019	12
Number of dual-registered pupils attending the PRU on a part-time basis 2018-2019	21
Percentage of pupils eligible for free school meals	66.7%
Ofsted rating	Good

As indicated in Table 6, the PRU was classified as ‘good’ in their last Ofsted inspection. Inspectors noted that at the PRU most pupils made ‘*better than expected*’ progress in reading, writing and mathematics. It was also stated that most pupils made at least ‘good’ progress towards social and emotional targets during their time in this provision. These targets were developed and monitored

by senior staff members. In addition, PRU staff were congratulated for using dual-registration as a *'tailored programme of support'* to avoid the permanent exclusion of some pupils from their mainstream settings.

Table 7 presents a breakdown of the destinations for dual-registered pupils from 2016/17-2018/19. Numbers of pupils who remained at the PRU on a full-time basis following dual-registration are recorded, as are the numbers of pupils returning to their mainstream school on a full-time basis. In addition, numbers of pupils placed in specialist provision following dual-registration can be seen, as can the number of pupils who were permanently excluded from their mainstream school following the arrangement.

Table 7. Destinations of dual-registered pupils 2016-2019

Year	Destination	Number
<b>16-17</b>	Remained at PRU	8
	Returned to mainstream	4
	Placed at special	1
	Permanently excluded	1
<b>17-18</b>	Remained at PRU	9
	Returned to mainstream	8
	Placed at special	2
	Permanently excluded	0
<b>18-19</b>	Remained at PRU	8
	Returned to mainstream	12
	Placed at special	0
	Permanently excluded	1

### **3.4.2 Participant Inclusion Criteria**

The PRU headteacher was first approached to introduce the research and obtain consent for the PRU to participate. Once oral consent was gained, I was introduced to the PRU's Special Educational Needs Coordinator (SENCO) by the headteacher. The SENCO and I drafted a shortlist of appropriate pupils to participate in the research. The total number of dual-registered pupils in the PRU at the time of the research was 13.

Pupils who had been dual-registered for a period of at least four months were prioritised. Those who had recently experienced a traumatic event e.g. recently being made the subject of a care order, were not approached to participate. Consideration was also given to whether pupils had significant language skill difficulties, limiting their ability to provide informed consent and restricting their ability to understand the tasks provided. In addition, I considered it relevant to identify whether the pupil was due to be returning to full-time mainstream provision within the next four weeks, as I felt that this may be a time of increased anxiety for pupils. The pupil inclusion and exclusion criteria are displayed in Table 8. Once this was applied, four out of the 13 dual-registered pupils were interviewed.

*Table 8. Pupil participant inclusion and exclusion criteria*

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> <li>• Pupils involved in dual-registration for &gt;4 months</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils involved in dual-registration for &lt;4 months</li> </ul>
<ul style="list-style-type: none"> <li>• Parents willing to discuss research with PRU staff</li> </ul>	<ul style="list-style-type: none"> <li>• Parents unwilling to discuss research with PRU staff</li> </ul>
<ul style="list-style-type: none"> <li>• Parental consent for child to participate provided</li> </ul>	<ul style="list-style-type: none"> <li>• Parental consent for child to participate not provided</li> </ul>
<ul style="list-style-type: none"> <li>• Pupil willing to meet with researcher to discuss the research</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil unwilling to meet with the researcher to discuss the research</li> </ul>
<ul style="list-style-type: none"> <li>• Pupil consent on day of interview given</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil consent on day of interview not given</li> </ul>
<ul style="list-style-type: none"> <li>• Pupil who had not recently experienced a traumatic event, e.g. recently being made the subject of a care order</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil who had recently experienced a traumatic event, e.g. recently being made the subject of a care order</li> </ul>
<ul style="list-style-type: none"> <li>• Pupil is not deemed to have significant language skill difficulties impacting their ability to provide informed consent/ understand requirements of the research</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is deemed to have significant language skill difficulties impacting their ability to provide informed consent/ understand requirements of the research</li> </ul>

<ul style="list-style-type: none"> <li>• Pupil not due to reintegrate into mainstream provision within the next four weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil due to reintegrate into mainstream provision within the next four weeks</li> </ul>
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A summary of characteristics of the research sample is represented in Table 9. Information relating to the dual-registered pupils who did not participate in the research is presented in Table 10. This consists of the data made available to me by the PRU headteacher. Pupil year group, gender and ethnicity are included. In addition, staff provided information relating to numbers of PRU pupils learning English as an Additional Language (EAL).

*Table 9. Characteristics of dual-registered pupils attending the PRU at time of data collection*

Year Group	Gender	Ethnicity	EAL
1	Male	WBRI	N
2	Male	AIND	Y
2	Male	AOTH	Y
3	Female	BCRB	N
4	Male	MWBCRB	N
4	Male	WBRI	N
5	Male	BCRB	N
5	Male	WEU	Y
5	Male	BCRB	N

*Table 10. Characteristics of dual-registered pupil participants*

Year group	Gender	Ethnicity	EAL
1	Male	BCRB	N
2	Male	OKRD	Y
2	Male	WEU	Y
4	Male	WOTH	Y

As presented in Table 10, pupils included in the research were all male. This is consistent with the significantly higher proportion of dual-registered males: females in the PRU at the time of the research (see Table 9). The majority of the pupil participants spoke English as an Additional Language. This meant that I took particular caution in ensuring that interview questions could be

understood by pupils. In addition, it is noted that certain dual-registered pupils were in year 5 of mainstream school, whilst one pupil was in year 3. However pupils within these year groups did not participate in this research. It is recognised that this restricts the representativeness of the sample, as well as understanding of how dual-registration may be experienced by pupils within these year groups.

### **3.4.3 Recruitment of Parents**

The PRU's SENCO initially approached parents to gauge their interest in participating in the research. This decision was made in light of the many different professionals seen by parents of dual-registered pupils once they are referred to the PRU. Only those who were interested in participating were later contacted by me.

Six parents were initially approached by the SENCO. Of these, four gave consent for themselves and their children to participate in the research (Appendix 4).

To support their engagement in the research process, I invited parents to meet me in the PRU to discuss the research in more detail. Parents were given information sheets (Appendix 3) and consent forms (Appendix 4) in advance of our meeting. This gave them time to consider their willingness to participate.

Only half of the parents (2/4) attended this meeting. I telephoned the other parents using the contact details they left with the PRU's SENCO. I gave parents an oral summary of the research without professional jargon, to ensure that their consent was fully informed. I also gave them the opportunity to ask

any questions about the research. After this discussion, I arranged interviews at a convenient time and place, which for each parent was the PRU.

#### **3.4.4 Recruitment of Pupils**

Once I gained their parents' consent, each pupil was discussed briefly with their key worker at the PRU. The key worker was a named staff member with responsibility for establishing relationships with pupils and overseeing their development. From this introductory discussion, I acquired helpful information regarding the pupil's ability to engage with learning, including their language skills and ability to record their ideas in written form.

To ensure that the pupils felt comfortable interacting with me, I initially visited them in their classrooms. The PRU's SENCO introduced pupils to me. Once I had visited each pupil twice in their classroom, they were invited to meet with me in a familiar room opposite their classroom.

In liaison with the PRU's SENCO, I created a short "about me" activity for each pupil to complete during the first session (Appendix 14). This activity informed consideration of the most appropriate methods and questions for the research interview and helped me build rapport with the pupils. It also facilitated rapport-building in future discussions with pupils, as it allowed me to communicate to them that their opinions were important and were remembered. The need for this was apparent during pupil interviews. For instance, in his interview Luke refers to the discussion he had with me during the "about me" task, saying *"Football. I like football, remember?"*

Once we had completed this activity, I introduced each pupil to the research. A child-friendly information sheet was used to facilitate this discussion (Appendix 5). This ensured that pupils were fully informed of the nature of the study. I told

pupils that their interview would be taking place the following week. Their PRU teacher also discussed this with them in the week leading up to the interviews.

During my meetings with the pupils, attention was paid to verbal and non-verbal signs that they may not wish to participate in the research (Appendix 6). Pupils could practise using the voice recorder prior to the interview. I judged that if pupils chose to turn the voice recorder off during the interview, this would indicate a withdrawal of consent for recording.

I explained to pupils the limits of confidentiality prior to participating in the interview. This used the language of keeping pupils 'safe' and is consistent with the approach taken in previous research (Gorin, Hooper, Dyson and Cabral, 2008). Assent was also gained from the pupils themselves on the day of the data collection.

Each of the pupils involved in the research was dual-registered. Three of the pupils were educated in their mainstream settings for three days during the week, whilst spending two days in the PRU. It emerged during an interview with the parent of one of these pupils, that he attended the PRU for three days during the week and attended his mainstream school for afternoons only on the remaining two days. He was included in the research as he regularly attended both mainstream and PRU settings. The differences in his arrangement were taken into consideration during data analysis. Pupil timetables and demographic data are represented in Table 11.

*Table 11. Demographic information for pupil participants*

<u>Pupil*</u>	<u>Gender</u>	<u>Age</u>	<u>Parent participant</u>	<u>Number of PRU days</u>	<u>Number of school days</u>
<u>Kaasian</u>	<u>Male</u>	<u>9</u>	<u>Father</u>	<u>2</u>	<u>3</u>
<u>Hamza</u>	<u>Male</u>	<u>6</u>	<u>Mother</u>	<u>2</u>	<u>3</u>
<u>Sebastian</u>	<u>Male</u>	<u>6</u>	<u>Mother</u>	<u>2</u>	<u>3</u>
<u>Luke</u>	<u>Male</u>	<u>6</u>	<u>Mother</u>	<u>2</u>	<u>3 (afternoons only)</u>

*\*Pseudonyms have been used to protect pupils' identities.*

### **3.4.5 Recruitment of Mainstream Teachers**

Once pupils and parents had consented to participate in the research, headteachers of the mainstream schools attended by the pupils were contacted to gain consent for teachers to participate. In 3/4 cases, I obtained consent to meet with the SENCO at each mainstream school, to provide further clarity about the nature of the research. Consent was not gained from Sebastian's school to participate in the research, despite repeated attempts to contact the headteacher.

During initial visits to mainstream schools I was introduced to pupils' mainstream teachers by the SENCO. I gained oral consent to take photographs of areas within the setting which were used during pupil interviews (Appendix 15). I gave mainstream teachers information sheets during these initial visits (Appendix 7) and each gave consent to participate in the research (Appendix 8). Interviews were arranged at a time and location convenient for them. All mainstream teachers requested to be interviewed in their classroom. Teachers

were all female and had been involved in supporting the pupil since the beginning of dual-registration (over four months).

Contextual information relating to the schools attended by pupils in this study can be found in Table 12.

*Table 12. Contextual information for participating mainstream schools*

<u>School number</u>	<u>School type</u>	<u>School size</u>	<u>% of pupils eligible for free school meals</u>	<u>% of English as an Additional Language</u>	<u>% of SEN</u>	<u>Ofsted rating</u>	<u>% of pupils meeting expected standard at end of key stage 2 (2018)</u>
1	Community school	674	11.7%	39.2	9.3	Requires improvement	70%
2	Community school	463	11.4%	86.4	16.6	Outstanding	88%
3	Community school	251	29%	80.5	13.5	Good	60%
4	Community school	682	8.5%	55.2	6.4	Outstanding	80%

Data on the number of fixed term and permanent exclusions within each of the four mainstream schools is also represented in Table 13. Available data indicates that none of the mainstream schools attended by the pupil participants permanently excluded a pupil between the years 2015-2018.

*Table 13. Mainstream school exclusion data*

School number	Fixed term exclusion statistics			Permanent exclusions		
	2015-2016	2016-2017	2018-2019	2015-2016	2016-2017	2017-2018
1	12	5	4	0	0	0
2	3	1	2	0	0	0
3	4	3	6	0	0	0
4	2	2	1	0	0	0

### **3.4.6 Recruitment of PRU staff**

Four members of PRU staff working within the primary PRU volunteered to participate in the research. Each participant was experienced in working with dual-registered pupils in the PRU. The group consisted of the PRU headteacher, deputy headteacher, SENCO and pupils' class teacher. Oral consent to participate in the group was gained via the PRU's SENCO. Information sheets and consent forms were discussed and completed on the day of the focus group (Appendix 9 and 10).

### **3.4.7 Recruitment of Educational Psychologists**

Four EPs working within the LA of interest participated in the research. Three of these had recently been involved in supporting dual-registered pupils within mainstream schools. The final participant was involved in supporting these pupils as part of her role as the EP supporting the PRU. EPs were introduced to the research during a pre-arranged team meeting. Oral consent to participate in the group was gained at this meeting. Information sheets and consent forms

were discussed and completed on the day of the focus group (Appendices 11 and 12).

### **3.5 Development of Interview Schedules**

#### **3.5.1 Pupils**

I invited pupils to attend an individual semi-structured interview, as I considered that a group interview would be too difficult for them to manage. This is consistent with the repeated finding in the literature that social participation may be challenging for pupils with SEMH needs (Schwab, Gerbhardt, Krammer and Gasteiger-Klicpera, 2015; de Leeuw et al, 2018). This may be linked to developmental delays in relating to others, as well as difficulties understanding social rules (Bombèr, 2007).

Whilst developing the pupil interview schedule, I kept in mind that verbal interviews rely upon linguistic communication. Given that pupils with SEMH needs often have co-occurring language difficulties (Lindsay, Dockrell and Strand, 2007), pupils' verbal language skills may limit the topics and questions that a researcher can explore (Clark, 1999). To engage and maximise pupil accessibility and engagement, three key activities were included.

The first activity asked pupils to comment on their ideal school. This drew upon principles from the 'Drawing the Ideal School technique' (Moran, 2001), informed by Personal Construct Psychology (Kelly, 1955). This technique is often used to explore pupils' views regarding optimum educational provision (Williams and Hanke, 2007). The aim was to explore positive aspects of each pupil's schooling at an early stage in the interview. I hoped that focusing upon a preferred school would help to identify key characteristics of school which pupils viewed positively and avoid reinforcing a negative discourse around schooling.

Flexibility was used within this activity, following the preferences of pupils. Pictures were provided for pupils to place into their preferred school if they chose (Figure 1). This choice of presentation and response method was informed by observations during the initial rapport building activity, where it was noted that two pupils expressed a dislike for drawing.

Figure 1. Example of a completed 'ideal school' task



In the example above, the pupil (Sebastian) chose to include numeracy and literacy lessons within his 'ideal school', alongside opportunities to play football. Sebastian chose activities which he felt represented his strengths. He stated, when discussing numeracy lessons, that he could 'count to 100' and noted that he had 'received a trophy medal' as part of winning a football game in his mainstream school.

During the second activity, pupils were asked to provide a description and reflections on their experiences of dual-registration. Life Grids are one method of eliciting the perspectives of pupils with SEMH needs which have been advocated by previous researchers (O'Connor et al, 2011; Jalali and Morgan, 2017; Gray, 2018). O'Connor et al (2011) argue that Life Grids are a useful approach when exploring sensitive issues, as the approach creates a relaxed atmosphere and supports pupil voice. However, a limitation of using this method with young pupils, is that autobiographical memory may be incompletely developed in early childhood (Farouk, 2017).

In light of this, interview questions were devised using the basis of the 'life' grid, to form a 'week' grid, through which pupils could report experiences and provide reflections upon a typical week in sequence. This was consistent with the work of previous researchers, Wilson, Cunningham-Burley, Bancroft, Backett-Milburn (2007) who reported benefits of providing pupils with a visual temporal framework, upon which events may be plotted.

The original task asked pupils to comment on each day of their week, to support them to reflect on salient events in their school lives. However, early discussions with the PRU headteacher indicated that the pupils may struggle to report their week on a daily basis. Therefore, the task was simplified further to include reflections upon experiences within mainstream school, the PRU and at the weekend. I hoped that the introduction of the latter would reduce risk that pupils would view this activity as a direct comparison between PRU and mainstream settings, which may have been unsettling (Figure 2).

Figure 2. Example of completed 'my week' task

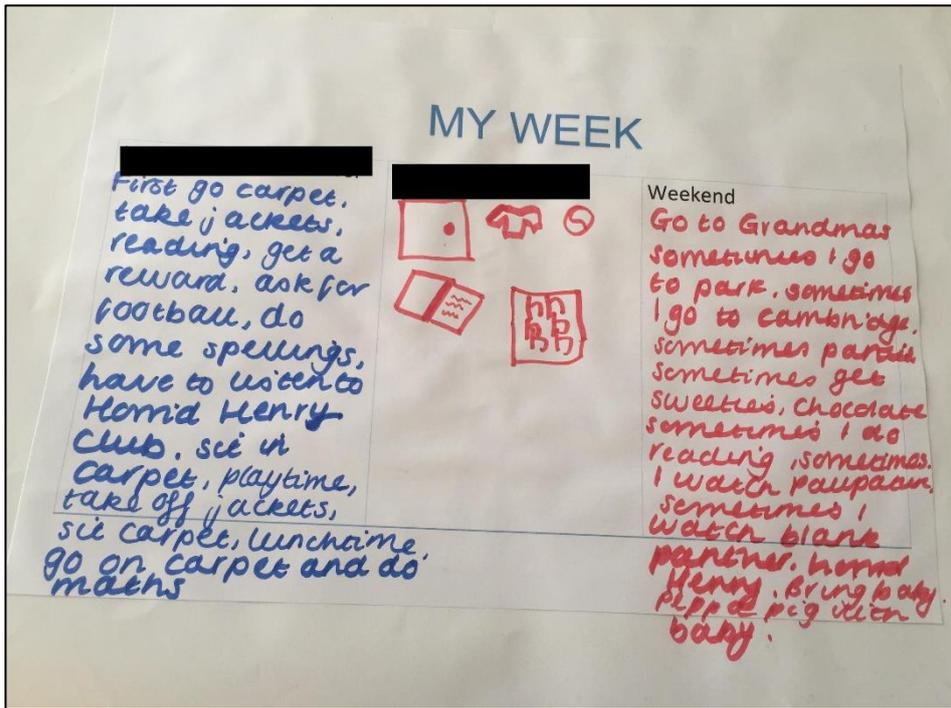


Figure 2 captures the way Sebastian interpreted events occurring within his mainstream setting (blue ink), PRU setting (red ink) and at weekends.

Sebastian requested that I scribed his mainstream reflections for him, whilst he drew his PRU experiences himself. Sebastian described the importance of receiving meaningful rewards in the mainstream setting, as well as his interest in opportunities to make progress in his academic skills in the PRU.

For the final activity, photographs were taken of each pupil's PRU and mainstream school to prompt pupil reflection upon their experience. This was not possible for Sebastian, as his mainstream school had not consented to participate in the research. As an alternative, photographs available through the school website were used.

Careful consideration was given to whether photographs of each setting were taken by me or pupils. However, it was impractical to ask pupils to take these in both mainstream and PRU settings, due to time constraints upon the research.

Questions were developed in line with previous research focusing upon the experiences of pupils aged 4-11 years in a nurture group (Cefai and Pizzuto, 2017). This research informed development of pupil interview questions as it focused upon eliciting the voice of pupils of a similar age and with similar needs to those in this research. Examples of questions include:

- *'Can you tell me about this school?'*
- *'What do you want to put in the school?'*
- *'Who goes to this school?'*

This interview guide was drawn upon to ensure that each pupil's week was explored. The purpose of this guide was to prompt and encourage elaboration, rather than impose my perceptions onto pupils.

The pupil interview schedule was discussed with the headteacher of the PRU, who provided feedback on its suitability. The pupil interview schedule was then piloted with a 9-year-old pupil who had been supported in a mainstream primary school through outreach provided by the PRU. An additional pupil (aged 6 years) was recruited to participate in the pilot phase. However, their parent withdrew consent at short notice. Given that the target pupils had been told their interview would take place the following week, I judged it inappropriate to reschedule interviews whilst a replacement pilot participant was found.

Questions were therefore piloted with one pupil only and discussed at length with supervisors.

Questions during the pupil pilot interview focused upon the pupils' experiences of the home and school contexts. This interview was not transcribed or analysed; however, notes were taken. Responses were detailed and

informative, suggesting that no major changes were needed to the pupil interview schedule.

### **3.5.2 Parents**

When developing the parent interview guide (Appendix 13), it was vital that the language used was respectful and accessible to parents. Considerable care was taken to ensure that questions avoided creating a sense of blame for their child's needs (McDonald and Thomas, 2003) or disempowerment during the interview. It was also important to ensure that parents did not experience questions as unnecessarily intrusive (Gorin et al, 2008).

It was not possible to schedule a pilot parent interview. One parent, for example, reported that due to religious commitments, she could only participate if her interview was within a week of our first discussion. Therefore, parent interviews were tested with two fellow TEPs. This led to the addition of prompts to enhance depth of responses.

Additional advice was sought from my academic supervisor to ensure that questions were judged sensitive to parent needs. This indicated that asking parents to make direct comparisons between the two settings may highlight discrepancies between them and cause parents feelings of frustration.

Consequently, the structure of the interview was changed to ask parents to discuss one setting and then the other, to avoid encouraging direct comparisons between settings. This was informed by previous research (Parker et al, 2016). Furthermore, questions for the parents focused primarily upon their perceptions of the daily experiences of their child, to avoid encouraging parents to dwell upon the events leading up to dual-registration and the subsequent referral to the PRU, which they may have found distressing (McDonald and Thomas,

2003). The importance of avoiding negative discourses with parents and the implication of this will be explored further in section 3.11.2.

### **3.5.3 Mainstream Teachers**

Mainstream teacher interview questions reflected some of the wider themes I judged to be relevant to dual-registration, informed by a review of relevant literature and the research questions. Interviews asked teachers to focus upon their experience of supporting the pupil involved in this research and any other previous experiences they may have had supporting dual-registered pupils (Appendix 16).

To ensure the accessibility and appropriateness of questions, the interview guide was discussed with two TEPs and both research supervisors. This led to some questions being rephrased to reflect an emphasis on wider themes associated with dual-registration. For example, *“can you describe what happens when the dual-registered child that you teach first arrives in your classroom?”* was updated to *“can you tell me about your school practices when a dual-registered child starts at the school and joins your class?”*

A pilot interview was conducted with one mainstream teacher, to check understanding and accessibility of questions. Feedback was used to revise the structure and/ or wording of questions, as appropriate. In line with feedback provided by the mainstream teacher, the question *“How effectively do you think school and PRU work together to make this arrangement beneficial?”* was split into two, to allow participants to respond on the impact of the arrangement for both pupils and teachers.

### **3.5.4 PRU staff**

The PRU staff interview schedule aimed to explore their experiences supporting dual-registered pupils, as well as their perspectives on the experiences of the stakeholders involved.

Prompts such as *'what has informed your view?'* and *'what has informed your knowledge of their experiences?'* were developed following discussions within the EP group interview. The aim was to elicit PRU staff members' perceptions of dual-registration in greater detail, through exploring the interactions they had with pupils, their parents and mainstream teachers and the ways in which they made sense of their experiences.

Vaughn, Schumm and Sinagub (1996) suggest the following sections in a focus group moderator's guide: *'introduction, warm-up, clarification of terms, easy and non-threatening questions, more difficult questions, wrap up, member check and closing statements'*. These recommendations informed the structure of the focus group schedule for both PRU staff and educational psychologists (Appendix 17 and 18).

Questions were piloted with the PRU's SENCO, before the focus group interview. This discussion highlighted that whilst mainstream teachers referred to the arrangement as either 'dual-registration' or 'dual roll', PRU staff knew this to be "dual placement". The PRU focus group script was therefore updated to reflect this terminology, to reduce risks of confusion and/ or compromising rapport.

### **3.5.5 Educational Psychologists**

The interview schedule for EPs was constructed to explore their experiences of supporting dual-registered pupils and the systems around them. Additionally, EPs were asked to comment upon some of the psychological frameworks/

concepts which informed their thinking about and experiences of dual-registration. This led to the use of the following questions/ prompts within the final interview schedule (Appendix 18):

- *'What psychological theory has shaped your thinking?*
- *'What do you consider to be the key psychological frameworks or applications involved in this process?'*
- *'To what psychological theory are the main themes you describe linked?'*

It is acknowledged that for both EPs and PRU staff, conducting a pilot focus group may have been more informative than use of an individual interview. However, limits on the number of PRU staff and EPs available to take part in this research, as well as time constraints, led to the decision to conduct an individual pilot interview with a member from each of these groups.

### **3.6 Data Collection Methods**

#### **3.6.1 Focus Groups**

Kitzinger (1995) argues that focus groups are best conceptualised as a *'form of group interview that capitalises on communication between research participants in order to generate data'*.

Unlike individual interviews, focus groups do not examine a phenomenon from the perspective of one individual, but provide an efficient way to collect data from multiple individuals. This is done by encouraging participants to compare their own experiences with those of other group members (Morgan and Scannell, 1998). This allows for rich and detailed accounts of a phenomenon to be obtained (Côté-Arsenault and Morrison-Beedy, 1999). Focus groups can be

of tremendous value to researchers trying to understand a phenomenon from the perspectives of various groups within an educational setting. They are consistent with the philosophical stance of this research, which recognises the existence of multiple realities.

Within focus groups, to ensure participants feel comfortable expressing their opinions, participants should be of the same “class”, i.e. a homogenous group (Flores and Alonso, 1995). Furthermore, the presence of an observer to record non-verbal communications during the groups has been found to have a negative impact upon the quality of discussion (Goodman, 1984; Robson and Wardle, 1988). Therefore, groups were conducted without an observer.

All participants were familiar with me prior to the groups taking place. It is acknowledged that this may increase the chance that participants respond in ways which reflect the researcher’s own views (Jalali and Morgan, 2017). However, I hoped that familiarity would facilitate discussion and put participants at ease (Smithson, 2000). I took care not to communicate my own views to participants at any stage of the research. During the interviews, I ensured that participants were comfortable and that each participant had equal opportunity to express their view.

A criticism of focus groups is that there is the risk that ‘socially acceptable’ opinion may dominate the discourse (Smithson, 2000). However, Myers (1998) argues that this constraint does not invalidate the findings; rather, it provides interesting information about ways in which participants may construct meaning within real life contexts. This is particularly interesting within this research, as the perceptions of participants and decision-making about dual-registration are of interest. This research may therefore harness benefits of focus group

discussions, tapping into meaning-making which cannot be reached through other methods (Kizinger, 1995; Williams and Katz, 2013).

### **3.6.2 Semi-Structured Interviews**

In contrast to structured interviews, where participants may respond to a set of pre-determined questions without scope for elaboration (Doody and Noonan, 2013) and unstructured interviews, which focus upon particular themes (Qu and Dumay, 2011), semi-structured interviews were used to elicit the pupils', parents' and mainstream teachers' experiences.

In semi-structured interviews, a guide is used with certain questions and topics to be discussed. However, the researcher can follow-up on questions of interest and exercise flexibility over the order in which questions are asked (Harrell and Bradley, 2009). Interviews of this type were selected to enable a conversational approach in order to establish rapport with participants, whilst ensuring that the desired material was covered. It has been argued that interviews of this type are particularly well-suited to case study research, as they allow the researcher to elicit rich and detailed information (Hancock and Algozzine, 2006).

Considering that research highlights that exclusion of their child can be distressing for parents (Munn and Llyod, 2005), I judged it inappropriate to invite parents to attend a focus group. Furthermore, only half of the parents attended an initial group meeting to discuss the research, suggesting a possible reluctance to meet as a group. Parents were therefore invited to a semi-structured interview individually with me.

During the initial planning stage, I had hoped that mainstream teachers of dual-registered pupils would participate in a focus group to discuss their experiencing supporting these pupils. However, due to difficulties arranging an appropriate

time and venue suitable for all teachers, and one teacher not participating in the research, three semi-structured interviews were carried out.

### **3.7 Data Analysis**

Thematic analysis is '*a method for identifying, analysing, and reporting patterns (themes) within data*' (Braun and Clarke, 2006). It was chosen as a way of analysing each data set from individuals and focus groups as it allows a detailed representation of the data to be obtained. This is particularly useful when researching under-explored areas and views which are currently unknown (Braun and Clarke, 2006).

For the current study, I judged it necessary to include the views of multiple informants, to develop a detailed understanding of dual-registration. I anticipated that shared themes amongst participants would emerge, which could be explored within the wider context of strategies to support pupils at risk of permanent exclusion. This study aimed to gain an understanding of the experiences of pupils and other participants with whom I interacted on several occasions to build rapport and gain in-depth insight into their experiences of dual-registration.

Braun and Clarke (2013) describe inductive thematic analysis as generating an analysis from the 'bottom up', meaning that data is not shaped by existing theory. In contrast, 'deductive' analysis is informed by a particular theoretical framework (Fereday and Muir-Cochrane, 2006). For this research, both inductive and deductive analysis were harnessed. Inductive analysis was used to prioritise participant experiences and the meaning they attribute to these. This is consistent with the interpretivist stance of the research (Swain, 2018). However, congruent with an inductive approach, questions asked of participants

were informed by the previous literature. It is also likely that some of the coding was guided by the research questions.

One of the main criticisms of thematic analysis is that it is poorly demarcated (Braun and Clarke, 2006). Swain (2018) argues that this criticism can be levelled at many methods of data analysis and can be overcome by ensuring that the process is transparent. To support this, a research diary was kept which made detailed notes on the processes of data collection and analysis.

Themes were compiled by sub-group. For instance, interview data gathered from mainstream teachers was coded as one group. The aim was to establish the extent to which themes were shared within and between sub-groups. Please see Appendix 19 for an example of a full coded transcript.

I followed the six steps described by Braun and Clarke (2013):

1. Familiarisation with the data
2. Generating initial codes
3. Searching for themes
4. Reviewing potential themes
5. Defining and naming themes

### **3.7.1 Familiarisation with the Data**

Interviews were carried out by myself, meaning that I was already somewhat familiar with the data before analysis. Braun and Clarke (2013) argue that the first step of analysis involves 'immersion' within the data, described in terms of becoming 'intimately' familiar with the data. To enhance immersion within the data, interviews were transcribed by myself and transcription occurred as soon

as possible after data collection. This also minimised the risk of detail being lost over time.

Once transcripts were produced, these were re-read several times, whilst listening to recordings and noting items of interest. These notes were referred back to during the coding stage. Questions recommended by Braun and Clarke (2013; p.205) such as *'how does a participant make sense of their experiences?'* and *'why might they be making sense of their experiences in this way?'* were used to shape initial thoughts during this stage.

### **3.7.2 Generating Initial Codes**

I coded electronically using Microsoft Word. Complete coding of each data set was conducted, as opposed to selective coding, which involves identifying 'instances' of phenomena of interest (Braun and Clarke, 2013). Complete coding allowed inclusive coding of everything within the data set. It is consistent with an inductive approach. Codes were initially generated from the language used in short extracts.

An example of coding for each participant group was shared with both research supervisors. In discussion with them, it was noted that the coding should more accurately replicate participants' language. Coding was updated to ensure that it was at a semantic level, without adding interpretation at that stage. However, Braun and Clarke (2013) also highlight the importance of 'latent' codes, allowing researchers to move away from the explicit content of the data and interpret the underlying ideas and assumptions of participants. Latent codes were added to the extracts as appropriate, once semantic codes had been created. Appendix 19 shows an example of the initial codes.

### **3.7.3 Searching for Themes**

Braun and Clarke (2013) note that during this stage, analysis begins to take shape. Once each transcript had been coded, codes for each sub-group were printed and grouped according to initial thoughts on possible sub-themes. Codes referring to similar underlying concepts were initially grouped together. As codes were grouped and turned into preliminary themes and sub-themes, the relationships between themes was also considered. It was also important to identify at this stage, the boundaries of themes, in terms of what they included and excluded. The development of themes and sub-themes for each group took place over several weeks to allow sufficient time for reflection.

### **3.8. Reviewing Themes**

Initial themes were checked against codes and collated extracts of data to ensure that themes represented the data. Initial themes for each group were shared and reviewed with supervisors.

#### **3.8.1 Defining and Naming Themes**

The final stage involved defining each theme and sub-theme. Each name was checked to ensure that there was no overlap or repetition, as each theme must be exclusive of the other. Braun and Clarke (2013) highlight that writing theme definitions during this stage is useful to help explicitly state what is unique and specific about each theme. Theme descriptions were therefore drafted and checked with supervisors for clarity.

### **3.9 Transparency and Coherence**

Clarke and Braun (2013) argue against the use of separate coders as a way of ensuring inter-rater reliability. However, given that the research involved

vulnerable groups, whose voices are often unheard in research, it was important that their views were represented fairly and accurately.

An anonymised section of the transcripts from each group was therefore shared with a fellow TEP, who was asked to analyse them using thematic analysis.

Their codes were cross-referenced with those I developed, to ensure that my coding represented the data. As an additional measure, a section of codes from each participant group was shared with my research supervisors, who provided feedback.

### **3.10 Reflexivity**

Reflexivity is often described in terms of recognising the impact of the researcher's position upon the research process and the outcome (Bradbury-Jones, 2007). It has been declared crucial to qualitative research (Berger, 2015) and it is now widely recognised that the researcher's values and beliefs will shape the analysis (Creswell, 2007). Shaw et al (2010) argue that the reflexivity of the researcher is vital for those adopting an interpretivist ontology. Therefore, it was essential to reflect upon my personal positioning throughout the research.

Attia and Edge (2017) describe reflexivity as comprising of two elements: '*prospective*' and '*retrospective*' reflexivity. In brief, '*prospective*' reflexivity focuses upon the impact of the researcher upon the research, whilst '*retrospective*' reflexivity focuses upon the impact of the research upon the researcher.

Using a research diary, containing reflections and thoughts about the research process, it was possible to engage in '*prospective*' reflexivity. For example, I noted during the research that there were occasions where I was drawn to report upon the challenges of dual-registration for parents, although this did not

sufficiently reflect the data. This was likely linked to my preconceived beliefs about dual-registration, informed by previous research and my experiences working with parents of excluded pupils in my professional career. I used research supervision to reflect upon this and considered my researcher's positioning in the analysis of the data which is fully acknowledged by the interpretivist epistemological positioning.

In addition, it was important to be aware that participants viewed me as a member of staff within the LA. There were incidences where some colleagues expressed an interest in my experiences interviewing specific individuals. I counteracted this by maintaining professional boundaries and avoiding detailed discussion in relation to certain pupils, parents or professionals.

