

THE EXPERIENCES OF LEARNING SUPPORT UNIT MANAGERS AND STUDENTS IN LONDON

Daryl van Blerk

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Supervisor: Dr R Newmark

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DECLARATION

I, the undersigned, hereby declare that the work contain in this assignment is my own work and that I have not previously in its entirety or in part submitted it at any other university for a degree.

Signature:

Date:

ABSTRACT

Following the United Kingdoms of Great Britain Government's commitment to social inclusion in the 1990s, dramatic changes have taken place in education policy. A large amount of time and money has been invested into the development of inclusive practices, one of the more recent programmes being the Learning Support Unit (LSU). The LSU programme is seen as a way forward for social inclusion and now it is playing a growing role in the context of national strategies to improve behaviour and attendance. As little evaluation research has been done, this study aims to verify good practice in relation to the guidelines set out by the Department for Education and Skills (DfES, 2002b) and identify whether the LSU programme is truly an inclusive model. Given the commitment to inclusive education the world over, this study also seeks to assess whether the LSU programme would work within the South African Inclusive Education and Training Policy.

An interpretive approach was applied to the research undertaking a programme evaluation. The qualitative techniques of interviewing, observations and discussions were used for data collection. Interviews were conducted with LSU managers and their pupils, which were then triangulated with data obtained from observations, informal and focus group discussions. Using an interpretive approach allowed me to become immersed in the research process and develop an intuitive feel for the subject. This enabled more effective verification of good practice in use.

Interpreting the experiences and beliefs of LSU managers and their pupils in the London Borough of Hillingdon has verified a range of good practices. It is particularly important that LSUs are an extension of, and fully integrated into, whole school behaviour policy. The LSU programme promotes social inclusion by offering in-school support to pupils with behavioural, social and emotional development needs. These needs are addressed through a short-term fixed period stay in the LSU while the pupils still engage in the curriculum and their reintegration back into class facilitated. The LSU programme could compliment the South African Inclusive Education and Training Policy by offering a viable programme to address challenging behaviour in an inclusive manner. In conclusion, the LSUs have proved to be effective in introducing social inclusion in schools. This is achieved through their uniqueness, which allows them to target the greatest needs in their school.

OPSOMMING

Onderwysbeleid in die Verenigde Koninkryk het dramatiese veranderinge ondergaan ná die regering van die Verenigde Koninkryk se verbintenis tot sosiale insluiting in die negentigerjare van die vorige eeu. 'n Groot hoeveelheid tyd en geld is bestee aan die ontwikkeling van inklusiewe praktyke. Een van die jongste programme is die Leerondersteuningseenheid (LSE). Die LSE-program word gesien as 'n stap vorentoe in die rigting van sosiale insluiting en dit speel tans toenemend 'n rol in die bepaling van nasionale strategieë vir die verbetering van gedrag en bywoning. Aangesien min evalueringsnavorsing tot dusver gedoen is, beoog hierdie navorsing om goeie praktyk in die lig van die riglyne soos uiteengesit deur die Departement van Onderwys en Vaardighede van die Verenigde Koninkryk (DfES, 2002b) te ondersoek en om te vas te stel of die LSE-program 'n waarlik inklusiewe model is. Met inagneming van die verbintenis tot inklusiewe onderwys wêreldwyd, poog hierdie navorsing ook om te bepaal of die LSE-program binne die Suid-Afrikaanse inklusiewe Onderwys- en Opleidingsbeleid met sukses aangewend sou kon word.

'n Interpretatiewe benadering is gevolg met betrekking tot die navorsing waartydens 'n evaluering van die programme gemaak is. Die kwalitatiewe tegnieke van onderhoudvoering, waarneming en bespreking is gebruik vir die insameling van data. Onderhoude is gevoer met Leerondersteuningseenheid-bestuurders en hulle leerders, wat dan weer getrianguleer is met data wat uit waarnemings, informele besprekings en fokusgroep-besprekings verkry is. Die gebruik van 'n interpretatiewe benadering het die navorsers in staat gestel om verdiep te raak in die navorsingsproses en 'n intuïtiewe aanvoeling vir die onderwerp te ontwikkel. Dit het doeltreffender verifikasie van goeie praktyk wat tans gebruik word, moontlik gemaak.

Die interpretasie van die ervarings en oortuigings van Leerondersteuningseenheid-bestuurders en hulle leerlinge in die distrik Hillingdon, Londen, het bewys gelever van 'n reeks goeie praktyke. Dit is veral belangrik dat die LSE-program 'n uitbreiding is van geheelskool- gedragsbeleid, en ook ten volle daarin geïntegreer is. Die LSE-program werk sosiale insluiting in die hand deur inskoolse ondersteuning aan leerlinge met gedrags-, sosiale en emosionele ontwikkelingsbehoefte te bied. Daar word tydens 'n vasgestelde korttermynbywoning van die LSE na hierdie

behoefte omgesien terwyl die leerlinge steeds by die kurrikulum betrokke is en hulle heropname in die klas gefasiliteer word. Die LSE-program sou as aanvulling tot die Suid-Afrikaanse Beleid van Inklusiewe Onderwys en Opleiding kon dien deurdat dit 'n lewensvatbare program aanbied waardeur uitdagende gedrag op 'n inklusiewe wyse aandag kry. Ten slotte kan genoem word dat die LSE-program as doeltreffend bewys is by die invoer van sosiale insluiting in skole. Dit is vermag deur hulle eensoortigheid waardeur die grootste behoeftes in die besondere skool bereik kan word.

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Looking back:

A number of life changing events occurred while completing this study project. The first was my undergoing open-heart surgery; the next was my relocating to London and lastly the unexpected loss of my father.

Looking forward:

I would like to dedicate this study project to the two inspirational women in my life; Dr Lorraine Young and Miss Carlin-Drew van Blerk. Thanks for enduring the disruption and all the support you provided.

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GLOSSARY

Attention Deficit Hyperactivity Disorder (ADHD):	The most common neurobehavioral disorder affecting children. It has four main features: hyperactivity; inattention; impulsivity and distractibility.
Behaviour, emotional and social development (BES):	Pupils who demonstrate features of emotional and behavioural difficulties who are withdrawn, disruptive, hyperactive, immature and presenting challenging behaviour from other complex special needs (DfES, 2001:87).
Behaviour Improvement Project:	Is a United Kingdoms of Great Britain government initiative to improve behaviour and attendance in schools.
Behaviour policy:	That which supports the educational and other aims of the school ensuring the conduct of all members of the school is consistent with the values of the school (Turner, 2003).
Department for Education and Skills (DfES):	It is a United Kingdoms of Great Britain government programme with a ministerial team and public services department committed to an inclusive education system whose aim is to create opportunity, release potential and achieve excellence.
Differentiation:	Each pupil is given the opportunity to learn at his/her own pace. Activities are tailor made to meet the needs of pupils so they are able to access a broad curriculum and able pupils are stimulated and challenged.
Ecosystemic:	Understanding the perceptions of the participants from an everyday point of view. A structured intervention approach based on empathy, acceptance and looking for positive alternative explanations by means of reflection (Tyler & Jones, 2002).
Education Welfare Officer (EWO):	A person employed by a Local Education Authority to assist parents and Local Education Authority s meet their statutory obligations in relation to school attendance. Carrying out functions such as truancy sweeps, home visits and negotiating alternative educational provisions for excluded pupils.
Emotional and Behavioural Difficulty (EBD):	The school needs to accommodate a continuum of pupils from those who challenge teachers to those with diagnosable behaviour conditions.

Excellence in Cities (EiC):	Is a United Kingdoms of Great Britain government action plan intended to tackle the particular educational problems faced by pupils in major cities.
Exclusion:	Social exclusion is when pupils are excluded from full participation in school. Disciplinary exclusion can be when a pupil is temporarily excluded for a fixed period or in the form of a permanent exclusion when a pupil is removed from the school register (Lloyd, Stead & Kendrick, 2003).
Ethos (school):	A school atmosphere where pupils feel safe and unconditional acceptance (Tootill & Spalding, 2000).
In-class support:	Pupils are supported in class thereby making learning more effective and inclusive (Lines, 2003).
Inclusion:	Is a socio-political phenomenon that states children have a right to learn together and society will benefit from children learning together. It is also a more efficient use of resources and all schools are expected to offer a full curriculum to all pupils.
Individual Education Plan (IEP):	A planning, teaching and review tool for pupils with barriers to learning. It sets out a programme for work; targets; review dates and arrangements for parent or carer involvement. Intervention provided can be in the form of school action or a statement of special education needs.
Information Communication Technology (ICT):	Mostly electronic tools used for assisting with learning. In this project the term usually this refers to computers and computer related equipment and packages.
Home-school liaison:	Develop home school relationship by means of meeting with parents and offering active support (MacLeod, 2001).
Inclusive education:	Addresses barriers to learning by ensuring a curriculum that accommodates the diverse needs of all pupils in a single education system that is welcoming to all pupils, creating a positive learning environment.
Learning Mentor (LM):	Is to provide a complimentary service to teachers and pastoral staff in Excellence in Cities schools addressing the needs of pupils needing help to overcome barriers to learning.
Learning Support Assistant (LSA):	An assistant providing in-school support for learners identified with special education needs. They will normally support a specific pupil but may also support the teacher and provide another adult in the class pupils that can be approached for help.

Local Education Authority (LEA):	The district level governing body dealing with government provided education.
Pupil Referral Unit (PRU):	A school established and maintained by the Local Education Authority that is specially organised to provide education for pupils who would otherwise not receive education due to illness, exclusion or any other reason.
Social inclusion:	A term formulated by the United Kingdoms of Great Britain government in the 1990s that pointed towards all children regardless of special needs or learning difficulties being included in mainstream education (Shearman, 2003).
Reintegration:	Getting pupils 'in class and on task' by recognising when pupils have developed the confidence and skills needed to cope in a mainstream class and facilitating the pupil's reintegration. To ensure that the reintegration is successful it must be clear from the onset that reintegration is expected as soon as possible, close links must be maintained with mainstream so as to support the pupil during the early stages of reintegration, the option of flexible attendance and access to specialist teaching should be available.
Special Educational Needs (SEN):	Is a description of a pupils functioning, what they can and cannot do and advice received as part of an assessment, which suggests how schools could best, accommodate and support these pupils.

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Learning Support Units (LSUs) can play a pivotal role in supporting pupils disengaged from learning. As part of a whole school behaviour support strategy LSUs are able to withdraw pupils from their mainstream classes for limited periods of time and also support pupils within their mainstream classes. I conducted a qualitative evaluation of successful practice in use in LSUs in the London Borough of Hillingdon. The first section of this chapter places the study in context of the international move towards more inclusive practice in education as set out in Convention on the Rights of the Child (United Nations, 1990). Then my meta-theoretical framework is described which influences and enriches the way I perceive the data. Following this, aims of the study are deconstructed from the research problem and set out with the final section providing a brief summary of the chapters.

1.2 CONTEXT OF THE STUDY

In England the Department for Education and Skills (DfES) sees the Learning Support Unit (LSU) as a way forward for social inclusion. The LSU is playing a growing role in the context of national strategies to improve behaviour and attendance in English schools. Key targets have been set out in terms of reintegrating pupils into mainstream school, reducing both fixed period and permanent exclusions, reducing disruptive behaviour and improving levels of literacy and numeracy (DfES, 2002c:2).

As a LSU manager in a London Borough of Hillingdon school, I had the first hand experience of reading the Department of Education and Skills guidelines and manuals (DfES, 2003; 2002a; 2002b; 2002c); attending workshops, networking with the Local Education Authority (LEA), Emotional and Behavioural Difficulties (EBD) schools and other LSUs in the borough. Having newly arrived in London with only my South African experience as a teacher, educational psychology student and intern-psychologist to draw on, I began to construct the framework for a LSU. I did this by

drawing on my previous work experience in South African mainstream schools, a centre for youth offenders and a school for pupils with special educational needs. This experience proved to be very useful in my role as an LSU manager. I then subsequently developed and set up an LSU programme at my school.

Having gone through the teething problems of setting up a LSU and one year later, having had the first cohort of pupils going through the programme, it was time for reflection. I began to raise key questions regarding LSU good practice. It was this reflective process that formed the basis for this research project.

I raised the questions I had regarding LSU good practice with the DfES national coordinators and their consultants and they felt that areas do exist where further investigation into LSU good practice would be very desirable. Interpreting the experiences and beliefs of LSU managers and their pupils specifically regarding the LSU programme is an area where little evaluation work has been done. I chose to concentrate on this selecting an interpretive, programme evaluation using qualitative methods, as the most appropriate approach. This approach allows for an evaluation of the LSU programme by specifically focusing on the experiences and beliefs of LSU managers and their pupils.

In addition to this evaluation of the LSU programme, I felt that the research might have something to offer within the South African context as the new draft guideline for inclusive education as proposed by the South African government (Department of Education, 2002) has a focus on improving access to basic education for all. As a result the findings from the primary research in the London Borough of Hillingdon will be extracted from the study implementation chapter to develop key messages for inclusive education in South Africa.

Learning Support Units (LSU's) evolved from in-school support centres and now have been popularised in England as result of a large amount of funds being made available by the Excellence in Cities (EiC) initiative (McKeon, 2001:249). Excellence in Cities (2003:2) sees the LSU as an effective model of encouraging social inclusion and a means of making additional resources available, offering short-term intervention and/or support to the Behavioural, Emotional and Social (BES) development of pupils on site at their local school.

The LSU is one of the methods by which social inclusion in schools is promoted. Shearman (2003:53) states that the current United Kingdoms of Great Britain (UK) government in the 1990's formulated the concept of social inclusion. These ideas stipulate that all children, whatever their special need or learning difficulties should be included in mainstream education. This was crystallised into policy in 1998 and was to be the 'keystone' of the New Labour Government's education policy. This would involve restructuring the culture, policy and practice of schools to respond to the diversity of pupils in their locality. This had far reaching implications for the ethos and culture of schools. Shearman (2003:57) cautions that a school's failure to anticipate the special needs or learning difficulties of pupils could lead to unlawful discrimination. Therefore, when practicing social inclusion, schools would need to realise that to meet pupils' special needs or learning difficulties the school itself may need to change.

The realisation of children's rights in schools, outlined in the Convention on the Rights of the Child (United Nations, 1990) and The Children Act (HMSO, 1989), would require further cultural change both within institutions and amongst teachers, this implies continued investment, training and support. Schools moving towards a more inclusive ethos need to reflect on practice and bring about changes that create opportunities for success, offer the school a sense of direction, assist consistency of staff behaviour and set out clear, simple behaviour management strategies that all pupils can follow and understand (Down, 2002:30). The Department for Education and Skills (DfES) initiatives like LSUs, Learning Mentors and the Behaviour Improvement Programme are all evidence of the DfES commitment to empower staff and ensure pupils are being socially included in their local schools, specifically when it comes to the areas of behaviour and attendance. To achieve this, a firm partnership will need to be established between school and home. Also in order for multi agency involvement and comprehensive strategies to be in place to support pupils, Local Education Authority support services and multi-agency involvement needs to be facilitated at school level (MacLeod, 2001:192).