'Retrospective' reflexivity is also an important consideration for this research. This will be discussed within the 'Discussion' chapter.

### **3.11 Ethical Considerations**

#### **3.11.1 Data Collection Methods**

An ethical issue encountered with focus groups is that the researcher cannot ensure confidentiality, given that it is difficult to control what participants may disclose outside of the group (Smith, 1995). To minimise this, participants were requested to keep the content of the group confidential.

I ensured each person had an equitable voice by paying attention to the dominant discourses and encouraging participants to communicate their view. Interpersonal skills are dominant within the EP role and I used the skills developed through practice to inform my approach to these groups.

I was also aware of the need to ensure that participants did not leave the group in a distressed state (Smith, 1995). The stress levels of each interview/ group were carefully monitored throughout data collection to ensure that participants were not experiencing any emotional distress. All participants were verbally informed about their right to withdraw and reassured about data anonymity prior to data collection.

### **3.11.2 Research Involving Vulnerable Groups**

The BPS Guidelines (2018) outline that research involving vulnerable groups involves a considerable degree of risk. Hill (2006) suggests that pupils may feel disappointed if there is no change in situation as result of sharing their views. This issue raises important questions about the appropriateness of seeking pupil views on a topic such as dual-registration. The development of tools took into consideration this issue, meaning that pupils were not asked to compare between the two settings. For example, questions such as “*what do you like/dislike about this school and the PRU?*” was replaced with an activity where the pupil is asked to “*imagine a school you love*”. It is thought to be unlikely that pupils would believe that their current situation would change through this activity, although helpful themes were drawn from this data.

Given the potentially sensitive nature of the study, there is also a need to be cautious when eliciting the views of parents. O’Connor (2012) argues that blame and unfairness are often presented as themes in the topic of school exclusion. To counteract the risk of parents becoming emotionally distressed by the study, or exacerbating any negative emotions felt by this group, questions were centred on their accounts of the child’s daily life. Careful consideration was undertaken to ensure that questions were not excessively intrusive.

Signposting to relevant agencies after the interview was offered, where this was appropriate.

Whilst this was the case whilst interacting with all participants, particularly close attention was paid to non-verbal cues that parents and pupils no longer wanted to participate. This included losing motivation with the interview and showing signs that they no longer wanted to share information. One parent did become distressed during the interview and was asked if she wished to terminate, however she expressed a desire to continue after a break and saw the research as an opportunity to allow her voice to be heard. This parent was debriefed after the interview and signposted to agencies providing additional support.

### **3.11.3 Procedures for Dissemination to Participants**

Feedback to key stakeholders is planned for Autumn 2019. Presentations will be delivered to EPs working within the host LA's Educational Psychology Service and PRU staff. Participating mainstream schools will be contacted to offer feedback to teachers and senior managers. Parents will be contacted via telephone to offer a feedback session. Arrangements will also be made to feed back to pupils in a suitable location, in a way tailored to their developmental needs.

## 4. Findings

### 4.1 Introduction

This chapter presents the findings of the thematic analysis. Data from each participant group was initially analysed separately to maintain the authenticity of the participant voice. Thematic maps for individual groups are presented in Appendix 22A-E. During analysis, it was noted that many themes reappeared across data sets, as similar issues arose across groups. Data sets were therefore combined to reflect this.

Sub-themes from the datasets were organised into six overarching themes. *Containing the Container, Containing the Pupil, Overcoming Challenges, Pupils' Sense of Belonging, Evaluating Success and Reclaiming the EP role* (Table 14). These provide an insight into participant experiences of dual-registration, as well as their perceptions of benefits of the arrangement and areas for development. A thematic table has been created to represent the overarching themes and sub-themes within this section. Quotes have been selected from the transcripts of participants to illustrate each sub-theme. Data extracts are presented in their original form and may therefore contain grammatical errors. Pseudonyms have been used and any identifying features within participant accounts have been removed. Braun and Clarke (2006; 2013) discourage the use of numbers in reporting analysis as frequency does not determine value. Instead, high-quality qualitative research involves researcher recognition of the value of participant accounts and their contribution to answering the research questions (Jarvis, 2018). This is the approach taken within this chapter.

Table 14. Thematic table outlining overarching themes and sub-themes

<i>Theme</i>	<i>Sub-theme</i>
<b>1. Containing the Container</b>	Reassurance-from-PRU-staff
	Team-around-the-Teacher
	Sharing-Good-Practice
<b>2. Containing the Pupil</b>	Understanding-the-Pupil's-Background
	Noticing-the-Pupil
	Holding-Pupils-in-Mind
	Establishing-a-Safe-Base
<b>3. Overcoming Challenges</b>	Pressures-upon-Parents
	Demands-upon-Teachers
	Issues-of-Trust
	Reintegration-of-Pupils
<b>4. Pupils' Sense of Belongingness</b>	Quality-of-Pupil-Relationships
	Missing-Out
	Being-Taught-Outside-the-Classroom
	Switching-between-Settings
	Feelings-of-Rejection
<b>5. Evaluating Success</b>	Alternative-to-Permanent-Exclusion
	Response-to-Emotional-Fatigue
	Pupil-Happiness
	Pupil-Development
	Challenges-Ensuring-Sustained-Change
	Pride-in-Pupil-Achievements
<b>6. Reclaiming the EP Role</b>	Understanding-the-EP-Role
	Re-envisaging-the-EP-Role

## 4.2 Theme 1: Containing the Container

This theme relates to the psychodynamic concept of containment (Bion, 1967).

This theme reflects awareness of the anxieties triggered by supporting dual-registered pupils for parents and mainstream teachers. In particular, data illustrated that the experience of having their emotional states contained by professionals, allowed parents and teachers to understand their experiences and engage in their own learning process. Strategies used by staff in both mainstream and PRU settings to facilitate this are described below. Three sub-themes were identified:

- 'Reassurance-from-PRU-staff'
- 'Team-around-the-Teacher'
- 'Sharing-Good-Practice'.

### 4.2.1. Reassurance-from-PRU-Staff

'Reassurance-from-PRU-staff' captures the key role played by PRU staff in reducing the doubts and anxieties of mainstream teachers and parents.

PRU staff and EPs commented that parents were often initially alarmed by the suggestion of dual-registration. PRU staff stated that parents often had negative preconceptions of the PRU. It was suggested that some parents had negative experiences of attending specialist settings themselves, which raised their anxieties regarding dual-registration. PRU staff felt they often had to work hard to shift these negative and stigmatised perceptions.

Parents did not generally discuss their initial response to dual-registration.

However, Susanne (parent) indicated that she had negative feelings towards her own schooling experience, saying: '*I hated school*'.

EPs and PRU staff stated that opportunities to visit the PRU before dual-registration often reassured parents. PRU staff in particular felt that this helped to communicate a sense of 'openness' and transparency to parents, which developed their trust in PRU staff:

*We'd always try and be as open as we can in terms of come and visit, come and see what there is, come and ask the questions, as a sort of a starting point, to try and give people that, that sort of sense of openness about it and that there's something we can do...*

*Jack-PRU staff member*

PRU staff described how they contained parental anxieties and supported parents to understand the meaning and communication of their child's behaviour. Staff stated that parents often had negative experiences of communication with mainstream schools. They attempted to change this for parents by deliberately emphasising pupils' strengths and progress when parents collected pupils from the PRU.

*It's about managing that really isn't it, it's about containing those, those feelings for the parent, and reassuring them that there is a way of working again together, you know, that you're going to be working with their child, with them, with the school to try and make this change happen and try and get things back on track for them.*

*Jack-PRU staff member*

Mainstream teachers described feeling well-supported by PRU staff and reassured that staff were receptive and responsive to their needs. This suggests that PRU staff used similar strategies to contain the anxieties of mainstream teachers and parents.

*Having the support of the behavioural school as well so if anything, we have a question we go to them and they are happy to help as well so*

*knowing that people are around, ready to help and ready to find out any of the answers that we might have or of any questions that, just it helps so much. You're not in here on your own kind of thing.*

*Lucy-mainstream teacher*

#### **4.2.2 Team-around-the-Teacher**

Mainstream teachers described the important support they received from their colleagues, valuing opportunities to discuss pupils with teaching assistants, SENCOs and headteachers. In some cases, this enhanced their understanding of pupil behaviour and supportive strategies. Hannah (teacher) described in detail the emotional support she and colleagues received from the headteacher of the school they worked in. This indicates the importance of senior managers taking time to listen to teachers and jointly explore the meaning behind the pupil's behaviours.

*I've seen first-hand what she [headteacher] can do. So, she will sit there, if anyone takes a problem about a child, she will sit there and think "hmm this child is very unhappy, what can we do to make this child happy?" So, when a teacher takes a problem [heavy breathing] "this child, she threw this in, she's screaming and running here!" She'll calmly say, "come and sit down". She will think about it.*

*Hannah-mainstream teacher*

#### **4.2.3 Sharing-Good-Practice**

Mainstream teachers spoke positively about opportunities to share good practice with PRU staff. This was facilitated by weekly contact via email, regular meetings and weekly reports regarding pupil progress. This facilitated the consistency between settings and supported teachers to develop their understanding of strategies to meet pupil needs.

*I think it was brilliant because from the very first day I was involved completely, I knew exactly what was happening, how they thought about it and we had two meetings as to the different techniques...the different approaches I could use with [pupil]... and I would feedback yes I did this...and it worked...*

*Hannah-mainstream teacher*

Being involved in supporting the pupil and providing feedback to the PRU on the effectiveness of strategies provided, was important to mainstream teachers.

Lucy (teacher) reported that she was not initially involved in discussions regarding pupil progress, as the pupil was not being taught in the mainstream classroom at the start of dual-registration. Her account implied a sense of isolation from the process, as the PRU liaised primarily with her teaching assistant at the start of dual-registration:

*We didn't have as much communication with the behavioural school, as the classroom teacher, [TA] did, but with me, I didn't at all, until towards the end when he was coming into my classroom as well, so I struggled a little bit with that...*

*Lucy-mainstream teacher*

Mainstream teachers also described the importance of opportunities to visit the PRU and observe lessons as part of supporting pupils. This improved teacher understanding of ways to adapt their classrooms to suit pupils' individual needs. Khloe (teacher) contrasted this with training she had previously received via more traditional methods, implying a contrast between experiential learning and knowledge gained through passive reception:

*I've been on a lot of autistic training but it's always like adults in the classroom and being trained via slide shows, but actually going to a setting where it's just special needs, you know and seeing how it's like,*

*the classrooms are set up... it's really good cos you can kind of adapt that in your own classroom...*

*Khloe-mainstream teacher*

Sharing good practice with mainstream teachers was highlighted as benefitting pupils at an individual and whole-class level. PRU staff and mainstream teachers stated that strategies which supported the dual-registered pupils, often supported their peers:

*Using them [strategies] with the rest of my class as well, so it's not just focused on [pupil]. So, I could use it for anybody else in the classroom as well and then, so he didn't feel like he was different, and a lot of my other kids benefit from that as well, like might need a breather out so they can go sit in the corner and I think that works.*

*Lucy-mainstream teacher*

PRU staff also described sharing good practice with parents by offering them the chance to attend a weekly family group, facilitated by a professional. These groups were said to be popular, despite parents often being initially reluctant to attend.

*Parents are very much anti- going to a kind of a parenting group because they say people are just looking at you, but when they're here and see...how the family group is run, they're quite keen to come and some of them don't want to leave [smiles].*

*Jane-PRU teacher*

PRU staff also discussed using problem-solving processes to achieve desired change in mainstream classrooms. This involved disseminating best practice to teachers, whilst being aware that teachers '*can't recreate a PRU in that mainstream class*' (Andrew- PRU staff). PRU staff supported teachers to adapt

PRU strategies to suit the mainstream context. The importance of doing this sensitively was also conveyed by Andrew:

*You've gotta be able to say to the mainstream practitioner, haven't you? Actually there's, there's no rewards in your class... you've got no attachment with the children, they don't wanna be with you. You've gotta be able to say that somehow in a way they can palate it and move that on...*

*Andrew- PRU teacher*

### **4.3 Theme 2. Containing the Pupil**

'Containing the pupil' reflects the need for mainstream and PRU teachers to understand the pupil's life story and become attuned to the pupil's needs. This allows them to provide containment to the pupil and implement appropriate support. Four sub-themes were identified:

- 'Understanding-the-Pupil's-Background'
- 'Noticing-the-Pupil'
- 'Holding-Pupils-in-Mind'
- 'Establishing-a-Safe-Base'.

Whilst these themes are presented separately, it is apparent that they are intrinsically linked. For example, it is impossible to hold pupils in mind, without noticing their absence. Nevertheless, the data suggested that each of these areas was important in its own right.

#### **4.3.1 Understanding-the-Pupil's-Background**

Across all adult sub-groups, the importance of educators' sensitivity to pupils' life stories was highlighted. These included: exposure to domestic violence, being in local authority care and family breakdown. EPs highlighted that poorly-

met attachment needs and autism were the two biggest areas of need experienced by pupils in the PRU. PRU staff also commented that pupils often had conditions such as autism and learning difficulties which were not identified before dual-registration.

PRU staff stated that awareness of a pupil's background was key to the ability of mainstream teachers to relate to pupils. They indicated that teachers were often unaware of this information before staff shared it with them. Staff reported that it often took repeated attempts to ensure that teachers remembered this information when interacting with pupils:

*You need to just keep going back to and keep coming back to and keep kind of going through with the school and once it's lodged you kind of get that almost lightbulb moment where and then things become possible because people get it or understand that and that kind of part of it...*

*Jack-PRU staff member*

However, Hannah (teacher) highlighted that her headteacher helped PRU staff to understand the pupil's background. This suggests that some mainstream schools play an active role in the process:

*She briefed them about the family, she knew them. Obviously, I know the child, even he was in my class, but she knows them since they started school. So, she was giving a background, you know of what it was, and she takes that special interest to make sure everything runs properly.*

*Hannah-mainstream teacher*

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## Researcher reflections

Ensuring that teachers understand pupils' life stories and their impact, are key parts of my role as a TEP. During the group interview with PRU staff, I was struck by the fact that mainstream teachers were often not fully aware of pupils' backgrounds before dual-registration. I wondered what this may suggest about the EP role in supporting these pupils before this arrangement was sought.

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### **4.3.2 Noticing-the-Pupil**

The sub-theme '*Noticing-the-pupil*' relates to becoming attuned to the pupils' emotional experiences through noticing pupils as individuals and responding appropriately to their personal needs. PRU staff indicated that pupils needed to be known as individuals, as opposed to being known for their behaviours, which could be challenging in mainstream schools:

*Notice them for them, not just for the child whose always in trouble... noticing them for the people they are as well. I think we get the opportunity to do that and we can't always do that in mainstream with the best will in the world.*

*Gina-PRU staff member*

PRU staff highlighted that one way they made pupils feel noticed was by knowing their strengths and interests. There was a tone of frustration among PRU staff, about sometimes having to alert mainstream staff to the importance of welcoming the pupil and noticing positive behaviour.

*Shall we say, long winded diplomatically, [laughs] you know I think starting to say "no do say hello to him, do explicitly do the well donees don't just notice the things that he's not doing..."*

*Gina-PRU staff member*

However, pupils and parents relayed experiences where mainstream staff were attuned to a pupil's strengths and interests. References primarily focused upon the relationship between the pupil and support staff, indicating the important role these professionals played in providing containment for pupils in mainstream schools:

*Yeah, he's got some teacher with him... one is in the morning and one in the evening... one always talks about holidays and [pupil] was on holiday, so they keep on like talking about holiday, where they've been, standing things like that, drawing why you drawing? Like if [pupil] is drawing something so he will be talking about it, so that's why...*

*Tania-parent*

Kaasian (pupil) highlighted that a support staff member, who was attuned to his difficulties in class, had given him a way of appropriately communicating his needs in a mainstream classroom. Mainstream support staff appeared to have an important role in ensuring that pupils felt noticed, and in responding to their needs:

*Ms X [support staff] built me a new [thing] so that when, if I don't know I can flip it to red and the teacher might help me without asking... She even sits next to me at 3 o'clock when I get all my ticks and [get] the computer. She watches me while I play.*

*Kaasian-pupil*

The importance of adopting a strengths-focused approach was evident in the responses of pupils, where positive moments were shared with adults and pupil achievements were rewarded. Some pupils gave examples of valued reward systems in their mainstream schools, whilst others referred to these within the

PRU. Underpinning both perspectives was the importance of being joined by mainstream staff for rewards.

Pupils also identified that having choice over rewards was an important part of their educational experiences, across both PRU and mainstream settings.

Providing pupils with these opportunities appeared to be linked to pupils' sense of adults being attuned to their needs and individuality:

*[Mainstream school] It's quite fun because they give you rewards and like you can play football...I have to ask for it. Like football, basketball, tennis. But it's just a thing, cos there's a girl teacher called X and...her throws are good because I can't even block her, once I blocked her with my belly! [Laughs]*

*Sebastian-pupil*

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### Researcher reflections

Adopting a strengths-based approach resonates strongly with my personal beliefs and values as a practitioner. The powerful impact of this upon dual-registered pupils in this study reinforced my belief in emphasising moments of success and positive experiences. This will be something I will continue to implement in my own practice.

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### **4.3.3 Holding-Pupils-in-Mind**

Mainstream teachers described the importance of pupils being aware that they remembered them, whilst they were at the PRU. This contrasted with the perceptions of other participants, who suggested that teachers may lose a sense of responsibility for pupils whilst they were in the PRU. Teachers expressed that this loss was something they wanted to avoid. PRU staff played

an important role in ensuring that teachers communicated with pupils that they were proud of them and their achievements in the PRU:

*When I went and visited I would write a note in his book like “oh my gosh look how amazing you’re doing, can’t wait to see your book, Miss X”. So even he was at [PRU], he had a note from me in his [PRU] book. So, there was like a really good relationship between the two so yeah that was all their [PRU staff] idea...*

*Khloe-mainstream teacher*

#### **4.3.4 Establishing-a-Safe-Base**

This subtheme encapsulates the need for pupils to be exposed to a safe environment with clear expectations, positive relationships and individualised support. These features were referred to by participants across all groups.

PRU characteristics were often conceptualised as positively different from the features of the mainstream school. In particular, its high degree of structure, consistency, smaller class sizes and higher staff ratios were seen as supportive:

*There’s a high degree of structure and consistency and it works; the kids feel very contained and they know exactly what to expect.*

*Anna-EP*

Similarly, teachers felt that pupils were well-supported in the PRU, which became a safe place for pupils:

*It’s really good because they’ve got very much like a safe place and they really enjoy, I think for [pupil] especially, he really liked having that break from mainstream... having that smaller environment and he felt much more supported so if he was stuck he knew that adult was there straight away.*

*Khloe-Mainstream teacher*

EPs stated that consistency and predictability promoted a sense of equity and fairness amongst pupils in the PRU. However, Kaasian (pupil) described differences in the strategies used by PRU staff to manage pupil behaviour, suggesting that it was not always possible to meet pupils needs equitably:

*You know, [pupil] likes bikes but sometimes, sometimes she's not really good. She's not really good... Even though she has her own sticker chart... I don't have any sticker charts, so I guess I'll have to go without a sticker chart and try to live a life in there without a sticker chart...*

*Kaasian-pupil*

Whilst PRU staff recognised the challenges of translating PRU strategies into mainstream classrooms, they stated that a large part of their role involved making the mainstream classroom a safe base for pupils. In the following quote, Andrew describes a conversation he had with a mainstream teacher regarding ways to reduce the anxiety of a dual-registered pupil in her classroom:

*Child given no more than two instructions, set the child off with an adult so you as a teacher go to that child first, then you give them... say they're attachment-y, rather than ASD for example... give them an attachment object, they'll be back within five minutes, so they're held safe, their anxiety's reduced, you come back to them and... check what they've done, give them another instruction...*

*Andrew-PRU staff member*

#### **4.4 Theme 3. Overcoming Challenges**

The primary focus of this theme is upon the challenges experienced by parents and teachers as part of dual-registration. Pupil challenges are explored in more detail in the theme "Pupils' Sense of Belonging". Teachers and parents

described the psychological impact of supporting pupils as part of dual-registration. This reflected difficulty supporting pupils with challenging behaviour, as well as additional pressures associated with dual-registration. This theme also reflects upon the ability of these stakeholders to overcome these challenges and succeed in managing their own emotional experiences, as well as those of pupils. Sub-themes included:

- 'Pressures-upon-Parents'
- 'Demands-upon-Teachers'
- 'Issues-of-Trust'.

#### **4.4.1 Pressures-upon-Parents**

Parents described living locally to both settings, spousal support and access to child-care as reducing the pressures on them during dual-registration. Parents who did not have access to professional and personal support systems, described their difficulties balancing the child's needs with other commitments. These parents stated that the arrangement was also tiring for their child.

*Sometimes he [pupil] tells me "mummy tired", "mummy I'm tired of walking every day, please get car". I said "yeah, OK once I've finished my [college] course!" Yeah, Sometimes I cry! Not just my son cries, because it's too hard. Nobody, I don't have family to help me. Some ladies, they are divorced, but their ex-husband help, or the dad, helps with the children at the weekend, they take the children outside or something, or sometimes they help the mum with money, nothing like this (for me), or maybe some help from a friend, help, nothing! All of them I do in my head, so it's too hard.*

*Tasmia-Parent*

Whilst there was a sense that teachers were aware of the difficulties experienced by some parents, these pressures appeared to have a negative

impact upon the home-school relationship. For example, parents lacking access to support networks were often those described as bringing their child to school late, or not collecting their child as requested.

EPs, mainstream teachers and parents identified that the perceptions of others could exacerbate parental stress. Pamela (EP) stated that professionals may not always appreciate the significant impact of dual-registration upon the way the family is perceived by the local community. This may be linked to misperceptions of the PRU and possible stigma. For example, the PRU was referred to as the 'behavioural school' by Lucy (teacher), suggesting that this setting may be viewed as an opportunity to rectify undesirable behaviours. This perception appeared to overlook the emotional experience of pupils, parents and teachers.

*We go in and we do our jobs and we go home...usually not in the community that we work in. But there is a whole community around the school of people that have known each other for years and you know, who are neighbours and grown up together and... it's all of that as well. It's kind of, everybody knowing and what that means.*

*Pamela-EP*

Parents described a reactive approach used by the mainstream school to communicate with them. Experiences of being asked to collect their child early from school and receiving complaints from school staff were salient for parents. Some parents indicated that this made them feel anxious when their child was at mainstream school:

*I used to be scared to go in and sometimes I used to say "oh what are they gonna say to me? And I start panic crying from the scared and I was always the last one to pick him up cos I don't want other parents to say "Oh your son was this, your son was that..."*

*Tania-parent*

Tania (parent) highlighted that parents sometimes received complaints from other parents regarding their child, which raised parental anxiety. Similarly, Hannah (teacher) discussed how this created pressure on her to act as a 'buffer' between parents:

*Everyday there will be at least one child who has been hurt because of his actions and pulling up a sorry face to the other parents is another hard thing. So, when the other parent comes in and they know the child, they'd be like "ah he's done it again!" "where is mum I will speak to her directly!" and I will have to be the buffer and say, "I'm really sorry you know we have dealt with it".*

*Hannah-mainstream teacher*

Whilst these experiences were undoubtedly challenging for parents, most parents reported receiving less negative feedback from the mainstream school since dual-registration. This indicates a positive shift over time for most parents and may be linked to parental perceptions of pupil progress (see theme: Evaluating success). An exception was Tasmia (parent), who did not reference this improvement in her interview. She appeared to associate this with unhappiness in the mainstream setting and stated that she hoped to change her son's mainstream school following dual-registration.

*After I finish this one, this school and the other school, I want to change the other school. I want to see how that will affect [pupil], maybe he will feel more happy.*

*Tasmia-parent*

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## Researcher reflections

I was struck by the importance of the language staff used to interact with parents and the implications of this for their engagement. I expected some negative comments regarding mainstream experiences. However, the powerful impact of providing parents with positive feedback particularly struck me. The parallels between providing pupils and parents with strengths-focused feedback were evident.

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### **4.4.2 Demands-upon-Teachers**

Demands placed upon the mainstream teachers of dual-registered pupils were identified as a challenge. Teachers described how they are often forced to prioritise the needs of the peer group over the needs of an individual pupil. Teachers identified that sometimes a pupil's behaviour unfairly affected other pupils' learning opportunities and put their safety at risk:

*When he's throwing a chair or kicking something it can very easily hurt someone...I know that's the point where he really needs that care and love, whereas I will really have to make a choice. Is it my 29 or is it the 1? Do you see what I mean? So, that was, that's one of the really, really hard things that you have to do.*

*Hannah-mainstream teacher*

Hannah (teacher) described that mainstream schools may be 'pushed' into considering dual-registration when the pupil's behaviour negatively influenced experiences for the rest of the class. For Hannah, the pupil's behaviour was implicated in lowering the academic attainment of the whole class:

*The pressure was on because I was, like a SATs group and the progress wasn't great they were very low when I assessed them the first time it was shocking, so I was raising my concerns to the headteacher during*

*the progress meetings...and I think that's what really pushed them into thinking about dual-registration ... The impact is still there in that class. It was the lowest performing class in the school and because of that [pupil].*

*Hannah-mainstream teacher*

EPs described how teacher anxiety over academic attainment could be managed by providing staff with “thinking spaces” to reflect upon these challenges. This highlights an association between the demands upon teachers and their need for containment:

*When a child comes in who's going to spoil the whole, you know targets and the levels are gonna drop, you know that's all they seeing, they're actually not looking at the child that's actually in, in desperate, desperate, desperate need and I think some schools... it really is about the senior management, giving the teachers space to actually debrief and sort out her issues...*

*Danielle-EP*

Mainstream teachers also reflected upon the additional pressures created by limited resources to meet the pupil's needs in mainstream. Teaching assistants were described as important staff members by mainstream teachers, parents and pupils. It was apparent that without 1:1 support for pupils, teachers felt unable to meet pupil's needs appropriately:

*We need a 1:1 basically. So, if this person is there, it takes the stress off the teacher to be thinking about little things that will make a big difference. Simple things like if there's a named person for him, so they can sort everything he needs for a meet and greet. So, it's not putting that extra strain on me as a teacher*

*Hannah-mainstream teacher*

Teachers also stated that the flexibility of the PRU contrasted with the fast-paced mainstream environment, where pupils had reduced choice over learning

activities and tasks were less tailored to their individual needs. Teachers argued that without 1:1 support for pupils, they could not replicate certain PRU features within the mainstream classroom:

*I think if he had a TA then definitely because then there's that flexibility of you know, you can work with them 1:1 whilst everyone else is doing a certain topic, but when I'm in there, on my own or Miss X is around we're, we have to stick to this timetable so that's tricky.*

*Khloe-mainstream teacher*

PRU staff agreed that resource limitations sometimes inhibited mainstream schools' ability to replicate PRU strategies. This had clear implications for pupil experiences in mainstream school. EPs highlighted that some pupils were taught outside the mainstream classroom to replicate the smaller class sizes in the PRU. This is explored further in the theme: Pupils' Sense of Belonging. PRU staff discussed how applying for additional resources from the LA could support schools in overcoming this constraint and implementing their recommendations:

*The more we say to them [mainstream staff] he needs some structured activities for lunchtime, they didn't have the capacity to do that. He then received his EHC plan and he's now actually having structured activities across the week during his lunchtime to support him.*

*Jane-PRU staff*

#### **4.4.3 Issues-of-Trust**

Issues of trust were raised across all adult participant groups. This primarily focused upon concerns about the commitment of other sub-groups to meeting the pupil's needs.

According to EPs and PRU staff, home-school relationships were sometimes fractured before dual-registration began. Although Tania (parent) expressed

gratitude to the mainstream school for requesting dual-registration, EPs stated that the very suggestion of this arrangement could damage the home-school relationship. This was linked to a sense that parents may be suspicious of school staffs' motivations behind dual-registration, possibly reflecting the suspicions of EPs themselves:

*I also think that it must be confusing for parents in terms of like knowing who to trust and who's on their side and are the school just doing this because they do want them to eventually go....*

*Maggie-EP*

PRU staff highlighted that if parents did not trust the mainstream school to meet their child's needs, dual-registration was likely to fail. In these circumstances they encouraged parents to consider alternative mainstream settings before dual-registration. However, Tasmia (parent) stated that she had been unable to change her son's mainstream school, as other schools were unwilling to offer him a place. This may reflect a disinclination amongst some headteachers to accept referrals of pupils with challenging behaviour:

*I thought many times that I will change schools, but other schools refuse me, they give me the application to change the other school [mainstream] and they gave me the other way to come here, but after I finish this one [dual-registration] I want to change the other school.*

*Tasmia-parent*

Certain parents expressed frustration regarding the way school staff supported their child. Parents did not always feel that school staff understood and responded to their suggestions. This implied a lack of trust between parents and mainstream teachers.

*In kindergarten he used to have ear defenders, so he wouldn't get distracted from the children now he... but I told them about 100 times and they decided just to take him out of the classroom instead.*

*Susanne-parent*

Parents were perceived in various ways by mainstream teachers. Whilst some were seen as actively disagreeable, others were viewed as non-compliant. For example, Khloe (teacher) highlighted that her pupil often came to school tired, although parents were 'very adamant' that he slept well at home. These views imply that sometimes parents are considered by mainstream staff to contribute towards difficulties experienced by their pupils, as well as failing to support them to overcome these.

*Mum and dad were very adamant that he goes to bed at 8'o clock and that he sleeps. I am not, I think technology is a big thing for X...I'm not sure if he's on technology too late and then it keeps him up and then he's not settling and then he comes to school tired...*

*Khloe-mainstream teacher*

PRU staff and EPs raised doubts regarding the commitment of some mainstream teachers to dual-registration. Participants in both groups referenced occasions where responsibility for pupils was given to teaching assistants, meaning that teachers were not involved in supporting the pupil. This is particularly interesting given that teachers indicated that many of the PRU strategies required teaching assistant support to implement.

There was also a sense of frustration amongst PRU staff regarding the attitudes of some mainstream staff towards dual-registered pupils, particularly those who may be seeking a 'quick fix' (*Jane-PRU staff*). PRU staff and EPs also stated that some mainstream schools may use dual-registration as a way of excluding the pupil. This will be explored further in theme 5, "Evaluating success".

*What you see is key, if a sc', if a headteacher's inclusive and they understand that it's not gonna be a quick fix, it's gonna take a while because we can't fix the children, we're gonna get to a point where we can maybe modify the behaviour and manage their behaviour and then on the other side, the flip side of the coin you may get somebody that's really impatient, can't have this, need to get him out of the school- that's that what you're up against at times.*

*Jane-PRU staff*

#### **4.4.4 Reintegration-of-Pupils**

'Reintegration-of-pupils' was conceptualised as the return of the pupil to full-time mainstream education, following dual-registration. EPs, mainstream teachers and PRU staff stated that reintegration was often challenging for schools. PRU staff described similarities in the ways they prepared both pupils and schools for this process.

PRU staff stated that dual-registered pupils were in the same class in the PRU. Staff believed that this supported pupil understanding of the process as they observed pupils ending their placement and participated in celebrating this. PRU staff were explicit with pupils that they would be '*moving on*': a term used to reflect that some pupils returned to mainstream following dual-registration, whilst others were referred to specialist settings.

*I'm quite explicit now with that, "oh I can tell you know you will be moving on to..." and we don't necessarily say always going back to mainstream cos not all of our children will, but I can tell you're ready for a new setting cos I think you're, you're finished here you know and actually starting to use that language...*

*Gina-PRU staff*

PRU staff described the need to ensure that reintegration was kept in mind by mainstream schools, by making sure that this was referred to throughout the process:

*We've started talking about reintegration from the beginning so on our intake forms and on our review forms we have the integration plan kind of on there, to have that in, in mind for the schools that things need to take place for that to happen.*

*Jane-PRU staff*

Despite this, EPs reported that in their experience, parents and schools were often unprepared for pupils' reintegration back into mainstream school.

Assessment of pupils' readiness to reintegrate was based upon evaluations of pupil behaviour in the PRU, which EPs considered were not always a helpful indicator of pupils' ability to thrive outside it. EPs also highlighted concerns about an emphasis placed upon the pupil, rather than the school systems, to change. These professionals reported that reintegration raised schools' anxiety levels as they often had not done enough to change mainstream systems whilst pupils were at the PRU.

*Inevitably what happens is the PRU starts saying to schools "it's time to start increasing his time back in schools" they panic they say "how [are] we gonna do this? We don't have the support in place..."*

*Anna-EP*

PRU staff were aware of the risk that schools would be unprepared for pupils' reintegration. Staff described how they supported schools to think about the changes needed to manage this best. Examples included assessing the training needs of the school, considering applying for an education, health and care plan and securing additional adult support for the pupil before their return.

Mainstream teachers described how pupils often reintegrated towards the end of the academic year, meaning that pupils had to manage year group transitions alongside the end of dual-registration. For some pupils this meant that they experienced multiple losses, including the loss of the PRU, loss of their mainstream teacher and a new classroom:

*I think his poor little brain is just trying to process like moving from [PRU] to [mainstream], [mainstream] year 4 to year 5 and then I'm not there...*

*Khloe-mainstream teacher*

#### **4.5 Theme 4. Pupils' Sense of Belonging**

Pupils' sense of belonging was identified as a theme across all participant groups. Participants discussed pupil perceptions of being a member of both PRU and mainstream peer groups and some of the associated challenges. Sense of belonging was also considered in relation to missed opportunities and the impact of the frequent transition between settings. Five sub-themes were identified.

- 'Quality-of-Pupil-Relationships'
- 'Missing-Out'
- 'Being-Taught-Outside-the-Classroom'
- 'Switching-between-Settings'
- 'Sense-of-Rejection'.