These interventions are coordinated through an Individual Educational Plan (IEP), which is drawn up to document targets and strategies in place for a learner with Special Educational Needs (SEN). School Action is the term given to these targets and strategies when they are provided by the school through differentiation. When

teachers receive advice or support from outside agencies, the term for this is School Action Plus. When the special educational needs extend beyond what the school can provide a statutory assessment is requested from the Local Educational Authority (LEA) and, should they decide after an assessment that further provisions may be needed, a statement of special educational needs will be drawn up (DfES, 2001:55-56).

In English law a statement of special educational needs entitles pupils to provisions in school which is in addition to, or different from, that of pupils with no statement. It is a document that is enforceable by the courts. Statements place accountability with the Local Education Authority. They are expensive to undertake, and there are financial pressures on the Local Education Authority to reduce the number of pupils requiring statements. Bowers (2001:23) argues that the new draft Code of Practice, intended to be in place by the end of 2001, no longer recognises pupils with behavioural, emotional and social (BES) development needs as constituting learning difficulties and therefore does not require statutory provisions to be made available for them. Government guidance is, however, given for emotional and behavioural difficulties in the Special Educational Needs Code of Practice (DfES, 2001:87). These guidelines recommend that pupils demonstrating features of emotional and behavioural difficulties may require help or counselling in the following areas:

- More flexible teaching arrangements
- Help with the development of social skills and emotional maturity
- Help in understanding and adjusting to school expectations and routines

(adapted from the Special Educational Needs Code of Practice, DfES, 2001:87).

Assessing a pupil's behavioural, emotional and social development, are, as a result, easily defined as a short-term need or can be ascribed to the inadequacies of the school or the teaching staff (Bowers, 2001:21). The Learning Support Unit (LSU) is thus seen as a means of making additional resources available and offering short-term intervention and/or support for the behavioural, emotional and social development of students on site at their local school. The aim of LSUs is to accommodate pupils with challenging behaviour regardless of cause to be accommodated within mainstream school. They are also designed to put preventative measures in place for reducing

such challenging behaviour. LSUs make use of modelling, cooperation, collaboration, communication, giving pupils choices, mediation, clear negotiated boundaries and reward systems, which are all effective ways of addressing challenging behaviour. These and other strategies have been published in a manual of good practice in LSUs (DfES, 2002b). This was developed from the findings of a three-year pilot study in 24 in-school support centres, the predecessors to what is now known as a LSU. This publication is to serve as a guide to LSU managers when setting up a LSU in their school.

1.3 THEORETICAL FRAMEWORK

To make sense of a diverse range of knowledge I will need a framework from which to view my research. This framework influences the way I view the data collected and is called my meta-theoretical orientation (Green, 2001:14). A meta-theoretical orientation is the construction of meaning drawn from a shared knowledge of different perspectives. My meta-theoretical orientation is an integration of different perspectives. The dominant theoretical perspective I draw on is an ecosystemic model acknowledging the interrelationship of people and their contexts. A developmental model acknowledging change and growth over time and constructivism acknowledging learning as an active process where pupils are actively constructing knowledge further compliments it. I also recognize the importance of educational transformation taking place within an inclusive framework and specifically where it regards challenging behaviour.

1.4 THE RESEARCH PROBLEM AND AIMS OF THE STUDY

Flowerdew and Martin (1997: 41) point out that the research problem in a study is a set of questions that is useful to ask, an issue that merits attention or requires solving. This is important as it provides focus to the research and ensures that specific answers are sought. The research problem to be addressed in this study is defined as: *Can the experiences and beliefs of LSU managers and pupils in the London Borough of Hillingdon contribute to the verification of good LSU practice?*

Based on this, the research aims to verify the Department for Education and Skills (DfES, 2002b) good practice guidelines by identifying "things that work" in LSUs. If a LSU manager were to do it all over again, what would they hold on to? What would

they do differently? What wisdom would they share with their fellow LSU managers? To do this I needed to look at all the areas that a LSU needs to be effective in. The DfES (2002a) audit instrument for LSUs (see appendix A) specifies nine areas that are to be assessed. These being:

- Policy and whole school management
- Perceptions and image
- Wider involvement
- Referral
- Routine and organisation
- Teaching and learning
- Reintegration arrangements
- LSU facilities
- Local Education Authority partnerships.

Although comprehensive, this checklist will be used to understand the experiences and beliefs of LSU managers. In addition, and drawing on article 12 of the Convention on the Rights of the Child (United Nations, 1990:4), pupils who have experienced the LSU will be encouraged to give their views regarding good practice. This will ensure their participation in evaluating the education systems that they are part of.

The second aim is to look at the South African Inclusive Education and Training System and, with reference to this, evaluate the LSU programme in terms of its inclusiveness, deciding whether the LSU programme is actually the way forward for social inclusion.

Thirdly, the research seeks to draw from these good practice experiences and assess whether they can contribute to the South African Inclusive Education and Training System.

These aims will be achieved by addressing three key questions, which have evolved through reflection, literature reviews and consultation:

- What good practice is in use in Learning Support Units?

This will be achieved by finding out from LSU managers and their pupils what measures they have implemented and the outcomes, highlighting in particular those that have resulted in success. The main research problem can be further deconstructed into the following problems:

- Is the Learning Support Unit programme an inclusive model?

Here the different management styles and practices will be considered to identify whether the LSU is really an inclusive educational strategy.

- Will the Learning Support Unit programme work in the South African Inclusive Education and Training System?

Key messages from the UK research will be examined in light of recent developments within South African educational policy and whether any lessons can be learnt from the LSU programme in England for the New South African Inclusion strategy.

1.5 PURPOSE OF RELATING THE STUDY TO THE SOUTH AFRICAN MODEL OF INCLUSION

It will serve as a healthy comparative to look at the LSU programme in England and assess according to the UK government's concept of social inclusion as well as the South African model of inclusive education as proposed by Education White Paper 6 (Department of Education, 2001) and ascertain whether practice in these LSUs is inclusive or not. It will be equally interesting to look at the new South African model of inclusion and see if it too actually includes all learners and whether the area of challenging behaviour might benefit from a programme similar to the LSU programme run in England.

Green (2001:22) argues that since 1994 the South African Government has embraced the concept of Inclusion and an inclusive society based on the universal principals of human rights. In acknowledging the human right to basic education, equality of access to basic education and the democratic rights of all role-players, the South African government has made a commitment to transform the education system. The new education policy reflects a new paradigm shift away from the old dual system of

general and special education systems to the development of a new national curriculum that accommodates the diverse needs of all learners in a singular inclusive education and training system that is welcoming to all pupils. This creates a positive teaching and learning environment with a responsive curriculum.

Further, Green (2001:11) is of the opinion that the transformation of education in South Africa is clearly understood with a view towards transforming South African society. Inclusive education is overtly political and inclusive education is viewed as the strategy most likely to achieve a just and democratic society (Green, 2001:5). A framework for establishing an inclusive education and training system has been set out in the Education White Paper 6 (Department of Education, 2001). The white paper adopts the terminology "barriers to learning" and this advocates the inclusion principle that learning disabilities more often arise from the education system rather than the learner (Department of Education, 2001:12).

In order to realise the aims of the Education White Paper 6 (Department of Education, 2001), it is important to have an appreciation for the headteacher as the single most influential person in creating the school culture. Swart and Pettipher (2001:43) promote a shared vision and the development of a mission statement and action plan. Staff need to be empowered by the headteacher to actively collaborate and participate within the context of whole-school change and the development of an inclusive learning environment. The strength of any system will ultimately lie in its simplicity. The responsibility is now firmly placed on the school and the headteacher to make every effort possible to accommodate each pupil before any alternative provision may be proposed. In the search to uncover and remove the barriers to learning experienced in mainstream education, a framework for an inclusive education system has been set out in the Education White Paper 6 (Department of Education, 2001:25). It highlights the need to revise existing policy; strengthen district-based education support services; expand access and provisions; curriculum, assessment and institution development; a national information, advocacy and mobilisation campaign; and a revised funding strategy.

In South Africa the new district support teams will strengthen educational support services whose primary function will be to evaluate and build the capacity of schools through teacher support. Special schools will be converted into resource centres and their staff will be trained for their new role as part of the district support team.

Designated schools in each district will be upgraded to full-service schools and will be resourced to accommodate the diverse range of learning needs. School based support teams will coordinate learner and educator support and, where appropriate, in collaboration with the district support team. Mechanisms at community level need to be established to assist with the early identification of more severe learning difficulties. The professional capacity of educators must be developed in curriculum development and assessment. Programmes of quality assurance and quality improvement also need to be developed. Further, information and advocacy campaigns need to be undertaken to mobilise public support and communicate rights, responsibilities and obligations. The effects of HIV/AIDS and other infectious diseases will be analysed on an ongoing basis (Swart & Pettipher, 2001:49-50).

To fully incorporate the principles of inclusion, the South African education system needs to go through a major transformation to enable it to accommodate the full diversity of pupils. An accepting and flexible education system celebrates diversity and the difference must be understood between mainstreaming or integration and inclusion. My concern is that we may begin to see a form of selective inclusion being practiced where including behaviourally challenging pupils will always be met with some resistance.

1.6 STRUCTURE OF THE ASSIGNMENT

The remainder of this assignment expands on the discussion outlined thus far. The following synopsis summarises what is included in each of the ensuing chapters and illustrates how the argument is developed and concluded through this study. Chapter 2 begins with a comprehensive literature review covering social inclusion and the LSU programme in England, both LSU good practice and good practice when working with pupils with behavioural, emotional and social needs. The experiences and beliefs of a group of emotional and behavioural difficulties pupils themselves are included in the review and finally the South African models of educational inclusion are brought into focus.

Merriam (1998:44) explains that research design helps you get from the initial set of questions to the set of conclusions. The research problem detailed in section 1.4 above was shaped within a qualitative research design and then applied to the selected LSUs. The theoretical framework was established through a literature review and defined the

research question. An interpretive approach was followed for this research project and programme evaluation methodological principles were implemented. Chapter 3 discusses this chosen method and looks in detail at the several forms of inquiry components used in this study including interviewing, observing, and analysing, which are central to qualitative research. Merriam (1998:6) illustrates how qualitative research is designed to be flexible and responsive to changing conditions and is based on the view that individuals interacting with their social worlds construct reality.

This flexible and responsive approach is part of interpretive research, the particular method I followed, which is fully explained in chapter 3. Doing interpretive research implies telling it the way it is and telling it in context. The interpretive researcher is therefore the primary instrument for collecting and analysing the research material. Interpretive research is rich in description and is used to develop conceptual categories to illustrate, support or challenge theoretical assumptions held prior to data gathering (Merriam, 1998:38).

Within this interpretive approach, chapter 3 also discusses how the research followed the form of programme evaluation. This is practical hands-on work dealing with real life situations. It involves working with quantitative and qualitative data, but most importantly people, interviewing stakeholders and negotiating parameters facilitating the development of new skills and new understanding.

Chapter 4 is an analysis of the data collected by means of observations, interviews, discussions, documents and reports. This chapter outlines the results from the implementation of the study and analyses this in light of social inclusion within English schools. The first section critically assesses the various LSU programmes operating in the London Borough of Hillingdon schools. It then compares them to the South African model of inclusive education. A differentiation is made between inclusion and mainstreaming or integration. Lastly, the chapter utilises these research findings to look at the new South African model of inclusion to see whether the area of challenging behaviour could benefit from a programme similar to the LSU programme running in English schools.

Chapter 5 brings together, by interpreting the experiences and beliefs of LSU managers and their pupils in the London Borough of Hillingdon, the value of verifying LSU good practice as suggested by DfES (2002b) Good Practice

Guidelines. This chapter seeks to draw together the main findings of the research project. It provides a summary and conclusions of the research findings in relation to the original aims. It also examines the research process, critically reviews the limitations and highlights the implications this has for the findings in this study. Finally the chapter explores areas for further research, which have not been answered in this research project.

CHAPTER 2

SOCIAL INCLUSION IN SCHOOLS: A REVIEW OF GOOD PRACTICE IN LEARNING SUPPORT UNITS

2.1 INTRODUCTION

Following on from chapter 1, this chapter looks in more detail at the process that has manifested in the development of the Learning Support Unit (LSU) programme. Research on LSUs is a new field but has a lot of vested interest in it. LSUs and in-school centres have been researched by Hallam and Castle (2001), McKeon (2001), McSherry (2003), Wilkin and Fletcher-Morgan (2002) and studies have also been commissioned by the Department for Education and Skills (DfES, 2003; 2002b; 2002c). By far the greatest amount of research conducted has been in the area of emotional and behavioural difficulties (EBD). However, research done by Gordon (2001:69), McKeon (2001:249) and Lloyd, Stead and Kendrick (2003:88) caution about finding adult solutions to child problems, stressing the importance of listening to what the pupils have to say. Wise (2000) achieved this in her study by recording and analysing the thoughts of pupils with emotional and behavioural difficulties.

Within South Africa, the framework for establishing an inclusive education and training system, and commentary on it, has been studied and referred to through Department of Education (2001), Department of Education Directorate: Inclusive Education (2002), Green (2002), Lomofsky and Lazarus (2001) and Swart and Pettipher (2001).

This chapter explores the transformation education is currently undergoing in England to becoming more inclusive. The chapter then looks specifically at the LSU programme, its aims and related areas of research which look more generally at challenging behaviour in schools, which could also contribute to the development of good practice for LSUs increasing our options and expanding on the guidelines set out by the DfES and Excellence in Cities (EiC). Finally, the chapter reviews the LSU

programme in light of its inclusiveness and relates this to the South African model of Inclusive Education.

2.2 SOCIAL INCLUSION IN SCHOOLS

Working our way back from the ideal of an inclusive society where all people are accommodated and their differences respected, the DfES has been given the responsibility by the United Kingdoms of Great Britain (UK) Government to develop the kind of skills a person living in an inclusive society would need. The education system is therefore accountable for nurturing and developing traits like respect, tolerance and assertiveness in a supportive community. The work of education is supported by The Convention on the Rights of the Child (United Nations, 1990), which enforces and maintains the ideals of inclusion and inclusive education (Osler & Osler, 2002:38). Based on this the UK Government is committed to educational transformation where the rights of all children are respected. Social inclusion as a concept was formulated by the current British Government in the 1990's stipulating that all children, whatever their special need or learning difficulties should be included and supported in mainstream education (McKeon, 2001:249; Shearman, 2003:53).

These rights also apply to pupils' with challenging behaviour who create a particular concern for educators because they are difficult to manage and have a disruptive effect on the whole class. Previously, such pupils were excluded from school either socially or through disciplinary procedures. In the former they opted out of fully participating in class because the system was too rigid to accommodate them, while in the latter case they were removed and placed in separate units either for a fixed term or permanently. In either case exclusion was viewed as the fault of the pupil instead of the education system (Lloyd, Stead & Kendrick, 2003:78).

Although some in-school centres existed in schools at that time, it was without the commitment to inclusive policy. The centres were therefore at risk of becoming exclusion units or "sin-bins" where pupils were simply removed from their classes so lessons could continue (DfES, 2002b:6). To respect the rights of such pupils to attend their local school, the school needs to change in order to accommodate these pupils better and provide the support structures needed (Hallam & Castle, 2001:170). The terminology used has also had to change: 'special educational needs' has been

replaced with 'barriers to learning' implying that the education system most often needs to be addressed rather than the pupil (Wilkin & Fletcher-Morgan, 2002:1). Similarly, the phrase emotional and behavioural difficulties have been replaced with behavioural, emotional and social development needs, which is a more inclusive term. This identifies a need and no longer implies that the pupil is difficult to fit into the education system and that the fault lies with the pupil (Bowers, 2001:24).

Although the in-school centre, now re-named LSU, is not a new concept, the result of recent funding through Excellence in Cities (EiC) has placed it firmly as the prime in-school provision for pupils with challenging behaviour (McKeon, 2001:249; McSherry, 2003:61-62). It is designed to deliver positive, short-term interventions with the emphasis on assisting pupils to develop strategies that will help them manage in a mainstream classroom. There are also other initiatives which promote inclusion in schools but Hallam and Castle (2001:169-173), in their evaluation research on exclusion prevention, found that the most successful practice was common to all projects regardless of whether they followed a multi-disciplinary approach, used in-school centres, or sent teachers to off-site pupil referral units. These commonalities in good practice included: the involvement and commitment of the head teacher and senior management team; the involvement of the whole school staff and parents or carers; pupils self-monitoring; the monitoring of progress and good communication; and lastly a flexible approach.

Taking cognisance of these findings, the Department for Education and Skills has provided training for LSU managers; published guidelines for establishing and managing LSUs (DfES, 2002c), good practice guidelines (DfES, 2002b), and an audit instrument (DfES, 2002a). Support structures for LSU managers were put in place and LSUs were seen as an integral part of all the subsequent programmes initiated to address challenging behaviour in English schools.

2.3 THE LEARNING SUPPORT UNIT: CRITICAL SUCCESS FACTORS

The DfES Good Practice Guidelines stress that the LSU exists in essence to keep disaffected pupils in school and working while their behavioural needs are being addressed, with their reintegration back to class facilitated in as short a time as possible (2002b:6).

Successful LSUs may vary greatly from school to school in response to their schools specific needs (DfES, 2002c:1). Despite these variations in approach research undertaken for the LSU Good Practice Guidelines (DfES, 2002b) highlighted a number of commonalities that contribute to the success of the LSU regardless of whichever model was adopted.

The Good Practice Guidelines list 17 critical school success factors, which are felt to be key to the development of good practice (see Table 1), and if implemented well will result in LSUs being successful.

Table 1: Critical school success factors	
1	LSU procedures mirror the whole school ethos for inclusion
2	LSU has the support of the Senior Management Team (SMT) who regularly reviews and endorses their practice
3	Clear and effective line management within a social inclusion framework
4	Consistent with the whole school approach to referrals, action plans, communicating and target setting
5	Qualified and experienced full-time LSU manager and support staff
6	Access to training and networking opportunities for LSU staff
7	Time set aside for planning so the LSU can build on existing good practice
8	Whole school understanding of the role, function and procedure of the LSU
9	Regular training for all staff on behaviour policy, practice and systems
10	A positive whole school ethos, knowledge and understanding of pupils with Behavioural, Emotional and Social (BES) development needs and are disengaged from school
11	Clear entry and exit criteria with an emphasis on reintegration
12	A reintegration policy and staff to support its successful implementation
13	Flexible curriculum and a range of resources including Information and Communication Technology (ICT)
14	A base which is a stimulating learning environment which has space for group work, one-to-one, counselling, meeting area and office with access to Information and Communication Technology, administration and the storage of confidential files and papers
15	Systems of effective working with families, multi-disciplinary teams, LEA, behaviour support teams and other schools
16	A positive image of supporting pupils with a range of provisions that meet the school, Local Education Authority (LEA) and Excellence in City (EiC) plans where applicable
17	Monitoring and evaluation systems with benchmarks

Adapted from DfES (2002b: 7-8)

Inherent in this is the fact that the Learning Support Unit (LSU) should be part of the school's Inclusion Faculty and "... needs to be an integral part of a whole school approach to learning and behavioural support, providing separate short-term teaching and support programmes tailored to the needs of disengaged pupils with difficult or challenging behaviour" (DfES 2002b:6).

A further six critical Local Education Authority (LEA) partnership factors are highlighted for good practice and accountability reasons. These are outlined in Table 2.

1	Local Education Authority provides clear strategic direction for LSUs
2	LSU provision is included in the behaviour support plan and the Local Education Authority are explicit on how the LSUs fit into that continuum of support and referral for disengaged pupils
3	There is effective management and coordination of LSUs by the Local Education Authority
4	Access to training and networking for LSU staff and managers
5	Monitoring and evaluation of strategies in place to ensure optimal distribution of resources and provisions for meeting the targets in the behaviour support plan and school plans
6	The provision of a range of quality support for schools and efficient access to behaviour support team, educational psychologists, pupil referral units, special schools, social services and psychiatric services

Adapted from DfES (2002b: 7-8)

In addition to these critical success and partnership factors a further role the LSU is expected to play is to form an important part of the school's Behaviour Improvement Programme, which is another DfES (2003) initiative to tackle behaviour and attendance. In this way the LSU is accountable to the Behaviour Improvement Programme, which wants to know specifically how effectively the LSU is supporting whole-school policy on behaviour and attendance. It is also interested in knowing what support LSUs offer individuals and how effectively Behaviour Improvement Plans are being used by staff. The LSU managers are expected to support whole school change by developing individual and small group programmes to be used by staff in classrooms. The LSU is expected to provide model practice, which can be viewed by teachers and used as an outreach model (DfES, 2003:43; DfES, 2002c:1).

Having illustrated the role of LSUs and their accountability structure, the remainder of this section critically examines the effective day-to-day running of the LSUs through the nine categories highlighted by the DfES audit instrument as outlined in chapter 1.

2.3.1 Policy and whole school management

Lines (2003:26) emphasises that there needs to be whole school ownership of managing challenging behaviour through a proactive approach. If whole school ownership is achieved this means that all staff accept that they share a responsibility to reduce barriers to learning. To do this, schools need to be more pre-emptive and plan contingency strategies. In addition to this, Lines (2003:26) stresses that whole school behaviour policy cannot work without pupil empowerment, mutual respect, quality teaching and a stimulating learning environment. For this to be achieved the whole school ethos that is reflected in the day-to-day practice of staff, needs to be sending out the expectation of success and the staff's belief in their pupil's abilities should be transparent (Down, 2002:34). The staff also need to have an understanding of the underlying reasons for challenging behaviour, allow for differentiation and provide support (Turner, 2003:17).

Lines (2003:29) argues that the pastoral structures need to be modernised as well as incorporate the LSU. No two schools are ever alike but most schools that have had effective strategies in place to address challenging behaviour share common characteristics. First, they had a capable headteacher who played a key role along with the senior management team. These schools managed to adapt practice to suit their own needs and style of doing things. They had strong ties with their parent body and community agencies and were open to critical review and evaluation. They managed to create a whole-school environment that was pupil focused and conducive to good discipline. This was done by focusing on the causes of behaviour problems and implementing preventative measures which emphasise positive behaviour. One of the results of study was that most teachers believed in their school and the abilities of their pupils, they felt their school was a place where they and the pupils came to experience success and therefore put a lot of energy into making this belief a reality.

2.3.2 Perceptions and image

The LSUs need to be recognised by all pupils, parents or carers and staff as an asset to the school (DfES, 2002a). Effective communication channels need to be developed with staff and pupils, as well as outside with parents and other agencies. Formal and informal communication channels need to be established and function well. A variety of communication styles can be used such as: doing staff briefings; distributing printed reports and advice sheets to staff; displaying information on a notice board where it is easily accessible for staff and pupils; involving parents and making home visits; holding regular meetings with the social inclusion team and presenting case studies; inviting school staff to the LSU to share information and advice; and attending conferences and meetings (DfES, 2002b:21-22).

Through the implementation of these strategies, all staff will be made aware of the principles and practice in the LSU, which should be modelled on current school referral and pastoral systems. There needs to be clarity about the LSU's role within the inclusion faculty. The reintegration expectations of staff parents or carers and pupils must be clear from the onset. All procedures including the referral procedures and operating procedures must be clear to all. The approach used for alternative curriculum, consistent teaching practice and discipline must be transparent. The line management, staff structures, roles and responsibilities, plus the allocation of meeting time for within and outside the school must be agreed on and made clear to all. It is also very important that the senior management team, consisting of the headteacher and deputy headteachers, must be seen to be actively involved in the running of the LSU (DfES, 2002b:21).

2.3.3 Wider involvement

The DfES (2002c:1) suggests that services delivered by the LSU should be incorporated into the whole school behaviour improvement programme. The goal when supporting a pupil's behavioural, emotional, social development needs is to do it in the least restrictive environment and when ever possible within the mainstream school system by means of differentiated teaching and/or in-class support and/or a short-term withdrawal into a LSU, thereby promoting an inclusive school ethos. Hamill and Boyd (2001:139) sympathise with teachers who must deal with challenging behaviour in a very restrictive space, while trying simultaneously to

provide a stimulating and differentiated teaching and learning experience for all the pupils in the class. Schools and teachers cannot be expected to meet all the needs of pupils with emotional and behavioural difficulties on their own. An integrated system with good inter-agency cooperation between professionals is needed to work together in a pupil-centred approach. When pupils are supported in this way it should ultimately lead to the prevention of exclusions and raise attainment.

The DfES (2002c:9) advocate that by creating an in-school pupil support centre in the form of a Learning Support Unit (LSU), it provides a base where multi-agency strategies can be planned and implemented collaboratively. Pupils can receive support here when their behaviour makes it difficult for them to be contained in a subject classroom. It is with this type of situation that a more integrated system of supporting pupils with behavioural, emotional and social development difficulties can be established.

The pupils, their parents and staff all need to work in partnership within a carefully structured support programme to achieve this transition. Mainstream schools have the significant challenge to move towards a more inclusive future and to share the responsibility for disaffected pupils.

2.3.4 Referral

A pupil referred to the LSU needs to follow the standard school referral system in use for pastoral and other support structures. If additional support is requested by a pupil, parent, carer or teacher this request should be submitted to the inclusion team who will decide the most appropriate form of support for the pupil in question. Should the referral then be directed towards the LSU, an assessment and placement procedure is undertaken by the LSU staff (DfES, 2002b:26-27). Once this placement decision has been taken, the pupil is admitted to the LSU.

The LSU admission is part of a planned intervention to meet a pupil's needs. There needs to be effective criteria for the admission of pupils to the LSU, which are understood and followed by all staff. There must be structured LSU admission meetings, attended by all relevant individuals, with the matters arising in the meeting recorded and filed. An Individual Educational Plan (IEP) should then be constructed specifying a plan of action with targets for each pupil attending the LSU and the pupils' progress is then monitored (DfES, 2002a).

2.3.5 Routine and organisation

Within the LSU pupils should be supported by well-planned daily routines, which are understood and followed by all. There needs to be clear rules and expectations in place, which are perceived as fair. Attention must be given to ensuring that effective systems are in place to support LSU pupils at break and lunchtimes as and when required. The DfES (2002b:37) advise that there should be systems in place for regular, at least weekly, proactive contact with parents or carers. Information on the progress of LSU pupils should also be shared with pastoral and subject staff on a regular basis.

2.3.6 Teaching and learning

The next category involves the manner in which the curriculum is presented in the LSU. The DfES (2002c:2) would like to know what is being done to enable each LSU pupil to access the curriculum. Each pupil is expected to have an individual educational plan, which identifies and addresses both behavioural and learning needs. The pupils and parents or carers all should be involved in the planning, monitoring and reviewing of individual educational plans. A range of opportunities needs to be provided where LSU pupils can recognise and celebrate success. The DfES (2002b:31) propose that the best way to ensure that LSU pupils have access to as broad and balanced curriculum possible is by working closely with the subject heads. This will allow the teaching and learning in the LSU to reflect the teaching and learning that is taking place in the mainstream classrooms. Having mainstream staff teaching in the LSU will also help to extend the understanding of how the LSU works. Social and emotional literacy must be addressed across the curriculum through both content and teaching and learning styles. The curriculum in the LSU needs to be delivered with a flexible approach using a wide range of resources, including information communication technology. Tyler and Jones (2002:30) suggest that when teachers are supporting pupils with behavioural, emotional and social development needs, a good approach to use with them is an ecosystemic approach which trains the pupil to focus on finding solutions by using a process of reframing. This gets them to look at the problem from a series of different viewpoints. McKeon (2001:249) further advises that teachers should take advantage of the small groups in the LSU and make maximum use of the time to listen to their pupils.

2.3.7 Reintegration arrangements

Ultimately the success of the LSU will be judged by the role it plays in increasing the level and quality of inclusion in the mainstream schools. The aim, I explain to staff in my school, is to get pupils *'in class and on task'*. This involves recognising when pupils have developed the confidence and skills needed to cope in a mainstream class and facilitating their reintegration. During this process, the LSU needs to provide the support needed to ensure that the reintegration is successful. McSherry (2003) has developed a diagnostic tool which, when completed by teachers and pupils, presents a list of criteria in a systematic way profiling a pupil's readiness for reintegrating. It also offers clear indicators of what still needs to be addressed. This coping in school scale (see Appendix B) consists of eight sections:

- Self-management of behaviour
- Self and others
- Self-awareness
- Self-confidence
- Self-organisation
- Attitude
- Learning skills
- Literacy skills

Tootill and Spalding (2000:116-117) highlight four indicators of successful reintegration practice. The first is to ensure that everybody has a clear understanding from the onset that reintegration is expected as soon as possible. Secondly, they suggest that close links must be maintained with the mainstream school so as to support the pupil during the early stages of reintegration. The third is to create the option of flexible attendance within the mainstream school. Lastly, pupils need access to specialist teaching to supplement the curriculum.