##### **4.5.1 Quality-of-Pupil-Relationships**

Anna (EP) expressed that in her experience, pupils developed a sense of belonging to the PRU, as they developed friendships within this setting:

*They make friends with other children who are also possibly ostracised at school, so there is a sense of belonging and so it does become very quickly a very positive experience.*

*Anna-EP*

However, most parents stated that pupils did not develop close friendships in the PRU. Reasons for this were mixed, with Tania describing that her child preferred his mainstream friendships, whilst Susanne stated that this was a result of the limited time her son spent in the PRU:

*They [pupils] just see two days in a week, and a week later you have almost forgotten what happened last week and you start over with your friends...So, I think he made some friends here [PRU] but not like tight, tight friends.*

*Susanne-Parent*

Implicit in the response of Sebastian (pupil) was that he did not feel a sense of belonging to his PRU class teacher, nor the PRU itself, despite attending it for over four months at the time of his interview. In addition, Sebastian referenced only mainstream friendships during his interview. This implied that some pupils had a greater sense of belonging to their mainstream school than the PRU, whilst for others this was the opposite.

*I'm just new to her. Cos I was just new to this school like a week ago, yeah.... It's just one like, about a year ago or something...*

*Sebastian-Pupil*

EPs discussed that a pupil's sense of belonging to the mainstream peer group may be reduced by dual-registration, as pupils may compare themselves to their mainstream peer group:

*Other people, they're not going to other schools, maybe a feeling of [being] quite different.*

*Maggie-EP*

EPs and PRU staff agreed that explaining dual-registration to peers was likely to be difficult for pupils, despite PRU staff attempts to give pupils ways to explain dual-registration to their peers:

*It's something that kind of keeps coming up and having sort of regular, every week it would be coming up in into their minds as well so I think that is a... difficult thing and even when you kind of feed them some scripts around that you know "I go somewhere else I'm working hard on different things"...it's still, you can see...it's still gonna be difficult for them.*

*Jack- PRU staff*

In some cases, mainstream teachers told the pupils' peers about dual-registration. Lucy (teacher) reported that this made peers more empathetic towards the pupil. This appears to be similar to the impact of enhancing teacher understanding of pupil needs (explored in the theme 'Containing the Pupil').

Parents and pupils also described experiences of negative peer behaviour in mainstream, either in the way the pupil interacted with their peers or the ways peers responded to the pupil. However, several parents reported that pupils' mainstream peer relationships had improved during dual-registration. Tania (parent) commented on difficulties with peer relationships as associated with the isolating impact of her child's behavioural difficulties. As her child's behaviour improved, so had his friendships:

*Sometimes [pupil] used to say "mummy I don't have no friends because, because of my behaviour I don't realise I've done something bad. So now everything he's got friends before he didn't have friend's cos all the kids were like scared of him like he's always doing something bad but now he goes "mummy I've got more friends"...*

*Tania-parent*

Across mainstream teachers, EPs and pupils, there was evidence that exposure to a PRU peer group posed some challenges for pupils. Mainstream teachers and Kaasian (pupil) described challenges to pupils' identity within a peer group which consisted of pupils of differing ages, wearing different uniforms.

*They all come from different schools and they are in their own school uniforms, so you have a blue, red [laughs] and a teal colour jumper sitting there. But I've heard of schools in villages where you have year 1-6 in the same class, I don't know how they manage that, and I really don't know what the feel is when you have children from different year groups...*

*Hannah-mainstream teacher*

Kaasian also described difficulties with the extremity of behaviours he was exposed to in the PRU:

*There's [pupil], [pupil] and [pupil]. Well some are good, but [pupil] is not because he throws lots of tantrums and Ms X sometimes have to give him minutes, quiet minutes, instead of letting him go outside at break time...did you know that sometimes he swears? Yeah maybe he shouldn't swear anymore because that will cause him to get in deep, deep trouble.*

*Kaasian-pupil*

Similarly, EPs were concerned about the strategies used to manage the behaviour of pupils in the PRU and how witnessing use of physical restraint could affect certain pupils:

*A lot of our children that go there also come from a background where there is a history of DV [domestic violence], they have seen physical power being used to control situations and a lot of that is what they will see again, even though the intention is different...*

### Researcher reflections

When considering the issue raised by Kaasian, it is important to note that he was older than the other pupils, possibly contributing to the fact that he was the only pupil to raise this. However, I was particularly struck by his description, as well as the concerns raised by Anna. Exposure to challenges associated with pupil behaviour in the PRU was not something I had previously considered. The idea that physical restraint could be traumatic for pupils with previous experiences of violence particularly stood out to me.

#### **4.5.2 Missing-out**

Findings suggested that pupils, teachers and PRU staff shared concerns about the mainstream opportunities missed by pupils whilst in the PRU. Concerns regarding reduced social participation were raised by teachers. PRU staff highlighted that sometimes this reduced pupil's willingness to engage, because pupils who felt they were missing out on opportunities in mainstream, were sometimes distressed whilst in the PRU setting.

Teachers and pupils highlighted that sometimes dual-registration meant that pupils experienced reduced curriculum breadth. For some teachers, pupils' learning needs made this less of a concern. However, Lucy (teacher) stated that this may have a negative impact upon the pupil in the future.

*He's missing out on some of the core learning that you learn at this age group. So, I'm not sure if that'll be a detriment to him when he's older.*

*Lucy- mainstream teacher*

Examples of teacher commitment to overcoming this risk were provided by Kaasian (pupil), Khloe (teacher) and PRU staff. Kaasian described that his teacher had changed his mainstream timetable so that he could participate in an activity he would otherwise have missed:

*Oh yeah, it's like a ukulele. Yeah, that's what I do on Thursdays but now we're doing it on Mondays. Yeah because I used to miss it.*

*Kaasian-pupil*

Representing the perspective of PRU staff, Gina described how she also worked to overcome this potential limitation for pupils, by ensuring that they received rewards and alternative opportunities in the PRU. However, it was apparent that there was a challenge for pupils in terms of the way peers responded to the pupil's withdrawal from certain activities:

*I think it's knowing that we will always try to make sure that there are rewards, they might be different but you're not, you know you're not missing out, people won't be saying "ha", his fear was that people on Monday morning, would be going "guess what we had".*

*Gina-PRU staff*

It was apparent that it was not always possible to overcome the effects of pupils missing mainstream activities. For example, Khloe (teacher) described that dual-registration meant that one pupil could not take up his role as school councillor, a role which may have contributed to his feeling valued by his peers and an important member of the school community:

*The children in the classroom vote for who they wish to be a school councillor... and the whole class voted for [pupil] to be school councillor. So, it was a bit tricky at first because their meetings were when [pupil] was at [PRU]. So, it clashed a bit but the kind of agreement that I had*

*with [pupil] is if you behave well and if there is a school council thing on, you can go to it.*

*Khloe-mainstream teacher*

Teachers also described that pupils were not always permitted to participate in mainstream activities because of challenging behaviours in mainstream school. In some cases, parents played a key role in facilitating the pupil's access to extra-curricular activity:

*Any outside trip, mum has to be there and if the behaviours been really bad and he is a flight risk like the sports day, he won't be allowed to attend...*

*Khloe-mainstream teacher*

#### **4.5.3. Being-Taught-Outside-the-Classroom**

There was consensus amongst all participant groups that pupils were sometimes educated outside of the mainstream classroom, due to their difficulties coping within that environment.

Several parents described their frustration with this arrangement, which Susanne (parent) described as a concern which had been ongoing throughout her child's education. Mainstream teachers described feeling isolated from pupils because of this practice, stating that although this was a necessary measure, it was something they often found emotionally challenging.

*I know at the start of the year it was quite difficult because he couldn't be in the classroom, like for months I didn't see him, or he wasn't really a part of the class because he couldn't cope. That was hard. To know that he was a part of the class but not really because he couldn't be in here at all.*

*Lucy- mainstream teacher*

This was also an issue raised within the PRU and EP focus groups respectively. Anna (EP) highlighted that one possible cause of this was the difficulties replicating the PRU environment within the mainstream context. This suggests pupils may be excluded from the mainstream classroom, to replicate the strategies which are believed to support them in the PRU. This implies that dual-registration may contribute towards the additional exclusion of pupils from mainstream classrooms:

*Some kids either then end up in out of the mainstream classroom for a big chunk of the day so that they can get that smaller environment and a high degree of structure, consistency...or they go into the classroom and incidents start to, to occur again.*

*Anna- EP*

#### **4.5.4. Switching-between-Settings**

As part of dual-registration, pupils experience a weekly transition between mainstream and PRU settings. Whilst PRU staff references to this transition were limited, mainstream teachers reported that that transitions were often managed well by pupils, supported by careful timetabling:

*I think the days worked quite well for him. It was the end of the week, so it was a Thursday, Friday that he went there, and he was with me Monday, Tuesday, Wednesday. So, he had a little two-day break, Saturday, Sunday. So, when he comes back, I don't think it felt really difficult for him...*

*Hannah-mainstream teacher*

However, Tania (parent) and Luke (pupil) suggested that the experience of switching between settings was challenging for pupils. This was implicit in the language used by Luke to refer to this transition:

*Only yesterday and today I am here. Yeah. And next week I will be at the other school again, to, next [sighs] Thursday and then I'm here again and then I'm not here again, and then I'm here and then I'm there at the other school then I'm here again, then [sighs] just yeah.*

*Luke-pupil*

Tania (parent) stated that the transition triggered her son's challenging behaviour, which led to him receiving a fixed term exclusion:

*Like they used to call me on the phone "Oh [pupil name]'s done this, [he's] not listening" even on one Wednesday when he went back he was like this they put him to detention for three days... So, he was finding it hard.*

*Tania-parent*

Anna (EP) associated this issue with the differences between mainstream and specialist settings. She felt that dual-registration placed additional strain on pupils:

*Some children they find it really, really difficult to manage two settings in a week. Particularly those who require consistency, routine and structure. Because they have to be able to understand two real, really different systems and be able to manage them both and sometimes for some of our children that's just asking one thing more than they can already cope with.*

*Anna-EP*

#### **4.5.5 Feelings-of-Rejection**

Although not mentioned frequently by other participant groups, feelings of rejection were a concern for EPs. This was associated with the perception of children being physically rejected from the mainstream setting, leading to the

pupils' rejection of the mainstream adult. This suggests that from the EP perspective, pupils may mirror the rejection they perceive from adults.

*This can also be viewed as a rejection and that some of our young people see this as a rejection...and that can make them really quite resistant to wanting to work with the school because they already see themselves as being pushed out the door.*

*Anna-EP*

#### **4.6 Theme 5. Evaluating Success**

This theme refers to stakeholders' perceptions of what dual-registration accomplished. This was linked to their goals for the arrangement at the outset and included how dual-registration influenced pupil outcomes. The following sub-themes were identified:

- 'Alternative-to-Permanent-Exclusion'
- 'Response-to-Emotional-Fatigue'
- 'Pupil-Happiness'
- 'Pupil-Development'
- 'Challenges-Ensuring-Sustained-Change'
- 'Pride-in-Pupil-Achievements'.

##### **4.6.1 Alternative-to-Permanent-Exclusion**

PRU staff and EPs identified that dual-registration was often seen an alternative to permanent exclusion. However, EPs noted that pupils who returned to school following dual-registration were often permanently excluded later on in their education. EPs therefore stated that whilst dual-registration could be sought to avoid a permanent exclusion, this often occurred at a later stage in the pupil's education:

*I knew that he was on dual placement at the PRU, but then basically, within the same academic year... there was a big incident that happened, which led to him being permanently excluded and I think now he's in a school out of borough.*

*Maggie-EP*

Conversely, the issue of pupils either being permanently excluded or in specialist education was discussed by Andrew (PRU staff) in terms of what would have occurred, without dual-registration:

*If she didn't have the two-day placement, she would have been out of education, in special ed probably or somewhere else. So, the two-day placement was vital.*

*Andrew-PRU staff*

Andrew's response conveys a sense that special education may be seen as being 'out of education' and possibly negative, as opposed to in terms of an appropriate placement. In general, PRU staff hoped that pupils would return to mainstream following dual-registration, although they agreed that this was not always possible.

#### **4.6.2 Response-to-Emotional-Fatigue**

Several participants across professional sub-groups referred to dual-registration as offering teachers distance from a pupil either in offering respite or addressing their wish to distance themselves from the pupil.

*It's emotional; it's cognitive; it's social; about rejecting something that you consider to be negative and just pushing it away and wanting to distance yourself from it...*

*Pamela-EP*

EPs described how some teachers may lose sight of the pupil's needs, as their own emotional needs took over. In this way, the pupil becomes identified with failure and reminds the teacher of their own shortcomings:

*It was more about a reflection on her and her ability to do her job, or lack of that, or him representing something about you know, "I've been in Reception this long, this has never been a thing" this is, so for her it represented something so much bigger about her own identity, maybe her own professional identity.*

*Maggie- EP*

Maggie highlighted that for some teachers, pupils may generate unpleasant feelings associated with being unable to fulfil their professional responsibilities. EPs, teachers and PRU staff highlighted that this encouraged the use of dual-registration for respite. Hannah (teacher) was transparent about the fact that dual-registration had been discussed with the parent as giving the school a break:

*We had to do a lot of convincing to tell mum "if you want your child to be in mainstream school, you will need to take up this" because we need a breather and we are not a special school.*

*Hannah-mainstream teacher*

#### **4.6.3 Pupil-Happiness**

Participants across all adult sub-groups discussed the attitudes of the pupils towards each setting. Most parents described that their children favoured the PRU over the mainstream school.

*When we come here [PRU], we already know that it's, he's happy here. I think it's the main thing I notice about this centre. Here it's normal, we know that nothing bad happens here and this is the main thing for him I think, that we notice about [PRU] that we are sure here he is happy...*

### *Chris-parent*

An exception was Tania, who reported that her son didn't like the PRU. This was associated with the reduced size of the peer group in this setting:

*He doesn't like coming here. Cos it's boring and there's not too many children. So, he finds it boring. So, in the morning he goes "mummy, which school am I going to?" Yeah so, he just doesn't like it here.*

### *Tania-parent*

Similarly, EPs and PRU staff noted that pupils were often happy at the PRU, although this sometimes led to a reluctance to return to mainstream school:

*Anna: We get a number of them who say they would rather...*

*Maggie: Stay yeah...*

*Anna: Just stay yeah, "can we not just stay here?" "can we not just stay here?"*

Luke (pupil) reported enjoying the PRU, whilst Sebastian (pupil) reported enjoying his mainstream school. Hamza (pupil) and Kaasian (pupil) expressed enjoyment of both settings. Luke (pupil) appeared to have a particularly negative perception of his mainstream school. When asked to discuss his school he refused and placed a cross through a pictorial prompt which was provided to facilitate discussion. I interpreted this as indicating a negative perception of this setting. Luke also identified in his interview that he lacked opportunities to engage with his interests in mainstream, which contrasted the views of the other pupils. This suggests an association between pupils' access to rewards and their happiness in either setting. It is also important to note that Luke was attending his mainstream seeing for afternoons only at the time of the interview. This may also have contributed to his possibly negative perception of this setting.

#### 4.6.4 Pupil-Development

EPs and mainstream teachers reported that some pupils made academic progress during dual-registration. For Hannah (teacher) this was facilitated by the differentiation in the PRU, which meant that her pupil became more *'literate and numerate'* during his time in this setting.

Similarly, Tania (parent) described how her son was able to develop early literacy skills as part of dual-registration. She stated that he was able to apply these skills in mainstream school.

*They [mainstream teachers] used to tell me "Oh we just working on the behaviour [pupil] is not learning he doesn't even know his phonics" and now, he's trying to read and now he can write his name and hold a pencil before he used to hold a pencil like this [shows] but now he can hold it nice. They've done a good job with him.*

*Tania-parent*

In general, fewer references were made to pupils' academic progress across groups, compared with pupils' social and emotional development. For most participants, supporting this was an important part of dual-registration.

Parents described various ways that their children's behaviour had improved in mainstream school since dual-registration. Susanne and Tania also described that their child's behaviour had also improved at home. Examples of improvements in pupil behaviour included:

- ❖ Learning to follow mainstream rules
- ❖ Better understanding of the consequences of their actions
- ❖ Understanding emotions
- ❖ Increased empathy with others.

Hannah (teacher) noted that the pupil she supported had developed an understanding of ways to behave pro-socially towards others during his dual-registration:

*I knew he was a very soft-hearted child, but he didn't know how to show it but after he went to that school I could see. One of those days it's still fresh in my head. They were just having playtime, afternoon playtime, playing football you know, boys being boys... and one of these boys just fell down and all the others were running towards the ball, chasing it again. [Pupil] ran straight to the little boy, he didn't even know I was there. He went, picked him up. He didn't say anything. Just helped, you know, dust off all the sand and gave him a pat on the back, took his hand and said, "let's go".*

*Hannah-mainstream teacher*

However, Tasmia (parent) described how the behavioural progress made by her child was only slight, which she attributed to the short-term nature of the placement. Her concerns appeared to contrast with the views of the other parents, who were more optimistic about their children's ongoing progress during their dual-registration.

*Everything. Especially for behaviour. He's changed. But not big change, still need more, because (it has been) just a few month, and nearly finish this school, in two month, then finish the all school.*

*Tasmia-parent*

#### **4.6.5 Challenges-Ensuring-Sustained-Change**

Challenges to ensuring sustained change were raised by mainstream teachers and EPs. Anna (EP) described how in her experience, pupils whose behaviour improved in the PRU were often unable to sustain this longer-term. Anna explained that in her experience of dual-registration, pupils did not learn 'any

*self-regulation skills*' during their time in the PRU, given the emphasis upon boundaries, consistencies and external reinforcement.

*When they then go back into an environment where there is less consistency, structure, control and when the staff working with them don't work in the same way, with the same degree of predictability, what because they still can't cope, they still can't self-regulate some of those behaviours just immediately pop up again...*

*Anna-EP*

Khloe (teacher) described the difficulties associated with this when the pupil returned to mainstream. She described this as a '*struggle from the beginning again*' and stated:

*It's very hard if you've got a child whose you know, excelled, but when they come back, it's a challenge coming back, rather than coming back 'I've learnt these things'...*

*Khloe-mainstream teacher*

This contrasted with the perceptions of PRU staff, who reported that in their experience, pupils were often able to transfer skills from the PRU setting to the mainstream environment.

*He was actually able...to transfer whatever's learnt here and whatever he's using, he's using in his mainstream school...*

*Jane-PRU staff*

This seemingly reflected an emphasis upon developing the pupil's skills, as opposed to making changes within their environment. This view was contested by other professionals, who argued that responsibility for change should be given to the school, not the pupil.

*Suddenly when we get back to mainstream, nobody's talking about the environment any more: it's just about the child being, they have to self-regulate suddenly and nobody else changes.*

*Pamela-EP*

#### **4.6.6 Pride-in-Pupil-Achievements**

Although this was not discussed by mainstream teachers, PRU staff highlighted that often pupils, parents and teachers felt a sense of pride in pupils' achievements during dual-registration. Gina (PRU staff) commented on this in relation to how one mainstream teacher began to view the pupil. This was reinforced by other staff members, who spoke about the mainstream narrative becoming increasingly positive during dual-registration.

*I think, in six weeks he feels part of the success story and I think that he [said] ah "he's just lovely" [about pupil] and the first time I've heard that sort of said just really sort of spontaneously...*

*Gina- PRU staff*

Several parents also communicated a sense of pride in the behavioural improvements made by their child during dual-registration. In some cases parents rewarded their child's progress by giving them prizes at home. Tania (parent) stated that her son was also 'proud of himself' which was associated with improvements in his ability to write his own name with support from the PRU.

#### **4.7 Theme 6. Reclaiming the EP Role**

This theme refers to stakeholder perceptions of the current role of EPs in dual-registration and the ways in which EPs' role in this process could be enhanced.

Two sub-themes were identified:

- 'Understanding-EPs'-current-role'
- 'Reenvisaging-the-EP-role'.

#### **4.7.1 Understanding-EPs'-current-role**

Mainstream teachers and PRU staff referred to the role of the EP in working with individual pupils and providing strategies to support their needs. These participants saw this as a valuable role:

*EP absolutely crucial, you know, really because of that valuable, in-depth knowledge of that child's needs really and the strategies.*

*Andrew- PRU staff*

Although EPs acknowledged that in some cases they would have assessed individual pupils before they were dual-registered, every EP attached to a mainstream setting stated that they were not often involved in supporting dual-registered pupils. EPs spoke about schools often not informing them that pupils were dual-registered. Even when schools did inform EPs about pupils, this was described as often being '*just in passing*' (*Danielle-EP*) and therefore did not necessarily lead to further EP involvement.

EPs stated that one of the contributory factors to their lack of involvement was schools decision not to fund their service. EPs reported that some settings chose to invest in other services, meaning that they were unable to purchase additional EP time.

*From the minute I landed there I said, "please see if you can buy in, please buy in, please buy in". They invest in Place2be, so they have very little money...*

*Pamela- EP*

Another issue discussed by EPs was that dual-registration may lead to schools believing that children's difficulties were being '*managed*', meaning that they did not see a need to '*waste*' EP time in this way (*Maggie*). However, EPs argued that this perception contributed to schools being poorly-prepared for pupils' reintegration.

Interestingly, EPs tended to reference limits upon EP services commissioned by schools, as opposed to those commissioned by the PRU. PRU staff highlighted that whilst they valued the role of the EP in individual assessment work, they used clinical psychologists to fulfil some of the functions of the EP:

*We've got a slightly different situation here cos we've got the clinical psychologists as well so how you, how we, might not use you, educational psychologists to their kind of full [potential] because we obviously use the clinical psychologists to do some of those bits as well...*

*Jack-PRU staff*

#### **4.7.2 Reenvisioning-the-EP-role**

EPs felt strongly that they have an important role in supporting pupils at risk of permanent exclusion. EPs felt they could make a difference within dual-registration in several ways. These included advocacy on behalf of parents and pupils, challenging schools which want to get rid of pupils, and supporting schools to generalise/implement strategies across contexts.

EPs highlighted that there was a need for an organisational commitment to meeting the needs of excluded pupils, including those who are dual-registered.

*Wouldn't it be great if we had a real commitment from the authority to sort of to like slice off, top slice some EP time around this because look*

*at the [exclusion] figures, they're horrendous and we could really make a difference, couldn't we?*

*Pamela-EP*

There was a tone of frustration within the responses of EPs, with Maggie noting that EPs may often wait to be asked to support these pupils, when in fact 'we know it's our business'. This highlights EPs belief in the importance of their working proactively to communicate their role in this area.

*A lot of these things are happening around us, but we don't even know, because we're not told and actually is that good enough? But you know, waiting for the SENCO to tell us that it's our business when actually, we know it's our business.*

*Maggie-EP*

Maggie also believed strongly that EPs have unique skills in eliciting pupil views and that these should be used to inform decision-making in relation to dual-registration. This is likely to be particularly important given that parents sometimes consider that schools are unresponsive to their suggestions.

*Maybe EPs could be involved in terms of using all of our different toolbox of things to talk to children before they go, to make sure their views are heard in terms of...how they might be feeling about it, and that kind of thing...*

*Maggie-EP*

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### Researcher Reflections

During the data collection process, I noticed that when there was discussion regarding the EP role in dual-registration, I became very aware of my own values, experiences and beliefs. Interviews with EPs and PRU staff in particular led me to reflect upon the need for EPs, including myself, to become more proactive in asserting their role in supporting pupils at risk of exclusion.

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## **4.8 Summary**

This chapter outlined the main findings from the thematic analysis of the data.

Five overarching themes were identified; Containing the Container, Containing the Pupil, Overcoming Challenges, Pupils' Sense of Belonging and Reclaiming the EP role.

Findings highlighted the centrality of the psychological concept of containment to the partnership between mainstream schools and a PRU within one local authority. The study suggested the importance of providing multi-layered containment to support stakeholders, at the level of the individual pupil, parents and school. Linked to the need to feel contained is the need to feel a sense of belonging to an educational setting. Findings suggested that for dual-registered pupils this could be challenging, with both school practices and dual-registration inhibiting this. Additional challenges were experienced by mainstream teachers and parents, who described that dual-registration may place additional pressures upon them, which raised their anxieties without additional support.

## **5. Discussion**

### **5.1 Introduction**

This research explored pupils', parents', teachers' and EPs' perspectives on dual-registration in one LA. In this chapter, I reflect upon the findings by linking them to relevant psychological theory and the literature presented in Chapter Two. Research questions were as follows:

1. How do pupils, aged between 4 and 11 years, experience being dual-registered at a PRU and mainstream setting?
2. How do parents understand their child's experiences?
3. How do teachers from each setting experience working with each other?
4. What is the role of the EP in supporting pupils, parents and teachers?

Firstly, the experiences of pupils, based upon the interview data from participants, are outlined. Secondly, experiences of parents, school and PRU staff are considered, with reference to ways that dual-registration can inform support for pupils with SEMH needs in mainstream schools. Next, the outcomes of dual-registration and the role of the EP in facilitating positive change for the pupils, parents and teachers is discussed. This chapter concludes by considering the implications for EPs' working to support pupils with SEMH needs in mainstream primary schools.

### **5.2 Understanding Pupil Experiences of Dual-Registration**

This section addresses Research Questions One and Two by reflecting upon the interview data from each participant sub-group.

### **5.2.1 Containing the Pupil**

Overall, participant accounts highlighted a need for dual-registered pupils to experience containing relationships with adults in both the mainstream and PRU settings. Participant responses were consistent with the proposition that Bion's concept of emotional containment extends beyond the mother-infant dyad and relates to pupil experiences within educational settings (Geddes, 2006).

A key contributor to containing the pupil was developing a shared professional understanding of pupils' life stories and the impact of these upon their emotional experiences and behaviour (Solomon and Thomas, 2013). This was captured within the sub-theme 'understanding-the-pupils'-background'. Consistent with the experiences of excluded pupils in previous research, dual-registered pupils had often experienced early adversity, such as domestic violence and family breakdown (Solomon and Rogers, 2001). As identified in recent government reviews (HC, 2018; Timpson, 2019), PRU staff stated that mainstream teachers often have difficulty identifying pupils' needs and responding appropriately. An important aim for the PRU staff during dual-registration was to ensure that mainstream staff understood and processed the meaning behind pupils' behaviour, increasing their empathy for and capacity to respond sensitively to the pupil.

Pupils described mainstream practices engendering experiences of containment, including recognition of their strengths, interests and desire for choice over rewards. This was important in communicating to pupils that adults noticed them as individuals, instead of focusing predominantly upon their behaviour. This was viewed as an essential part of containing pupils by PRU staff. Experiences of success appeared to be particularly valued by pupils, with

many referencing times that they had received rewards in both mainstream and PRU settings. Bombèr and Hughes (2013) suggest that experiences of success may have positive implications for pupils' self-concept, which may have been distorted by early adversity. In this study, use of rewards was closely linked to pupils' relationships with adults, as mainstream support staff joined pupils for moments of success and ensured that rewards were tailored to pupils' interests. Rewards appeared to be linked to pupils' sense that adults were attuned and responsive to their needs. These findings are consistent with research conducted by Harris et al (2006) who found that providing pupils with opportunities to engage in activities of interest, gave them a sense of being valued by mainstream adults as part of managed moves.

PRU staff identified that their mainstream colleagues were often unaware of the importance of noticing the pupil and being attuned to their needs. The implications of this were apparent in the experiences of pupil participant Luke. Luke described insufficient opportunities to engage with his interests in mainstream school and communicated his negative perception of this setting. This can be understood as reflecting lack of attunement to his individual needs and desire to feel valued. This finding highlights inconsistencies in pupils' mainstream experiences and differences in perceptions of pupils and PRU staff regarding their mainstream support. This reinforces the importance of including pupil views in decisions regarding their provision (Lally, 2013).

The sub-theme 'holding-pupils-in-mind' captured the importance of ensuring that pupils know mainstream teachers still care about them and their progress whilst at the PRU. This finding contradicts the idea that teachers may attempt to reduce their ownership over these pupils (Rose et al, 2018). Instead, mainstream teachers emphasised the need to communicate to pupils that they

are genuinely interested in them and care about their success during dual-registration. Teachers referenced visiting pupils in the PRU and showing pupils that they were proud of them. As outlined previously, researchers have suggested that a barrier to the successful return of pupils to mainstream schools is unresolved tensions with adults in that setting (DfES, 2004; Callanan et al, 2009). Therefore, strategies to maintain or improve the bond between teachers and pupils are highly valuable to understanding ways to support these pupils' inclusion within mainstream classrooms.

In the current study, several participants highlighted that the PRU was a 'safe base', with systems to respond consistently and appropriately to pupils' needs. This is consistent with the findings of Hart (2013) who indicated that PRUs often meet pupils' basic relational needs and promote their engagement with learning. This highlights links between Bowlby's 'secure base' and pupils' experiences of containment, whereby consistency facilitates experiences of safety and security, since their needs are understood and processed by their educators.

As in previous research, participants described the PRU's ability to become a 'safe base' for pupils, by providing small class sizes and high staffing ratios (Jalali and Morgan, 2018). However, one pupil (Kaasian) described inconsistencies in the systems used to support pupil behaviour in the PRU. Kaasian's experience suggests that when PRU staff individualise strategies to support certain pupils, others may feel that their needs are not being met sufficiently. This appears to have had repercussions for Kaasian's feeling of being psychologically contained and valued by staff within this setting. It reinforces the complexity of meeting individual needs and treating pupils the same to ensure commonality (Cockerill, 2013). Kaasian appears to have experienced tensions described by Norwich (2006) as 'the dilemma of

difference'. Although this has no obvious resolution, it may be particularly pertinent for pupils in PRUs, who have been found to hold rigid beliefs in the need for equality (Jalali and Morgan, 2018).

### **5.2.2. Pupils' Sense of Belonging**

Another important psychological factor that appeared to influence pupils' experiences was their 'sense of belonging' to the PRU and mainstream communities. As in previous research, an association was found between pupils' sense of belonging and the quality of their relationships, as well as staff practices within both settings (Osterman, 2000; Munn and Llyod, 2005). This finding highlights a link between belonging and containment, whereby the contained pupil feels understood and valued by mainstream teachers and peers, developing a feeling of belonging to the mainstream setting (Waddell, 2002).

Within the existing literature, dual-registered pupils have been found to experience a high sense of belonging to the PRU peer group. Connection to mainstream peers appears to be less clear and more context-dependent (Cockerill, 2013). This was consistent with the views expressed by several participants in this study, who stated that dual-registered pupils experiencing social isolation within their mainstream settings, often developed a higher sense of belonging to the PRU peer group. These pupils were identified as often being more reluctant to return to mainstream school full-time, than pupils who continued to feel a sense of belonging with their mainstream peers.

However, unlike Cockerill's (2013) study, participants described that pupils' sense of belonging within the PRU peer group could be inhibited by the behaviours they were exposed to in this setting. Physical restraint was

sometimes used to de-escalate pupil behaviour in the PRU. This could be traumatic for pupils, perhaps particularly for those who had experienced violence in their early lives.

Although peers have been associated with providing pupils with feelings of reassurance and safety when they begin attending the PRU (Michael and Frederickson, 2013), feelings of physical security are also implicated in sense of belonging (Libbey, 2007; Craggs and Kelly, 2018). This suggests that although the PRU peer group may provide a buffer against experiences of isolation in the mainstream setting, it may also lead to new challenges for pupils.

Some pupils developed friendships in the PRU, but the quality of these was reduced by pupils' absences from this setting as part of dual-registration. This has important implications for pupils with SEMH needs, as friendships may be more difficult to form (Hart, 2013), with this difficulty exacerbated by the time spent away from the PRU.

In addition, PRU staff stated that dual-registration could increase pupils' difficulties within the mainstream peer group, as pupils were often concerned about the response of their peers to dual-registration. This parallels the experiences of shame, stigma and alienation experienced by excluded pupils in previous research (Munn and Llyod, 2005; Harris et al, 2006). However, one parent (Tania) stated that her child's behaviour had improved during dual-registration, increasing his ability to develop friendships in the mainstream setting. This suggests that some pupils are able to transfer prosocial skills across contexts during and following dual-registration. This is explored further in section 5.4.

Another important contributor to supporting pupils' sense of belonging was the motivation of mainstream and PRU staff to develop pupils' peer relationships. Mainstream teachers noted that informing the mainstream peer group about dual-registration increased the sensitivity and empathy of peers towards the pupil. This has similarities to the impact of supporting mainstream teachers' understanding of the difficulties experienced by pupils. PRU staff had also developed ways of supporting pupils to overcome social stigma, by providing them with scripts to explain dual-registration to peers. This finding highlights a shared commitment of mainstream and PRU staff to supporting the social inclusion of these pupils in the mainstream setting. However, PRU staff appeared less optimistic than mainstream teachers that their support would fully resolve this challenge for pupils.

It was also apparent that dual-registered pupils were subject to practices within the mainstream setting which inhibited their sense of belonging to the mainstream classroom. As in previous research, participants raised concerns that mainstream practices separated pupils from peers by teaching them in separate areas, with negative implications for pupils' social inclusion (Lally, 2013; Bagley and Hallam, 2016).

The inclusion of pupils with challenging behaviour in mainstream classrooms is often a challenge for school staff (Pillay et al, 2013), meaning that these pupils may have experienced isolation from the mainstream classroom irrespective of dual-registration. However, it is apparent that these issues were compounded by pupils' experiences of missing out on mainstream opportunities as part of the arrangement. Findings highlighted that dual-registration led to reduced social participation in mainstream education, as opposed to ensuring access to social opportunities within a mainstream setting (Flewitt and Nind, 2007). For example,

one pupil was unable to consistently attend school council meetings because these clashed with his PRU timetable. Opportunities to attend these meetings may have enhanced his sense of being a valuable member of the school community: something participants described wanting to promote. Therefore, it was apparent that sometimes dual-registration led to undesirable outcomes which were a barrier to positive mainstream experiences. Additionally, participants highlighted that some pupils experienced a reduced curriculum, replicating previous findings (Ofsted, 2016).

The ability of mainstream teachers to recognise these challenges was important. One teacher described how she gave the pupil the option of changing his timetable so that he could participate in an activity of interest upon his return to mainstream. This suggests that valuing pupils' perspectives and providing them with choice over timetabling may support them to offset some of the difficulties associated with dual-registration.