2.3.8 LSU facilities

The resources and location of the Learning Support Unit (LSU) needs careful consideration. It is fundamental that the LSU creates the right kind of environment for support and learning. The DfES (2002b:16) guidelines recommend that ideally the

LSUs should be centrally located on the school site showing that inclusion is at the heart of good school practice. The whole inclusion faculty should be clustered together allowing the LSU to run alongside other support initiatives like the pastoral support team, learning support staff (LSA) and learning mentor (LM) bases. It should be close to the senior management team (SMT) offices and, for child protection reasons, accessible by all other staff.

The LSU needs to be well resourced with good quality furniture, space to display pupils' work, an area where all can come together and share information and resources, office space with admin computers linked to a pupil data base. A private area for counselling is needed; access is needed to toilets and a sink with running water. The LSU should have a telephone; television and recorder, computers linked up to the Internet and curriculum material, training and career information and details of other agencies should all be accessible (DfES, 2002a).

The LSU also needs to have a meeting area for visitors, which can also be used by the pupils for an informal or social area. The LSU needs its own identity that the pupils can relate to so the decorating needs to be specific and selective. The LSU design must be flexible enough to allow for a variety of activities. Access to such facilities is helpful for doing art, life skills and other more practical subjects.

2.3.9 Local Education Authority partnerships

Hamill and Boyd (2001:139) feel that schools and teachers cannot compensate for society or be expected to meet the needs of these pupils on their own. Schools and teachers cannot be expected to overcome problems of poverty, underachievement and disruptive behaviour. Therefore they advocate that the key to resolving the issues of pupils with Behavioural, Emotional and Social (BES) development needs is through multi-professional partnerships and inter-agency collaboration. Teachers are often expected to deal with challenging behaviour in the restrictive confines of a classroom while simultaneously trying to provide stimulating teaching and learning experiences to 30 other pupils. It is therefore necessary to consider how the school context can become more conducive to collaborative working between educational psychologists, education welfare officers, police, teachers, parents and pupils. There is a need for total involvement, effective communication, multi professional cooperation and co-

ordination during case discussions and the identification, drawing up of intervention and support packages.

2.4 WHAT THE PUPILS SAY

Some researchers such as Gordon (2001:69) and Lloyd, Stead and Kendrick (2003:88) applaud the commitment made in 1990 by the UK government to reduce the number of exclusions in schools, but argue that to do this effectively, much more attention should be given to the opinions and ideas of the pupils themselves. Feedback from pupils in a study done by McKeon (2001:249) highlighted that pupils need to be heard and understood. Wise (2000) undertook an extensive research project where she recorded and analysed the thoughts of pupils with Emotional and Behavioural Difficulties (EBD) in mainstream schools. She then summarised the key points that emerged from the pupils' comments and suggestions.

Pupils with emotional and behavioural difficulties may differ to mainstream pupils in their ability to cope in stressful situations or execute behavioural strategies. For many of these pupils Wise (2000:143) suggests the motive is surviving a stressful situation. The behavioural skills and choices of emotional and behavioural difficulties pupils may be limited and the goal is often simply survival. In many cases the pupil's behaviour reflects a need to escape a difficult situation within the school setting. This escape could be considered as an understandable response to a stressful situation. Pupils with emotional and behavioural difficulties feel frustrated by their lack of acceptable behaviour options when dealing with difficulties.

Although the UK government recognise the need to provide support for pupils with emotional and behavioural difficulties and funding has been provided through the Excellence in Cities initiative (McKeon, 2001:249), planned support must be put into action that takes the pupil's individual needs into account. Wise (2000:143) feels that adequate support may not always be available in schools. She points out that the way we interact with pupils is very important and that informal support can be just as helpful to pupils as professional counselling. Pupils with emotional and behavioural difficulties do recognise their need for support and seek opportunities to discuss their problems. Teachers must be cautious about labelling because it does affect one's attitude towards a pupil and leaves the pupil feeling stigmatised. Pupils are often desperate for an opportunity to leave their negative reputation behind them. A

teacher's initial response to challenging behaviour can determine if a secondary behaviour problem will develop or not. By teachers understanding the motive that lies behind aggressive or disruptive behaviour, they may be able to offer a more effective response to the situation.

Wise (2000:109) points out that many pupils with emotional and behavioural difficulties feel less comfortable talking about personal factors, which may be affecting their behaviour. Some felt therapeutic intervention was ineffective. Some considered themselves or their families as damaged and unacceptable. In the study it was found that low income parents or parents who were perceived as unusual could affect a pupil's self-image and self-esteem. Adoption, divorce, death and abuse can all have an impact on a pupil's behaviour at school.

From her work with pupils who have emotional and behavioural difficulties and by listening to what they had to say, Wise (2000) was able to develop lists of suggestions that could serve as guidance for teachers encouraging them to take the time to listen to their pupils; to recognise avoidant behaviour and bullying; and to have discipline techniques that respect a pupil's dignity. This advice is relevant and serves, as a reminder to all teachers. It is a specific type of pupil that LSUs will be supporting and it is the responsibility of LSU staff to put into practice the suggestions developed from pupil feedback.

Pupils with emotional and behavioural difficulties may come to school already having a complexity of issues to deal with and the classroom may just be adding further stress in their lives. Wise (2000:61) warns that this only serves to compound their problems further, so it is good for teachers to take every opportunity available to let pupils talk to them and build a relationship with them in this way. Even when the teacher is not the person in charge, they still need to be caring and aware of pupil's behaviour in all parts of the classroom.

Teachers must try to manage behaviour with discipline techniques that show the pupils that they care about them, giving the pupils the opportunity to talk to the teacher and after listening to the pupil the opportunity should be created for them to problem solve together. Wise (2000:61) says effective ways of supporting pupils in class need to be developed ensuring that pupils are not humiliated or made to feel inadequate. It helps if the teacher is able to make the curriculum content relevant to

the lives of their pupils and also to try to give pupils a sense of control of what and how they learn.

Teachers need to be aware of behaviours certain pupils can use to avoid work or school. They should not let homework create further problems for pupils who are already struggling. Teachers need to be aware that bright pupils may suffer negative peer pressure to underachieve.

Pupils with emotional and behavioural difficulties may lack the social skills for dealing with challenging situations and will need support. Turner and Waterhouse (2003:19-20) say that strategies need to be put into place and boundaries have to become more flexible to facilitate these pupils. There is so much a teacher has to be aware of to ensure that every pupil gets the best start in life. The attitudes and behaviour of parents can confuse pupils about what is acceptable behaviour. Wise (2000:84) says teachers must be attentive to the social interactions between pupils in their class and the movement of groups of pupils around the school must be monitored and kept to a minimum. Teachers should never trivialise any bullying incidents and always be aware that their perception of a pupil or an incident may be different from that of the pupils. Teachers must make sure they are able to tell the difference between bullying and a victim's reaction. Bullying can be extensive in schools, so teachers must listen to pupils and believe what they have to say. When a teacher deals with an incident, they must find ways to avoid blame and not end up making it worse for the victims when they deal with bullies. Bullying can take on many forms and all these forms are not openly visible. Teachers even need to be aware that sensitive pupils may even misunderstand a teachers playful teasing and feel threatened by it.

Take care not to use discipline techniques that model aggressive behaviour. Ensure that appropriate behaviour policy exists in your class and in the school consisting of successful prevention and intervention strategies.

2.5 PURPOSE OF RELATING THE STUDY TO THE SOUTH AFRICAN MODEL OF INCLUSION

2.5.1 Inclusive education in South Africa

As noted in chapter 1, since 1994 the South African Government has sought to institute new policies and legislation in education, separating itself from its oppressive

and discriminatory past, and embracing the concept of Inclusion and an inclusive society based on the universal principals of human rights. In acknowledging this, the South African government has made a commitment to transform the education system. Lomofsky and Lazarus (2001:301) feel the new education policy reflects a paradigm shift away from the old dual system of general and special education systems to the development of a new national curriculum that accommodates the diverse needs of all learners in a singular inclusive education and training system. This policy has been guided by the universally accepted principle of a right to education, equality and the recognition of the democratic rights of pupils, parents and teachers. The Department of Education Directorate: Inclusive Education (2002:22-23) points out that the shift to a singular inclusive system implies bringing the support to the pupil by determining the pupil's learning potential and the level of support needed. This necessitates reorganising support services into levels of support and having a curriculum that considers barriers to learning, different intelligences, different learning styles and creates possibilities.

2.5.2 A framework for establishing an inclusive education and training system

The proposed framework for establishing an inclusive education and training system has been set out in Education White Paper 6 on 'Special Needs Education: Building an Inclusive Education and Training System' (Department of Education, 2001). The white paper arose out of the need for change in education and training in South Africa to a system that is sensitive and responsive to the diverse range of learning needs. The emphasis of this paper shifts the focus towards a system that accommodates and respects all diversity. A complex and dynamic relationship exists between the pupil, the school, the broader education system and the social, political and economic sectors. All these components play a key role in whether effective learning takes place (Department of Education Directorate: Inclusive Education, 2002:130). The Education White Paper 6 adopts the terminology 'barriers to learning' and this advocates the inclusion principle that many learning disabilities arise from the education system rather than the learner (Department of Education, 2001:12).

Compared to 20% in developed countries, South Africa has an estimated 40% to 50% of all pupils who have special needs that require learning support beyond that which is traditionally available in the mainstream classroom. This is as result of its separate

development policies of the past, which lead to the very disproportionate delivery of educational support services (Lomofski & Lazarus, 2001:303). A minority-advantaged sector had a very well resourced dual special education strand in response to pupil's special needs. A majority-disadvantaged sector had a single educational system in operation where pupils with special needs were mainstreamed by default due to the non-existence of educational support services for them.

Integration, mainstreaming and inclusion have in some cases wrongly been used interchangeably. Integration involves preparing pupils to return to mainstream schooling. Mainstreaming implies a unitary educational system where all pupils access a common curriculum. Inclusion on the other hand is a socio-political assurance stating a commitment to celebrate and accommodate 'difference' and acknowledges that all pupils have the right to attend their neighbourhood school (Lomofski & Lazarus, 2001:303). Inclusive education would therefore view special needs as the barriers, which would prevent all pupils from accessing their local school and a mainstream curriculum. This means that all teachers should be responsible for the education of all learners and that the curriculum should be adapted to cope with this diversity. Education White Paper 6 (2001:17) makes a clear differentiation between mainstreaming/ integration and inclusion illustrated in Table 3.

Table 3: The difference between mainstreaming or integration and inclusion	
Mainstreaming or Integration	Inclusion
Mainstreaming is about getting pupils to fit into an existing system or integrating them into this system.	Inclusion is about recognising and respecting pupil's differences.
Mainstreaming is about giving some pupils extra support so they can fit in or be integrated into mainstream classes. Specialists who diagnose and prescribe technical interventions assess pupils.	Inclusion is about supporting all pupils, teachers and the system as a whole so the full range of learning needs can be met. Developing good teaching strategies that will benefit all pupils
Mainstreaming and integration focus on changes that need to take place in the pupil so they can fit in.	Inclusion focuses on overcoming barriers in the system, which prevent it from meeting the needs of all pupils. The focus is on the adaptation of the classroom and support systems.

Adapted from Education White Paper 6 (Department of Education 2001:17)

It is evident that inclusive education is considered the way forward in South Africa. The Education White Paper 6 (2001:11) stresses that the education system must transform itself to contribute to the development of a caring and humane society, and also accommodate a full range of learning needs. Barriers to learning are not only located within the pupil, they also exist within the education system (see Table 4).

Table 4: Barriers to learning existing within the education system
Inflexible curriculum
Inappropriate language medium
Inappropriate communication
Inaccessible or unsafe environment
Inadequate or inappropriate support services
Inadequate policy and legislation
Non-recognition or non-involvement of parents
Inadequately or inappropriately trained educators and managers

Adapted from Education White Paper 6 (Department of Education 2001:18)

2.5.3 An implementation plan

The implementation of these policies throws up the real challenge of transforming mainstream schooling into a more inclusive system accommodating all learners and identifying and addressing barriers to learning (Lomofski & Lazarus, 2001:315-316). The plan put forward in the Education White Paper 6 (Department of Education, 2001:48-51) highlights the need to revise existing policy; strengthen district-based education support services; expand access and provisions; curriculum, assessment and institution development; a national information, advocacy and mobilisation campaign; and a revised funding strategy.

To expand on what I said in chapter 1, the Department of Education (2001:49-50) have outlined their proposed new inclusive education system, which restructures the support services into new district-based support teams whose primary function will be to evaluate and build the capacity of schools through teacher support. Special schools have been recognised for their ability to accommodate special needs and will be

converted into resource centres and their staff will be trained for their new role as part of the district support team. Designated schools in each district will be identified and upgraded to full-service schools and will be resourced to accommodate the diverse range of learning needs. Institutional-level support teams at these schools will coordinate learner and educator support. Community level mechanisms will need to be established to assist with the early identification of more severe learning difficulties. The professional capacity of all educators will need to be developed to deliver an appropriate and accessible curriculum. Programmes of quality assurance and quality improvement need to be developed. The public will need to be informed of their rights, responsibilities and obligations towards their children's education and mobilised to support the education system. The effects of HIV/AIDS and other infectious diseases will be analysed on an ongoing basis.

Education White Paper 6 (Department of Education, 2001) is a good example of a new conceptual and operational framework, signalling the end of the special education model and paving the way for inclusive education. Schools will be assisted to develop their capacity to provide for the full range of learning needs. The Department of Education Directorate: Inclusive Education (2002:39) set out the levels of support that will be made available to pupils and teachers. A special emphasis will be placed on developing flexibility in full-service schools. Support at full-service schools will be provided in the form of site-based support structured around the school management team, site-based support team and learning support educator. The site-based support team is encouraged to access community expertise and will be supported by the district support team who, as part of the support network, will collaborate and support capacity building in schools (Department of Education Directorate: Inclusive Education, 2002:45-46). Collaboration between stakeholders is vital and the community must understand that the school belongs to them and a mutual investment needs to be made in each other's development. The participation of caregivers and families are to be seen as integral to full-service schools and should be encouraged (Department of Education Directorate: Inclusive Education, 2002:57-58). School governing bodies, school management teams, site-based support teams, educators, curriculum developers, community partners, caregivers and pupils all need to be involved in this challenge in South Africa to operationalise this new paradigm within Inclusive Education.