Responses of parents and pupils suggested that the regular transition between mainstream and PRU settings could inhibit pupils' sense of belonging. Similar to the findings of the Cockerill study (2013), none of the pupils explicitly mentioned becoming confused by attending two settings. However, this was inferred from some pupils' accounts. A link between the sub-themes 'switching-between-settings' and 'feelings-of-rejection' was apparent, as certain pupils became reluctant to work with mainstream adults whom they perceived as rejecting them. This corroborates the findings of Bombèr and Hughes (2013) that educational instability may exacerbate difficulties for pupils with SEMH needs. For one pupil, the impact of this was an initial increase in his challenging behaviours, resulting in a fixed term exclusion. This is concerning, given that many stakeholders expected dual-registration would reduce exclusion risks.

### **5.3 Understanding the Experiences of Parents, PRU staff and Mainstream Teachers**

Although parents were not asked to comment directly on their experiences of dual-registration (Appendix 13), these emerged from their accounts. The experiences of mainstream and PRU staff of working together as part of the arrangement (Research Question 3) are also considered in this section, as parallels can be drawn between their experiences and those of parents. These are encapsulated within the themes 'Containing the Container' and 'Overcoming Challenges'. It also became clear that these themes are intrinsically linked, as experiences of containment enhanced the ability of parents and teachers to overcome some of the challenges associated with dual-registration. However, participants also referenced circumstances whereby they became overwhelmed by these challenges. This had repercussions for their ability to feel contained. The need to achieve a positive balance between alleviating anxieties and exacerbating negative emotions was apparent.

#### **5.3.1 Containing the Container**

The sub-theme 'reassurance-from-PRU-staff' encapsulated the importance of PRU staff containing the anxieties of parents and mainstream teachers, through communicating a sense of openness and reassuring them that they would support them during dual-registration. Considering this in relation to previous literature, it has been indicated that parents must feel well-supported by personal and professional networks in order to feel safe, contained and better able to function (Winnicott, 1960; Flewitt and Nind, 2007; Arnold et al, 2009). Findings indicated that mainstream teachers also benefit from feeling safe, secure and reassured in their relationship with PRU staff. Findings suggested

parallels between the containment needs of pupils, parents and teachers, whereby key stakeholders shared a desire for their emotions to be tolerated, understood and processed by another (Geddes, 2006).

The ways PRU staff communicated with both parents and teachers was an important part of parents' and mainstream teachers' experience of being contained. PRU staff reassured parents in the current study by providing them with strengths-focused feedback relating to pupils' progress in the PRU. This was particularly powerful as typically parents were contacted by mainstream staff in relation to negative events. This appeared to provide parents with a sense that their child made good progress in this setting, contributing to parental pride in pupil achievements. Parents transmit importance messages to pupils regarding their education; therefore parental pride may have contributed to pupils' own pride in their achievements (Flewitt and Nind, 2007; Lally, 2013).

For mainstream teachers, frequent communication with PRU staff supported a sense of connectedness between themselves and the PRU. This supports the need for robust systems of communication between mainstream and specialist staff: a finding which is well-established in previous literature (Lawrence, 2011; Cockerill, 2013). However, informal opportunities to contact the PRU staff when difficulties arose was important to feeling contained, communicating PRU staff accessibility and responsiveness to need. Findings indicated that communication structures between mainstream schools and the PRU were a strength of dual-registration, contrasting with findings of previous investigations (Ofsted, 2011; 2016; Taylor, 2012).

Another important contributor to mainstream teachers' feeling contained was the ability of mainstream headteachers to take time to explore jointly the

meaning behind pupils' behaviour with staff. This is consistent with the suggestion of Arnold et al (2009), that headteachers play an important role in containing the anxieties of teachers, under circumstances where they wish to understand the needs of staff and pupils and create thinking time for teachers under pressure.

Within the sub-theme 'sharing-good-practice' it was apparent that working with PRU staff supported mainstream teacher understanding of pupils' emotional states and their influence upon behaviour. Parents were also said to benefit from access to parenting classes where good practice could be shared.

In relation to Research Question 3, mainstream teachers stated that they valued the opportunity to observe the techniques used by PRU staff to support pupils within the PRU classroom. To understand this, findings highlighted the importance of experiential learning, which has not previously been considered in this research. Therefore, it will be briefly outlined here.

Experiential learning, as described by Kolb (1984), refers to the 'immediate personal experience' of learning, giving personal meaning to abstract concepts and providing a way of testing ideas developed during the learning process.

Therefore, by observing in the PRU, it may be argued that mainstream teachers engaged in a meaningful experience, which enhanced their knowledge of ways to support the pupil and empowered them to experiment with these strategies in their own classrooms. This contrasted with previous adult teaching experiences, which one teacher described in terms of a passive reception of information.

Similarly, Bion (1967) distinguished between the desire to extend the capacities of the self and simply gathering information on a particular topic. Waddell (2002) highlights that experience is only transformed into knowledge when it is possible

to learn from that experience. This may be dependent upon the quality of the interactions and the relationship between the container, in this instance the PRU staff and the contained, the mainstream teachers. This finding has important implications for the strategies used to upskill teachers in supporting pupils with SEMH needs in mainstream classrooms. The implications of this finding for EPs will be considered in section 5.5.2.

In addition, mainstream teachers valued being given strategies by PRU staff during a pupil's dual-registration, as these often benefitted their whole class, not just the dual-registered pupil. This is an important benefit of the arrangement, particularly as teachers raised concerns about the negative implications of the pupil's behaviour upon the rest of the class. This may also raise awareness that challenging behaviour may be a whole-class, or systemic issue, as opposed to an issue occurring within individual pupils.

Mainstream teachers in this study also identified that being able to provide feedback to the PRU on strategies was important during a pupil's dual-registration. This meant that teachers shared responsibility for implementing best practice with PRU staff. This process may also have communicated to teachers that their involvement is valued and respected, reinforcing a sense of being attuned to teachers' need to be viewed as competent professionals. As part of dual-registration teachers may therefore have access to a containing system, where they are able to share thoughts and reflections upon changes to professional practice in light of their new understanding. The need for nurturing relationships and containing systems to support teachers, parallels the containment needs of parents. Opportunities to reflect and provide feedback on experience was an important part of dual-registration. This contributes to a

sense that pupils, parents and teachers engaged in a shared learning experience.

However, there was some frustration amongst PRU staff that mainstream teachers did not always implement appropriate strategies to support pupils, despite attempts to enhance their understanding. This suggests that despite attempts to manage teachers' anxieties and provide appropriate learning opportunities, there was still a perceived limitation in their ability to take in new experiences (Youell and Canham, 2006). This should be considered in relation to the challenges outlined in the following section.

### **5.3.2. Overcoming Challenges**

Mainstream staff in the current study reflected upon the pressures they were under to evidence pupil progress in the face of resourcing cuts and diminishing staff numbers (Munn and Llyod, 2005; Bombèr and Hughes, 2013). Teachers described the challenges of meeting pupils' individualised needs, whilst ensuring that these pupils did not impede the progress of the majority.

This highlights one of the tensions inherent in dual-registration. On the one hand, supporting these pupils increased teacher awareness of strategies which supported the emotional well-being of the whole-class. On the other hand, pupil's behaviour was sometimes seen as having an unfair impact upon the safety and academic performance of their peers. This could contribute to teachers' desire to remove the pupil from the mainstream classroom, suggesting that when mainstream teachers' anxiety in relation to particular risks was uncontained, an 'existential task' formed of wishing to remove pupils. This

suggests that difficulties containing and managing the anxieties of mainstream staff have implications for pupils' belonging to the mainstream classroom.

Findings suggested that demands upon teachers could be increased by expectations to implement PRU strategies in the mainstream classroom, which could be difficult in the absence of additional resourcing. This caused some frustration amongst PRU staff, mirroring the emotional state of mainstream teachers. PRU staff tended to view strategies as attempting to reduce the challenges faced by both pupils and teachers in the classroom, however it was apparent that the need to adapt practice could increase teacher's feelings of stress and anxiety.

PRU staff acknowledged the fact that mainstream schools could not replicate the PRU setting. However, there was some disagreement between mainstream teachers and PRU staff about what could realistically be achieved. In some cases, this tension was resolved by seeking additional funding to meet the needs of these pupils, possibly reflecting a within-child approach, triggered by a defence against systemic pressures and increasing anxiety levels (Youell and Canham, 2006).

This suggests that in some cases, PRU staff may reinforce a sense of powerlessness in mainstream teachers, by colluding with their feelings of being unable to support these pupils within mainstream settings. Thomas (2015) found that a lack of resources and appropriate training were implicated as challenges to the reintegration of pupils following a permanent exclusion from the mainstream setting. This finding was replicated in the current study, whereby pupil reintegration was found to create anxiety for mainstream teachers, who were often unprepared for the pupil's return.

Findings suggested that there was consensus amongst PRU staff and mainstream teachers that parents played a key role in the educational experiences of their child (Leyser and Kirk, 2004; Sylva et al, 2004). However, the methods used to involve parents in their child's education varied between settings. PRU staff took an approach which was proactive and primarily strengths-based, whereas mainstream teachers often reacted to poor pupil behaviour, leading to an increased number of negative interactions between mainstream staff and parents. This may have been driven by a reaction to the demands upon teachers outlined previously, which may have precipitated a defensive response (Arnold et al, 2009).

As for mainstream teachers, pressures upon some parents increased as a result of their child's dual-registration. These compounded difficulties already associated with supporting the pupil. Parents stated that without additional support to take pupils to the PRU and/ or mainstream setting, pressures on them were exacerbated. Linking this to previous research, Pirrie and Macleod (2009) report that when pupils are excluded, this often creates a 'practical shift of burden' from school to parents. Findings therefore illustrated the need to ensure that support is in place to assist parents in managing the demands of taking pupils to two settings. Relating this finding to Research Question Two, parents who felt under pressure as a result of dual-registration also reported that managing the two journeys was tiring for their children. This implies that family functioning should be taken into consideration as part of decision-making about dual-registration.

Although one mainstream teacher expressed an awareness of the challenges faced by some parents, in general the responses of teachers implied that parents were in some way to blame for their child's difficulties. As identified by

Parker et al (2016), this belief appeared to underpin interactions with parents, leading to increased likelihood of conflict. Parents stated that they felt anxious in relation to the negative feedback they received, particularly at the beginning of dual-registration. In some cases, this led to avoidance of communication with mainstream staff. A lack of sufficient consideration of the emotional states of parents therefore contributed towards parental isolation and reluctance to engage.

Researchers have argued that parents often feel a sense of powerlessness during their interactions with school staff (O'Connor, 2012; Bagley and Hallam, 2016). The findings of this study were no different. However, the current study extended previous research by highlighting similarities in the sense of helplessness which could be experienced by both parents and teachers. Within the sub-theme 'pressures-upon-parents' some parents described attempts to interact with teachers which led to their feeling unheard and deskilled. As identified by Lown (2005) feeling unheard may communicate to parents that they are not valued by school staff: a message which communicates a lack of respect (McDonald and Thomas, 2003). Parents stated that this led to pupils being exposed to negative mainstream practices, which may have been interpreted as undervaluing both pupil and parent. Encouragingly, most parents in this study commented that there was a reduction in the negative feedback they received from mainstream schools during their child's dual-registration. Therefore, parents felt that pupils' mainstream experiences often became more positive during the process. This also contributed to a sense that pupils' behaviour had improved by dual-registration.

When interactions between home and school did not change, mainstream experiences were viewed negatively, leading to one parent (Tasmia) rejecting

the mainstream setting. It therefore appears reasonable to assume that if mainstream schools focus primarily upon communicating negative messages to parents, this damages the home-school relationship. This has important implications for the success of an intervention such as dual-registration, which can only work if schools and parents are able to work in partnership.

A tendency to blame other stakeholders for challenges in meeting the needs of pupils has been found in previous research (Thomas, 2015; Bagley and Hallam, 2016). Parents indicated that mainstream teachers did not always listen to the strategies they suggested to support the pupil, causing them feelings of frustration. This may be linked to a discrepancy between the tasks parents inferred from the behaviour of school staff (the phenomenological task) and the tasks parents hoped the school would perform.

#### **5.4. Reflections upon the Success of Dual-Registration**

The extent to which dual-registration contributes to positive outcomes for pupils, parents and mainstream teachers was discussed within the theme 'evaluating success'.

As in research exploring managed moves (Bagley and Hallam, 2016), participants discussed the fact that schools tried to use dual-registration to avoid permanently excluding pupils. However, as in previous research, it was apparent that some pupils were referred to specialist provision following dual-registration or were permanently excluded upon their return to mainstream school (Cockerill, 2013). Some were excluded in their secondary schooling, supporting research which suggests that early difficulties may be amplified as pupils increase with age (Trotman et al, 2015). This reinforces a sense that disrupting pupils' education at an early stage is difficult to compensate for in

later education (Milbourne et al, 2003). This raises questions regarding the impact of dual-registration upon longer-term outcomes for pupils.

It was also noted that dual-registration could be used as a response to 'emotional-fatigue' of mainstream teachers. This suggests that it was used when the challenges of supporting these pupils became overwhelming for teachers, leading to the development of an 'existential task' of achieving respite from the pupil. This appeared to be a defensive tendency amongst mainstream teachers to protect themselves from unpleasant feelings of lacking professional competence. It is likely that this contributed to their need for containment provided by PRU staff. This may partially explain why teachers found reintegration challenging, suggesting a need for ongoing partnerships and the development of formalised support systems for teachers once the pupil has reintegrated.

Participants also evaluated dual-registration in terms of its impact upon pupils' happiness, academic learning and their social and emotional development. There were mixed responses regarding pupils' happiness during dual-registration. Many pupils were said to favour the PRU over the mainstream school, which made them unwilling to reintegrate following dual-registration. However, one pupil did not enjoy his time in the PRU. This was associated with reduced class sizes and the reduced size of the peer group. This highlights the complexities of the arrangement and indicates that decision-making about dual-registration should incorporate pupils' views.

In relation to the sub-theme 'pupil-development', it was noted that for some, the targeted learning support provided by the PRU led to positive academic

outcomes. However, it is important to consider this within the context of the reduced curriculum experienced by some pupils as part of dual-registration.

Parents stated that their child's ability to self-regulate and relate to others improved following dual-registration. Like the Cockerill (2013) study, participants stated that pupils' felt a sense of pride in their improved behaviour following dual-registration. This appeared to be supported by their experience of rewards and positive feedback in mainstream and PRU settings, as well as at home.

However, as previously outlined, participants described the 'challenges-ensuring-sustained-change' following dual-registration. One EP, Anna, gave her opinion that pupils often do not learn any 'self-regulation skills' during their time in the PRU, which meant that they were unable to cope back in mainstream school. This finding challenges the assertion of Hart (2013) that pupils are able to learn to regulate their emotions in the PRU. However, findings support Hart's (2013) concerns that pupils may struggle to apply these skills within the mainstream context, following time spent at the PRU. The findings of the current study corroborate the idea that differences made during dual-registration should be less focused upon change within pupils and more about changing the context and support for adults around them (Pennacchia and Thomson, 2016). However, difficulties establishing wider change within the mainstream context were evident throughout this research.

## **5.5. Understanding the EP role**

This research question links directly to the theme 'Reclaiming the EP role'.

Findings will be discussed in relation to relevant literature, as well as personal reflections on the EP role in supporting stakeholders involved in dual-registration.

### **5.5.1. Reclaiming the EP role**

The SEND Code of Practice suggests that EPs have an important role in supporting schools to meet the needs of pupils with SEND (DfE, 2014).

Findings indicated that dual-registered pupils often have a range of needs including attachment, autism and learning difficulties. This makes it reasonable to assume that EPs have an important role to play in supporting dual-registered pupils. This view was supported by EPs participating in this research. However, findings suggested that currently, EPs are not routinely involved in supporting pupils, parents and/or teachers during dual-registration. As indicated by Law and Woods (2018), this research similarly found a discrepancy between the potential role for EPs in supporting these pupils and the reality of current practice.

EPs in this study described this issue as being linked to their model of service delivery, which shapes the work EPs complete (Fallon, Woods and Rooney, 2010; Lee and Woods, 2017). EPs described the decisions schools faced in meeting the costs of their service from school budgets. It was apparent that EPs faced competition from other service providers whom schools perceived as meeting the needs of pupils with mental health needs. Furthermore, it is important to note that dual-registration is funded by schools, suggesting a possible reluctance to spend increasing amounts to meet the needs of individual pupils.

Implicit in EP responses was the belief that poor mental health underpins disruptive behaviour and contributes towards pupils' likelihood of exclusion. Law and Woods (2018) found that there was often an 'integration of behaviour and mental health in EP practice', which the authors argue did not reflect

government legislation. This may contribute towards the way EP work is perceived by key stakeholders (e.g. Public Health England, 2016). However, more recent documents have argued that EPs are 'well-placed' to advise schools on ways to support pupil mental health, thus encouraging EPs to shift perceptions in this area. EPs in the current study reflected more recent perspectives and were clear that they had an important role in supporting dual-registered pupils and pupil well-being more generally.

EPs described issues of communication with schools in relation to dual-registered pupils. However, where communication about these pupils did occur, EPs expressed that they did not necessarily become involved in supporting the pupil as a result of this information being shared. It may be that schools do not inform EPs about these pupils, as they are aware that this does not necessarily lead to EP involvement. This indicates a responsibility for individual EPs to encourage schools to use their services to support pupils with SEMH needs. If schools are unaware of the potential value of the EP in contributing to supporting these pupils, it is likely that their involvement will remain limited.

During interviews with teachers in both mainstream and PRU settings, staff tended to identify the current role of the EP within narrow, specific roles such as 'unpicking deficits in cognition' and writing statutory advice. This supports the findings of Lawrence (2011) who found that EPs can support pupils who have attended PRUs by helping PRU staff to identify the needs of the child more clearly. Whilst there is an ongoing role for the EP in this area, findings of the current study suggest that more work is required to showcase the full potential of EP work.

Nevertheless, findings also implied that some progress has been made in stakeholder understanding of the wider remit of EPs. PRU staff in this research described the potential role for the EP in supporting the developmental needs of PRUs, by implementing evidence-based programmes and providing staff training. Similar findings have been described by Lawrence (2011) who identified an important role for EPs in providing training for staff, and Moran (2010) who argues that EPs have an important role in disseminating relevant evidence to school and LA professionals. However, if EPs are not involved in dual-registration it is difficult to see how they may contribute to stakeholder understanding of this process in the LA. EPs must therefore claim their role in supporting these pupils to allow them to make a valuable contribution to practice in supporting primary-aged pupils at risk of permanent exclusion. Findings suggest that this may be in part, the responsibility of individual EPs.

EPs in the current study claimed that systems for measuring the impact of dual-registration were under-developed, with a lack of clarity regarding what constitutes a typical referral, as well as establishing the duration of the arrangement. This is a common issue raised in relation to measuring the effectiveness of PRUs (Ofsted, 2007; DfE, 2013). Findings of this research also highlighted that measures of success varied between stakeholders. Often, although pupils made short-term improvements in the PRU, these improvements were not sustained longer-term. This meant that some pupils were excluded at a later point in their education. Systems for tracking the destinations of dual-registered pupils are therefore an important gap in current practice. Implications for EPs are discussed in the following section.

### **5.5.2 Implications for EPs**

This study has many implications for EP practice in supporting dual-registered pupils in mainstream primary schools, as well as supporting primary-aged pupils at risk of permanent exclusion more generally. Implications for EPs and other professionals will be outlined in this section. These will be considered in relation to the six overarching themes which were identified in the study.

#### **5.5.2.1 Containing the Container**

Containment involves anxieties being held by another in times of stress and supports regulation, thinking and reflection as pupils, parents and school staff feel supported and understood. This may be achieved through a team around the pupil, family and school approach facilitated by EPs through interventions such as 'Promoting Alternative Tomorrows with Hope' (PATH; Pearpoint, O'Brien, Forest, 1993). This involves discussion regarding the pupil's future dreams, working backwards to the present. Actions are agreed to support the pupil to achieve their goals (Wood et al, 2019).

Work discussion groups (Jackson, 2008) can also be a helpful way of raising awareness amongst educators of the emotions aroused in themselves in response to pupils. As educators enhance their self-awareness, they may experience increased awareness of the behaviour of pupils. EPs ability to ensure that headteachers clearly understand the developmental benefits of providing containing spaces for teaching staff may increase likelihood that these may be incorporated into the working week. This may support more reflective thinking in relation to the appropriateness of dual-registration.

Consideration should also be given to providing teachers with appropriate training in supporting pupils with challenging behaviour. Whilst training may be provided by EPs or by other professionals such as PRU staff, EPs should

support understanding of the value of experiential learning to support this process.

### **5.5.2.3 Containing the Pupil**

In conjunction with the views described by pupils in this study, EPs should be involved in supporting schools to develop a curriculum which is differentiated and flexible, with emphasis upon pupil's social and emotional development. Particular attention should be paid to ensuring that pupils feel that their strengths and interests are recognised and understood by teachers, as well as their need for additional support. EPs should also be involved in supporting professional understanding of pupils' social, emotional and learning needs. This may also involve supporting pupils themselves to understand and reframe their behaviour (Jarvis, 2018).

### **5.5.2.4 Overcoming Challenges**

Using the principle of unconditional positive regard, EPs may be involved in supporting parents and school staff when relationships between home and school are poor. It is important that there is professional recognition of the issues associated with expecting mainstream staff to transfer skills from specialist to mainstream settings, just as it is difficult to expect pupils to do the same. Instead, through building trusting relationships between stakeholders it may be possible to devise an action plan where responsibility is shared amongst stakeholders to meet pupil needs and consider ways to make any progress sustainable in the longer-term. It is important that family functioning is taken into consideration by all stakeholders as part of the decision-making around dual-registration.

### **5.5.2.5 Pupils' Sense of Belonging**

EPs should increase awareness amongst professionals regarding the implications of dual-registration for pupils' sense of belonging and consider ways to overcome these challenges. For example, pupils who feel socially isolated in mainstream schools before dual-registration may be less willing to reintegrate to this setting. EPs should be involved in discussing this with school staff and may be involved directly in supporting pupils through interventions such as 'Circle of Friends' (Frederickson and Turner, 2003) which can be used to support pupils experiencing social isolation in mainstream primary schools.

EPs should also facilitate discussion between schools and PRUs regarding the timing of the school year that those pupils returning to mainstream school, reintegrate following dual-registration. It is likely that reintegrating towards the end of the school year is likely to be destabilising for pupils.

### **5.5.2.6 Evaluating Success**

EPs should use their professional judgement to develop, in liaison with key stakeholders, appropriate goals and outcomes for dual-registered pupils. Focus should be on identifying areas for development within mainstream and PRU settings as well as individual pupils. Parental and pupil perspectives should be included within this discussion. This may communicate to parents the commitment of mainstream schools in working with dual-registered pupils, as well as shifting focus from a within-child narrative.

### **5.5.2.7 Reclaiming the EP role**

The delivery of EP services between mainstream and PRU settings should be coordinated effectively, so that professionals are aware of the dual-registered

pupils in their schools and link with the EP supporting the PRU to track pupil progress. Referral to the PRU as per dual-registration arrangements should involve the views of pupils, parents, teachers and EPs as a matter of course. Schools should be required to refer all pupils at risk of permanent exclusion to EPs. This would reduce the risk that pupils are referred to the PRU without assessment of their individual needs.

All pupils placed within a PRU, whether through dual-registration or following a permanent exclusion, should have a key adult from the LA who is given responsibility for regularly reviewing their progress and tracking their destinations. This should form part of a whole-service commitment within the Educational Psychology Service to meeting the needs of these pupils.

## **Chapter 6: Conclusion**

This chapter outlines the strengths and limitations of the current study.

Suggestions for future research are also provided. The chapter ends with final reflections and a conclusion.

### **6.1 Limitations and Considerations for Future Research**

A limitation of research using a case study approach is the difficulty generalising findings to the wider population (Hammersley, Foster and Gomm, 2000). This study was undertaken within one local authority, meaning that transferability of findings to other LAs is problematic. Findings should therefore be considered in relation to a specific context. Therefore, there is a need to explore dual-registration arrangements in other boroughs using this arrangement, to gain a clearer understanding of its use within a wider context. However, it is argued that the findings are informative in highlighting beneficial and more challenging aspects of the arrangement for stakeholders. This is of particular interest to professionals working within the local context.

This research included the views of four young people, aged 4-11 years who were deemed by professionals to have SEMH needs. Given the nature of these needs and associated difficulties, working with these pupils over an extended time period may have supported them to feel more able to share their experiences of dual-registration with me. However, it is also possible that had I developed closer relationships with pupils, this would have created an ethical challenge when ending this relationship. This may be particularly salient, given that these pupils may have previously experienced separation and loss. As a result, careful consideration was given to the balance required in terms of

rapport building, without conveying to pupils that this would be an ongoing relationship.

In addition, findings highlighted the need to consider longitudinal research regarding the future destinations of pupils who are dual-registered, which may involve tracking pupils throughout their primary and secondary education. This is an important consideration for future research, as time and logistical restraints meant that this was outside the scope of this study.

Furthermore, it is recognised that pupil interviews relied to some degree upon verbal communication, which may have been difficult for the target young people. Further research, perhaps using an action research design to fine tune strategies for engaging young people in research may enhance understanding of pupil experiences.

Participants were all male, which reflects gender differences in exclusion statistics, where it has been found that boys are three times more likely to be excluded than girls (DfE, 2018). However, this leads to a gap in understanding how girls may experience dual-registration. Further research could therefore be conducted to explore whether these may differ from the views expressed by the male participants in this research.

A criticism of psychoanalytic theory, including Bion's theory of containment, is that it absolves professionals of the responsibility of supporting pupils by explaining their behaviour in terms of their early experiences. Added to this, is the risk that such thinking may encourage blaming of parents (Youell and Canham, 2006). However, this research has demonstrated that this is inaccurate, by highlighting the value of psychoanalytic thinking to understanding the needs of all stakeholders involved in dual-registration. It is hoped that

raising awareness in this way will empower stakeholders to understand their own emotional experiences, as well as those of pupils.

## **6.2 Strengths of the Research**

This research has presented a detailed understanding of the use of dual-registration to support pupils aged 4-11 years within an outer London borough. By involving the views of pupils, parents, mainstream teachers, PRU staff and EPs, the experiences of a multiple informants have been explored, leading to an holistic understanding of this arrangement.

There is very little research exploring the use of dual-registration for pupils with SEMH needs and even less which focuses upon the experiences of primary-aged pupils. Therefore, this study has provided a rare insight into the experiences of these pupils. In addition, the interpretations of research findings have generated hypotheses about the unconscious processes which may underpin this phenomenon. This research is therefore unique in establishing a link between containment and the needs of stakeholders involved in dual-registration.

Sharing these findings with those involved in the decision-making about dual-registration (i.e. schools, PRU staff and EPs) will enable greater understanding of ways to support pupils at risk of permanent exclusion in mainstream primary schools. It will also promote an understanding of the need to consider the conscious and unconscious processes which underpin attitudes towards these pupils and responses to pupils with SEMH needs more generally.

## 6.4 Reflexivity

As outlined in Chapter 3.11, researcher reflexivity is vital for those adopting an interpretivist ontology. Attia and Edge (2017) outline that reflexivity involves both 'prospective' and 'retrospective' reflexivity. This section will focus primarily upon the latter, as 'prospective' reflexivity was discussed in Chapter 3.11.

'Retrospective reflexivity' is concerned with the impact of the research upon the researcher (Attia and Edge, 2017). During this research, like many of my participants, I have been involved in a process of experiential learning. As a TEP, I began this research with a desire to advocate on behalf of vulnerable young people and their families. I was initially concerned by the concept of dual-registration as I anticipated it may be destabilising for pupils who may have experienced challenging life circumstances. Therefore, I used supervision to ensure that any preconceptions did not influence my representation of participant experiences.

However, as the research progressed, I realised that my initial question, whether dual-registration 'works' or not, was not a helpful one, given the individuality of the pupils and systems involved. This meant that I became more focused upon identifying the benefits of the arrangement, as well as any areas for development.

By listening to the experiences of my participants, I have gained an understanding of the importance of providing emotional containment in circles around pupils, parents and teachers. This has been a very important lesson which I have since implemented in consultations with parents and other professionals.

## **6.5 Conclusion**

This small-scale, exploratory case study has addressed a gap within the literature exploring school exclusion, by focusing upon use of part-time PRU provision to support pupils at risk of permanent exclusion. The experiences of four pupils, their parents, teachers and PRU staff have been explored. In addition, EPs contributed their experiences and perspectives of dual-registration.

The study reinforces the complexities around supporting pupils in mainstream settings and seeking alternatives to exclusion. A distinctive contribution made by this study was the finding that helping mainstream teachers and parents to understand and process their anxieties in relation to supporting the pupil had a positive impact. Sharing good practice in a way which was attuned to the needs of these stakeholders was a key part of dual-registration. This highlights the importance of creating a sense of commitment to joint problem solving through relationships which are attuned, trusting and respectful.

This study also emphasises some of the difficulties associated with an approach which removes pupils from the mainstream setting. Results stress the need to focus to a greater extent upon creating nurturing relationships, which do not impact pupil sense of belonging and exacerbate pressures upon parents. Feedback from EPs reinforced the idea that they have an important role in supporting stakeholders in the process, emphasising the need to take a holistic approach whereby the voice of pupils and parents permeate decision-making.

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## Appendices

### Appendix 1. List of Data Bases Used in Literature Review

A review of the literature was carried out using the following databases:

- Academic Search Complete
- British Education Index
- eBook Collection (EBSCOhost)
- E-Journals
- ERIC (the Educational Research Information Centre)
- PsychARTICLES
- PsychBOOKS
- PsychEXTRA
- Psychology and Behavioural Sciences Collection
- PsychINFO

These databases were cross-referenced with google scholar to ensure a comprehensive scan of the relevant literature.

## Appendix 2. Ethical Approval

Dear Amy,

I am pleased to inform you that your research project 'Dual registration: Exploring the experiences of primary aged children, their parents, teachers and Educational Psychologists', for the year 2 research project on the Doctorate in Professional Educational, Child and Adolescent Psychology, has been given ethical approval. If you have any further queries in this regard, please contact your supervisor.

Please note that if your proposed study and methodology changes markedly from what you have outlined in your ethics review application, you may need to complete and submit a new or revised application. Should this possibility arise, please discuss with your supervisor in the first instance before you proceed with a new/revised application.

Your ethical approval form has been logged and will be uploaded to the UCL IOE database.

Good luck with your data collection.

Kind regards,  
Lee

Lee Remimer

Programme Administrator

Doctorate in Professional Educational, Child and Adolescent Psychology

Psychology & Human Development

UCL Institute of Education

20 Bedford Way London WC1H 0AL

Telephone: [REDACTED]

E-mail: [REDACTED]

## Appendix 3. Information Sheet for Parents

### Participant Information Sheet for Parents

UCL Research Ethics Committee Approval ID Number: Z6364106/2018/01/76

**Title of the Study:** Dual reintegration: Exploring the experiences of primary-aged children, their parents, teachers and educational psychologists.

**Department:**

Psychology & Human Development

**Name and Contact Details of the Researcher:**

Amy Robb

████████████████████

**Name and Contact Details of Research Supervisors:**

Amelia Roberts

Amelia. ████████████████████

Frances Lee

████████████████████

My name is Amy Robb and I am inviting you to take part in my research project, '**Dual-registration : Exploring the experiences of dual-registration for primary-aged children, their parents, teachers and educational psychologists**'. I am currently in my second year of training to be an Educational Psychologist. I am studying on the Doctoral Course of Child and Adolescent Psychology at UCL Institute of Education. I am on placement with X Educational Psychology Service.

I would like to invite yourself and your child to participate in this research project which forms part of my professional qualification. Participation is voluntary, and I would ask that you only give permission if yourself and your child would like to be involved. Before you decide whether or not you would like to take part, it is important that you are aware of why I am doing this research and what it involves from you and your child.

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

The aim of this study is to better understand the ways that dual placements benefit primary-aged pupils. I am particularly interested in understanding how this arrangement is experienced by children, parents, school staff and educational psychologists. The views of parents and children are currently under reported in this research area. This project therefore is an opportunity for both yourself and your child to speak about your experiences of the process. Findings from this study may help us to improve the way in which families and schools are supported by educational psychologists whilst children are dual-registered.

### **Why have I been invited to take part?**

I am inviting parents to take part in this study who have a child under the age of 11 years who is attending an alternative provision and a mainstream school on a weekly basis.

### **Do I have to take part?**

Participation is voluntary; however, I hope that if you do choose to participate you will find it to be a valuable experience. Should you choose to take part and then change your mind, you can withdraw from the project at any time, without giving a reason.

If you would like to take part and give permission for your child to take part, I will also check with your child that they are happy to participate. Your child has the right to decline and also withdraw at any time.

### **What will happen to me if I take part?**

If you decide to take part, you will be given a copy of this information sheet to keep and will also be asked to sign a consent form. I will then discuss the interview with you and arrange the interview at a time and place convenient for you.

The interview will last approximately one hour. Questions will be based around your experiences of supporting your child during the time that they have been dual-registered. The interview will be audio recorded to allow for easier exploration of the data collected. They will then be transcribed by myself.

### **What will happen to my child if they take part?**

Children will take part in an individual interview with the researcher. This interview will consist of a series of child-friendly activities. The purpose of these will be to understand what is important to your child at school. The task will last no more than one hour. Your child is free to stop taking part at any point.

### **Will I be recorded and what will happen to this information?**

Both adult and child interviews will be audio-recorded. What is said in the interviews is strictly confidential and will be held securely. All information collected will only be used for the purpose of this study. Data will be anonymised and stored in a locked room when not being used by the researcher. Any information which needs to be stored on computer files will be password protected.

**What are the possible disadvantages of taking part?**

I do not predict there to be any disadvantages of taking part in the study. However, if you do experience any discomfort during the interview, you are free to withdraw at any time. This also applies to your child.

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

Whilst there are no immediate benefits of taking part, it is hoped that you will find participating in this research to be a valuable and rewarding experience.

**What if I am unhappy about something during the research?**

If at any time you are concerned by something about the research, you are invited to contact my research supervisor, Amelia Roberts. If you feel that your concern has not been handled to your satisfaction, you may contact the Chair of the UCL Research Ethics Committee- [ethics@ucl.ac.uk](mailto:ethics@ucl.ac.uk).