The task is then to translate this new model of inclusion into practice over the next 20 years with the pilot phase currently being implemented. To achieve this, collaborative and reflective practice will be needed (Department of Education Directorate: Inclusive Education, 2002:84), and educators need to be creative and imaginative when translating theory into practice. An inclusive ethos needs to be the foundation for all learning and development, inclusive policy needs to be put in place and inclusive practice needs to be developed. A strategic institutional development plan needs to be set out to facilitate the transformation process (Department of Education Directorate: Inclusive Education, 2002:49). Translating this new notion of barriers to learning and moving away from categories of disability towards the level and intensity of support that is required (Department of Education Directorate: Inclusive Education, 2002:11-12).

For this radical transformation to take place the draft implementational guidelines set out the procedures and structures needed. A system to specify the levels of support needed by pupils as well as the costs that would be incurred at each support level must be established. The conditions need to be established for common understanding so that all role players are able to make meaningful contributions. On a national level an advocacy campaign is proposed which will inform parents about what 'Inclusive Education' is and what their rights are as parents. The terminology in use needs to be rethought so that the emotional and psychological consequences of labelling no longer persist. A major focus must be placed on the training, retraining and reorientation of all educators (Department of Education Directorate: Inclusive Education, 2002:13-14).

2.5.4 Challenging behaviour

Taking into account that creating a barrier-free physical environment is the South African Government's first priority (Department of Education, 2001:29), this leaves many unanswered questions regarding how challenging behaviour is to be accommodated. Van Rooyen, Le Grange and Newmark (2002:9) suggests that the criteria for inclusion in the Education White Paper 6 (2001) seem to indicate the ease with which pupils can be accommodated in mainstream classes, providing physical access but not necessarily instructional access. Van Rooyen *et al.* (2002:10) sceptically ask what then has changed? If the Education White Paper 6 (2001) speaks

of full inclusion, but if these efforts to include are done according to the criteria suggested in the Education White Paper 6, will they not inadvertently exclude?

Reading through the Education White Paper 6 (Department of Education, 2001) and the draft guidelines (Department of Education Directorate: Inclusive Education, 2002) I was unable to find a single reference to challenging behaviour. I was able to find a section on factors that place learners at risk. This makes reference to:

"disruptive and self destructive behaviour negatively affecting others ... in recognising the impact of a variety of barriers ... it follows that overcoming and preventing these barriers must involve a range of mechanisms which recognise the needs of the learner and the needs of society which must be met" (Department of Education Directorate: Inclusive Education 2002: 234-235).

In the Department of Education Directorate: Inclusive Education (2002:141) guidelines on 'overcoming barriers' states that *initiatives should be in place to provide for pupils who have been excluded from the system*. The reasons for how and why pupils are excluded, or the type of initiatives, is not elaborated on. There is a single sentence under the heading 'other barriers' which still makes no mention of challenging behaviour states that *any other barrier not so far mentioned in the draft guidelines can be addressed by the teacher, who would be expected to develop 'creative solutions' with help from the school and district support team* (Department of Education Directorate: Inclusive Education, 2002:165).

This lack of detail as to how challenging behaviour should be addressed within an inclusive system, has led Harcombe (2001:213-218) to propose one 'creative solution' based on an ecosystemic perspective. She defines challenging behaviour as pupils having a unique development and learning need, which requires the support of those around them. An ecosystemic approach will avoid diagnostic terms used in the DSM IV like Conduct Disorder and Oppositional Defiant Disorder in favour of goodness or poorness of fit, where goodness refers to a pupil being comfortable in their learning environment and poorness of fit would indicate a feeling of vulnerability. Should poorness of fit occur within the learning environment, a pupil may respond with challenging behaviour. This challenging behaviour may manifest in either an

internalising or externalising of behaviour. Harcombe (2001:225) proposes two methods to address such challenging behaviour: the first is to prevent challenging behaviour by accommodating pupils through setting up and maintaining goodness of fit; and the second is to reinstate goodness of fit as quickly as possible should poorness of fit occur. The setting up, maintaining and reinstating goodness of fit becomes more challenging as pupils get older and although reinstating can take place in the classroom there are times when professional support is needed. Even though inclusive education will provide goodness of fit for most pupils there will be many pupils who will need additional support in this area (Harcombe, 2001:245). How this additional support could be provided is, however, not elaborated upon. This could be the responsibility of the institutional level support team.

The Education White Paper 6 (Department of Education, 2001:48-49) explains that institutional-level support teams will be established in South African mainstream schools to coordinate the pupil and teacher support services. The school's support team will identify and address pupil, teacher and school needs and will need to be responsible for addressing pupils' behavioural, emotional and social development needs and not only physical needs. These ideas and those pertaining to schools applying an inclusive approach when addressing challenging behaviour will be elaborated on in chapters 4 and chapter 5.

In concluding, I referred to literature and UK government policy in this chapter that has conceptualised what social inclusion implies. I have looked at the critical success factors of LSUs and elaborated on the different areas of effective LSU practice. Attention is given to the research done on the opinions and ideas of pupils especially those thought to have emotional and behavioural difficulties. New inclusive education policy in South Africa is investigated as well as the framework proposed to implement it. This new inclusive education policy is then scrutinised to see exactly how it proposes to include pupils with challenging behaviour.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

As illustrated in chapter 1, this study grew out of my desire to understand my professional situation better as an LSU manager. The LSU programme is a new and rapidly expanding education initiative in the UK. Through consultations with other researchers and reviewing the emerging literature on social inclusion in schools, I was able to align my theoretical orientation with an appropriate research methodology.

This research aimed to verify the DfES checklist of good practice by understanding the experiences and beliefs of LSU managers and their pupils. The three key questions addressed in this study have been:

- What good practice is in use in Learning Support Units?
- Is the Learning Support Unit programme inclusive?
- Will the Learning Support Unit programme work in the South African Inclusive Education and Training System?

To understand my own research work a conceptual framework can be used to guide me (Le Grange, 2001:72). Like Radnor (2002: 20) I approach the understanding of the human world from a broadly interactionist perspective where people are active agents influencing the social world to understand the processes and structures which exist in society. Therefore within educational research pupils and staff actively construct meaning through dynamic interaction within the education structures to influence their social environment. As discussed in chapter 1 this perspective informs the methodology by drawing on a meta-theoretical framework, which comprise of a key model and two supporting models. The ecosystemic model which acknowledges the individual and their interaction in a social system of "... *different interrelated and interdependent levels in constant dynamic interaction*" (Green, 2001:8). For research this means understanding the perceptions of the participants from an everyday point of view (Tyler & Jones, 2002:31). Second, the developmental model's understanding

of human development over time acknowledges the interrelationship of biology, culture and different contexts resulting in different developmental outcomes. Here, each individual is best understood through narratives of their personal interpretation. Third, the constructivist model understands that knowledge is actively created through the engagement of learners constructing meaning (Green, 2001:11). This has a shared history with the interpretive approach to human inquiry (Denzin & Lincoln, 1994:119).

Doing a programme evaluation from an interpretive perspective using qualitative methods appears to be the best approach for understanding the LSU managers' and their pupils' experiences and beliefs of the LSU. This approach understands the world from the perspective of the research participants and what the world means to them (Le Grange, 2001:74; Radnor, 2002:29). This research design was then developed to elicit the different perspectives on good practice and the inclusiveness of LSUs.

This chapter begins by explaining the methodological context of the research. The chapter then moves on to discuss the research design starting with the methodology, which follows an interpretive approach and the method, programme evaluation. This approach uses qualitative methods to research good practice in LSUs and its role in promoting inclusiveness in schools and has both provided the framework for this research and informed the choice of methods used for data collection. Next the chapter outlines the tools used in data production and how the data was analysed. The following section discusses the rigour and trustworthiness of the research and reflects on the impact of my position as an LSU manager. Finally the chapter discusses the ethical issues that were considered as part of the research design.

3.2 METHODOLOGICAL CONTEXT

As mentioned, an interpretive framework has guided this research project. The theory of knowledge, or methodology, followed in this research project is an interpretive approach which can be viewed as the commitment to understanding human phenomena in context or as an attempt to access local knowledge (Terre Blanche & Durrheim, 1999:126). Interpretive research relies on first-hand accounts described in rich detail. The findings and interpretations are then presented in evocative and engaging language. This implies collecting and analysing data from an interpretive perspective. The nature of interpretive inquiry involves interacting with people in

normal everyday settings. Becoming an interpretive researcher involves taking your everyday skills of listening and interpreting and turning them into specialised research skills (Terre Blanche & Durrheim, 1999:126).

3.3 RESEARCH DESIGN

Research design helps you get from the initial set of questions to the set of conclusions. A theoretical framework is established by means of a literature review from which the research question is shaped. This has been done within a qualitative research design and the programme to be studied has been geographically located (Merriam, 1998:44). Programme evaluation was applied within the interpretive approach of the study.

3.3.1 Method: Interpretive approach

Using an interpretive approach implies telling it the way it is and telling it in context. The interpretive researcher is the primary instrument for collecting and analysing the research material. This involves empathy or simply trying to imagine and understand it from the contextual perspective. Research material is collected through research interviews and participant observation and analysed from an interpretive perspective. Terre Blanche and Durrheim (1999:145) explain that interpretive analysis techniques may appear highly involved but methodological excellence is only part of what makes up 'good' interpretive research, the researcher's intuitive 'feel' for the subject and their ability to tell a good story are other important factors.

Qualitative information is the essence of interpretive research. Radnor (2002:29) states that the majority of the data is collected by observing the research participants in their natural setting and talking to them. A key principal of interpretive analysis is to stay close to the research material and interpret it from a position of empathic understanding. More often than not with educational research the researcher and participants share a common culture, all being part of the educational system. It is important to build a trust basis so research participants can say what they truly feel and the researcher should be able to revisit the research participants to develop the research by feeding back findings for discussion and clarification (Radnor, 2002:32). Interpretive research is ethics in action and the researcher needs to show a respect for the participants (Radnor, 2002:34).

Radnor (2002:119-120) eloquently portrays researching the interpretive way in educational settings as giving us the tools to make sense of the world around us. We work with purpose; we engage our consciousness in articulating our reflections of practice. By understanding that our reality is experience interpreted, and by confronting it by means of the research process, how we interpret our own experiences and that of others, we empower ourselves to transform aspects of our lives. The knowledge gained as a professional can be powerful and the educational world, for us, may be transformed.

3.3.2 Method: Evaluation research

The method followed in this study project is evaluation research and it shapes the way of proceeding. Evaluation research is interested in determining the value of a planned intervention, in this instance the LSU. The emphasis here is on providing practical knowledge to aid decisions regarding good practice (Clarke, 1999:3).

Evaluation research is undertaken for different purposes, but can be categorised as either judgement-oriented evaluation, improvement-oriented evaluation or knowledge-oriented evaluation (Babbie & Mouton, 2001:369). Once there is clarity on what the purpose of the research is, the type of study needs to be determined. Four types of evaluation studies can be distinguished: the evaluation of needs, the evaluation of process, the evaluation of outcome, and lastly the evaluation of efficiency (Babbie & Mouton, 2001:340). The purpose of this research was improvement-oriented evaluation. The type of evaluation that followed was to provide feedback to support the process of improving the LSU programme (Clarke, 1999:3).

A programme evaluation method refers to the techniques to be used for gathering evidence. Programme evaluation research is practical hands-on work dealing with real life situations that also requires technical skills and conceptual abstraction. It involves working with quantitative and qualitative data, but most importantly people, interviewing stakeholders and negotiating parameters facilitating the development of new skills and new understanding. There is no single correct approach to programme evaluation and it draws on many different theories. The evaluator would typically choose methods that would suit the requirements of the programme. There is also a process of matching the style and values of the evaluator and the style and values of the programme. Traditionally evaluation research would be either positivist, critical-

emancipatory or as in this research project interpretive (Terre Blanche & Durrheim, 1999:211-225).

The process of evaluation design usually begins with an evaluation assessment based on a few visits to the programme and meeting with the various programme stakeholders. The design is often posed as an open-ended question giving stakeholders the opportunity to become involved and pose the type of questions they would like answered. The evaluation research that emerges is then conceptualised as responsive to the needs of the programme stakeholders. This establishes the reason for the study, the nature of the work, the time frame and vested interests. According to Terre Blanche and Durrheim (1999:215-225) the advantage of the interpretive approach is the breadth of data considered, the length of time engaged with the programme, the ability to incorporate issues that emerge from contact with the various stakeholders and to progressively focus on various issues relevant to the evaluation.

The evaluation model used in this research project provides a framework based on interpretive principles. A responsive constructive evaluation methodology has been used where the evaluator progressively interviews the programme stakeholders, sharing information and interpretations in an attempt to reach consensus on issues. Therefore, with the evaluator collecting information from programme stakeholders through repeated engagements with the same respondents through a series of interviews, which were transcribed, analysed and interpreted. Judgement therefore evolves naturally from the process of information sharing where stakeholders become engaged in the process of evaluation. In this way the interpreter develops an understanding of the programme through the eyes of those who participate in it (Terre Blanche & Durrheim, 1999:216-218).

The purpose of this research project was motivated by my desire to improve my understanding of how the LSU programme works. By generating this new knowledge generalisations can be made about the effectiveness of the LSU programme. I would be able to extrapolate principles about what works in LSUs and thereby contribute towards the building of new theories and models and inform policy (Babbie & Mouton, 2001:339). Once clarity is reached on the purpose of the evaluation the focus then shifts to the type of evaluation study. The focus can be on an evaluation of needs, process, outcome, efficiency or a comprehensive evaluation that covers the objectives of all four types of evaluation studies. There is a logical sequence to these types of

evaluation because without measuring needs programmes cannot be planned properly, without effective implementation successful outcomes cannot be realised, without the desired outcomes there is no reason to worry about cost-effectiveness. Programme evaluators are therefore addressing one or more of the following questions (Babbie & Mouton, 2001:340-341):

- Is the programme conceptualised and designed in such a way that it addresses the real needs of the target group?
- Has the programme been well implemented and managed?
- Have the intended outcomes of the programme materialised?
- Where the programme outcomes realised in the most cost-effective manner?

The techniques used for gathering evidence in this research project are based on several qualitative research methods and qualitative research practices. Qualitative research is a field of enquiry with a multiparadigmatic focus making use of numerous methods and approaches. A number of qualitative inquiry methods have shape the research question and interviewing; observing, and analysing activities that are central to qualitative research have been used (Merriam, 1998:2).

Qualitative research usually involves fieldwork and is based on the view that reality is constructed by individuals interacting with their social worlds (Merriam, 1998:6). Qualitative research is therefore designed to be flexible and responsive to changing conditions in the study progress. It is characterised by: its effort to reveal how all the parts work together to form a whole; the researcher is the primary instrument for data collection and analysis; it primarily employs an inductive research strategy; the product of qualitative study is richly descriptive (Merriam, 1998:7-8).

Qualitative research is bound to throw up ambiguities because there are no set procedures to follow step by step. Merriam (1998:20-22) stresses that the researcher must be a good communicator and the procedures used must be sensitive to the context and all the variables within it that context. Denzin and Lincoln (1994:105) suggest the techniques used for gathering evidence are secondary to questions of paradigm, which is defined as the basic belief system or meta-theoretical orientation that guides the researcher. This defines the researcher's view of the world, their place in it, and the range of possible relationships with the world and its parts.

Once the design and development of the programme has been completed and it has been implemented within the specified setting, the focus then shifts to whether it has been implemented according to plan. With this clarified, the focus shifts once again to the intended outcomes of the programme (Babbie & Mouton, 2001:340-341).

In this study I use the experiences of the target group, the LSU managers and their pupils in the London Borough of Hillingdon, to verify good practice currently in use in LSUs. The programme goals are measured using the criteria set out by the DfES audit tool for the LSUs. Improved behaviour in schools will be measured using the individual pupil tracking documentation completed for the DfES. LSU records and school records of those pupils who have attended the LSU programme will also be utilised. Most importantly the experiences of the LSU managers and their pupils will be sought via semi-structured interviews, focus group discussions, observation and meetings with other stakeholders.

3.3.3 Sampling

Due to constraints on time and resources, it is not always possible for researchers to find out the views and experiences of all those in the population under study (Kitchin & Tate, 2000:53). Sampling allows researchers to make generalisations about the larger population by generating data from a small sub-set. Although there are a number of sampling techniques, they generally fall into one of two categories: probability sampling, which means that generalisations can be made from the data obtained and non-probability sampling where it cannot really be assumed that the views gathered would match those of the larger population (Kitchin & Tate, 2000:54). This is because probability sampling allows members of the population to have an equal chance of being selected to take part in the research.

Moser and Kalton (1983:11) suggest that in order for the information gathered through research to be representative of the wider population random sampling is usually applied. This requires that every member of the population is known and numbers assigned to them. Then random number tables are used to select a proportion of the population to invite to participate in the research (May, 2001:92). Other useful techniques include a stratified random sample where the population is divided into a number of groups or strata where the members share a particular characteristic or characteristics that you want to include in your survey (Kitchin & Tate, 2000:55).

In this research it was not possible to conduct research with LSUs in all the LSUs in England or even London due to time and resource constraints. Although this could have been overcome by conducting a stratified random sample of the different Boroughs in London, I felt it was much more important to gain depth rather than breadth to the research and therefore decided to focus on one Borough. The London Borough of Hillingdon was selected because of my position as an LSU manager there and using an interpretive approach I was able to gain quite detailed information through my own observations and experience, which would add to the quality of the data. Although the information cannot necessarily be generalised to other boroughs, the outcomes of identifying good practice can be shared within the borough and these experiences may be informative to other LSUs and those looking for inclusive approaches to challenging behaviour.

Within the borough there are currently six LSUs in operation (including my own unit and one that was only recently established). It was not necessary to sample from this number and all the eligible LSUs were included in the research, with each manager involved in interviews and observations. Because LSUs have not been in operation very long, only a small number of pupils have passed through the LSU programme. For this reason it was my intention to conduct interviews with all pupils who had gone through the LSU programme in each of the schools, totalling 35. Unfortunately, the interview strategy did not work well (see section 3.7 in this chapter and section 5.4 in chapter 5 for more details on the interview technique and its limitations). Only the eight pupils who had passed through my LSU participated.

3.4 DATA PRODUCTION

3.4.1 Semi-structured qualitative interviews

The aim of an interview is to understand how people experience and make sense of their lives. The emphasis is on considering the meaning people place on their lives and the processes that operate in a particular context. Material gathered in this way is rich and detailed producing 'a deeper picture' (Flowerdew & Martin, 1998:111). Radnor (2002:60) describes the main skill needed for a semi-structured qualitative interview as active listening. Active in the sense that the interviewer creates an atmosphere that encourages the interviewee to talk freely and be clearly understood.

Strategies must be employed that give illicit feedback encouraging concrete examples, explanations and the expansion of what was initially said. An interpretive researcher wants rich data from their interview so they can build a picture of what is happening from the perspective of the interviewee (Radnor, 2002:61).

Interviews are time consuming due to their very nature. Stroh (2000:200) recommends a week per interview for transcribing and analysing. Recruiting and getting people to an interview can be just as time consuming and because only a small number of people can be interviewed, they need to be selected with care (Stroh 2000:201). Radnor (2002:61) suggests that you should first practise the interview on a colleague or fellow professional. Decide what it is you want to find out. Set up a relaxed environment for the interview, give the interviewee a time frame and try to stick to it. 30 to 40 minutes is usually sufficient. She also suggests finding a non-threatening way of introducing recording to the interviewee and organising your questions in such a way that you are able to take notes during the interview.

Radnor's (2002:61) key approach as an interviewer is to:

- Hear what the interviewee has to say
- Ask neutral, non-threatening questions
- Ask for examples to illustrate what they are saying
- Provide regular feedback to help them be clear about what they are saying and to check you understand what they are saying

Radnor also advises (2002:61) listening to your recordings of each interview and make sure you are an active listener and not an active talker. Making sure you are not giving advice during the interview or giving anecdotes from your own experience or putting your own interpretations on what is been said.

The interview schedule must be structured to accommodate the taping of the interview. The key questions should be on a sheet of paper with a notebook to write down key responses and subsidiary questions following from the key questions.

"Watch, listen, ask, record" (Radnor, 2002:62).

Patton (2002:344-346) explains that when conducting programme evaluation research it may only be possible to interview participants once for a short fixed time. Highly focused questions therefore help to establish priorities for the interviews. He goes on to speak of a standardised open-ended interview as an approach, which needs carefully worded questions asked in the same order and in the same way. This also makes data analysis easier and potential problems of legitimacy and credibility can be dealt with in a politically wiser fashion when a standardised question format is generated.

Patton (2002:346) gives four reasons for using standardised open-ended interviews:

- The exact instrument used in the evaluation can be made available for inspection.
- The interview is highly focused and time can be used efficiently.
- Making responses easy to find and compare makes analysis easier.
- Should a number of different interviewers be used variation can be minimised.

If you take notes during the interview it helps by creating a back up in the case of malfunctioning. This facilitates later analysis and it is helpful to look over before the transcripts are complete to see whether the research is unfolding as predicted and can be used to formulate new questions as the interview moves on (Patton, 2002:383). Although it takes a lot of discipline it is good practice to check the recording straight after an interview and if there was a malfunction with the tape recorder extensive notes need to be made immediately. Notes also need to be gone over to see if they make sense and must be clarified if necessary. After the interview is also the ideal time to record details of the setting and observations. You can reflect on the quality of information and check whether you found what you what you thought you would find which could serve as a quality control and data clarification exercise.

In this study I used semi-structured interviews to gain detailed information from each of the four LSU managers in the London Borough of Hillingdon. As an LSU manager in the cluster group myself I had already developed trust-based relationships with each of the interviewees and had good rapport with them built up through regular meetings. This has been noted to elicit a richer data source in interviews (Le Grange, 2001:81). I was also very familiar with the procedures and protocol, which allowed me easy access to the LSUs.

Following the directions of Radnor (2002), Patton (2002) and The Open University (2001), I developed a semi-structured interview schedule (see Appendix C) and then piloted this with colleagues in the LSU to gain valuable feedback regarding content, layout, length and question wording (Flowerdew & Martin, 1998:140). The schedule was revised in light of these comments prior to conducting interviews. The interviews were audio taped with supplementary notes to retain as much information as possible. After each interview the taped conversation was fully transcribed ready for analysis. Further through transcribing the first interview I was able to modify my interview technique to facilitate detailed responses to the questions (Freebody, 2003:132). The interview transcripts were then returned to participants for verification and additional comments, which were subsequently incorporated in to the analysis (Le Grange, 2001:82).

All of the LSU managers were interviewed in their own units, providing a relaxing atmosphere at a time convenient for them. This also allowed me to observe the LSU programmes in operation.

3.4.2 Observation

It is often the case in an educational context that the observer is in a familiar work location with experience of similar settings and how people behave in them (Radnor, 2002:49). Having this cultural understanding allows for a greater degree of accuracy when reading situations. The researcher needs to make sense of the context, the aim is to try and understand the culture of the social setting, norms, values and habits. Within interpretive research there are no structured observation schedules; this would contradict the notion of finding out what emerges from the setting (Radnor, 2002:50). Patton (2002:264) stresses that the impressions and feelings of the observer become part of the data used to understand the setting and those who inhabit it which forms an impression that begins to influence the research.

I carried out observations in each of the four LSUs and in my own LSU. I spent three hours in the LSU per observation session, which allowed me to gain both an overview of the situation and understand the detailed relationships and interactions between teachers and pupils. My first hand experience of LSUs allowed me to move around the unit with confidence, observing the programme operating from close up. I could observe how the pupils interact with staff, to what degree they engaged in learning

and the layout of the unit. By interacting with the pupils I could elicit their perceptions through informal discussion. I was able to get a better sense of how things were in each LSU I visited. As Patton (2002:262) acknowledges it is more difficult to fully understand programmes without actually visiting them. Further the observations confirmed much of the good practice discussed by LSU managers and pupils in the interviews. Recording observations were made on the back of the interview schedule to be written up later in fuller format.

3.4.3 Informal discussions

Informal discussions are a useful method as they are reactive to individual situations and do not require a specified time commitment from participants. Here, information is shared in an informal manner providing direction for the research. This is particularly useful for generating information from stakeholders who, due to their busy schedules it is not possible to arrange formal interviews. This also provides the flexibility for them to respond via telephone or via the Internet.

In order to build up a comprehensive overview of the whole LSU programme I conducted informal discussions with a number of key stakeholders, I consulted with the DfES personnel who manage the LSU programme at national level. They were able to provide direction for my study. Through these discussions I was able to identify the areas of research, which they felt would be desirable and useful. This then enabled to construct and submit a study proposal.

3.4.4 Focus group discussions

Unlike one to one interviews focus group discussions are useful for stimulating discussion. This method allows people to react to each other encouraging debate giving a range of ideas and suggestions. Using focus groups at the start of a research process can often generate new ideas (The Open University, 2001:173).

Time was allocated to me on three cluster meeting agendas, which allowed me to introduce the research and brief participants on research aims, methodology and outcomes. There was also time for them to ask questions and clarify issues for themselves. Through this process I also gained their consent to participate in the research and visit their LSUs. The discussions lasted approximately 20 minutes and

covered issues of good practice. The discussions were recorded by hand written notes, which were later written up in full, coded and analysed (see section 3.6).

3.4.5 Documentation

I was given access to the entire LSU audit and development plans from July 2003. Where I was able to identify areas that LSU managers felt were strengths I was able to triangulate this with the results from the interviews.

A database, titled the LSU baseline evaluation, has been set up covering all LSU pupils in the London Borough of Hillingdon to track their progress and assess whether the LSU programme is meeting its objectives of addressing truancy and challenging behaviour. It was my hope that I would be able to use the database to conduct a statistical analysis on pupil progress to support my qualitative research. However, the database is at an early stage and to date only one set of pupil tracking documents have been submitted by LSU managers. Therefore it is too early to use the database for analysis purposes.

Other documents collected include policy documents, in particular DfES guidelines and the South African inclusion policy; Government education strategy papers; teaching magazines; websites; journal articles; research books and workshop notes.

3.4.6 Workshops and conferences

Over the past 18 months working as an LSU manager I have attended several workshops organised by both the DfES and Excellence in Cities (EiC). Course notes provided useful background to the research and facilitated the inception of the research project. These workshops also provided me with the opportunity to meet with DfES national coordinators and other LSU managers. As Le Grange (2001:86) highlights such workshops are useful for developing rapport with research participants.

3.4.7 Interviews with pupils

Semi-structured qualitative interviews, as discussed in section 3.4.1, were also used with pupils. There are special methodological issues when researching with children that need to be given careful thought (Sibley, 1991:270). Traditional social research methods have been criticised for their authoritarian approach where child-adult power

relations may result in children giving the responses they think adults want to hear rather than a true reflection of events (Boyden & Ennew, 1997:7). This can be avoided by generating rapport with the children prior to interviewing (Peterson & Biggs, 1997:281). For this reason it was decided that it would be best to ask individual LSU managers to conduct interviews with their pupils rather than have an outsider come in. All LSU managers were briefed regarding interview techniques and provided with interview schedules. Unfortunately there was a very low response rate with only seven scripts returned by LSU managers. This was mainly due to time constraints on LSU staff. The limitations of this are discussed more fully in chapter 5.

3.5 DATA ANALYSIS

There is no clear point where research material collection stops and analysis begins. In the beginning you are mainly collecting research material and towards the end you are mainly analysing what you have collected (Terre Blanche & Durrheim, 1999:139). At first then you would familiarise yourself with the research material by immersing yourself in the literature and setting up interviews. You would then look at your research material and work out what the organising principles are that underpin the material and introduce themes. While developing themes you should also be coding the research material allocating it to one or more of your themes. Themes are then explored further thus elaborating and allowing you to play around with ways of structuring it. The final step is when you put together your interpretation as a written form of the phenomenon you studied going through everything a second time checking that all weaknesses are addressed (Terre Blanche & Durrheim, 1999:141-144).

Analysis is an obligation to monitor and report procedure. Radnor (2002:69) explains that analysing a semi-structured qualitative interview entails close examination of the data collected in order to find an answer to your research question and after the analysis you go a step further and interpret the findings. After the interviews are conducted, recorded and transcribed analysis is carried out. Once the analysis and writing begins fieldwork may not necessarily end because clarification may be needed (The Open University, 2001:67). Interview transcripts are read, read in more detail, topics are decided on and coded. Coding sheets are drawn up with the topics and categories set out in a logical and succinct way (Patton, 2002:467; The Open

University, 2001:72). A special table for each topic, which includes all the categories, is designed and all the data codes across all the interviews are then collected and recorded on the table. The actual data coded is the copied from the actual interviews and pasted into the tables (Radnor, 2002:84). Categories, patterns and themes are identified and results are mapped extracting the most pertinent themes to the focus of the study (Stroh, 2000:210). Cross clarifications are made between the processes and impact of the programme and between the experiences and beliefs of the LSU managers, pupils and other stakeholders. The above was applied to my studies and making comparisons and looking at causes, consequences and relationships was used to interpret the findings.