**Will my taking part in this project be confidential?**

As previously stated, all the information collected for this research project will be kept strictly confidential. The safeguarding protocols of the school will be followed at all times.

**What will happen to the results of the study?**

I will produce a summary of my main findings. A copy of this will be sent to you on request.

If you have any questions, or wish to receive further information regarding the study, please do not hesitate to contact me on the details provided on this form. Alternatively, you can contact my research supervisors on the details provided.

**Thank you very much for taking the time to read this information sheet. If you would like to be involved, please complete the consent form provided.**

## Appendix 4. Consent Form for Parents

### Institute of Education



## Dual registration: The experiences of primary aged children, their parents, teachers and educational psychologists.

### Parent Consent Form

If you are happy to participate in this study, please complete this consent form and return to **Amy Robb**.

Email: [REDACTED]

Telephone: [REDACTED]

	Yes	No
I have read and understood the information leaflet about the research.	<input type="checkbox"/>	<input type="checkbox"/>
I agree to be interviewed.	<input type="checkbox"/>	<input type="checkbox"/>
I give permission for this interview to be audiotaped.	<input type="checkbox"/>	<input type="checkbox"/>
I agree for my child to be interviewed and give permission for this interview to be audiotaped.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that I can withdraw myself and my child's data at any time.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that I can contact <b>Amy Robb</b> to discuss the research and request for my data to be removed from the project database.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that if any words are used in reports or presentations they will not be attributed to me.	<input type="checkbox"/>	<input type="checkbox"/>

-----  
Name \_\_\_\_\_ Signed \_\_\_\_\_

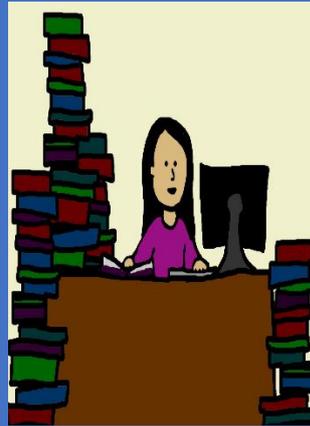
Date \_\_\_\_\_

Amy Robb  
UCL Institute of Education  
20 Bedford Way London WC1H 0AL  
[REDACTED]

# Information Sheet



Hello my name is Amy Robb



I study at the Institute of Education



I want to talk to children



about their experiences of school.



It is interesting to know what you **think** and **feel** about school and what is **important** to you at school.

**Appendix 6. Indicators of Assent for Pupils**



## Appendix 7. Information Sheet for Mainstream Teachers

### Participant Information Sheet for Staff

UCL Research Ethics Committee Approval ID Number: Z6364106/2018/01/76

**Title of the Study:** Dual-registration : The experiences of primary-aged children, their parents, teachers and Educational Psychologists

**Department:**

Psychology & Human Development

**Name and Contact Details of the Researcher:**

Amy Robb

████████████████████

**Name and Contact Details of Research Supervisors:**

Amelia Roberts

████████████████████

Frances Lee

████████████████████

My name is Amy Robb and I am inviting you to take part in my research project, '**Dual-registration** : The experiences of primary-aged children, their parents, teachers and Educational Psychologists.' I am currently in my second year of training to be an Educational Psychologist. I am studying on the Doctoral Course of Child and Adolescent Psychology at X. I am on placement with X Educational Psychology Service.

I would like to invite you to participate in this research project which forms part of my professional qualification. Participation is voluntary, and I would ask that you only give permission if you would like to be involved. Before you decide whether or not you would like to take part, it is important that you are aware of why I am doing this research and what it involves.

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

The aim of this study is to better understand ways that dual-registration benefits primary-aged pupils. I am particularly interested in understanding how this arrangement is experienced by children, parents, school staff and educational psychologists. This is

an area which is currently under researched. This project therefore is an opportunity for you to speak about your experiences of the process. Findings from this study may therefore help us to improve the way in which families and schools are supported by educational psychologists whilst children are dual-registered.

### **Why have I been invited to take part?**

I am inviting school staff to take part in this study who have taught children under the age of 11 years who attend both an alternative provision and a mainstream school on a weekly basis.

### **Do I have to take part?**

Participation is voluntary; however, I hope that if you do choose to participate you will find it to be a valuable experience. Should you choose to take part and then change your mind, you can withdraw from the project at any time, without giving a reason.

### **What will happen to me if I take part?**

If you decide to take part, you will be given a copy of this information sheet to keep and will also be asked to sign a consent form. I will then discuss the interview with you and arrange it at a time and location convenient for you.

The group interview will last approximately 1 hour. Questions will be based around your experiences of supporting these children. The interview will be audio recorded to allow for easier exploration of the data collected. It will then be transcribed by myself.

### **Will I be recorded and what will happen to this information?**

Group interviews will be audio-recorded. What is said in the interview is strictly confidential and will be held securely. All information collected will only be used for the purpose of this study. Data will be anonymised and stored in a locked room when not being used by the researcher. Any information which needs to be stored on computer files will be password protected.

### **What are the possible disadvantages of taking part?**

I do not predict there to be any disadvantages of taking part in the study. However, if you do experience any discomfort during the interview, you are free to withdraw at any time.

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

Whilst there are no immediate benefits of taking part, it is hoped that you will find participating in this research to be a valuable and rewarding experience.

**What if I am unhappy about something during the research?**

If at any time you are concerned by something about the research, you are invited to contact my research supervisor, Amelia Roberts. If you feel that your concern has not been handled to your satisfaction, you may contact the Chair of the UCL Research Ethics Committee- [ethics@ucl.ac.uk](mailto:ethics@ucl.ac.uk).

**Will my taking part in this project be confidential?**

As previously stated, all the information collected for this research project will be kept strictly confidential. The safeguarding protocols of the school will be followed at all times.

**What will happen to the results of the study?**

I will produce a summary of my main findings. A copy of this will be sent to you on request.

If you have any questions, or wish to receive further information regarding the study, please do not hesitate to contact me on the details provided on this form. Alternatively, you can contact my research supervisors on the details provided.

**Thank you very much for taking the time to read this information sheet. If you would like to be involved, please complete the consent form provided.**

## Appendix 8. Consent Form for Mainstream Teachers

### Institute of Education



## Dual registration: The experiences of primary aged children, their parents, teachers and Educational Psychologists

### Consent Form

If you are happy to participate in this study, please complete this consent form and return to **Amy Robb**.

Email: [REDACTED]

Telephone: [REDACTED]

	Yes	No
I have read and understood the information leaflet about the research.	<input type="checkbox"/>	<input type="checkbox"/>
I agree to be interviewed.	<input type="checkbox"/>	<input type="checkbox"/>
I give permission for this interview to be audiotaped.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that I can withdraw myself from the project at any time.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that I can contact <b>Amy Robb</b> to discuss the research and request for my data to be removed from the project.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that if any of my words are used in reports or presentations they will not be attributed to me.	<input type="checkbox"/>	<input type="checkbox"/>

-----  
Name \_\_\_\_\_ Signed \_\_\_\_\_

Date \_\_\_\_\_

Amy Robb  
UCL Institute of Education  
20 Bedford Way London WC1H 0AL  
[REDACTED]

## Appendix 9. Information Sheet for PRU Staff

### Participant Information Sheet for Staff

UCL Research Ethics Committee Approval ID Number: Z6364106/2018/01/76

**Title of the Study:** Dual-registration : The experiences of primary-aged children, their parents, teachers and Educational Psychologists

#### **Department:**

Psychology & Human Development

#### **Name and Contact Details of the Researcher:**

Amy Robb

████████████████████

#### **Name and Contact Details of Research Supervisors:**

Amelia Roberts

████████████████████

Frances Lee

████████████████████

My name is Amy Robb and I am inviting you to take part in my research project, '**Dual-registration** : The experiences of primary-aged children, their parents, teachers and Educational Psychologists.' I am currently in my third year of training to be an Educational Psychologist. I am studying on the Doctoral Course of Child and Adolescent Psychology at UCL Institute of Education. I am on placement with X Educational Psychology Service.

I would like to invite you to participate in this research project which forms part of my professional qualification. Participation is voluntary and I would ask that you only give permission if you would like to be involved. Before you decide whether or not you would like to take part, it is important that you are aware of why I am doing this research and what it involves.

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

The aim of this study is to better understand ways that dual placements benefit primary-aged pupils. I am particularly interested in understanding how this arrangement is experienced by children, parents, school staff and educational psychologists. This is an area which is currently under researched. This project therefore is an opportunity for you to speak about your experiences of the process. Findings from this study may therefore help us to improve the way in which families and schools are supported by educational psychologists whilst children are dual-registered.

### **Why have I been invited to take part?**

I am inviting school staff to take part in this study who have taught children under the age of 11 years who attend both an alternative provision and a mainstream school on a weekly basis.

### **Do I have to take part?**

Participation is voluntary; however, I hope that if you do choose to participate you will find it to be a valuable experience. Should you choose to take part and then change your mind, you can withdraw from the project at any time, without giving a reason.

### **What will happen to me if I take part?**

If you decide to take part, you will be given a copy of this information sheet to keep and will also be asked to sign a consent form. I will then discuss the interview with you and arrange it at a time and location convenient for you.

The group interview will last approximately 1 hour. Questions will be based around your experiences of supporting these children. The interview will be audio recorded to allow for easier exploration of the data collected. It will then be transcribed by myself.

### **Will I be recorded and what will happen to this information?**

Group interviews will be audio-recorded. What is said in the interview is strictly confidential and will be held securely. All information collected will only be used for the purpose of this study. Data will be anonymised and stored in a locked room when not being used by the researcher. Any information which needs to be stored on computer files will be password protected.

### **What are the possible disadvantages of taking part?**

I do not predict there to be any disadvantages of taking part in the study. However, if you do experience any discomfort during the interview, you are free to withdraw at any time.

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

Whilst there are no immediate benefits of taking part, it is hoped that you will find participating in this research to be a valuable and rewarding experience.

**What if I am unhappy about something during the research?**

If at any time you are concerned by something about the research, you are invited to contact my research supervisor, Amelia Roberts. If you feel that your concern has not been handled to your satisfaction, you may contact the Chair of the UCL Research Ethics Committee- [ethics@ucl.ac.uk](mailto:ethics@ucl.ac.uk).

**Will my taking part in this project be confidential?**

As previously stated, all the information collected for this research project will be kept strictly confidential. The safeguarding protocols of the school will be followed at all times.

**What will happen to the results of the study?**

I will produce a summary of my main findings. A copy of this will be sent to you on request.

If you have any questions, or wish to receive further information regarding the study, please do not hesitate to contact me on the details provided on this form. Alternatively, you can contact my research supervisors on the details provided.

**Thank you very much for taking the time to read this information sheet. If you would like to be involved, please complete the consent form provided.**

Institute of Education



**Dual registration: The experiences of primary aged children, their parents, teachers and Educational Psychologists**

**Consent Form**

If you are happy to participate in this study, please complete this consent form and return to **Amy Robb**.

Email: [REDACTED]

Telephone: [REDACTED]

	Yes	No
I have read and understood the information leaflet about the research.	<input type="checkbox"/>	<input type="checkbox"/>
I agree to be interviewed.	<input type="checkbox"/>	<input type="checkbox"/>
I give permission for this interview to be audiotaped.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that I can withdraw myself from the project at any time.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that I can contact <b>Amy Robb</b> to discuss the research and request for my data to be removed from the project.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that if any of my words are used in reports or presentations they will not be attributed to me.	<input type="checkbox"/>	<input type="checkbox"/>

-----

Name \_\_\_\_\_ Signed \_\_\_\_\_

Date \_\_\_\_\_

Amy Robb  
UCL Institute of Education  
20 Bedford Way London WC1H 0AL  
[REDACTED]

## Appendix 11. Information Sheet for Educational Psychologists

### Participant Information Sheet for Educational Psychologists

UCL Research Ethics Committee Approval ID Number: Z6364106/2018/01/76

**Title of the Study:** Dual-registration : The experiences of primary-aged children, their parents, teachers and Educational Psychologists

**Department:**

Psychology & Human Development

**Name and Contact Details of the Researcher:**

Amy Robb

████████████████████

**Name and Contact Details of Research Supervisors:**

Amelia Roberts

████████████████████

Frances Lee

████████████████████

My name is Amy Robb and I am inviting you to take part in my research project, 'Dual-registration : The experiences of primary-aged children, their parents, teachers and Educational Psychologists'. I am currently in my third year of training to be an Educational Psychologist. I am studying on the Doctoral Course of Child and Adolescent Psychology at UCL Institute of Education. I am on placement with X Educational Psychology Service.

I would like to invite you to participate in this research project which forms part of my professional qualification. Participation is voluntary and I would ask that you only give permission if you would like to be involved. Before you decide whether or not you would like to take part, it is important that you are aware of why I am doing this research and what it involves.

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

The aim of this study is to better understand ways that dual placements benefit primary-aged pupils. I am particularly interested in understanding how this arrangement is experienced by children, parents, school staff and Educational Psychologists. This is an area which is currently under researched. This project therefore is an opportunity for you to speak about your experiences of the process. Findings from this study may therefore help us to improve the way in which families and schools are supported by Educational Psychologists whilst children are dual-registered.

### **Why have I been invited to take part?**

I am inviting Educational Psychologists who currently support schools attended by dual-registered children to take part in this study.

### **Do I have to take part?**

Participation is voluntary; however, I hope that if you do choose to participate you will find it to be a valuable experience. Should you choose to take part and then change your mind, you can withdraw from the project at any time, without giving a reason.

### **What will happen to me if I take part?**

If you decide to take part you will be given a copy of this information sheet to keep and will also be asked to sign a consent form. I will then discuss the focus group with you and arrange it at a time and location convenient for you.

The focus group will last approximately 1.5 hours. Questions will be based around your experiences of supporting these children. The interview will be audio recorded to allow for easier exploration of the data collected. It will then be transcribed by myself.

### **Will I be recorded and what will happen to this information?**

The focus group will be audio-recorded. What is said in the group is strictly confidential and will be held securely. All information collected will only be used for the purpose of this study. Data will be anonymised and stored in a locked room when not being used by the researcher. Any information which needs to be stored on computer files will be password protected.

### **What are the possible disadvantages of taking part?**

I do not predict there to be any disadvantages of taking part in the study. However, if you do experience any discomfort during the group, you are free to withdraw at any time.

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

Whilst there are no immediate benefits of taking part, it is hoped that you will find participating in this research to be a valuable and rewarding experience.

**What if I am unhappy about something during the research?**

If at any time you are concerned by something about the research, you are invited to contact my research supervisor, Amelia Roberts. If you feel that your concern has not been handled to your satisfaction, you may contact the Chair of the UCL Research Ethics Committee- [ethics@ucl.ac.uk](mailto:ethics@ucl.ac.uk).

**Will my taking part in this project be confidential?**

As previously stated, all the information collected for this research project will be kept strictly confidential. The safeguarding protocols of the Local Authority will be followed at all times.

**What will happen to the results of the study?**

I will produce a summary of my main findings. A copy of this will be sent to you on request.

If you have any questions, or wish to receive further information regarding the study, please do not hesitate to contact me on the details provided on this form. Alternatively, you can contact my research supervisors on the details provided.

**Thank you very much for taking the time to read this information sheet. If you would like to be involved, please complete the consent form provided.**

## Appendix 12. Consent Form for Educational Psychologists

Institute of Education



### Dual registration: The experiences of primary aged children, their parents, teachers and Educational Psychologists

#### Consent Form

If you are happy to participate in this study, please complete this consent form and return to **Amy Robb**.

Email: [REDACTED]

Telephone: [REDACTED]

	Yes	No
I have read and understood the information leaflet about the research.	<input type="checkbox"/>	<input type="checkbox"/>
I agree to be interviewed.	<input type="checkbox"/>	<input type="checkbox"/>
I give permission for this interview to be audiotaped.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that I can withdraw myself from the project at any time.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that I can contact <b>Amy Robb</b> to discuss the research and request for my data to be removed from the project.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that if any of my words are used in reports or presentations they will not be attributed to me.	<input type="checkbox"/>	<input type="checkbox"/>

-----

Name \_\_\_\_\_ Signed \_\_\_\_\_

Date \_\_\_\_\_

Amy Robb  
UCL Institute of Education  
20 Bedford Way London WC1H 0AL  
[REDACTED]

## Appendix 13. Parent Interview Schedule

### Introduction

Thank you for agreeing to take part in this interview. I greatly appreciate your contribution to this project. Before we begin, can I first ask that you read through the information sheet and sign the consent form in front of you.

These provide you with extra information about the research and remind you of your right to withdraw from the research at any time.

Thank you. Do you have any questions you would like to ask about those?

I'll begin by introducing myself, my name is Amy and I am a trainee Educational Psychologist studying at X.

### Definitions

You may be familiar with the term dual-registration, although I know that the definition can refer to different arrangements in the research. For this interview, dual-registration refers to children who spend the first part of their week at a mainstream school and the latter part at [insert name of primary PRU].

### Purpose and expectations

The questions in this interview aim to explore your experiences of parenting these children. With your permission, I would like to record this interview to make it easier for me to collect data. This is because people often say very helpful things during these interviews and I can't write fast enough to get them all down. Your name will not be used in my reports and everything you say will be confidential.

Please feel free to interrupt during the interview if you are unclear on any of the questions that I am asking. If anything occurs to you after the interview which you'd like to discuss with me, please don't hesitate to contact me via email.

Do you have any questions? I will begin audio recording now.

### Warm up questions

1. *Would you mind telling me how old your child is?*
2. *What primary school does your child attend?*
3. *How long have they been dual-registered for?*

### Main question: Tell me about your child and school.

- *"What is it like getting your child ready for school before [primary school]?"*

- *Emotions*
- *Behaviour*
- *You mentioned X, can you tell me more about that?*

- *“How does your child make the journey to this school?”*
  - *Journey length*
  - *Follow up on any emotional/ practical aspects: how he/she presents on the journey*
  - *Can you tell me more about X?*
  
- *“What do you notice about your child during this part of their school week?”*
  - *You mentioned X, can you tell me a bit more about that?*
  
- *What do you notice about your child when they come home from X?*
  - *Any particular likes/dislikes?*
  
- *“Who is important to your child at school?”*
  - *You mentioned (relations with teachers e.g.), can you tell me anything about his/her relationships with other children?*
  
- *“What are some of the things needed to support your child to be successful in school?”*
  
- *“To what extent does the change in setting/school change your child’s journey to school?”*
  - *Prompts:*
  - *Mention: way pupil gets to school*
  - *Mention: how pupil presents on the journey*
  
- *“What is it like getting your child ready in the mornings before coming here (PRU)?”*
  
- *“What do you notice about your child during this part of their week?”*
  - *How is he/she feeling?*
  - *How is he/she behaving?*
  - *You mentioned X, can you tell me more about that?*
  
- *“Who is important to your child at this school?”*
  - *You mentioned (relations with teachers e.g.), can you tell me anything about his/her relationships with other children?*

- *What do you notice about your child when they come home from X?"*
- *"What are some of the things needed to support your child to be successful in [PRU]?"*
- *What would you like for your child in the future?*

#### **4. Wrap up/ summary**

5. *"Unfortunately, we are close to being out of time. Let me attempt to summarise the main points that have come out of today's discussion.*
6. *Would you like to add anything to my summary?*

**Appendix 14. 'About Me' Activity for Pupils**

**Who am I?**

I am...	I like the colour...	I like to drink...
I like to watch...	I like to eat...	I like to play...

## Appendix 15. Pupil Interview Schedule

### Introduction

**Each child interview was differentiated to suit the developmental age of the pupil involved.**  
**This was informed by observations/ previous meetings with the researcher.**

Thanks for meeting with me today. We are here to talk about a project I am doing. I have spoken with your [parents/caregivers] and [teacher's name] about your school. He/she said its ok if I come and talk to you. Is that OK?



[show them a happy or sad face so that they have a clear option to say no]

We are going to be doing some games together. These will help me learn about what school is like for you. I want to know what it's like to go to [mainstream primary school] and [PRU]. This is to help adults want to know what school is like for children.



The rules are that feeling safe is important for everyone. If I hear anything about you not being safe or someone else not being safe we should tell a teacher. We can tell them together. Is that OK?

There are no right or wrong answers. If you want to stop at any point let me know/ show me this red card and we will stop".



Is that OK? "Do you have any questions?"

I'm going to be recording what we say today using this [recorder]. This is so I remember what we talk about. I'm going to turn it on now [show recorder 'on' button].

### **Activity one**

First, I want you to imagine a school you love. It is not a real school. We can make it together using these [show pictures and glue].



**Main question: "Can you tell me about this school?"**

**Prompts:**

1. What do you want to put in the school?

2. *'Who goes to this school?'*
  - *Are there children?*
  - *Are there adults?*
  - *Are you there?*
3. *What do they like about this school?*
4. *What do they learn?*
5. *How do you feel about this school?*
6. *What do you like in the school?*

**Activity Two**

*"Here is a timeline with the days of the week written on it." Point*

*"Can you tell me/show me/ draw me what happens in your week? We will start with today which is [X]. I will ask you to tell me/show me/draw me what happens on each day".*

[Mainstream school]	[PRU]	[Weekend]

- *What is it like at X?*
- *Who do you see at X?*
- *What sorts of things do you do with them?*
- *What do you like about X?*
- *Is there anything you don't like about X?*

**Activity Three**

*"Here are some photos. Can you tell me about what is in the photos?"*

[With permission from staff, photos will be taken of areas in the children's school (1) and school (2)]. Photos from school 1 will be discussed first. Children will be asked about the photos by the researcher.

School 1

School 2



*Example of prompts (coinciding with appropriate photographs):*

- *What's it like in this school?*
- *What do you do in this school?*
- *Who else is in the school? Tell me about them.*
- *Is there anything you like about this school?*
- *Is there anything you don't like about this school?*

## Appendix 16. Mainstream Teacher Interview Schedule

### Introduction

Thank you for agreeing to take part in this interview. I greatly appreciate your contribution to this project. I am currently in my second year of training to be an Educational Psychologist. This means that I am currently studying on the Doctoral Course of Child and Adolescent Psychology at the Institute of Education, whilst on placement with [X] Educational Psychology Service. Before we begin, can I first ask that you read through the information sheet and sign the consent form in front of you.

These provide you with extra information about the research and remind you of your right to withdraw from the research up until the point that data has been analysed, which will be October half-term 2018.

Thank you. Do you have any questions you would like to ask about those?

### Definitions

You may be familiar with the term dual-registration , although I know that the definition can refer to different arrangements in the research. For this interview, dual-registration refers to children who spend the first part of their week at a mainstream school and the latter part at [insert name of primary PRU].

Questions	Follow ups/ Prompts
1. <i>“What would be really helpful to start with is if you could introduce yourself and say briefly how long you’ve been teaching for and how you came to be in your current role?”</i>	
2. <i>“Can you tell me about the culture of this school from your perspective?”</i>	<ul style="list-style-type: none"> <li>• School values/beliefs/mindset.</li> <li>• Community context/ characteristics</li> </ul>
3. <i>“Can you tell me about your experience supporting dual registered pupils?”</i>	<ul style="list-style-type: none"> <li>• What has worked well?</li> <li>• What has worked less well?</li> </ul>
4. <i>“Can you tell me about your school practices when a dual registered child starts at the school and joins your class?”</i>	<ul style="list-style-type: none"> <li>• What might help a dual registered child settle in to the classroom?</li> <li>• Can you tell me about their relationships with their peers and adults?</li> <li>• In your experience, are there any ways that they can be supported to build these relationships?</li> </ul>
5. <i>Can you tell me how the curriculum is delivered to dual registered pupils/ @ while they’ve been dual registered* in your school?</i>	<ul style="list-style-type: none"> <li>• Do you feel that there are similarities between the work these children complete in mainstream classes and the work they complete in the PRU?</li> </ul>

	<ul style="list-style-type: none"> <li>• Do you feel that there are any differences?</li> <li>• To what extent are you able to offer them extra-curricular activities?</li> <li>• To what extent are you able to offer them a rich curriculum given that they attend your school part-time?</li> </ul>
6. "What opportunities and challenges do you think dual registration may bring pupils?"	<ul style="list-style-type: none"> <li>• In your experience, what opportunities and challenges do you think dual registration may bring teachers?</li> </ul>
7. What factors would support a child to make best use of this type of arrangement?	<ul style="list-style-type: none"> <li>• Can you describe any of the provision you would like to see put in place to support a dual registered child in your class?</li> <li>• In the classroom</li> <li>• In the wider school context</li> </ul>
8. "How effectively do you think the school and PRU work together to make this arrangement as beneficial as possible for pupils?"	<ul style="list-style-type: none"> <li>• Are there any factors which you think facilitate this?</li> <li>• E.g. regular meetings, informal check-ins, other forms of communication</li> </ul>
9. "How effectively do you think the school and PRU work together to support teachers of these pupils?"	<ul style="list-style-type: none"> <li>• Can you describe how the PRU and your school communicate?</li> <li>• E.g. training, outreach, systems of communication etc</li> </ul>
10. "Can tell me about your school systems for tracking the progress of dual registered pupils?"	<ul style="list-style-type: none"> <li>• Academic</li> <li>• Social/emotional Behavioural</li> </ul>
11. "In your view, how best could the reintegration of dual registered pupils into full-time mainstream school be managed?"	<ul style="list-style-type: none"> <li>• Do you feel there are any barriers to this in your school and if so, could you elaborate?</li> <li>• Do you feel that there are any factors in your school which would increase the likelihood of reintegration being successful? If so, can you elaborate?</li> </ul>
12. In your experience, have there been any desirable outcomes for pupils who are dual registered? If so, can you elaborate?	<ul style="list-style-type: none"> <li>• <b>A) IF: "Yes" response</b></li> <li>• What factors do you think facilitated these? (Opportunities)</li> <li>• <b>B) IF: "No" response</b></li> <li>• Move to next question</li> </ul>
13. In your experience, have there been any undesirable outcomes for pupils who are dual registered? If so, can you elaborate?	<ul style="list-style-type: none"> <li>• <b>A) IF: "Yes" response</b></li> <li>• What factors do you think contributed to these? (Challenges)</li> <li>• <b>B) IF: "No" response</b></li> <li>• Move to next question</li> </ul>

<p>14. "How could dual registered pupils overcome some of the <b>challenges</b> associated with being placed in a mainstream classroom for the <u>full week</u>?"</p>	<ul style="list-style-type: none"> <li>• Are there any coping strategies you feel they may show?</li> </ul>
<p>15. "Do you feel that there are any factors specific to X that make their reintegration either more or less difficult? If so, can you elaborate?"</p>	
<p>16. "In your experience, what agencies are involved in supporting dual registered pupils?"</p>	<ul style="list-style-type: none"> <li>• <b>If EPs are highlighted:</b> Has there been anything about their involvement which you have found to be helpful?</li> <li>• <b>If EPs are not highlighted:</b> What role do Educational Psychologists play in this process?</li> <li>• Are there any ways you think this support could be improved?</li> </ul>

**Generic prompts**

- "Can you tell me a bit more about that?"
- "How?"
- "Why?"
- "Anything else?"

## Appendix 17. PRU staff Focus Group Interview Schedule

Introduction/ Information sheet and consent forms

Welcome everyone to this session. Thank you for taking the time to talk to me about some of the pupils that you work with in X. My name is Amy and I am currently in my third year of training to become an Educational Psychologist. This means that I am studying at the Institute of Education, whilst on placement with X Educational Psychology Service.

In front of you is an information sheet and consent form. Can I ask that you firstly read through the information sheet and then if you are happy to take part in the research, please sign the consent form. I will collect the consent forms in at the end, the information sheets are yours to keep. Both documents remind you of your right to withdraw from the research up until the point that data is analysed. This is expected to be in October half-term (2018).

*Has anyone got any questions about those?*

What you will be taking part in today is a focus group. The term “focus group” refers to a group discussion about a particular topic of interest. The topic chosen for *this* focus group are pupils who spend part of the week at mainstream school and part of the week at [PRU]. For ease, I will be referring to these pupils as being on a ‘dual placement’. Each of you have been invited to attend this session because of your experience supporting dual registered pupils.

Expectations

There are a few guidelines I’d just like to discuss before we begin.

- Firstly, there are no right or wrong answers. I want to know about your personal experience of, and thoughts on, what is being discussed. There may be times when your perspective is similar to others, but also times when it may be different. Both are interesting.
- Secondly, you can talk in any order you like. When you have something to say please do.
- Thirdly, I know it can be tempting when you have strong feelings about a topic to jump in when others are talking, but I ask that you try to avoid this for ease of recording. I know that there are a lot of us in the group and I’d like to hear from each of you.
- Finally, I may have to redirect our discussion at certain points just because of limits on time.

You may have noticed the recorders on the table. I will be audio recording the session because I don’t want to miss any of your comments. People often say very helpful things during these sessions and I often can’t write fast enough to get them all down. None of your names will be used in my reports and everything you say will be confidential.

Does anyone have any questions?

### Warm up

I will begin audio recording now. So that I can find out a little bit about you I’d like us to go around the table. Please could you introduce yourself and briefly tell everyone how you came to be in your current role.

### Opening Question

- *Tell us about a memorable experience you have had supporting a child who was dual registered.*

### Introductory Question

1. Tell me about a memorable experience you have had supporting a child who was on a dual placement.	
2. If I was a mainstream headteacher considering this type of arrangement, what would you want me to know about it in advance?	
3. Can you describe what happens when a child on a dual placement first starts coming to X?	
4. How have you experienced their behaviours and needs when they initially start the dual placement process?	How do you deal with these?
5. What are the key factors that you discuss with mainstream staff who support children on a dual placement?	What do mainstream teachers want to discuss with you?
6. How do you think dual placements may be experienced by mainstream teachers?	What has informed your view?
7. What are they key factors that you discuss with parents of pupils on dual placements?	
8. Have you got any thoughts on parental experiences of having a child on a dual placement?	What has informed your knowledge of their experiences?
9. From a child's perspective- how might dual registration be experienced?	
10. In your experience, what may a child find beneficial about having a dual placement?	
11. What may they find more challenging?	

12. From your perspective, what could be put in place to help them to overcome these challenges?	
13. In your experience, are there any key factors which might influence a child's experience of dual placement?	
14. What would need to be put into place to support the reintegration of these children into mainstream school?	
15. Aside from yourselves and mainstream staff, who might provide the most support for pupils on a dual placement?	
16. What role do you think an Educational Psychologist could play in this process?	
17. Is there anything else that you think it is important to discuss about dual placements?	

#### Wrap up/ summary

*"Unfortunately, we are close to being out of time. Let me attempt to summarise the main points that have come out of today's discussion.*

*[review in line with purpose]- Would you like to add anything to my summary?*

#### Closing statement

*"As we come to a close, I'd just like to remind each of you that the recording will be transcribed. To maintain confidentiality, each of you will be given a pseudonym for the purpose of data analysis. I'd like to ask that you refrain from discussing the things we have spoken about today and respect the right of each of your fellow group members to remain anonymous. Does anyone have any questions which I can answer?"*

*Thank you so much for your contribution to this project. I felt that the interview was very successful and your responses will be hugely valuable to the project.*

#### Remember need to:

- Encourage group members
- Recall the focus of the group
- Follow up on interesting points
- Listen for inconsistent comments and probe for understanding
- Listen for vague/cryptic comments and probe for understanding.

#### Immediately after the focus group:

- Draw a diagram of the seating arrangement

- Note themes and ideas

Prompts

<b>Questions to get more information</b>	“Can you give me an example?”
	“On a scale of 1-5 how important is this?”
	“Why do you think you feel this way?”
	“Can you tell me more about what that experience was like?”
<b>Questions to clarify a point</b>	“I want to make sure I understand; can you explain more?”
	“What do you mean when you say [no good]?”
	“Can you give me an example?”
<b>Questions to compare perspectives</b>	“How do others feel about that point?” “Who has a different perspective on that?” “Can someone build on that?”
<b>Question to elicit other perspectives</b>	“What is your perspective on that [name]?”
	“Has anyone had a similar/ different experience?”

## Appendix 18. Educational Psychologist Focus Group Interview Schedule

### Introduction/ Information sheet and consent forms

Welcome everyone to this session. Thank you for taking the time to talk to me about pupils who attend both a mainstream school and the X.

In front of you is an information sheet and consent form. Can I ask that you firstly read through the information sheet and then if you are happy to take part in the research, please sign the consent form. I will collect the consent forms in at the end, the information sheets are yours to keep. Both documents remind you of your right to withdraw from the research up until the point that data is analysed. This is expected to be in October half-term (2018).

### Has anyone got any questions about those?

What you will be taking part in today is a focus group. The term “focus group” refers to a group discussion about a particular topic of interest. The topic chosen for *this* focus group are pupils who spend part of the week at mainstream school and part of the week at [PRU]. For ease, I will be referring to these pupils as ‘dual registered’. Each of you have been invited to attend this session because of your experience supporting dual registered pupils.

### Expectations

There are a few guidelines I’d just like to discuss before we begin.

- Firstly, there are no right or wrong answers. I want to know about your personal experience of, and thoughts on, what is being discussed. There may be times when your perspective is similar to others, but also times when it may be different. Both are interesting.
- Secondly, you can talk in any order you like. When you have something to say please do.
- Thirdly, I know it can be tempting when you have strong feelings about a topic to jump in when others are talking, but I ask that you try to avoid this for ease of recording. I know that there are a lot of us in the group and I’d like to hear from each of you.
- Finally, I may have to redirect our discussion at certain points just because of limits on time.

You may have noticed the recorders on the table. I will be audio recording the session because I don’t want to miss any of your comments. People often say very helpful things during these sessions and I often can’t write fast enough to get them all down. None of your names or service will be used in my reports and everything you say will be confidential. There is an expectation to publish this research.

Does anyone have any questions?