Radnor (2002:71) proposes a six-step guide to analysis, which was followed here:

- Topic ordering
- Constructing categories
- Reading for content
- Completing coded sheets
- Generating coded transcripts
- Analysis to interpreting the data

The process of analysis and interpretation has a systematic nature but a systematic approach cannot tell the researcher what the data is saying. It merely assists the researcher to extract the most from their data. Oakley (1994:21) states that this means that the research must engage with the whole of the research experience thinking through the ideas and themes that are emerging during the data production.

Radnor (2002:437) believes description is the bedrock of quality reporting and should be rich in detail and full of concrete examples. It is the responsibility of the researcher to bring out meaning that will resonate with the research participants and also reveal new knowledge to the wider research community (Radnor, 2002:91). This synthesis should then highlight common success factors in programme evaluation, highlight effectiveness and outline lessons learnt. The purpose, audience and what you want to say need to be taken into account. It should be interesting and readable, thick with description and quotations and leading to analysis and interpretation (Patton,

2002:438). Radnor (2002:502) reminds us that through the research project you are then telling others what you have learnt and how you learnt it.

3.6 RIGOUR AND TRUSTWORTHINESS OF THE FINDINGS

Given the qualitative nature of interpretive research it is not possible to make broad generalisations from the research as is possible from a quantitative study. There are no clear-cut rules for doing qualitative analysis (Patton, 2002:570). The analysis employed here was therefore more subjective as it required me to interpret and draw themes from the research material in order to make sense of the data.

Using more than one reference point enables greater accuracy of the research findings (Clarke, 1999:86; Wilcox, 1993:94). Triangulation is a multiple data collection procedure used to converge the information on a common finding. The commonly used methods are observations, interviews, documents and other supporting sources (Freebody, 2003:77). To ensure credibility, I triangulated the semi-structured interviews from the two user groups of the LSU, observations, documentation and focus group discussions (Freebody, 2003:84). I also crosschecked the interviews to ensure a true account had been recorded (Le Grange, 2001:90).

It was also important to explain my positionality as an LSU manager and to reflect on the influence this had on the research process and outcomes. As Radnor (2001:30) states, and as outlined earlier in the chapter, interpretive educational research is usually carried out by practitioners who are seeking to develop their career or, as in my case, to evaluate their performance as a means to make them better professionals. My position as an LSU manager in the London Borough of Hillingdon may have increased the subjectivity of the research given my involvement in the LSU programme. However, by acknowledging my involvement and the theoretical position I am coming from, as outlined in chapter 1, I am able to reflect on how my position influenced the research process. In line with Glesne and Peshkin (1992:104) I suggest that my experience and understanding of challenging behaviour and the policies that seek to include these pupils, both in the UK and South Africa, was beneficial in evaluating LSU good practice. My insider perspective also enabled me to develop good rapport with the LSU managers and their pupils.

3.7 ETHICAL ISSUES IN THE RESEARCH

Acting ethically in research ensures the participants are treated with respect and sensitivity beyond what may be required by law (Patton, 2002:09; Radnor, 2001:34). There are four ethical issues, which I feel were pertinent to this study and require elaboration. They are: informed consent; confidentiality; researcher-researched relationships and dissemination.

When conducting research it is important to make sure the participants are fully aware of the research objectives, purpose and outcomes, by explaining the study to them in a manner that is easy to understand. For the LSU manager this was achieved through the cluster meetings where they had opportunities to raise questions before giving consent. When gaining informed consent from the pupils I also asked their LSU managers for consent however, in hindsight I should also have asked parents regarding their children's participation (Thomas & O'Kane, 1998:337). During the data collection the participants had the right to withdraw at any stage.

The second ethical issue that needs addressing is confidentiality. From the outset participants were assured anonymity by concealing their identities. Similarly participants were told the information they provided would be confidential and that no one would be able to access their transcripts. As a result no names have been used in the research. It was not felt necessary to conceal the place identity as the evaluation was to identify good practice and it is hoped that other boroughs may be able to learn from the findings.

Third, it was important to consider the researcher-researched relationships. Radnor (2001:34) points out that for research to be ethical, honesty and openness should characterise such a relationship. It was also necessary to be aware of the power relations at work. This is particularly a concern when researching with children who have unequal power relations with adults. To reduce this I asked LSU managers to interview pupils with whom they already had developed a rapport. Questions of a personal or intimate nature were avoided so as not to be intrusive thereby respecting their privacy (Kent, 2000:64).

Finally, ethical research also requires that research results are feedback to participants as part of final dissemination processes. Although the main form for disseminating

this research is a thesis for the requirements of a Masters degree, the results will also be returned to those who participated. Copies of the thesis will be given to all four LSU managers, the strand coordinator, Local Education Authority behaviour consultant and the DfES national coordinators I consulted. A discussion meeting will be arranged with LSU pupils to verbally feedback the results in a more children-friendly manner.

With the theoretical framework established in chapter 2, a methodological context was established by means of a research design using an interpretive approach and programme evaluation methodological principles designed to answer the research question. Several methods of data collection was used on the sample and triangulated for data analysis.

CHAPTER 4

STUDY IMPLEMENTATION

4.1 INTRODUCTION

Following from the literature discussed in chapter 2, this chapter outlines the results from the empirical research and analyses this is done in light of the United Kingdoms of Great Britain's government thinking regarding social inclusion within education. Using the guidelines outlined in the Department for Education and Skills (DfES) audit instrument (DfES, 2002, see Appendix A), the first section interprets the experiences of LSUs to verify good practice and identify innovative methods for continued success.

The chapter then goes on to critically assess the various LSU programmes operating in the London Borough of Hillingdon schools and compare them to the South African model of inclusive education as outlined in the Education White Paper 6 (2001). Clear differentiation needs to be made between inclusion and mainstreaming or integration thereby placing the focus firmly on adapting school systems to accommodate all learners rather than adapting pupils to fit existing school systems. This seeks to identify whether the LSU programme is a system that accommodates and respects all diversity and say whether practice in the LSUs is inclusive or not. Finally, the chapter utilises the research findings to look at the new South African model of inclusion and see if it does actually include all learners and whether the area of challenging behaviour could benefit from a programme similar to the LSU programme running in English schools.

4.2 LSU GOOD PRACTICE IN THE LONDON BOROUGH OF HILLINGDON

The data collected from the interviews were transcribed and coded. The data was then ordered using the DfES performance indicators in their LSU audit instrument (DfES, 2002a). I used these as a means to differentiate between the areas that a LSU needs to be effective in. Best practice was then identified through the interpretation of the

experiences and beliefs of LSU managers and pupils in the London Borough of Hillingdon. These are categorised under each of the following nine areas:

4.2.1 Policy and whole school management

The DfES obviously feel that money spent on LSUs will be money well spent if the LSUs can achieve the performance indicators set out in the LSU audit instrument. The performance indicators for policy and whole school management illustrates a desire to have the LSU operating as part of a whole school behaviour policy, which promotes social inclusion and is fully implemented (DfES, 2003:15). The audit further identifies that the work of the LSU should be effectively targeted at the areas of greatest need. There should be a strategic lead for the LSU from the Senior Management Team (SMT) who is fully involved in the monitoring and review process. There is clear and effective line management of LSU staff, with supervision systems in place. LSU performance indicators are clearly defined and there are systems in place for collecting appropriate data, which is used to inform/develop practice.

According to the data obtained from interviews, inclusive management structures were highlighted. Within the school structure headteachers were promoting social inclusion. Manager 4 states that:

"The head teacher is committed to keeping pupils in school rather than excluding them" (Manager 4).

This illustrates that these schools are committed to social inclusion and also that LSUs are not operating in isolation but are located within a much broader whole school policy of inclusion. The other LSU managers echoed this sentiment:

"There needs to be joint ownership or you may find yourself excluded from the rest of the school ... We don't run the LSU separate to everything else,

We run as an Inclusion team ... Everything is done amongst the team ... The pupils are inclusion team pupils not LSU pupils" (Manager 1).

The LSU programme has shown itself to be flexible enough to align itself with whole school policy and management structures and still respond to the areas of greatest need. Observations revealed that the LSU programmes were set up differently in each of the schools I visited. This served as evidence that the work of the LSUs is focused

on those areas requiring the greatest need. For example, one LSU focuses its resources and energy on targeting year 7 transition pupils to develop their effective integration into the school, while two other schools only withdraw pupils from classes where accommodating challenging behaviour becomes a concern. Each of these strategies requires specific interventions resulting in LSU programmes that are responsive, targeting the greatest needs. This is where the LSU programme is guided by each school's inclusion policy. Regular inclusion meetings are necessary to identify needs and these are best conducted in the form of case study meetings. The LSU managers stress that:

"Each group of pupils are so different" (Manager 3),

"I feel our procedure works okay but needs constant review" (Manager 2),

"The LSU needs to constantly evolve" (Manager 1).

Within each school senior management team involvement, line management structures and supervision are different and shape the methods by which LSU programmes are managed. Some LSU managers are empowered by their line managers to create their own programmes, while others are provided with a structured remit within which to work.

"Senior management team plays a massive part ... The school is so large we can't have whole school meetings; departments are very separated and decisions must be sanctioned by the senior management team ... the deputy head teacher is in charge of inclusion and having headship powers he is able to deal with incidents immediately" (Manager 1).

"[the] Head makes things possible and expects you to go ahead and do it ... He likes to see the minutes of all meetings ... He trusts the people to do the job" (Manager 2).

"He [the head teacher] has structured his management into teams so it is layered down ... Everything overlaps, we are all one team: inclusion managers, assessment managers and phase group managers all meet together ... We share responsibility for the pupils" (Manager 3).

"Everybody is kept informed about what is happening ... Staff and governors are involved" (Manager 4).

The LSUs are expected to demonstrate how disaffected pupils are being kept in school and working while their behavioural needs are being addressed and their reintegration back to class facilitated in as short a time as possible (Excellence in Cities, 2003:1). Although monitoring is not taking place at school level, a baseline database has been set up and carefully monitored by the strand coordinator for all the LSUs in the Hillingdon excellence cluster. This means that quantitative data is being received from schools and compiled to inform and develop future practice. These statistics will be reassuring to government if they are able to show a reduction in exclusions and absenteeism and a rise in attainment. This will also make LSUs accountable for supporting whole-school policy on behaviour and attendance (DfES, 2002c:9).

4.2.2 Perception and image

The perception and image performance indicators set out in the LSU audit instrument (DfES, 2002a) would like the LSUs to be recognised by all pupils, parents or carers and staff as an asset to the school. The LSU managers' feedback about the perceptions expressed by staff were mainly comments about the LSU environment. They were impressed with the facilities available in the LSU particularly the lounge area, music, TV, DVD and computers. This was echoed by the pupils who felt this created a relaxed, non-threatening environment, one in which they were more likely to respond to learning and behavioural challenges. Remarks were also made by staff about changes that they noticed in certain pupils; which serve as an indication that teachers valued the LSUs.

"They make the effort to come and tell me the change you get from certain pupils ... Word of mouth, don't know what you have done with [a pupil] but it is working" (Manager 2).

"When they return to class teachers say they have seen an improvement ... They realise the LSU is a good cooling down place" (Manager 4).

However, this occasionally resulted in resentment from some teachers who felt that resources were always channelled towards disruptive pupils while good pupils were overlooked. Words of caution were shared as a reminder of what LSUs may have to deal with:

"The biggest problem has been jealousy, staff are not conscious of what goes on in the LSU ... You have to fight your corner ... You have to constantly justify why you got the room and what you doing... Old school staff believe good pupils get nothing and bad pupils get everything. They believe we should throw out the bad pupils and teach pupils who want to learn!" (Manager 1).

Winning over the hearts and minds of staff is a big part of a LSU manager's job as is making sure that staff are aware of the principles and practice operating in their LSU. Good strategies to improve staff perceptions were raised in the focus group discussions. These include regular briefings at staff meetings to inform staff of pupil's progress; a designated notice board for informing staff of LSU activities, and insuring LSU principles and practice are in the school prospectus. LSU managers have also developed other innovative strategies that have worked in their respective schools.

"Each half-term the inclusion team put out a review sheet, which is passed out to all staff, on all the pupils we worked with" (Manager 1).

"I invite teachers to assess the LSU ... I also write to parents and ask their feelings of how their child's time has been" (Manager 3).

Wider involvement and shared practice does a lot to uplift LSU perception. Working closely with staff by giving in-class support, jointly monitoring pupils and developing good communication networks have all shown to be fruitful.

"I give in-class support especially the younger teachers. It gives them a sense of authority and confidence to take risks with their subject. Pupils enjoy it more, things improve and eventually I withdraw" (Manager 2).

"I try work closely with the class teacher; I send weekly targets to teachers as well. The pupil takes the assessment sheet with smiley faces to class and bring it back. I also have a LSU diary, which teachers, parents and I can write in ... Pupils that have been in the LSU are allowed to bring a friend" (Manager 3).

The LSU managers were also surprised by the positive feedback they received from pupils. They highlighted that not only were they happy with the facilities but also that the LSU provided more than behavioural support, it was an environment that encouraged learning by providing more individualised attention. The LSU was also seen to give space to pupils remaining in mainstream classes by removing disruptive pupils and therefore allowing their lessons to progress at a more comfortable pace.

"Pupil opinion has been quiet positive ... I expected them to give it a name but it hasn't happened", "A lot of mainstream pupils are happy to have those pupils out of class for that time" (Manager 1).

"It's not just a behaviour support unit it has become wider than that ... Lots of pupils come here to do course work ... Disaffected pupils [returning to school] come in here where there aren't 15 other pupils" (Manager 2).

"They think they can get more work done", "They like the fact that when they come here you listen to them" (Manager 4).

Pupils who had completed a programme at the LSU also expressed positive views indicating that they were in favour of the LSU programme and felt it could be expanded to include more pupils. Two pupils illustrated that they would have liked to have their head teacher visit them while they were in the LSU as this would have shown how they were able to act differently.

"Come visit the LSU and see us behaving well!" (Pupil 1).

The perceptions were generally of a fun place and more importantly they felt the LSU was a place where they could learn.

"Learnt how to spell and use a computer" (Pupil 3).

"Learnt reading and maths" (Pupil 4).

4.2.3 Wider involvement and shared practice

As noted in the previous section wider involvement and shared practice has proven to be important for raising perceptions of LSUs. It is also useful for disseminating good practice for addressing challenging behaviour in and out of classes. The LSU managers actively support staff across their school by sharing good practice by offering training programmes on classroom management and strategies to promote positive behaviour. Newly qualified teachers and overseas-trained teachers, who often have little experience of overtly defiant behaviour, have been identified as needing the most behavioural support.

"It's a long-term goal to change staff opinion ... Part of my role as LSU manager is staff training and behaviour management training ... We offer 1 to 1 support through the performance management system ... Differentiation and

behaviour management are two big issues, I work more with behaviour management" (Manager 1).