Question	Prompt
<i>What would be really helpful to start with is if you could introduce yourselves and tell us briefly how long you've been working in X for?</i>	
<i>Can you tell me what your experiences are in relation to dual registration?</i>	
<i>In your experience, how does it come about?</i>	
<i>If I was a SENCO considering this type of arrangement, what would you like me to know about it in advance?</i>	
<i>From a child's perspective- how might dual registration be experienced?</i>	<i>Things they may find beneficial/ challenging</i>  <i>If challenges are mentioned: From your perspective, what could be put in place to help them overcome these challenges</i>
<i>From a parent perspective- how might dual registration be experienced?</i>	
<i>What about the experiences of mainstream staff?</i>	
<i>What about the experiences of PRU staff?</i>	
<i>Can you describe a scenario where dual registration works well?</i>	<i>What psychological theory has shaped your thinking?</i>
<i>Can you describe a scenario where it doesn't work well?</i>	<i>What psychological theory has shaped your thinking?</i>
<i>For the reintegration of dual registered children into mainstream to work best, what needs to be in place?</i>	
<i>What do you consider to be the key psychological frameworks and applications around this process?</i>	
<i>What role do EPs have in dual registration?</i>	
<i>How do you feel EPs could assist stakeholders involved in dual registration?</i>	

Prompts	
<b><i>Need to elevate conversation past everyday descriptions into a psychological analysis</i></b>	<b><i>What psychological processes have informed your thinking in relation to dual registration?</i></b>

	<p><i>What has informed your understanding or led you to perceive it in this way?</i></p> <p><i>What theory are the main issues you describe linked to?</i></p>
--	---

**Closing statement**

“As we come to a close, I’d just like to remind each of you that the recording will be transcribed. To maintain confidentiality, each of you will be given a pseudonym for the purpose of data analysis. I’d like to ask that you refrain from discussing the things we have spoken about today and respect the right of each of your fellow group members to remain anonymous. Does anyone have any questions which I can answer?

Thank you so much for your contribution to this project. I felt that the interview was very successful and your responses will be hugely valuable to the project.

## Appendix 19. Example of a Full Coded Transcript

<p><b><i>So what would be really helpful is if you could introduce yourself and just say, briefly, how long you've been teaching for and how you came to be in your current role.</i></b></p>	
<p>I've been teaching for 5 years now. So, I've taught from nursery to year 6. I've been at X for a year, so I've had X for a year, he's been in year 4 with me and he's going through to year 5. He's going to have the same teacher that he had in year 3, who is in year 4 now, so he should be very familiar with the teacher that's going through with him so hopefully that will help with the transition for him. I've worked with a lot of autistic children, so very familiar with X, done a lot of training on autistic children so, yeah.</p>	<p><i>MS teacher for 5 years Teacher experienced working with different age groups Worked in M school 1 year DR Pupil is in Key stage 2 Challenges associated with year group transitions in mainstream Familiarity with teachers supports pupil during DR Pupil will be taught by teacher who has previously taught him next academic year Teacher has worked with many pupils with same diagnosis as DR pupil Teacher is familiar with needs of pupil Teacher has been trained on supporting pupils with same diagnosis as DR pupil DR pupil has a diagnosis of autism</i></p>
<p><b><i>Brilliant. And can you tell me about the culture of this school from your perspective?</i></b></p>	
<p>Yeah, it's really good. It's really multi-cultural, very welcoming, very understanding, we have had, every assembly that we have is in on a different culture, so we did, my class did, a Sikhism one, we've had Chinese New Year, so every assembly is concentrated on a different religion or on a different cultural background which I think's fantastic. And then we do R.E. studies as well every week and that's obviously looking at different religions as well, we did a year 4 trip to a good [inaudible] temple so it was really fantastic and then obviously we've got a very, yeah lots of different cultures in the school! My class is definitely, more than half classed as EAL, so very welcoming and very supportive I think.</p>	<p><i>Teacher enthusiasm for MS school multi-culturalism School welcomes different religions and cultures  Pupils are taught about different cultures in mainstream school  Pupils have weekly religious education lessons  Teacher enthusiasm for ways school supports pupils to learn about different religions  School is multi-cultural  High numbers of EAL pupils in class  Teacher feels school welcomes pupils from different cultural backgrounds</i></p>
<p><b><i>Thank you. And can you tell me about your experience supporting dual registered pupils?</i></b></p>	
<p>Yeah so I've actually, it's my first time doing a dual with a student. I found it really fantastic, so every week we would communicate via email about how</p>	<p><i>Teacher first experience of DR</i></p>

<p>X's transitions been going and how his weeks been, so it was <i>really</i> good communication, I always knew how he was going at [PRU] and they always knew how he was going here. We had a lot of meetings and a lot of catch ups just to address like different strategies and how we can support you know, different, you know going into [PRU] and then while he was at [PRU] like mirroring certain things, so what I was doing here they were doing, or what they were doing I was doing. So, even though he was in two different placements, we were using the same language and the same strategies to keep the consistency. So that worked really, really well. Yeah they were fantastic, they were really, really supportive and yeah I learnt a lot actually like different things that I wouldn't have thought of <i>doing for him</i>, like the, the trays for the breaks, like if we're in maths and he's finding the topic we're teaching too difficult, he has a brain break of maths, but he <i>chooses</i> it, which I thought, like I'd just always give him like a sensory break or just a completely break from it but that strategy works. He hasn't used it as much as I thought he would, he sometimes, obviously as we discussed, he's finding it quite <i>tricky</i> [discussed by participant during pre-recording rapport building], but [pause] and then also like strategies where we give him the idea that he's choosing but really we're kind of controlling it. So, like in a maths lesson, when all the children get like the full page, [PRU] taught me to like cut it up and then he would choose which part to do first so giving a bit more choice over it and then he feels more empowered to do the questions more. So yeah, I definitely learnt a lot with the communication and the strategies.</p>	<p><i>Importance of weekly communication between PRU and mainstream school</i></p> <p><i>Teacher support of communication process</i> <i>Enthusiasm of teacher</i></p> <p><i>Frequent meetings between PRU and MS is supportive</i></p> <p><i>Consistency of languages and strategies between mainstream and PRU contexts</i></p> <p><i>Teacher feels well-supported by PRU staff</i></p> <p><i>Teacher is upskilled by PRU staff</i></p> <p><i>PRU provides teacher with classroom-based strategies to support pupil</i></p> <p><i>Regular meetings between mainstream and PRU staff facilitates consistency of language and strategies</i></p> <p><i>Teacher involves pupil in making decisions about breaks in between work tasks</i></p> <p><i>Difficulties allowing pupil to make decisions about breaks in between work tasks in mainstream,</i></p> <p><i>Pupil needs mainstream tasks to be broken down</i> <i>Involvement in learning choices</i></p>
<p><b><i>OK so was that mainly over email or did you have other meetings as well?</i></b></p>	
<p>I would email them every Wednesday. So, he would have Monday, Tuesday, Wednesday with me. On Wednesday I would email how he'd been and then they would email me back on the Friday how his Thursday, Friday went. And it would be like, at [PRU] they had like a tick chart with like targets down the side then a score out of 64 and then he</p>	<p><i>Importance of weekly communication between PRU and mainstream school</i></p> <p><i>PRU communicates positives of behaviour to mainstream school</i></p> <p><i>Pupil meets targets set by PRU staff</i></p>

<p>would have his ticks. He always got full ticks [smiles] and then he'd have, there'd be like a comment of how he went. So he really enjoyed <i>that</i> kind of environment but I think from that support and always knowing that there's a parent like immediately there for him, but also they had a slightly different strategy in completing the work, so if he was stuck on something he'd put a question mark on it and it'd be like a "do it later" cos they had the flexibility. Whereas I think, coming back here full-time that's where he's struggling because we're mainstream, and we can't do a "do it later" approach. So, that has been one thing that's been a bit tricky. Obviously, that worked really well for him in that setting, but trying to adapt it here is a bit different. He also got to choose kind of the topic that he wanted to do so, [PRU] took him to the library, he chose a book, he chose space and then they've made a unit with all the curriculum about space. Whereas over here, we have the topics and the themes, and this is what we're doing which is I think what he struggles with <i>a lot</i>. So, yeah.</p>	<p><i>Having a key designated person in PRU</i></p> <p><i>Difficulties allowing pupils to return to activities in mainstream</i></p> <p><i>Pupil able to choose activity of interest in PRU</i></p> <p><i>Reduced choice of topics in mainstream</i></p> <p><i>Reduced choice of topics in mainstream</i></p>
<p><b><i>So there they were able to make it a bit more-</i></b></p>	
<p>A bit more <i>flexible</i>. So we've been, the deputy head and I, have been trying to figure out how we can kind of incorporate that approach but still trying to keep it mainstream at the same time. Cos he doesn't have a 1:1 TA, the TA that we have at the moment is a year 4 TA so going into year 5, as (far as) <i>I know</i> at the moment he still does not have a 1:1 which is, I think if we had the 1:1 you could have that flexibility with, "alright let's leave that there and we'll do this" but yeah, in a mainstream obviously it's Monday we do this part and then it progresses over the week so you normally have a topic and then you start off the foundation blocks and then you build on that. So if he's refusing to do some of the beginning lessons, it throws out the whole system. So yeah and I think he did struggle a little bit when he knew he was away, he would come back and he'd be like "I didn't learn that" or "I hadn't done that yet" and he didn't want to move on to the next bit because he hadn't done, what we had done when we (he) were away. So that took a while to get his head around but once he kind of understood that I was saying he didn't <i>have</i> [laughs] to do the Thursday and Fridays he could just take off where he went from, he was ok after a while.</p>	<p><i>Consideration of ways to provide pupils with greater choice over activities in mainstream</i></p> <p><i>Individual support in mainstream enhances flexibility</i></p> <p><i>Challenges of engaging with mainstream curriculum</i></p> <p><i>Refusal to do activities</i></p> <p><i>Challenges of engagement with mainstream curriculum</i></p> <p><i>Impact of catching up on learning missed whilst at PRU</i></p> <p><i>Clear explanation required of expectations of missed work to support engagement</i></p> <p><i>Clear explanation of required of expectations of missed work to support engagement</i></p>
<p><b><i>Thank you that's so helpful. And so, you kind of said a bit of it then, but is there any thing in particular you think has worked well for X while he's been dual registered?</i></b></p>	

<p>Definitely the sensory break. When he was in year 3 I don't think he had very many strategies in place. So, when I've come in I ordered a lot of sensory toys and lots of brain break activities. I've made lots of social stories to try and help him get through certain aspects, like in guided reading he always wants, like we have job roles and every day the children share the job role and he always wants to be the one, it's called circle supervisor, so they're in charge of making sure the group's OK. I think he likes that because you don't have to write anything in your book. But it's a real blockage for him when he, he has to do one of the other job roles. So we've made social stories about that, we've made social stories about waiting for the teacher and then the brain box, that they said was really helpful, cutting up the sheet to give him, it's like a fake choice, like he thinks he's choosing but really he's doing the same work as everybody else. That's worked well. For him in particular, even though he has quite big behavioural outbursts, keeping really strict with him and keeping the consequences the same are really good. So, in the day we have two sessions in the morning, so after each session if he's done the work he has 5 minutes sensory toys. So he always chooses, he's got, he really like a rubix cube or putty or threading, so he's got like a box, so he puts his headphones on and he plays with that, 5 minute timer comes off so he comes back and he does the next session and then he gets his reward of sensory time. So if you have a full day, every session he has a chance of sensory reward, he's got a tick sheet on his desk so if he has a tick for every session at 3 o'clock he gets computer time so that's like the ultimate end goal for him but it's achievable because he's got little mini rewards towards the end. It works well for him, it's taken me a long time for him to understand the concept because he gets an immediate sensory reward but if he gets a cross he's missed the 3 o'clock computer time. We used to have really big outbursts when I said "you're not having 3 o'clock you haven't done all your ticks". It took him a very, very long time to accept that that was how the routine worked but last week on the Thursday when he had that bad day he actually said to me "I'm not getting 3 o'clock computer time" and I said "no you're right you're not getting 3" so he gave himself the consequence which is something I haven't seen him do very often. Normally if we give him the consequence he'll kind of argue back. If he understands why he's getting the consequence it makes it a bit easier but recently, he's kind of the one who's come to me and said "oh no I'm not</p>	<p><i>Learning new strategies that support child's sensory needs and regulation as part of dual registration</i></p> <p><i>Perception of lack of support provided by previous teacher in mainstream</i></p> <p><i>Importance of teacher motivation to support pupil's SEMH needs.</i></p> <p><i>Pupil has difficulty switching from one role to another</i></p> <p><i>Importance of mainstream support to develop pupil's social skills</i></p> <p><i>Mainstream activities are differentiated to suit pupil needs.</i></p> <p><i>Teacher gives pupil a sense of autonomy over learning.</i></p> <p><i>Teachers ensure that mainstream rules are consistent.</i></p> <p><i>Pupil continues to have behavioural outbursts in mainstream during dual roll</i></p> <p><i>Pupil needs rules to be kept consistent in mainstream during dual roll</i></p> <p><i>Pupil is given sensory breaks in mainstream school</i></p> <p><i>Pupil is given choice over resources used during sensory breaks in mainstream</i></p> <p><i>Pupil is given visuals to support understanding of beginning and end of sensory break</i></p> <p><i>Pupil gets sensory breaks throughout the school day</i></p> <p><i>Visuals support pupil to track his behaviour during the school day</i></p> <p><i>Opportunities to earn a reward at the end of the school day supports pupil behaviour</i></p> <p><i>Sensory breaks support pupil's behaviour in class</i></p> <p><i>Difficulties teaching pupil individualised reward system</i></p>
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<p>getting my 3 o'clock computer time because I have not done this" which is a <i>huge</i> progression step for him. So yeah.</p>	<p><i>Pupil is better able to understand the consequences of his actions as part of dual roll</i></p> <p><i>Importance of pupil understand the behaviour that leads to negative consequences</i></p> <p><i>Teacher sees pupil progress understanding the consequences of his behaviour as part of dual roll as highly significant</i></p>
<p><b><i>Brilliant thank you, is there anything you think has worked less well for X?</i></b></p>	
<p>Definitely the idea of question marks for the "do it later" so he's kind of brought that language from [PRU] of "I'll do it later" to the mainstream setting where I'm trying to explain to him that we can't "do it later". You'll see in his books he's tried to write, so obviously in mainstream they'll do their work, I'll mark it and I'll give them like a green comment to like push them a bit further or get them to clarify something that they learnt in the lesson and he's written "I'll do this later" down the bottom [laughs]. So I've spoken to mum and dad and I've kind of explained that it worked great in that setting but now having to pull him back into mainstream that is the thing that we're really struggling with. He's got, he's got this phrase that I've spoken to [PRU] about where he says, "I'm bored". [PRU] seems to think he doesn't understand the meaning of "I'm bored" he just kind of says it out of the feelings that he doesn't want to do something so he uses the words "I'm bored" to kind of explain that he just doesn't want to do it but they seem to think that he doesn't understand what the word 'bored' means. I'm not sure yet, I haven't made my mind up but that's just me personally as his teacher. Sometimes I think he does know what it means. So every morning the children come in and they have handwriting so they have to write the date and they have to write the learning objective and then they write 3 lines of handwriting and we do that every single morning and that's routine so I think he is bored of doing it. He, last week he said for the first time, I've never heard him say this, he was nervous, so I don't want</p>	<p><i>Difficulties allowing pupil to return to activities in mainstream</i></p> <p><i>Difficulties allowing pupil to use language taught in PRU in mainstream class</i></p> <p><i>Difficulties encouraging pupil to complete learning extensions in mainstream</i></p> <p><i>Difficulties allowing pupil to return to activities in mainstream</i></p> <p><i>Discussion with parents about difficulties allowing pupil to return to work in mainstream.</i></p> <p><i>Discussion with parents about difficulties pupil has adapting to mainstream setting after the PRU</i></p> <p><i>Pupil finds it difficult to adapt to mainstream environment after dual roll</i></p> <p><i>Discussion with PRU about pupil expressing boredom in mainstream</i></p> <p><i>Challenges understanding pupil's emotions in mainstream</i></p> <p><i>Pupil says he is 'bored' to avoid learning tasks</i></p>

<p>to write the LO and date because I'm nervous and I, I was trying to unpick it a little bit like "what are you nervous about, are you nervous about moving like the whole transitioning thing?" but he can't communicate what he's nervous about so he'll just say "im nervous about this" and he's not necessarily nervous about that so trying to unpick what he actually means is challenging. We've got things in place for him to try and express his emotions, sometimes he can just tell you straight out what he's feeling, other times I think he has feelings that he doesn't understand so he'll, it's almost like a trigger. So X as a child, is like incredible. You can't look at his behaviour as a behaviour problem because it's <i>not</i>. Everything he acts out from is from a trigger. So, if you look at him today, if you don't know him very well it's, he's misbehaving. He's not misbehaving, he's just had the trigger of not understanding, like his whole mindset has just been challenged of, I thought I had a week left of school and now you're telling me I have 2 weeks left. So, it's really hard to separate the two. It's very easy I think for some autistic children to be looked at as them misbehaving, but you kinda need to unpick it and try and find out why they're behaving like that. So that is something, sometimes it's really easy, I know exactly why he's behaving, sometimes something will happen like 3 days before and then it will come up. So, it takes him a while to process and then he'll react to something that has happened a while ago which is interesting to try and figure out as well.</p>	<p><i>Differing views of PRU and mainstream staff about pupil's feelings towards mainstream activities</i></p> <p><i>Pupils complete same daily morning routine in mainstream- thought to lead to boredom</i></p> <p><i>Pupil expresses that he is nervous in MS</i></p> <p><i>Pupil refusal to complete activities in MS</i></p> <p><i>Pupil has difficulty communicating his emotions in MS</i></p> <p><i>Challenges understanding pupil's emotions in MS</i></p> <p><i>Pupil's difficulties understanding his emotions, triggers outbursts</i></p> <p><i>Pupil given strategies to support his emotional expression in mainstream</i></p> <p><i>Pupil's ability to verbalise emotions is inconsistent</i></p> <p><i>Teacher likes pupil</i></p> <p><i>Familiarity with pupil supports understanding of his behaviour</i></p> <p><i>Teacher notes that all pupil behaviour is response to a trigger</i></p> <p><i>Anxiety caused by change to pupil's understanding of time left in school, triggers behaviour</i></p> <p><i>Difficulties understanding when misbehaviour is underpinned by anxiety</i></p> <p><i>Importance of exploring the causes of pupil's behaviour (anxiety)</i></p> <p><i>Teacher ability to understand causes of pupil behaviour varies</i></p> <p><i>Pupil has difficulties processing information related to inner feelings</i></p> <p><i>Pupils difficulties processing inner feelings is a barrier to adult understanding of their feelings</i></p> <p><i>Importance of teacher interest in understanding pupil behaviour</i></p>
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<b><i>And that's challenging?</i></b>	
<p>Yeah, it's kind of, I find it really interesting, definitely, because sometimes like I'll say something out straight to him like the timetables changed. He's actually quite good at timetable changes to be fair, like I said to him today "I'm going out for an hour" and he was like yeah ok, like he's OK, some autistic children don't like their, you know structure change too much. He is OK with it, but sometimes I'll say something to him and he'll be like "yeah that's fine" and then in the afternoon then he starts getting upset about what I've said in the morning cos it's taken him that long to kind of process it, so you just kinda, when you tell him to do something or when you give him news your kinda just have to watch him for a bit to make sure he's processed it.</p>	<p><i>Teacher is interested in understanding pupil behaviour</i></p> <p><i>Importance of communicating with pupil about timetable changes</i></p> <p><i>Pupil is able to cope with timetable changes</i></p> <p><i>Delays in processing information delays pupil's reaction to information</i></p> <p><i>Pupils difficulties processing inner feelings- needs to be monitored by adults</i></p> <p><i>Pupil gets upset about timetable changes later in the day</i></p> <p><i>Adults need to monitor pupil's reaction to change- processing difficulties may delay response</i></p>
<b><i>So like monitor him for a while?</i></b>	
Yeah definitely.	
<b><i>That's really interesting, thank you so much. And can you tell me about your school practices when a dual registered child starts at the school and joins your class?</i></b>	
<p>Well obviously I'm new to the school, I've only been here a year and this is my first dual placement. So the SENCO leader and the deputy head kind of took charge of organising the dual placement. Then we found, cos obviously he really needs the support, that we didn't have the [statutory needs assessment (SNA)] approved so we handed in the [SNA] and then that got declined and then when I started, cos there wasn't enough evidence, so then when I started I need to gather all the evidence and put the strategies in place and then that's been submitted again, that's been approved now, but we still needed support like for the present time so that's when they had the dual placement. So, I went with the deputy head and met them and then I had a tour of the school and then they kind of spoke about the setting, how it works, what their structure of the day is, and then I had a similar conversation with what we do at [mainstream]. We were supposed to, I was supposed to go and watch X at [PRU] and they were supposed to come here, but we had a couple of calendar clashes and timetable clashes and we never got around to it [pause] but</p>	<p><i>Teacher is new to school</i></p> <p><i>Teacher's first experience of DR</i></p> <p><i>Teacher not involved in organising DR</i></p> <p><i>Perception that pupil needs high level of support in MS</i></p> <p><i>Statutory needs assessment not agreed before pupil put on dual roll</i></p> <p><i>Lack of strategies in place to support pupil in mainstream before dual roll</i></p> <p><i>Statutory needs assessment agreed during dual roll</i></p> <p><i>Dual roll used as a way of supporting pupil, before school is given EHC funding.</i></p> <p><i>Teacher and deputy headteacher visit PRU to set up dual roll</i></p>

<p>going forward I think that's a really good thing to watch on a dual placement and then yeah throughout the whole placement we had the regular meetings, the email catch ups, the communication and then we had a final meeting at the end. We had a meeting there and then they came here and we had a meeting here so we had like two meetings and that was pretty much how do we now support him leaving [pru] and being at [mainstream] full-time. So yeah there was kind of like an introduction, constant throughout, then one at the end as well.</p>	<p><i>Discussion between mainstream and PRU staff about structure and characteristics of each setting</i></p> <p><i>Difficulties arranging teacher observations in both settings</i></p> <p><i>Teacher wishes she had been able to observe pupil in PRU</i></p> <p><i>Importance of regular communication between PRU and MS during DR</i></p> <p><i>Reintegration meetings in both settings at end of DR</i></p> <p><i>Discussion between mainstream and PRU staff about ways to support reintegration of pupil</i></p> <p><i>Meetings between PRU and mainstream staff have clear beginning, middle and end</i></p>
<p><b>So quite structured?</b></p>	
<p>Mmhm</p>	
<p><b>What helps X to settle in the classroom in the mornings?</b></p>	
<p>[pause] He finds it very challenging. It is always a flat out "no", it's never, he will never give a reason why. His main thing he says is "I'm tired" and we've had a lot of meetings with X's parents as to like say he's refusing to do this because he's saying he's tired. He will put his head down in class and fall asleep. He used to take himself off to the bean bag area in the reading corner and fall asleep. So we had a big push of he needs to go to bed earlier, but mum and dad were very adamant that he goes to bed at 8'o clock and that he sleeps. I am not, I think technology is a big thing for X. He is obsessed with computers and IPADs and gaming and youtube. I'm not sure if he's [pause] on technology too late and then it keeps him up and then he's not settling and then he comes to school tired. I'm not sure if that's a pattern but obviously I'm not sure about that one but he definitely comes to school and he will say he's tired and then he'll be like really grumpy and then he won't want to do anything. So that's been challenging in the sense of getting him settled because he'll come in and he'll just be like "I'm tired" and before we've even done anything he doesn't want to do it. So it's very hard, so he's always got his 1:1, like it's not a 1:1 TA, but Miss X is in there and she will get him sat down and she'll sit next to him. The, all he has to do is copy from the</p>	<p><i>Challenges of settling pupil into classroom in mornings</i></p> <p><i>Pupil refusal to complete activities when he arrives in classroom</i></p> <p><i>Difficulties with not understanding why pupil may refuse to complete activities</i></p> <p><i>Pupil is tired in mornings</i></p> <p><i>Discussion with parents about pupil's refusal to complete activities</i></p> <p><i>Pupil falls asleep in mainstream class</i></p> <p><i>Difficulties engaging with mainstream curriculum- associated with pupil being tired</i></p> <p><i>Teachers puts pressure on parents to ensure pupil has enough sleep</i></p> <p><i>Teacher feels that pupil needs more support to ensure that he gets enough sleep at home.</i></p> <p><i>Pupil is obsessed with technology</i></p> <p><i>Home context may be a barrier to pupil's ability to engage with MS school</i></p> <p><i>Difficulties knowing what causes pupil's difficulties engaging with mainstream curriculum</i></p> <p><i>Pupil refusal to complete activities- expresses he is tired</i></p>

<p>board, it's on the smartboard and he sits right at the front and sometimes when I have him I literally just have to go like "Wednesday" and he'll try and talk "Wednesday" and you just have to constantly repeat "Wednesday, Wednesday, Wednesday" until he writes it. If he really doesn't then you have to say "you know the rules if you don't get it done now you'll be doing it at breaktime" sometimes that will push him to do it and if it's really bad it's "OK leave it, don't do it, you'll be taking it home" and then he'll either be like "wah, im not taking it home!" and then he'll do it or he <i>won't</i> do it and then he'll take it home. So, I've never had a morning where he's walked in settled, it's never been, he's got a big thing for water so he'll walk in and he'll go straight to the sink and he'll wanna play around with the tap, or he'll wanna drink the water or he'll put the water and like fill his mouth up with the water. So you have to watch that when he comes in. We've got a thing with 3 sips so he can have 3 sips and then we take it off of him because he'll just play with lid. At one stage he was putting the lid in his mouth and I was like this is not happening, so I just took it off him completely but you very very much have to be on top of him all the time. If you expect him, that he's gonna be self-directed and do it on his own it's never gonna, he'll sit down, he'll put his head on the table and he'll look straight out the window and he'll do that until you say something to him. So in regards to him coming in settled, it's challenging.</p>	<p><i>Challenges of pupil settling into morning routine- refusal to complete activities</i>  <i>Pupil is in a low mood in mornings at MS</i></p> <p><i>Challenging to encourage pupil to begin morning activities in mainstream</i></p> <p><i>Pupil receives individualised support in mornings</i></p> <p><i>Pupil receives individualised support from classroom TA- not assigned to pupil</i></p> <p><i>TA welcomes pupil in mornings</i>  <i>TA sits next to pupil in mornings</i>  <i>Difficulties supporting pupil to engage with mainstream tasks</i>  <i>Importance of where pupil sits in MS environment</i>  <i>Pupil needs a high level of repetition of instructions</i>  <i>Pupil may refuse to complete tasks despite high level of adult support</i>  <i>Teacher uses threat of missed breaktime to motivate pupil to engage with tasks</i>  <i>Pupil completes class work at home, if he refuses to do this in lesson</i>  <i>Variable success of strategies used to motivate pupil to complete learning activities in MS</i>  <i>Pupil has never settled easily into mainstream class in the mornings</i></p> <p><i>Pupil's sensory needs are barrier to ability to settle in mornings</i></p> <p><i>Pupil's sensory needs are a safety concern- require high level of adult support</i>  <i>Need for teacher to set limits on pupil's sensory seeking behaviours</i>  <i>Pupil's sensory needs require a high level of adult input</i>  <i>Pupil does not start learning activities independently</i>  <i>Pupil needs adult prompting to begin learning tasks</i>  <i>Settling pupil into classroom in morning is challenging</i></p>
<p><b><i>And can you tell me about the relationships with his peers and the adults in the classroom?</i></b></p>	
<p>Yeah. He struggles with eye contact. Sometimes we'll have to say magnet eyes and he'll have to practice looking at you. He'll either look down, he'll</p>	<p><i>Pupil has difficulties with eye contact</i>  <i>Teacher prompts pupil to use eye contact</i></p>

<p>look to the side. He's got a, we've worked really hard with personal space. So it's magnetic eyes and magnetic hands. So we show him to interlock his fingers cos he will wanna go out and touch people. We've had, people who know him well, realise he's a very loving and affectionate person, but moving forward with girls growing up and him just immediately touching because something looks nice, like I've had a top on before and he's grabbed me straight on the chest, not because of anything inappropriate, because he sees it as a sensory and he wants to touch it. So we've worked really hard on magnetic hands and personal bubble. Sometimes he's had a pattern of behaviour where if he's getting annoyed or frustrated he'll want to lash out at the person to get them to stop so we've had to work a lot on that as well. His peers are very, very caring and they will always remind him "magnetic hands" or "personal bubble" so I've had to kind of train them as a class as well, so when X is out doing an intervention I've actually had to sit the class down and be like this is what we all need to do.</p>	<p><i>Need to support pupil's understanding of personal space in MS</i></p> <p><i>Teacher develops verbal prompts to support pupil's social understanding</i></p> <p><i>Pupil wants to touch other pupils</i></p> <p><i>Familiarity with pupil supports an empathetic response to his lack of social awareness</i></p> <p><i>Pupil's sensory needs override social boundaries</i></p> <p><i>Challenges associated with impact of pupil's lack of social awareness in adolescence</i></p> <p><i>Verbal prompts used to support pupil's understanding of personal space</i></p> <p><i>Teacher acknowledges that violent behaviour may be underpinned by frustration</i></p> <p><i>Importance of support for pupil to regulate his emotions in mainstream</i></p> <p><i>Pupil needs high level of support to regulate his emotions</i></p> <p><i>Importance of supportive peer group</i></p> <p><i>Peers mimic verbal prompts used by adults to support pupil's social understanding</i></p> <p><i>Teacher trains peer group on ways to support pupil in class</i></p> <p><i>Pupil has interventions outside of MS classroom during DR</i></p> <p><i>Teacher reminds peers to model appropriate behaviour for pupil</i></p> <p><i>Teacher has different perceptions of peer behaviour and DR pupil behaviour</i></p> <p><i>Pupil copies behaviour of peers- lack of social understanding</i></p> <p><i>Peers deliberately teach pupil inappropriate behaviours</i></p>
<p>Sometimes the children need a reminder to cos they'll want to hug each other or play around with each other and I have to remind them that we can't show X that behaviour because he will copy the behaviour etc. I've had a couple of problems with some of the boys in the class teaching him certain behaviours that X doesn't understand but he'll respond to it and then obviously it's inappropriate. So there was a playtime where the boys were like "let's all jump on" this person, which is obviously, [mainstream] does not allow rough play, or you know, personal boundaries, but X doesn't understand that, he'll just do what people say and then it kind of domino effects from that. So the class as a whole are really supportive, but there's I, definitely have to watch how the interactions are. They've got a game going on at the</p>	

<p>moment, but I don't know if you've heard it, it's Fortnite. Right so I've got 7 or 8 boys in my class that I need to watch as a whole anyway, behaviour-wise, but there was a dance in this Fortnite game which is, it's called a 'loser dance' where you put the L on your head and you kind of jump around somebody who's lost the game. So they taught that to X, now X's behaving that. And obviously, X's autistic traits, he repeats things so that has been quite challenging in the setting cos the children obviously don't understand, they'll just do something and laugh about it but for X, he'll just repeat the behaviour over and over again. So you've got to be very careful. Because obviously they're kids as well, they're like 8/9 they don't quite understand the domino effect of it. So [coughs] as a whole they're fine but you definitely need to watch them and just kind of guide them in the right, appropriate behaviour around X.</p>	<p><i>Pupil follows instructions of peers- leads to misbehaviour through lack of social understanding</i>  <i>Pupil has difficulty understanding appropriate play in MS school</i></p> <p><i>Peers as both a facilitator and barrier to pupil behaviour in social interactions</i>  <i>Teacher needs to monitor interactions between pupil and certain peers.</i>  <i>Pupil is in a class with other pupils whose behaviour is challenging</i>  <i>Peers in MS teach pupil inappropriate behaviour</i></p> <p><i>Pupil's tendency to copy the misbehaviour of other pupils, linked to ASD diagnosis</i></p> <p><i>Pupil's ASD diagnosis means he will repeat misbehaviour taught by peers several times</i></p> <p><i>Peers don't understand the impact of teaching pupil on dual roll inappropriate behaviour</i>  <i>Need to monitor behaviour of peers in relation to pupil on dual roll</i>  <i>Need to encourage peers to model appropriate behaviour for pupil on dual roll</i></p>
<p><b><i>And in your experience are there any ways that X can be supported to build those relationships with his peers?</i></b></p>	
<p>He goes to social skills group once a week. So, he gets to choose a friend. He struggles remembering, obviously the children that he plays with he knows their names, but he still doesn't know some of the children's names in the class, even though he's been with them for a year which I find quite interesting. But he'll gladly be like "what's your name again?" like and then you know, they'll tell and the kids don't take offence to it because they kind of understand the situation. Yeah so just being aware of it all.</p>	<p><i>Pupil receives social skills intervention in mainstream</i>  <i>Pupil given choice over peer to join him in social skills intervention</i>  <i>Pupil plays with specific pupils in MS</i>  <i>Pupil lacks social awareness- has difficulty remembering names of peers</i>  <i>Teacher interest in pupil's lack of social awareness</i>  <i>Pupil lacks social awareness- not embarrassed by forgetting peer names</i>  <i>Peers don't get offended by pupil's difficulty remembering their names</i>  <i>Need for peer group to be aware of pupil needs.</i></p>
<p><b><i>And can you tell me about how the curriculum is delivered to X?</i></b></p>	

<p>We keep the curriculum the same. Every time we have a lesson we differentiate it 3 ways, regardless, the whole school does that. It's in the language of chillies, so there will be the same learning outcome, the same input and then it'll be differentiated 3 ways so chili 1 is kind of the easier option and then chili 2 is like the middle and then chili 3 is the harder option then there's an extension. If he's in maths he will fly through the whole thing, he's very strong at maths. In regard to creative writing he really struggles. So, I will, or the TA will, help him plan things through, as well as at home. At home they'll discuss if we're doing a creative writing we'll have like a lot of communication to try and get him comfortable with the idea of creating a piece. Miss X [TA] has been absolutely fantastic, she has managed, so when I've had him, I've had a couple of other TAs, we've tried to get him out of the classroom and like a 1:1 in a quiet area to help him, you know write and plan with as much support and he's refused to leave the classroom before, but Miss X's actually got a really good relationship and they've been able to go out together and Miss X really guides him and helps him and then he writes it down and he comes back and he's done an amazing piece of writing. He will never be able to, in year 4, or from what I see, he'll never be able to come in and just write. Writing is not a thing that he's confident in. He doesn't have the ability to imagine a story and he doesn't have the ability to put that into words so when we, every two weeks we have something called a big write, so when we give them like an idea or a starting point and they take it home as homework and they like plan it and dot point it and talk about it and when they come to school we do an input, like a teacher modelled version and then they go off and plan and they write their own. That is, every big write, has been a really, really, really big challenge for him, he will just flat out say I don't, I can't, I'm not doing it, I'm not doing it, I'm not doing it. What I'll do is I'll put a dot halfway down the page where I kind of want him to get through so it's like an endpoint for him, which is really helpful, because I think if he just sees a blank page he freaks out a little bit, he doesn't quite know where to start. So sometimes different strategies work in different ways. Sometimes he's got his book that he's done at home with mum and he'll use that to kind of write, another day he'll use that book and he won't wanna, he'll want to write exactly the same thing, he won't wanna branch up on his own so I'll get him to type it on a computer. Sometimes, he, if he hasn't done that, or if you know he's at a</p>	<p><i>DR pupil receives same curriculum as other pupils</i>  <i>Teacher differentiates classroom activities for whole class</i></p> <p><i>Pupil has academic strengths in maths</i></p> <p><i>Pupil has difficulties with creative writing</i></p> <p><i>Pupil needs adult support to plan his writing</i>  <i>Parents support pupil to access learning in mainstream</i></p> <p><i>Parents and teacher work together to prepare pupil for challenging activities in mainstream</i></p> <p><i>Teacher enthusiasm for relationship current TA has with pupil</i></p> <p><i>Difficulties encouraging pupil to engage with challenging activities</i></p> <p><i>Difficulties getting pupil out of classroom and into quiet spaces to complete work in mainstream</i></p> <p><i>Mainstream teacher has been supported by different TAs during the year</i></p> <p><i>Good relationship with person providing pupil with individual support improves engagement with learning</i></p> <p><i>Pupil refusal to leave classroom to do challenging activities</i></p> <p><i>Pupil receives individual support for activities he finds challenging</i></p> <p><i>Teacher enthusiasm for quality of work pupil produces with individual support</i></p> <p><i>Pupil has difficulty independently beginning activities he lacks confidence in</i></p> <p><i>Challenges associated with engaging in mainstream curriculum</i></p>
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<p>real blockage, I will write and I will get him to dictate. Another strategy that I use is that I start off and then he carries it on. Another strategy that I use is that I kind of talk to him about it, get the ideas out and then I'll form the sentence for him and he will write it. So it's depending on what we're writing about and what his mood is as to which kind of angle I go down but we kind of just want to get him to do as much as he can. Yeah.</p>	<p><i>Lack of skills need for tasks leads to task refusal- pupil refuses to write</i></p> <p><i>Giving pupil clear start and endpoint reduces anxiety with tasks</i></p> <p><i>Different strategies work in different ways to support pupil to engage with learning</i></p> <p><i>Importance of adults supporting pupil at home- supports pupil to engage with learning in school</i></p> <p><i>Work done at home supports pupil to complete work in school</i></p> <p><i>Pupil's willingness to engage with activities independently in mainstream is variable</i></p> <p><i>Teacher needs to be attuned to pupil's mood and reduce demands on pupil where necessary</i></p> <p><i>Pupil's mood affects what tasks he is asked to complete in mainstream</i></p> <p><i>Pupils ability to access learning activities independently depends on task and his mood in mainstream</i></p> <p><i>Teacher uses a variety of strategies to support pupil to engage with learning activities in MS</i></p> <p><i>Teacher sits alongside pupil in mainstream activities he cannot do independently</i></p>
<p><b><i>And you said something earlier which I just wanted to pick up on, which was that when he was dual registered, he would think that he had to start (the work) over in the same way, but actually he didn't have to catch up on that work and I just wondered if you could tell me a little about how that was when he was dual registered.</i></b></p>	
<p>Yeah so I think, my understanding is that at [PRU] they would, to try and get them to be independent, that was the main goal, they would give them an activity and X would do as much of the activity as he could independently, anything he wasn't sure of was a question mark. And that, the question marks were then picked up with an adult at a later time in the day. So that strategy, the goal for that was that</p>	<p><i>PRU's main goal is to develop pupil independence</i></p> <p><i>PRU asks pupil to complete activities independently</i></p> <p><i>PRU allows pupils to return to learning activities</i></p>

<p>he was independent, and he wasn't getting up out of his seat to ask a teacher every 2 seconds for the answers, it was you sit on your own, you do as much as you can independently without an adult and then you'll have the support later. So obviously in the mainstream setting it's, we've got, maths, then guided reading, then English then topic and then it's either gonna be science and PSHE or you know, music and this, it's very structured in the sense of the timetable so if we're doing something in maths or guided reading he'll put question marks through it and then there's no pick it up later.</p>	<p><i>Adults in PRU revisit areas of difficulty with learning later in the day (contrasts immediate feedback in ms)</i></p> <p><i>PRU focuses upon developing pupil independence</i></p> <p><i>PRU staff try to decrease pupil's reliance upon adults</i></p> <p><i>PRU staff provide pupil with adult support after he has attempted activities independently.</i></p> <p><i>Adults allow pupil to return to activities in PRU</i></p> <p><i>Difficulties allowing pupils to return to activities in mainstream-associated with mainstream structure</i></p>
<p><b>Yeah</b></p>	
<p>I think if he had a TA then definitely because then there's that flexibility of you know, you can work with them 1:1 whilst everyone else is doing a certain topic, but when I'm in there, on my own or Miss X is around we're, we have to stick to this timetable so that's tricky. I think it works well for him, we will definitely use the strategy when he's got 1:1 because it is trying to get him to be independent, he's very much demanding that we are there all the time and that we help him or we do it for him. So I think they were trying to steer him away from that but it's kind of bittersweet because it works and he was being independent and he did sit there on his own and he did do the work, but then obviously bringing it back here we're just struggling a little bit to see how that's gonna work in a mainstream setting.</p>	<p><i>Individualised support in mainstream enhances flexibility</i></p> <p><i>Need to stick to mainstream timetable decreases flexibility</i></p> <p><i>Difficulties using strategies which work well in PRU, in mainstream</i></p> <p><i>Individualised support would facilitate use of strategies to promote independence</i></p> <p><i>Pupil is demanding of adult support</i></p> <p><i>Difficulties applying strategies which support independence in PRU, to mainstream classroom</i></p>
<p><b>To what extent do you feel he was able to catch up on the work that he missed by being at [PRU] when he came back here?</b></p>	
<p>It's hard to answer because I never saw him in [PRU]. The idea originally was that I could go in and watch them for the day, so I'm not quite sure how to answer that one cos I never saw it.</p>	<p><i>Teacher was unable observe pupil in PRU</i></p> <p><i>Difficulties following through with intention to observe in PRU</i></p>

<p><b><i>Yeah, yeah but when he came back he was OK to start working-</i></b></p>	
<p>Yeah because he knows me very well and we have a good relationship so he does, I think he did understand the two different settings, I think he did know that he had an adult there to do it later whereas here, it's just me and Miss X's normally out in the afternoons working in interventions, or other classrooms. So he can be very demanding of me, because he wants me to be that adult, like it was in [PRU] but I have to explain to him I normally say to him, "look around X [term of endearment] there is 29 other children here, that I need to go and see" and he'll kind of look around and he'll understand but he won't be happy about it but. So he'll kind of roll his eyes and put his head on the table. If he wants to, he does this thing [laughs] where he's working with Miss X but he'll want to show me and we're trying to explain to him you know, put your hand up Miss X will come to you when your hands up, but he wants to get out of his seat and he wants to come to me straight away and sometimes I'm working with a child and he'll just stand there and talk and then he'll be like "why are you not listening to me?" and I have to stop and I have to (say) "as you can see, I'm working with this person you need to wait". Sometimes I'll do the stop sign, "stop [demonstrates] because I'm working with this person" and he won't like it very much. He kind of wants me to be on demand for him so we're trying to relax that a little bit which we're struggling with. I think even, it doesn't really matter to, obviously you've got a hierarchy of positions in the school, like there's you know TA, class teacher, phase leader, deputy head, headteacher. When he gets in a mood it doesn't matter who he's talking to him, or the level of authority, he will just flat out</p>	<p><i>Familiarity with teacher supports pupil to return to mainstream classroom during dual roll</i></p> <p><i>Having a good relationship with teacher helps pupil to return to classroom during dual roll</i></p> <p><i>Pupil understands the difference between the two settings</i></p> <p><i>Pupil knows that individual support in PRU enables him to return to activities</i></p> <p><i>Lack of TA support means pupil is demanding of class teacher in mainstream</i></p> <p><i>Teacher uses term of endearment for pupil</i></p> <p><i>Pupil wants class teacher to replicate individual support he received in PRU</i></p> <p><i>Teacher explains to pupil that she needs to support all pupils in the classroom- pupil disengages</i></p> <p><i>Pupil continues to demand support from teacher in mainstream whilst working with TA</i></p> <p><i>Pupil has difficulty delaying gratification- cannot delay desire to show work to teacher</i></p> <p><i>Challenges associated with pupil's lack of social skills in mainstream- difficulties waiting for turn to speak</i></p> <p><i>Teacher uses gestures to support pupil's social understanding</i></p> <p><i>Difficulties reducing how demanding pupil is of teacher attention</i></p> <p><i>Pupil does not adapt behaviour to suit social situations- lack of awareness of school hierarchies</i></p>
<p><b><i>He doesn't adjust his behaviour?</i></b></p>	
<p>No. Yeah. So he was, the other, last week he has his sensory toy to assembly and normally like he gives the sensory toy back and then the toy comes back to me via a teacher or a year 6 student will drop it back off to me cos he goes out to break afterwards, that teacher in particular had never taken that assembly so when X brought the toy to the teacher, the teacher was like "oh X just take it back to your classroom!" [laughs] And he threw the toy, had a huge outburst and then ran out to breaktime.</p>	<p><i>Pupil receives sensory support in assembly</i></p> <p><i>Support systems in place to manage pupil's sensory needs in mainstream</i></p> <p><i>Difficulties ensuring all adults are aware of strategies to support pupil's needs</i></p> <p><i>Change of routine leads to pupil outbursts</i></p>

<p>So I can understand that on an autistic trait of the structure changed, but he doesn't have any sort of, even though we teach these coping strategies over and over and over and over and over and over again, it doesn't matter that it was the deputy head that was taking the assembly, "I'm still going to have my huge outburst" so the one, <i>the one</i> line that I can use if it's really, really bad is "OK we're gonna have to call mum and mum will have to come up" and then he gets really upset "no no no no no no no" so then that is like your last resort, but that's the only thing that will get him, we've had him like refusing to eat lunch, we've had him refusing to leave the classroom, we've had him refusing to leave the building when it's home time, but he'll be very demanding of-</p>	<p><i>ASD diagnosis contributes to pupil's difficulty coping with change</i></p> <p><i>Difficulties teaching pupil ways of coping with change</i></p> <p><i>Pupil difficulties understanding social norms- does not change behaviour based on authority of adults</i></p> <p><i>Continued difficulties finding strategies which support pupil during outbursts during DR</i></p> <p><i>Teacher threatens to call parent as a last resort</i></p> <p><i>Pupil becomes distressed when teacher threatens to call parent- changes behaviour</i></p> <p><i>Pupil refusal to complete activities in mainstream- challenging</i></p>
<p>Oh! We had an art lesson, so on Monday afternoons, he goes to a different classroom, to his old year 3 teacher for a music lesson because when my class did music it was on a Thursday and that's when he was at [PRU]. So technically he's missed a ukele lesson and he is fantastic at ukele, so I said to him "I'm going to be doing art but because you were at [PRU] when there was ukele do you want to go do ukele with Mr X?" He says yes. Now one week he went off to ukele he came back and he had seen that we had made Olympic torches, cos our topic's Greece and absolute explosion and then it was <i>my fault</i> [from pupil's perspective] because I hadn't made him an Olympic flag and I said to him "OK well you were at music, it's not my job to make your flag or torch, go and pick your materials and then we can make it tomorrow", but he just wouldn't have any of it and his behaviour was really, really bad so the headteacher of the school decided that he was too much of a risk to be taken offsite down to sports day because there were a couple of lunches that he refused to go outside because of the sun so it was gonna be too difficult but then when he came into school it was <i>my fault</i> that he didn't go into sports day and then when work goes home, it's <i>my fault</i> that work goes home and then if something happens like the art situation it's <i>my fault</i> that I haven't made his art torch, he wants me to, it's like, it's not a mother figure but it's almost he's treating</p>	<p><i>Pupil is demanding of adult attention</i></p> <p><i>Pupil is taught music by adult who will teach him next year</i></p> <p><i>Teacher arranges for pupil to attend lessons missed whilst at PRU</i></p> <p><i>Importance of teacher motivation to find ways for pupil to access missed lessons</i></p> <p><i>Teacher involves pupil in making decisions about catching up on lessons missed whilst at PRU</i></p> <p><i>Impact of missing lessons in mainstream as part of dual roll</i></p> <p><i>Pupil blames teacher for missing out on activities as part of dual roll</i></p> <p><i>Pupil has difficulty recovering from feelings of missing out in mainstream</i></p> <p><i>Feelings of missing out leads to challenging behaviour in mainstream</i></p> <p><i>School staff are concerned about pupil safety during extra-curricular activities</i></p> <p><i>Pupil misses out on fun activity, is upset, misses out on another fun activity</i></p>

me like a mum a bit, like I'm supposed to be and I say to him all the time "I'm not mum X you can carry your bag, you can carry your water bottle, you can do this you can do that", so we're trying to break that, I'm just a bit worried because he's going into year 5 it's another year older and he can't be expecting a class teacher to be doing like, you cut it in, you glue it you do this you do that

and there obviously on Thursday when I got up and gave him a break, cos at the same time I feel he needs a break from me as well, so im like "ok well you just chill there for a minute and when you're ready to do the work, you do that, if you sit there all lesson you're going to be taking it home" and I walked off and as I walked off he grabbed my wrist and then got really agitated and upset that I was *leaving* him and I couldn't do that to him. So he's yeah very dependent so I'm a bit *worried* because I'm not here next year. [PRU], the idea was I was gonna be around to help with the transition and help him settle, but finances ended up changing and the budget changed and other situations changed so I'm technically not here. So I'm just a bit worried, because there was a last week I had a meeting in the morning and he was in tears because I wasn't in the room. I'm just a bit [pause]

*Teacher is motivated to reduce impact of missed activities on pupil during dual roll*  
*Pupil is deemed unsafe to participate in sports day*

*Pupil refuses to go outside at lunchtime*  
*Challenges of allowing child to participate in whole school extra-curricular activity*

*Pupil blames teacher for missing out on sports day*

*Teacher does not make the decision to ban pupil from extra-curricular activity, yet is blamed by pupil*

*Pupil blames teacher for sending work home that he has not been able to complete in mainstream*

*Pupil blames teacher for missing out on certain activities in mainstream*

*Pupil is dependent on teacher- treats her like a mother*

*Teacher concerned by pupil's lack of independence*

*Challenges developing pupil's independence skills*

*Pupil relies on teacher to do tasks he does not want to complete- refuses to stick work in*

*Teacher is concerned about the impact of pupil's lack of independence as he gets older*

*Teacher feels that she and pupil need breaks from each other during school day*

*Challenges of pupil dependency on teacher to support with access to learning*

*Pupil needs learning breaks*

*Teacher distances herself from pupil when he refuses to complete classwork*

*Teacher tells pupil that if he does not complete class work in school he will have to take it home*

*Pupil becomes distressed when teacher leaves him- grabs her wrist*

*Pupil tells teacher she can't leave him*

*Pupil is highly dependent upon teacher- challenging*

*Teacher is concerned about not being there to support pupil next academic year.*

*Teacher asked by PRU to support pupil to transition to new year group in mainstream*

	<p><i>Importance of giving pupil support from previous teacher to settle into new year group</i></p> <p><i>Teacher is leaving mainstream school- financial causes</i></p> <p><i>Teacher anxious about the impact of leaving the school on pupil</i></p> <p><i>Pupil cries when teacher is not in the room</i></p>
<b>So from what you're saying he feels quite attached to you?</b>	
<p>Yeah, yeah. Which is <i>great</i> because I can kind of, I know him so very well that I can kind of get him to do certain things. Obviously when he's doing bad behaviour like I know when to not push him and I know when to push him and I know when he's having a tantrum because there is a blockage in his processing and I know when he's having a tantrum just because he's having a tantrum. So it will be, the next two weeks are gonna be really, really hard. I think he knows I'm not with him in year 5 as well. So I think his poor little brain is just trying to process like moving from [PRU] to [mainstream], [mainstream] year 4 to year 5 and then I'm not there. So I always knew summer 2 was gonna be tricky for him. So we're just trying to do our best, I don't want to push him too much in the last 2 weeks cos I feel its just going to be too much, which is why we're trying the strategy today of just letting be and then when he is doing something then [pause]</p>	<p><i>Pupil is highly attached to teacher</i></p> <p><i>Familiarity with teacher supports pupil engagement- teacher knows supportive strategies</i></p> <p><i>Teacher learns how to respond to challenging behaviour as part of dual roll</i></p> <p><i>Teacher learns about the causes of pupil behaviour as part of dual roll</i></p> <p><i>Need for adults to understand pupil's processing difficulties and impact on behaviour.</i></p> <p><i>Familiarity with pupil is key to understanding pupil presentation</i></p> <p><i>Difficulties associated with transitioning to new year group</i></p> <p><i>Pupil knows he will have a new teacher in mainstream</i></p> <p><i>Pupil needs to process multiple changes at one time- challenging</i></p> <p><i>Reintegration back into mainstream occurs alongside change of adult and change of year group</i></p> <p><i>Teacher will not be in school next academic year</i></p> <p><i>Difficulties of reintegrating pupils back in summer term</i></p> <p><i>Difficulties managing multiple changes in the mainstream environment</i></p> <p><i>Teachers adapt approach to pupil behaviour based on understanding of difficulties processing change</i></p> <p><i>Teachers use a more relaxed behavioural approach when pupil is becoming overwhelmed in mainstream environment</i></p> <p><i>Teacher gives pupil attention when he is behaving in mainstream- adopts a positive behavioural approach</i></p>
<b>Then praise what he does do?</b>	
Yeah, yeah.	

<p><b><i>Yeah that's really interesting, do you feel that there are any similarities between the work that these children complete in mainstream classrooms and the work that they complete in the PRU?</i></b></p>	
<p>Similarities being like curriculum-wise? I don't know, the outcomes might be slightly different to suit their individual needs, I think at a centre like [PRU] it's very much the child first and outcomes to suit their ability, outcomes to suit their individual needs. Obviously in mainstream, you have an outcome because that's on the national curriculum and we are in year 4 and that's the outcome. So there are similarities in the sense of the topics, you know, they do maths there, we do maths, they do science, like you know they stick to the key learning areas and the subject areas but in regards to the work expectation and the structure of the work and the learning outcomes I think they might be a little bit different.</p>	<p><i>Approach in PRU more individualised</i>  <i>Outcomes tailored to individual needs in PRU</i>  <i>Child-centred approach in PRU</i>  <i>Outcomes tailored to individual needs in PRU</i></p> <p><i>Outcomes in mainstream set by national curriculum</i>  <i>Outcomes in mainstream tailored to chronological age of pupils</i>  <i>Outcomes are fixed in mainstream school</i>  <i>Subject areas are consistent between mainstream school and PRU</i>  <i>PRU sticks to key subject areas</i>  <i>Teacher acknowledges differences in work expectations of PRU and mainstream</i>  <i>Teacher acknowledges differences in structure of PRU and mainstream day</i></p>
<p><b><i>OK so that's a difference. Any other differences you can think of?</i></b></p>	
<p>I think the flexibility at [PRU] really suited him, as I mentioned, he kinda gets to, they explained it as he's choosing but he's not choosing so by the end of the day it will be done. When he does it is his choice where that's kind of the opposite here.</p>	<p><i>Flexibility of PRU is more suited to pupil needs</i>  <i>Pupil given greater degree of choice over when to complete activities in PRU-supportive</i>  <i>Pupil not given choice over when to complete activities in mainstream-challenging for pupil</i>  <i>Difficulties associated with differences in level of pupil choice in when to complete learning activities between settings</i></p>
<p>Yeah. So there are similarities in the sense of, I know he does maths, he's got a maths book, it's the same maths book you know the yellow one with the grids, it's the same book, it's the same English book, science is the same but he chooses the science topic (PRU), we give him the science topic, he chooses the layout, we give him the layout, so yeah.</p>	<p><i>Similarities in key subject areas between PRU and mainstream</i>  <i>Pupil given the same type of work books in both PRU and mainstream settings</i>  <i>Pupil given greater control over choice of topics in PRU than mainstream</i>  <i>Pupil given greater control over how work is presented in PRU</i></p>
<p><b><i>That's really interesting. To what extent did you feel able as a teacher to offer X extra-curricular activities while he was kinda part-time here and part-time there?</i></b></p>	

In regards to?	
<b><i>So extra-curricular anything that was outside of your</i></b>	
<p>We tried to get him to do school council. So the children in the classroom vote for who they wish to be a school councillor and the school councillor meets with one of the teachers and they kind of discuss like what to do you know, to make the school better and they host things and venues and assemblies and the whole class voted for X to be school councillor. So it was a bit tricky at first because their meetings were when X was at [PRU]. So it clashed a bit but the kind of agreement that I had with X is if you behave well and if there is a school council thing on, you can go to it. So I kinda pushed that a little bit because, so technically my class has 3 school councils, so the 2 normal and then X which wasn't exactly allowed [laughs] but I was like I want him to be school councillor! [raises voice to emphasise].</p> <p>So he hasn't done much in regards to being a school councillor, he was here last week when they had to do like a class feedback. So I got him to stand up and I got him to choose the people, so he felt like a part of it</p> <p>and then we go out to swimming every Tuesday, that's part of the curriculum so it's not extra-curriculum but it's a bit different from a normal P.E. lesson. He absolutely loves swimming he is so well-behaved when we go. Mum meets him at the swimming pool just incase and helps him get changed at the end and then she goes home from the swimming centre and we come back to school. But he loves that and he's fantastic at that. He, obviously the ukele he's really good at. He was part of a science club, so it wasn't to do with the school, but it is an extra-curricular activity, so there's clubs that are run in the school grounds but it's not run by X so an outside agency will come in, use the classroom and it's, you know, a private organisation. And we had, just a lot of problems. So I was obviously in my classroom and he would have a big outburst and I would be pulled in to assist where technically it's different companies (not my role). He got into a locker and refused to come out and then I think he threw a milk and there was a couple of</p>	<p><i>Teacher tries to get pupil to be a school council member.</i></p> <p><i>Peers vote for pupil to be on school council</i></p> <p><i>School councillor discusses school improvements with staff</i></p> <p><i>School councillor hosts events in mainstream school</i></p> <p><i>Pupil is voted to be school councillor by peer group</i></p> <p><i>Impact of missing out on activities whilst at PRU- missed school council meetings</i></p> <p><i>Difficulties allowing pupil to go to school council meetings- behaviour and time in PRU</i></p> <p><i>Pupil has to earn opportunity to attend school council meetings through good behaviour</i></p> <p><i>Teacher is motivated to find ways to reduce impact of missed activities on pupil</i></p> <p><i>Teacher bends rules to give pupil school councillor role</i></p> <p><i>Pupil misses out on aspects of being school councillor through dual roll</i></p> <p><i>Importance of teacher motivation to reduce impact of missing out on activities on pupil</i></p> <p><i>Teacher finds ways to ensure that pupil is part of school council</i></p> <p><i>Pupil has weekly swimming lesson in mainstream school</i></p> <p><i>Pupil enjoyment of activities facilitates good behaviour</i></p> <p><i>Pupil enjoys swimming lessons in mainstream</i></p> <p><i>Parent comes to swimming lessons to support pupil</i></p> <p><i>Parent attends swimming lessons in case there are difficulties with pupil behaviour</i></p> <p><i>Pupil enjoyment linked to his ability to access learning task</i></p> <p><i>Pupil enjoys ukele</i></p>

<p>safeguarding issues and then he actually walked out of the classroom and left the classroom and in the classroom there is only one teacher for the club and the group of children so they had to, in the end they actually said that he couldn't be a part of the science club, which was upsetting but as a safety issue it didn't work. So, in regards to extra-curricular, if he likes it he's fantastic but there are certain risks that we have to take part of. So any outside trip, mum <i>has</i> to be there and if the behaviours been really bad and he is a flight risk like the sports day, he won't be allowed to attend</p>	<p><i>Pupil previously attended an after school club</i>  <i>Difficulties allowing pupil to attend an after school club- not supported by adults in the school</i></p> <p><i>Teacher is pulled out of class to manage pupil's behaviour during after school club- not seen as her role</i></p> <p><i>Pupil's behaviour is challenging during after school clubs</i></p> <p><i>Pupil refuses to follow adult instructions in after school clubs</i></p> <p><i>Concerns for pupil's safety during after school club</i></p> <p><i>Pupil unable to cope in after school club without a higher level of adult support</i></p> <p><i>Pupil told he cannot return to after school club</i></p> <p><i>Teacher upset that pupil's behaviour is too challenging to allow him to attend after school club</i>  <i>Pupil is only allowed on school trips in presence of parent</i>  <i>Pupil is not allowed to attend sports day due to safety concerns</i></p>
<p><b><i>So it's about keeping him safe I suppose?</i></b></p>	
<p>Yeah exactly. The sports day, we had to walk down there, and it was half of the day you know walking around the activities and then walk back. And even though mum would have been there, he is still under my, like my responsibility, so if I've got 30 children and I have to move them around the activities and he doesn't want to go to the next activity, it's not gonna work. And then that week he had already refused to go outside because it was too hot in the sun, so how am I gonna get him down to sports, it wasn't gonna work. So extra-curricular activities is very <i>interesting</i> because it's very unpredictable.</p>	<p><i>Difficulties allowing pupil to attend sports day</i></p> <p><i>Difficulties engaging with mainstream events</i></p> <p><i>Challenges associated with teacher being responsible for pupil's safety during sports day</i></p> <p><i>Teacher feels unable to manage needs of pupil and rest of class during off-site activity</i></p>

	<p><i>Pupil difficulties switching to different activities</i></p> <p><i>Pupil's behaviour informs decision to not allow him to participate in offsite activities</i></p> <p><i>Teacher supports decision to not allow pupil to participate in off-site activity</i></p> <p><i>Difficulties predicting pupil behaviour during extra-curricular activities</i></p>
<p><b><i>That's super interesting thank you. And what opportunities and challenges do you think dual registration may bring pupils?</i></b></p>	
<p>Opportunities it's really good because they've got very much like a safe place and they really enjoy, I think for X especially, he really liked having that break from mainstream like strict, strict, strict, strict, timetables, structure and then having that smaller environment and he felt much more supported so if he was stuck he knew that adult was there straight away.</p> <p>So in regards to opportunities, he made some good friends there. I think he was the oldest in his particular group but that wasn't a concern because he either chooses to play on his own or his mentality is slightly younger than his age anyway. So the games they played, it was never going to be a problem of "I'm too old for this". So yeah, he made great friends, he had a great relationship with the teacher, he enjoyed the break from mainstream. I think he coped really well with, 3 days was enough, here and then he could just, it was still doing what you know, needed to be done at school but a bit more relaxed. They would definitely be opportunities. What was the other one?</p>	<p><i>Teacher enthusiasm for DR</i></p> <p><i>PRU is a safe place</i></p> <p><i>Pupil enjoys more relaxed approach in PRU</i></p> <p><i>Pupil feels better supported in small setting</i></p> <p><i>Pupil enjoys having more immediate adult support in PRU</i></p> <p><i>Pupil makes good friends in PRU</i></p> <p><i>Pupil is oldest in class in PRU</i></p> <p><i>Impact of having pupils of different ages in same PRU class</i></p> <p><i>Pupil sometimes chooses to play on his own</i></p> <p><i>Peer group is more suited to developmental age of pupil in PRU-mainstream is suited to chronological age only</i></p> <p><i>Pupil made good friends in PRU</i></p> <p><i>Pupil had good relationship with teacher in PRU</i></p> <p><i>Pupil enjoys break from mainstream as part of dual roll</i></p> <p><i>Pupil coped well with way dual roll was organised</i></p> <p><i>Pupil benefits from reduced time in mainstream school</i></p> <p><i>Pupil benefits from more relaxed approach in PRU</i></p> <p><i>Pupil has sufficient access to mainstream learning during DR</i></p>
<p><b><i>Challenges</i></b></p>	

<p>Yeah everything I said before. Now trying to swap back to mainstream after he's had that different environment is tricky.</p>	<p><i>Challenges of reintegration back into mainstream after DR</i>  <i>Experience of PRU as barrier to ability to cope in mainstream full-time after dual roll</i></p>
<p><b><i>So the transition periods been really difficult for him?</i></b></p>	
<p>Yeah very.</p>	<p><i>Difficulties reintegrating back into full-time mainstream</i></p>
<p><b><i>Okay thank you. And what opportunities and challenges do you think it might bring teachers?</i></b></p>	
<p>[Laughs] Opportunities, definitely learning different strategies, meeting a whole new staff that are specifically trained in special needs is fantastic. I've been on a lot of autistic training but it's always like adults in the classroom and being trained via slide shows, but actually going to a setting where it's just special needs, you know and seeing how it's like, the classrooms are set up, seeing how they're set out in the books is you know, different from a mainstream and it's really good cos you can kind of adapt that in your own classroom. So that's definitely fantastic.</p> <p>And then, all I can speak of is just trying to get him back into mainstream [laughs, exasperation] again. Now that [PRU] have gone, I don't have any room for him to breathe so it's back, if if you have a child whos gone on dual, has learnt strategies, has learnt the coping mechanisms and can bring that back to mainstream and continue to grow and adapt- incredible. But I think for <i>my</i> particular student he's gone and then he's come back and it's a struggle from the beginning again. Which, was always going to be a <i>risk</i>, I wouldn't take, I would never say I regret him doing dual, I think it was the best thing for him. I think he wouldn't have had a year like he has without it. He's had a great year in year 4, you know he's had a couple of bursts, the beginning and end were always going to be hard because it's transition time and it's a lot of change but he's fantastic you know, having that placement for him.</p>	<p><i>Teacher learns new strategies to support pupil as part of DR</i>  <i>Teacher benefits from meeting specialist staff as part of dual roll</i>  <i>Challenges associated with way training is delivered to mainstream teachers</i>  <i>Teacher enthusiasm for opportunities to visit PRU as part of dual roll</i>  <i>Visiting PRU as part of dual roll supports teachers to adapt classrooms to support pupils</i>  <i>Importance of ways teachers are upskilled by other professionals</i>  <i>Classrooms are arranged differently between two settings</i>  <i>Learning activities are set out differently in two settings</i>  <i>Teacher enthusiasm for opportunity to visit PRU</i></p> <p><i>Teacher finds it challenging to support pupil in mainstream after dual roll</i>  <i>After dual roll, pupil does not have a break from mainstream</i>  <i>Things go back to the way they were before dual roll</i>  <i>Pupils are not learning ways to cope in mainstream as part of dual roll</i></p> <p><i>Teacher feels they are back to the beginning after dual roll</i>  <i>Positive effects of dual roll only last for as long as dual roll continues</i>  <i>Dual roll does not always lead to longer-term pupil change</i>  <i>Teacher enthusiasm for way pupil presented during dual roll</i>  <i>Pupil struggles with initial transition onto DR</i>  <i>Pupil struggles with reintegration back into mainstream</i></p>

<p>I think now as a teacher, he's back on my hands full-time I don't have a 1:1 for him and he's struggling. So, [PRU] are definitely there, like I can always flick an email and be like you know this is happening, but down to the nitty gritty what are they gonna say like, like I can't, I can do as best as I can but it's very hard if you've got a child whose you know, excelled, but when they come back, it's a challenge coming back, rather than coming back 'I've learnt these things' you know, and I'm gonna continue applying, cos obviously we've got, I'm doing the same as what X [PRU] did, so you know how they, certain phrases like he's got a 'speak before you move' because he used to get out of his chair and he used to go to the water, so we do the same things, but [pause] for X in particular, he's struggling coming back.</p> <p>But I think, I, I definitely, other autistic children who might be a little bit more <i>mature</i>, X's very immature for his age, maybe that's why it's just a bit too much, but yeah I wouldn't change it for the world it was the best thing he did going there, but for him he's just, that whole transition thing again he's struggling a bit.</p>	<p><i>Pupil has difficulties coping with change</i>  <i>Pupil has difficulty coping with transition periods</i>  <i>Teacher enthusiasm for having the PRU placement for pupil</i>  <i>Teacher feels overwhelmed by need to support pupil full-time after DR</i>  <i>Lack of individual support barrier to teacher ability to cope with pupil after dual roll</i>  <i>Pupil has difficulty engaging with mainstream after dual roll</i>  <i>Withdrawal of PRU support after DR</i>  <i>Pupil excels during dual roll but challenges reintegrating back into mainstream</i>  <i>Despite progress on dual roll, pupil does not learn ways of coping in mainstream</i>  <i>Pupil is not able to apply strategies taught in PRU to mainstream after dual roll</i>  <i>Teacher copies phrases used by PRU in mainstream</i>  <i>Teacher implements rules in PRU in mainstream</i>  <i>Importance of consistency of language across settings</i>  <i>Pupil continues to struggle in mainstream after dual roll, despite consistency of language across settings</i>  <i>Pupil's sensory needs- difficulty delaying impulses</i>  <i>Pupil struggles to return to mainstream full-time after DR</i>  <i>Pupil is autistic</i>  <i>Pupil's developmental age as barrier to coping with reintegration</i>  <i>Teacher enthusiasm for dual roll despite difficulties reintegrating pupil into mainstream</i></p>
<p><b>And what factors do you think would support a child to make best use of this type of arrangement?</b></p>	
<p>What do you mean by best use?</p>	
<p><b>So I suppose, let's change the question a bit.</b></p>	
<p>Yeah</p>	
<p><b>Can you describe any of the provision you would like to see put in place to support a dual registered child in your class?</b></p>	
<p>Well definitely that sharing of, they could watch him here, I could watch him there and I could be like "oh ok then!" when he behaves like this then they do this and then vice versa. I thought that would have been really helpful, I didn't get a chance to do that,</p>	<p><i>Importance of sharing expertise between PRU and mainstream staff</i>  <i>Importance of pupil observations to inform understanding in both settings</i></p>

<p>but that would have been really, really good. Yeah and just the communication between the two schools was good as well.</p>	<p><i>Importance of being able to learn new responses to pupil behaviour through observing practice in PRU</i>  <i>Importance of PRU being able to learn strategies to support pupil from mainstream teacher</i>  <i>Difficulties arranging for PRU and mainstream staff to observe in either settings</i>  <i>Teacher enthusiasm for swapping good practice</i>  <i>Teacher enthusiasm for communication between mainstream and PRU</i></p>
<p><b><i>Brill, that kind of leads on to my next question so I'm just gonna pick up on that</i></b></p>	
<p>Ok</p>	
<p><b><i>So how effectively do you think the school and PRU worked together to make this arrangement beneficial for X?</i></b></p>	
<p>Yeah, amazing, really good. The communication was fantastic, they've given us so many resources and so many ideas and they said this works for X here, can you implement it at X which, we've done all of that. So the brain breaks, they've made social stories, and we've made the same ones here and so he's got the same at both settings. They made like a calendar count down so it would be like the days at X the days at [pru], so he had that there, I had the same one here. So it was a very very tight knit communication and relationship between the two, just to help support X because it is a transition but we wanted it to be very similar so it wasn't one setting does it this way and the other setting does it that way and that was only going to come together if we were continually like communicating and working together which was really good.</p>	<p><i>Teacher enthusiasm for quality of communication between PRU and mainstream school</i>  <i>PRU gives teachers resources to support pupil</i>  <i>Teacher learns new ideas from PRU staff</i>  <i>PRU staff ask teacher to implement 'what works' in PRU in mainstream</i>  <i>Teacher implements strategies used by PRU in mainstream</i>  <i>Teacher uses brain breaks (PRU strategy) in mainstream</i>  <i>PRU supports pupil's development of social skills-social stories</i>  <i>Teacher supports pupil's development of social skills-social stories</i>  <i>PRU staff and teacher use same social stories with pupil</i>  <i>Mainstream school and PRU use same strategy to prepare pupil for return to mainstream- count down calendar</i>  <i>Importance of pupil knowing when he will return to mainstream</i>  <i>Teacher perception of close working relationship with PRU</i>  <i>Relationship and communication between settings supports transition to mainstream</i>  <i>Importance of consistency of strategies across settings to support pupil's transition</i>  <i>Regular communication facilitates consistency of strategies</i></p>

	<i>Teacher enthusiasm for way PRU and mainstream settings worked together to support pupil transition</i>
<b><i>And how effectively do you think they work together to support teachers of these pupils?</i></b>	
Yeah really, really good, incredible. I can't rate them high enough. We had lots of meetings and yeah they showed me X's book and you know every week I'd get like half a page of how he went and what he did so I was able to ask him like, he'd come to school on the Monday and I'd be like "oh how was this at [PRU]?" but I knew about it only because we had that communication and so we could like make the links together. When I went and visited I would write a note in his book like "oh my gosh look how amazing you're doing, can't wait to see your book, Miss X". So even he was at [PRU], he had a note from me in his [PRU] book so there was like a really good relationship between the two so yeah that was all their idea. So in regards to supporting teachers it's fantastic and they always say like "you know if you need us just flick us an email" and they've given me a lot of documents to read on like autism and classrooms and stuff so yeah really supportive.	<p><i>Teacher enthusiasm for support she receives from PRU</i></p> <p><i>Importance of frequent meetings with PRU</i></p> <p><i>PRU shares work pupil completes in PRU with mainstream teacher</i></p> <p><i>Teacher receives weekly report from PRU regarding pupil progress- seen as supportive</i></p> <p><i>Teacher asks pupil about PRU activities when he comes back to mainstream- facilitated by PRU reports</i></p> <p><i>PRU reports support teacher to make links between PRU and mainstream- facilitates relationship between teacher and pupil</i></p> <p><i>Teacher visits PRU and leaves pupil comments in book</i></p> <p><i>Importance of pupil having notes from mainstream teacher which he can read in his book in PRU</i></p> <p><i>Teacher enthusiasm for relationship between PRU and mainstream</i></p> <p><i>PRU asks teacher to write in pupil's PRU book when visiting</i></p> <p><i>Teacher enthusiasm for way PRU supports mainstream teachers</i></p> <p><i>PRU invites teacher to contact them if she needs during dual roll</i></p> <p><i>PRU gives teacher resources to support pupil</i></p> <p><i>Teacher feels well-supported by PRU</i></p>
<b><i>Amazing thank you. And can you tell me about your school systems for tracking the progress of dual registered pupils?</i></b>	
Yeah, so we've got the same system, we've got a couple of systems actually, so we use teacher assessment, test papers and their books to kind of track their progress. We've got a programme called 3BM which has all the outcomes on the left hand	<p><i>Progress of DR pupil is tracked in same way as peers</i></p> <p><i>Teacher assessments, exams and pupil books used to track progress</i></p>

<p>side of the topic and then you each, they've got their names and then for each box, it's like a dropdown box and you tick off when they've met the outcome. So you can either tick off autumn, spring or summer. And then, so X can, right he knows his timetables and he knew them in autumn id tick autumn off and you go down the outcomes and you tick off what he has and then down at the very bottom it gives you like a mark of where he is, so we use that as one system. And then obviously we have, obviously their book assessments at the back of each maths book and the back of each English book is like an assessment grid and we're able to check off what he can do and what he can't do. At the front of their English and maths books he has targets, so that's targets that I've chosen that he still needs to meet and he's aware of the targets and then if he completes a target he dates it and he ticks it off for I can prove that I've done this target on this day. So that's another way we kind of keep their progress continuing. We've got the Green for Growth as well so every individual lesson we can put a little comment to just progress him a bit further, then every half term we have assessment week so we'll either use Rising Stars or PIRA and Puma which is like a Rising Stars programme as well and they go, those marks get inserted into Sims which is a programme we use mainly for registration but also for assessment. That creates tracking grids and assessment grids so we put their marks in and it creates a grid for us and you can see their progress over, so their marks get inputted. So if I looked at X, I could see reading, writing and maths or science and I can see what he got autumn 1, what he got end of autumn, spring 1, end of spring and then the same for summer. We give them a mark in regards if they're emerging, secure or developing so by the end of year 4 you want them to be on secure. For maths he's definitely secure cos he's really smart at maths, English he struggles, his handwriting is [pause] yep his handwriting is that {low} and then he is just, it's more, cos he doesn't enjoy writing he'll just write it so there wont be any punctuation, its not a thing for him which is fine, but in regards to progressing I'm not able to check off that he's, if I showed you his book from the beginning to the end there's not much change in it because he's still stuck in the mindset of bleurgh for writing. So in regards to tracking his progress we've got a couple of things in place and we're always trying to kind of push them on to the next thing. Yeah he's really good at maths, he struggles in assessment week because I definitely</p>	<p><i>Specific programme used to track pupil academic progress</i></p> <p><i>Teacher marks pupil progress on online system</i></p> <p><i>Pupils progress recorded in back of English and Maths book</i></p> <p><i>Book assessments used to support understanding of pupil progress in mainstream</i></p> <p><i>Teacher chooses English and Maths targets for pupils</i></p> <p><i>Teacher records targets for English and Maths in pupil's books</i></p> <p><i>Pupil is aware of English and Maths targets set by teacher</i></p> <p><i>Pupil ticks off target and dates it when complete</i></p> <p><i>Teacher needs to provide that pupil has completed targets on a certain day</i></p> <p><i>Teachers give pupils comments each lesson to support progress</i></p> <p><i>Pupils are assessed every half term in mainstream</i></p> <p><i>Assessment programme used to track pupil progress</i></p> <p><i>Pupils learning progress tracked across the year.</i></p> <p><i>Pupil has academic strengths in maths</i></p> <p><i>Pupil has difficulties accessing English curriculum</i></p> <p><i>Pupil has handwriting difficulties</i></p> <p><i>Pupil dislikes writing</i></p>
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<p>know he can do things but if he's in a mood and he doesn't do them then I can't give him a certain mark because I need the evidence.</p> <p>So that's been tricky and what I'll do is I'll just break it up. So in assessment week, if he didn't want to do it I'll just let him take a brain break and he just caught up the other day and he actually came in on morning and he said "I need to finish my maths test!" and I was like "Oh great there you go!" So assessment week I didn't push him to get it done then and there because I wanted him to do the best he could. If I was gonna sit there and say "you have an hour to do the maths test, go" and he does four questions and then I mark that and put that into the system it's not gonna reflect what he actually knows.</p> <p>So, science he struggled because he had to draw a electric circuit and he doesn't like drawing. So for him "I don't wanna draw I'm not good at it" and then it's like, but I know you know what it is so we have to like try an, I'm like "oh what do we need to do?" so I kind of draw it for him, so just being a bit flexible when we are assessing him. He struggles a lot with comprehension questions so reading and answering. So [pru] told me to get him to highlight the key words in the question and then find that key word in the text and try and link the two together. So he does that with Miss X. So when we have a reading test though he does struggle, it's almost like "im not good at it so im not gonna do it". So in regards to yeah assessing him, just being a bit flexible to make sure that he's doing the best that he can and yeah that with tracking things, we've got a couple in place.</p>	<p><i>Pupil tends to rush through writing activities</i></p> <p><i>Pupil dislikes learning activities he finds difficult</i></p> <p><i>Pupil's dislike for writing impedes teacher ability to demonstrate his progress across the year</i></p> <p><i>Mainstream school uses several different systems to track pupil's academic progress</i></p> <p><i>Pupils are continually pushed to make progress in mainstream</i></p> <p><i>Pupil has academic strengths in maths</i></p> <p><i>Pupil finds mainstream assessment week challenging</i></p> <p><i>Pupils refusal to complete activities is a barrier to evidencing pupil progress</i></p> <p><i>Pupil refusal to complete activities in mainstream</i></p> <p><i>Pupil needs assessment activities to be broken up</i></p> <p><i>Pupil is given brain breaks if he refuses to complete assessments</i></p> <p><i>Pupil is given greater degree of choice over when he completes assessments during assessment week</i></p> <p><i>Pupil is motivated to complete assessments when he is given more choice over when to do these</i></p> <p><i>Pupil acknowledges the need to catch up on work he has refused to do previously</i></p> <p><i>Pupil is able to return to activities during assessment week</i></p> <p><i>Teacher takes a more relaxed approach towards pupil completing work during assessment work</i></p> <p><i>Difficulties accurately recording pupil progress on mainstream assessments</i></p> <p><i>Pupil dislike for drawing hinders ability to record answers during assessments</i></p> <p><i>Pupil refuses to attempt activities he feels he is not good at- self-esteem</i></p> <p><i>Teacher records answers for pupil during assessments</i></p> <p><i>Importance of being flexible when assessing pupil</i></p> <p><i>Pupil has difficulty with literacy skills</i></p> <p><i>PRU tells mainstream teacher to highlight key words in text to help pupil answer comprehension questions</i></p>
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	<p><i>TA implements literacy support strategies given by PRU with pupil in mainstream</i>  <i>Pupil refuses to attempt activities he is not good at- low self-esteem</i>  <i>Importance of being flexible in test administration with DR pupil to support engagement</i>  <i>Flexibility supports pupils performance on assessments</i>  <i>School have multiple academic tracking systems in place</i></p>
<p><b><i>Yeah no that sounds really interesting thank you. So in your view, how best could the reintegration of dual registered pupils, be managed?</i></b></p>	
<p>Ooh [pause]. It's so tricky because [PRU] or settings that have the flexibility, would ideally want us to follow suit and give him the flexibility, cos common sense it works for him, so why would you <i>not</i> do it? But in regards to resourcing of TAs and 1:1 and planning a whole different unit for him, would be tricky. I think if there was a 1:1 and you gave that 1:1 TA time out to plan a unit, that's still gonna look at the learning objectives that I'm doing in mainstream but kind of tweak them into what he needed to do, I think that would be really great. I think there needs to be more thought put into when the transition is coming back and those resources aren't there. So I think that is a moving forward point that could probably be looked at a little bit. Just like, if he comes back and he's struggling and I don't have a 1:1 what do I do with him? So obviously we're trying to do strategies, the SENCO gave me that strategy of only speak to him when he's doing the right thing which I didn't even think to do because I just, I just didn't even think of it because in my head it's like 'this is what we're doing!' and so like I'll help you and we'll work through it together but it takes up all my time doing that.</p> <p>I had a lesson last week where he needed my help but the other children <i>really</i> struggled and I did say to them like when we had our last meeting, I did say to them what do I do? Do I keep pushing him really hard and making my expectations really high in this transition period or do I loosen up on him a little bit and just relax a little bit with how he's going so maybe a couple of, well that's down to the individual child, yeah so maybe yeah. But then we can't really do anything about that if you don't have a 1:1 you just gotta do your best and [pause].</p>	<p><i>Difficulties replicating flexibility of PRU in mainstream</i>  <i>PRU would like mainstream to be more flexible</i>  <i>Pupil benefits from greater flexibility in PRU</i></p> <p><i>Lack of individual support inhibits flexibility of mainstream</i>  <i>Individual support needed to differentiate mainstream tasks</i>  <i>Need for greater emphasis upon ways to support pupils in mainstream without individualised support as part of reintegration</i></p> <p><i>Greater consideration of ways to support teachers when pupil does not have individual support after dual roll</i></p> <p><i>SENCO gives teacher behaviour management strategies after dual roll</i></p> <p><i>Importance of giving pupil attention when he is doing the right thing- attention as a reward</i></p> <p><i>Teacher becomes accustomed to giving pupil a high level of support in class</i></p> <p><i>Difficulties managing needs of pupil on dual roll, as well as rest of class</i></p> <p><i>Difficulties knowing how much pressure to put on pupil during transition period</i></p>

	<p><i>Teacher asks PRU for advice on how much to push child to work during transition period</i></p> <p><i>Lack of individual support limits ability to be flexible with demands on pupil</i></p>
<p><b><i>In your experience what agencies are involved in supporting dual registered pupils?</i></b></p>	
<p>Well we've had the NHS in, we've had communication language therapists in, we've had a couple of like behaviour assessments, like people come in and just watched him and things like that. But with X the most I've had is with [PRU].</p>	<p><i>DR pupil receives SALT support</i> <i>Pupil has had behaviour assessments in mainstream</i></p> <p><i>Pupil has been observed by professionals in mainstream</i> <i>Teacher does not note support from EP</i> <i>Perception that most support for pupil has been provided by PRU</i></p>
<p><b><i>What role do you think Educational Psychologists could play in this process?</i></b></p>	
<p>Yeah definitely like working with them, to try and get them to comprehend the big picture, I think it's gonna be a forever, because we need to think of X like he's going to be an adult one day, he's going to be in high school, he's going to be in year 6, he's going to have SATS like, he's going to have to do things in his life. We've definitely tried to give him like social interventions of the "big picture" but that could be definitely something that could help. Any sort of transitioning time is like tricky. So understanding why we're transitioning and that there is going to be an end to it and yes this change might make us be uncomfortable but we're always going to have change. So I try and speak about that to X but I feel like that's a whole can of worms, like that really needs to be looked into more with autistic children because I think us as teachers we're like "you're going to be in year 4, you're going into year 5, you're gonna go to the end of year 5, you're gonna go into year 6. You're gonna get to the end of year 6, you're gonna go to high school, but for them it's starting from the first block every time there's a change. So it's like, so big for them. But we need to figure out how we can teach them the skills that it's going to always be coming up and maybe if they have that understanding that change is always going to be there, then I can maybe cope with it a bit better knowing that there's an end to it. Maybe?</p>	<p><i>EP role in developing pupil's social awareness, "the bigger picture"</i> <i>EP role in terms of developing pupil's ability to engage with activities he finds challenging</i> <i>EP support to develop social awareness, the "bigger picture"</i></p> <p><i>Pupil has difficulties with transitions</i> <i>Role for EP in supporting pupil to cope with change associated with transitions</i></p> <p><i>EP role in exploring strategies which support pupils with ASD cope with change</i></p> <p><i>EP role in supporting pupil to build coping strategies to be able to deal with change.</i></p> <p><i>EP role in upskilling teachers to teach pupils about ways to cope with change</i></p>
<p><b><i>So like the resilience factors and building their coping mechanisms I suppose because it's inevitable isn't it.</i></b></p>	

<p>Yeah, yeah. Even the tiny things sometimes when he goes down to the dinner ladies and he doesn't wanna eat that, he's thrown his lunch on the floor before and it's like you need to, like you can't, I keep thinking if you're in high school and you do that, like it's not gonna be appropriate. So trying to teach him those strategies. He's very very very very affectionate and very loving, so I'm trying to kind of, the 'magnetic hands' as well but he always wants to hold my hand, so I'm trying to kind of train him into "no you're a big boy now and you can walk on your own", but he definitely, [laughs] I walked with my hands behind my back the other day and he just latched on to my arm. So like trying to give him the big picture of like growing up and things like that.</p>	<p><i>Pupil has difficulty responding appropriately when upset</i>  <i>Pupil refusal to eat lunch in mainstream</i>  <i>EP support for pupil to develop appropriate coping strategies to deal with upsetting situations</i>  <i>Teacher concern that pupil will struggle in high school</i>  <i>Pupil is overly affectionate with teacher-inappropriate to chronological age</i>  <i>Challenges supporting pupil to understand personal space</i>  <i>Challenges of encouraging pupil to walk independently- wants to hold onto adult</i>  <i>Difficulties asking pupil to walk without clinging onto adult</i>  <i>Need to support pupil to develop understanding of appropriate behaviours as he increases with age</i>  <i>Pupil presents like a much younger child</i></p>
<p><b>So like the life skills?</b></p>	
<p>Yeah the life skills cos we've had trouble with him running up to strangers before and telling them where he lives and where he's going and you know, just those would help. So we've worked on that. I think we've communicated with [PRU] that so I've done a bit of work here and they've done a bit of work there but I think that's something that's always gonna have to be spoken about with him.</p>	<p><i>Pupil continues to lack life skills after DR</i>  <i>Pupil is overfamiliar with strangers- role for EP in developing life skills</i>  <i>School works to support pupil's understanding of safety</i>  <i>Teacher communicates concerns about pupil's lack of social understanding to PRU</i>  <i>PRU and mainstream school work with pupil to develop social awareness</i>  <i>PRU follows up with mainstream teacher concerns with pupil in PRU</i>  <i>Pupil has a continued need to develop social awareness.</i></p>

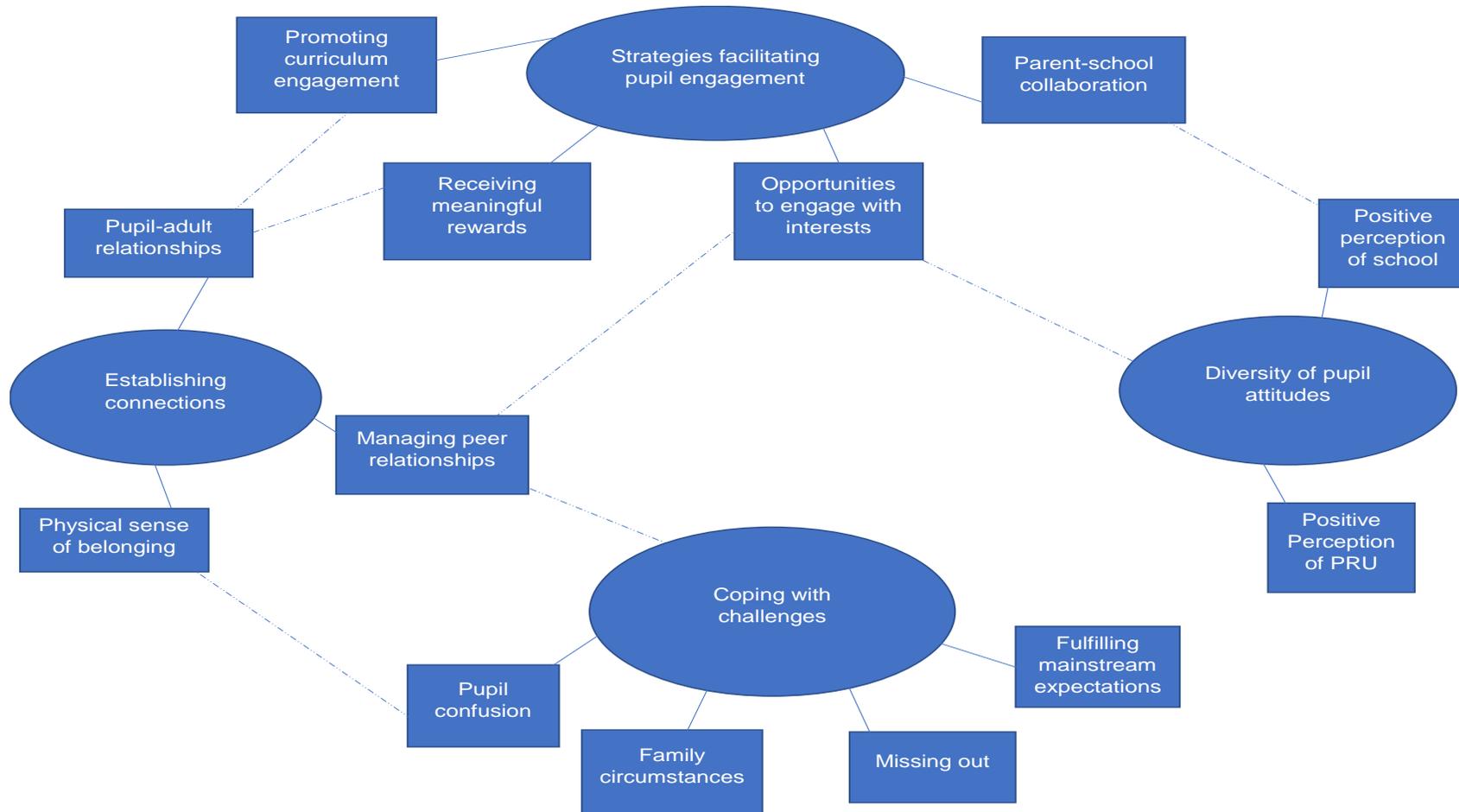
## Appendix 20. Exclusion Statistics

*No of fixed and permanent exclusions in primary schools 2012-2017*

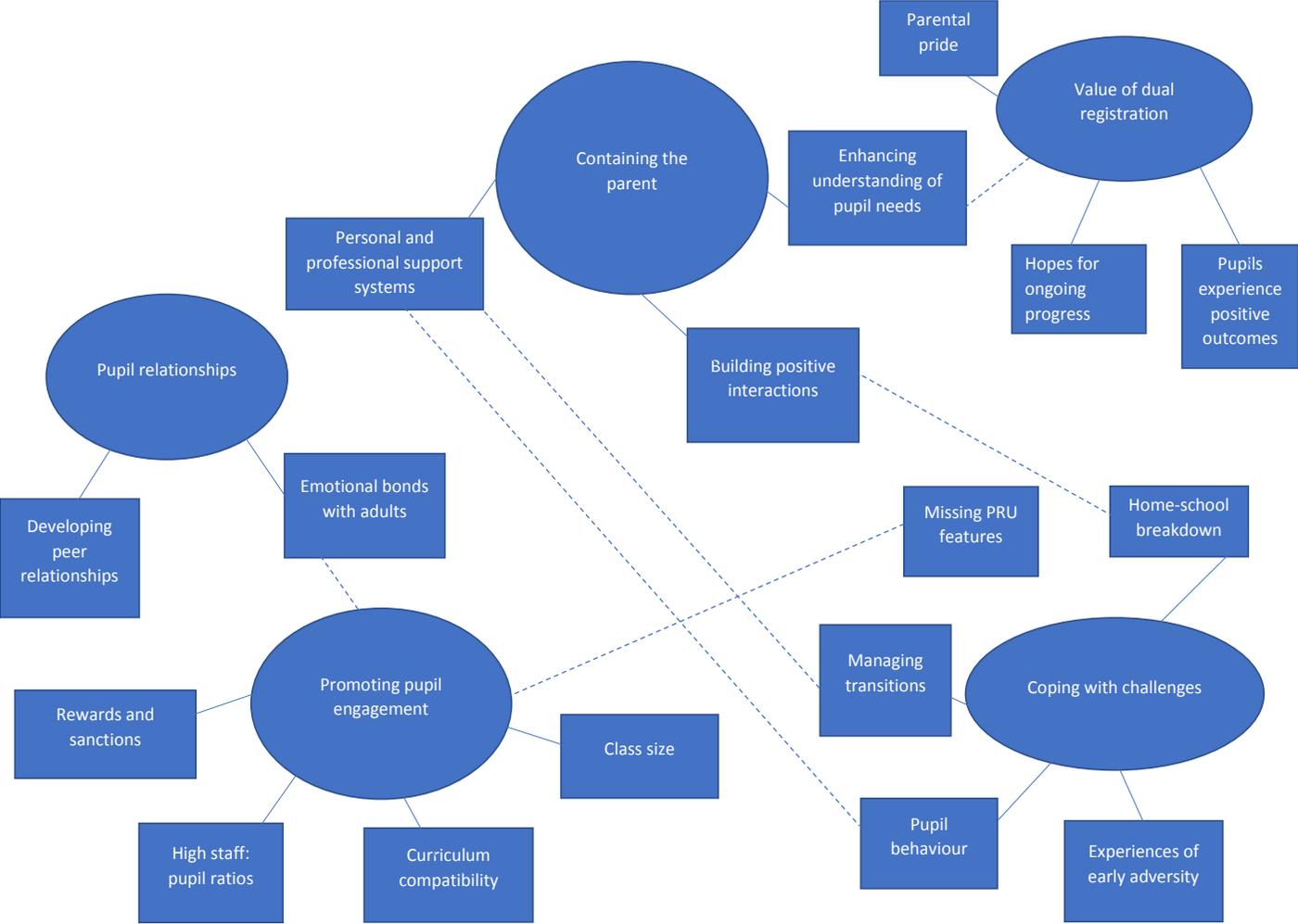
	<u>12/13</u>	<u>13/14</u>	<u>04/15</u>	<u>05/16</u>	<u>06/17</u>
<b><u>No of fixed term exclusions</u></b>	37,870	45,010	49,655	55,740	64,340
<b><u>No of permanent exclusions</u></b>	670	870	920	1,145	1,255

## Appendix 21. Individual Thematic Maps for Participants

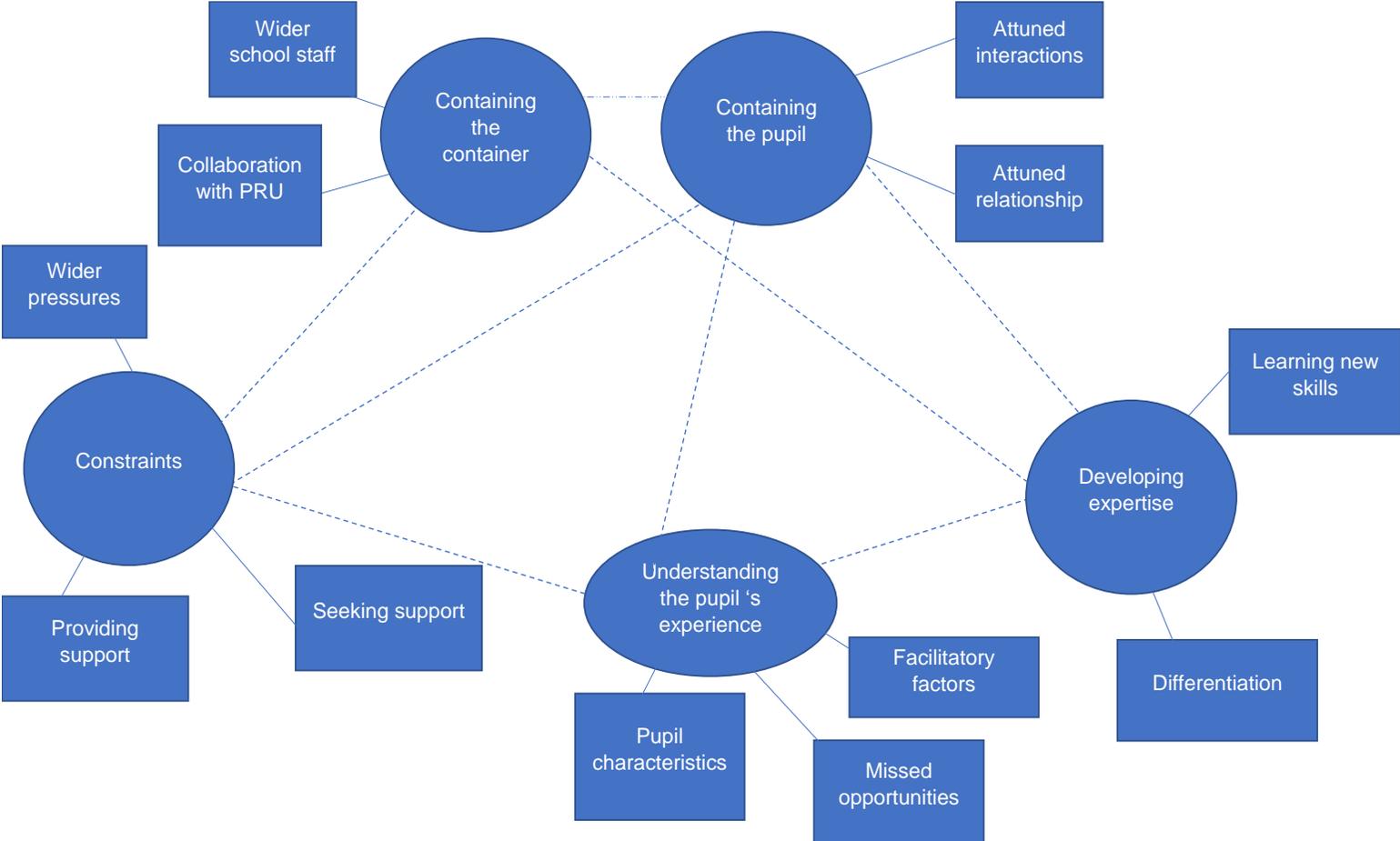
### Appendix 21A. Pupil Thematic Map



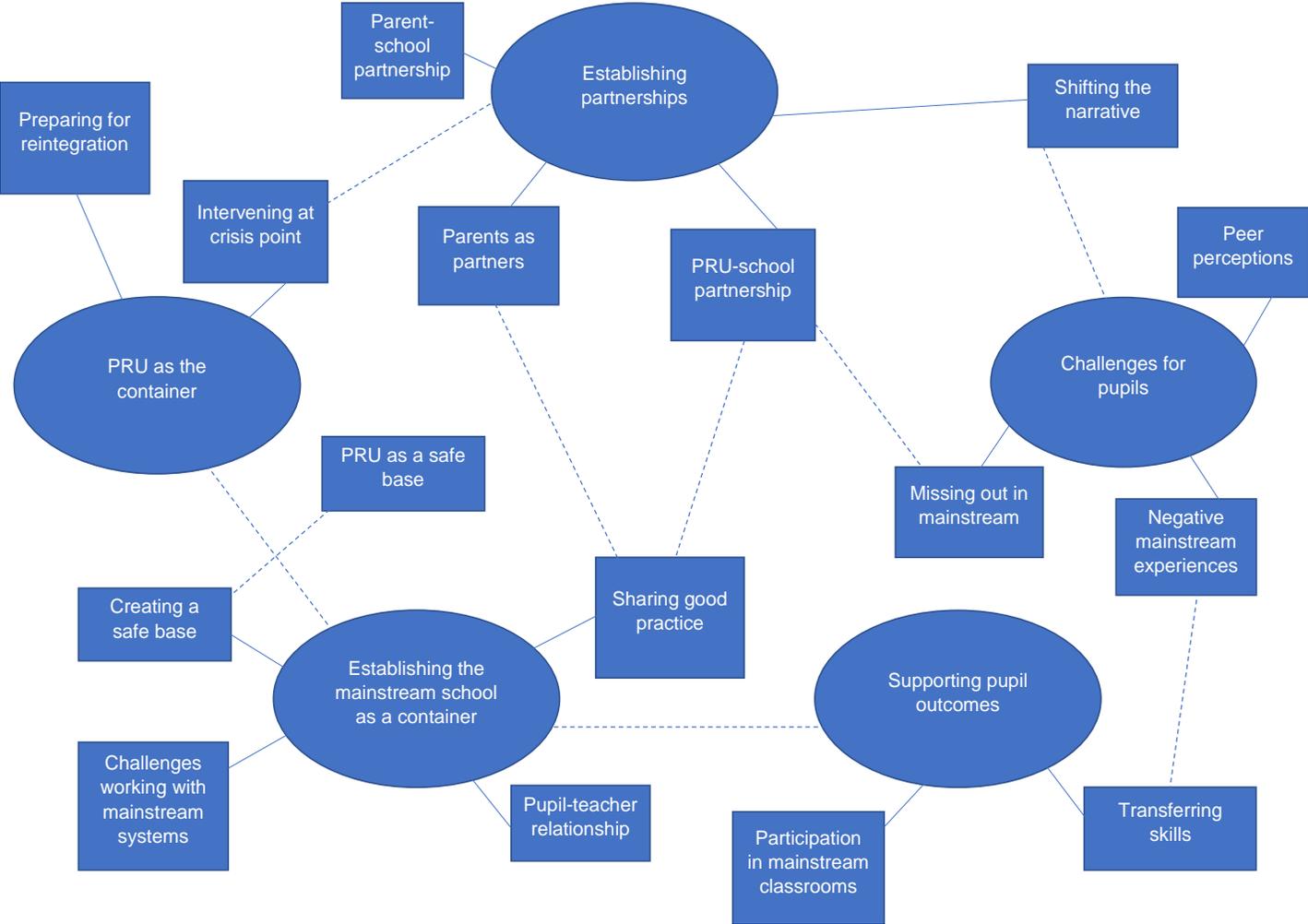
**Appendix 21B. Parental Thematic Map**



**Appendix 21C. Mainstream Teacher Thematic Map**



**Appendix 21D. PRU Staff Thematic Map**



Appendix 21E. EP Thematic Map