"I run a programme every week with 20 odd new staff on things like classroom management ... There are big gaps in certain teacher's knowledge ... I work with overseas teachers and Newly Qualified Teachers ... My basic message to them is consistency, listen to the pupil and I give some background about the pupils and the pupils perspective" (Manager 2).

"We discuss seating plans for pupils ... Staff use some of the behaviour strategies I put on pupil's Behaviour Improvement Plan ... I set up a session on ADHD for a specific pupil, other staff heard about it and they all wanted to come so staff are willing to learn" (Manager 4).

A second issue related to wider involvement is faculty contribution to the teaching and learning of pupils in the LSU. The recommendation is for staff from a range of curriculum areas to participate (Excellence in Cities, 2003:1). My observations indicate that there was no sense of shared ownership and faculty involvement was sometimes under duress. However, this was the model followed by two of the LSUs with varied success. It appeared to be more difficult to implement at high school level (see quote from Manager 4) because of the subject-teaching format.

"Each department has a responsibility towards the LSU. Work from each department is coming in. I do have to remind and chase up teachers ... Schemes of work are received from the teacher of lesson they have been withdrawn from" (Manager 4).

"Teachers give me their plans willingly each week ... I adapt them slightly and deliver them differently but it is the same lesson ... Our curriculum reflects the needs of pupils" (Manager 3).

Other LSUs have deviated from the DfES (2002) guidelines and opted to develop a behavioural curriculum, which reflects the key stage 3 curriculum but does not necessarily mirror what is being done in the class the pupil has been withdrawn from. Although faculty involvement is reduced this is empowering for LSU managers, enabling them to focus on the behavioural issues that are preventing pupils from accessing the curriculum.

"I think our strength will become our curriculum, by Christmas I should have a series of topics I can pull out mini-files on ... Our aim is to modify the behaviour so pupils can take responsibility for their behaviour so they can go back and access the curriculum ... Our focus is behaviour, that's why we have gone for a behaviour curriculum" (Manager 1).

Mention was made of effective multi-agency links at one of the LSUs I visited. These multi-agency meetings dealt with case studies and were attended by social services, educational support services and medical consultants.

"We have multi agency meetings to discuss pupils with needs. We set a date 6 weeks ahead and send case histories so they are aware of the pupils needs" (Manager 3).

Manager 1 highlighted the importance of effective links with the wider community allowing them to become involved and sharing their expertise or greater understanding of community dynamics. This is vital for understanding each pupil in context, as illustrated by the ecosystemic model Tyler and Jones (2002:30).

"We have a wider impact on things ... It's not just the school it's the family and home owning the school" (Manager 1).

Shared practice was particularly evident through cluster meetings where LSU managers had contact with each other. This way managers are able to support one another through exchanging strategies and meeting with others that have a clear understanding of the dynamics involved in running an LSU. This is a real strength of the London Borough of Hillingdon LSUs, something that could be replicated in other areas. This was a message that was strongly echoed by all LSU managers:

"I think Hillingdon has a very strong network ... Sounds like other LSUs don't have that ... I don't see how they can operate without it ... You are separate from the school ... Having that manager support gives you that feeling of belonging" (Manager 1).

"My main support is the cluster meetings, don't need anything else really" (Manager 3).

"Contact with cluster LSUs has been brilliant ... Everyone backs each other up and helps each other out ... At cluster meetings we exchange strategies and help each other out" (Manager 4).

A wide range of links with other agencies was evident ranging from the police to psychological services and the behavioural support team. Some LSU managers have developed links with LSUs from outside the cluster and others have established strong working relationships with teams from the DfES. All these links expand the support network available to LSU managers, which allows for the cross-pollination of ideas and the sharing of good practice.

"We have close links with the Behaviour Support Team ... We have a Police Constable operating within the school, I've got her coming in and reading with the pupils for a hour a week for a positive police experience ... We are hopefully getting Educational Psychologist time allocated to the LSU to do occasional assessments but primarily social skills and anger management, doing the same as me but it is good to have it from another angle ... We have teams from the DfES come through here regularly. They come here to look at things and in return they let me know when things are happening their side. It's given me the opportunity to take some of our pupils to the DfES to talk about their LSU experience, it opens doors for them" (Manager 1).

"Initially I met a LSU manager in Chelsea ... She set up her own cluster and invited us to attend ... She was very vibrant and took pupils on from other schools and really has things going the way I would hope to" (Manager 3).

4.2.4 Referral and admission arrangements

The LSU should be part of the school's Inclusion Faculty providing separate, short-term teaching and support programmes tailored to the needs of disengaged pupils with difficult or challenging behaviour (DfES, 2002b:6). There needs to be clear criteria for admission to the LSU, which is understood and followed consistently by all staff. LSU admission meetings need to be attended by parents or carers, all relevant individuals, and recorded. The LSU admission must be part of a planned intervention aimed at meeting a pupil's needs and there is an Individual Educational Plan (IEP)/Pupil Support Plan (PSP)/Behaviour Support Plan (BSP), with SMART targets, in place.

All the LSU managers had their referral and admission structures in place and believed it to be a vital part of good practice. Pupils are identified in an accountable manner. This prevents teachers from using the LSU as an exclusion facility.

"It took the staff a while to realise that you can't just send them here" (Manager 4).

All LSU managers pointed out that referral procedure was merely an extension of the school's system minimising the possibility of confusion.

"A pupil is identified by the subject teacher, form tutor, head of department. If it is an issue in a number of classes it becomes a pastoral referral. If no noticeable improvement is observed it is referred to key stage 3 director. They could do a Pupil Support Plan or decide it should go to the Special Education Needs Coordinator (SENCO)" (Manager 2).

"We follow the usual sanctions teacher, head of department, head of year, LSU manager ... We've got a board in the staff room and I've got up how placement procedures work ... There is a form they fill in, I phone parents, and after I have their permission we will accept them" (Manager 4).

"I would say to class teachers I have vacancies ... I look through referral form ... then I go do observations ... I talk to them ... I do a developmental profile ... I take observations back to the inclusion meeting ... I discuss pupils and then we select not only the pupils who need to come but also match, which pupils will mix with who" (Manager 3).

Manager 1, whose LSU ran as a pilot project for a year before the other London Borough off Hillingdon LSUs opened, admitted to some of the referral and placement procedures being too much of a paper chase and has streamlined his procedure. This is mainly due to a heavy teaching load but also allows for more contact time with pupils.

"We have abandoned the referral form from the head of year and now do it verbally ... Within the school system pupils collect behaviour points and incident reports ... Walking around the corridors, seeing pupils in class, dealing with incidents directly where you don't have incident reports ... We do interviews, which are then filed and you don't often see them ... The three key people are LSU manager, head of inclusion and the special education needs

coordinator ... The three of us have discussions, we know pupils causing concern at that moment" (Manager 1).

Unfortunately, referral arrangements, although comprehensive, did not appear to be a participatory process (Hallam & Castle, 2001:175; Hart, 1992:8). Some pupils were unsure of why they were going to the LSU. They felt the LSU manager orchestrated it, while others felt it was because they needed some help. Placement procedures may need to be made more pupil-friendly so that they are informed and consulted about the referral process.

"I blame the [LSU Manager] for my admission" (Pupil 6).

"I just needed some help" (Pupil 5).

4.2.5 Reintegration arrangements

All pupils and staff from the point of admission to the LSU should understand the reintegration programme and there is plenty of evidence of pupils being supported through this process. The reintegration programme at all the schools are planned and phased for pupils to return to full-time mainstream classes. Pupils are gradually phased back into class. This is achieved by allowing them to select the classes they are most likely to succeed in. This both gives them a sense of ownership of their learning and enables them to build confidence and self-esteem. Monitoring systems are in place to track pupil progress, LSU staff offer in-class support, constant communication occurs with teachers, and follow-up meetings are held with pupils.

"I meet with the pupils at the end of each week and tell them what level they reached ... Our system is when they reach a level of 80% two weeks in a row they can choose a class to return to ... We look at subjects they are out of and they select the one they feel most confident about returning to ... The daily sheets give us feedback on how that's going ... We support when that's available for a full hour at first and reduce it back by 20-minute blocks ... They return to more and more classes, leaving the one they hate till last, by that time hopefully they experiencing success in other classes and that carries over to that one ... They like the LSU but don't want to stay because we constantly putting pressure on them to go back" (Manager 1).

"We try reintegrating pupils over a half term ... Reintegrating takes place gradually" (Manager 3).

"My assistant accompanies them back into lesson ... They go in and support for four lessons and wean themselves off" (Manager 4).

Other innovative strategies include goal directed reintegration, where traffic lights are used to manage the process. Pupils are also prepared for reintegration during one on one session. Manager 1 below illustrates this.

"We have a traffic light system and if they get two of the same colours two weeks in a row we meet ... Red is poor; orange is no improvement and green is reintegration ready ... The weekly review is also shared with the head of year, senior management team, learning mentor and home so when they have a good week they all know about it" (Manager 1).

"Reintegration happens in different ways, it depends on the pupil ... I make it clear to them they want to be like every one else and be in class ... There are things that can be prevented, you can't be doing yourself or your teacher a disservice, and so things have to change ... You go in, try, and do your best ... You swear you will be kicked out, that won't help ... you can't think that's the end ... You have to examine what caused it and what the triggers were ... Learning to behave is like learning any thing ... I tell them the teacher being human have their own baggage and if a teacher shouts there can be a number of reasons for this, its not necessarily you ... It's the behaviour that is wrong not the person ... Its not you its what you did ... I try to build their self-image ... I try building an expectation of success ... School should be with your peers, discussing ideas, bouncing ideas off them ... that's the best type of school ... I try and make it clear to them what areas they need to develop ... We set targets and we monitor very closely how they perform" (Manager 2).

In all the schools reintegration is a gradual and phased process, staff meetings are held before hand and strategies are provided that could be used with the pupil returning. The notice board is another useful way of keeping staff informed on how the reintegration process is progressing.

"I put on the staff wall what I'm going to be doing, a brief statement of what I would consider a good approach with that pupil. I give the teachers strategies

and stay in constant communication with them. We can work closely with pupil or teacher and get a better understanding of their need. If child particularly disruptive, there is a limit to what you can tolerate, there are other pupils who want to learn" (Manager 2).

LSU managers try to effectively support staff and pupils with the reintegration process but there are difficulties. Pupils are sometimes reluctant to leave the LSU due to the extra resources and attention it provides (Wilkin & Fletcher-Morgan, 2002:13). Time restraints do not always allow for a very thorough process to be carried out. Sometimes advice given to staff regarding reintegration can go wrong.

"Last year when I had time I did behaviour management strategies for pupils going back and circulated them to all staff ... That was effective and staff liked it ... If I have the time this year I want to reintroduce it" (Manager 1).

"It's risky telling staff you think this pupil is ready to reintegrate ... You get terrible disappointments and great highs, it's all unpredictable!" (Manager 2).

4.2.6 Routine and organisation

The LSU pupils should be supported by well-planned daily routines, which are understood and followed by all. Clear rules and expectations that are perceived as fair need to be in place (DfES, 2002c:2). All the LSU managers felt rather confident that they had achieved this through developing a structured routine that is tailored to the needs of each group.

"Everything we do is based around our system. It self monitors and self regulates and forces pupils to be self-directed. We have a routine in place; a curriculum has been set up to suit the school system" (Manager 1).

"I adapt to each group. I write the plan out at the end of each term for the next group. The security routines work well. They begin to work the minute they come in because they know it is a task they can do independently. I like a routine where the pupils know what they doing. They feel valued! There is a sense of independence but also support from an adult. I like a carousel system with younger pupils where they have 15 min sessions. I like the idea of them sitting down together with the emphasis of sharing. This stimulates bonding like a family structure" (Manager 3).

The structure creates the space for LSU staff to build good rapport with pupils. Computer-aided learning packages, project work and one to one tutoring were highlighted as useful resources for maintaining these routines. This is facilitated by the calm, nurturing atmosphere of the rooms and how staff model appropriate behaviour, which I observed during my LSU visits (Doyle, 2001:126). In addition some managers felt that the behavioural curriculum they developed has been beneficial for addressing problem solving, anger management, self-control and other needs of their pupils.

"Pupils know what they come into the LSU for and what they have to do. Each pupil is on an individualised programme; they will do success maker, project work and a behaviour programme. Pupils have a sense of control and feel they are directing their own learning" (Manager 2).

For those schools that do not run full-time LSU placements, target setting and monitoring systems have been developed that pupils can take back to class with them, effectively continuing the LSU routine throughout the school day. Manager 4 elucidates how this has worked well in her school.

"We run a target system because they are not in the LSU full time. When they go to lessons they take their targets with them. At the end of the week I put the scores on disk and print out as a bar chart, which they can take home. It also has a percentage, which the pupils like because they see how well they doing" (Manager 4).

Similarly to part-time placements, LSUs need to extend their routines into school time outside the LSU during breaks and lunchtimes (DfES, 2002b:22). Effective systems need to be in place to support LSU pupils to continue putting in the hard work and commitment that are vital ingredients for LSU success. Some schools have set up breakfast, lunch and homework clubs that have proven to be particularly effective. The constant supervision prevents pupils from getting in to trouble and also encourages good work habits.

"We open in the mornings from 8:00 to 8:45, every break and lunch break so lots of pupils on the fringed who are not accessing the facilities are given the opportunity to come in use the computers, play games etc. The learning mentors have to help out by doing break duties in here. We had so many issues

at break that we've had to open to make sure they were here at break; the pupils who have been referred are not given the choice" (Manager 1).

"We have a homework club every night from 15:30 to 16:30" (Manager 2).

In order for routines to work well, parents or carers also need to play a prominent part in supporting the LSU programme. There should be systems in place for frequent and regular proactive contact with parents or carers. Consistency in approach means school staff also need to be involved in more than just delivering the curriculum. The LSU manager needs to share information on pupil progress on a frequent and regular basis with pastoral and subject staff. Having this team approach helps to enforce the aims and routines of the LSU and increase the likelihood of successful behaviour change in pupils. All LSU managers were in favour of working as a team and were all aspiring to work towards a cooperative team approach, the current levels of cooperation however, did vary from school to school.

"I've got the services of a teacher to help with part of the teaching responsibilities in the LSU. I need to meet weekly with the learning mentor, work with teaching staff, one to one work with pupils and my admin work. The home link manager and I meet every morning, we talk about what's happening with different pupils. We are constantly re-evaluating. Anything that needs to go home or if a pupil doesn't show up, will be dealt with by her first. She does all the home visits" (Manager 1).

"Liaison with teachers has improved, parent contact has improved" (Manager 4).

Further, as LSU managers cannot always be in the LSU because of admission, reintegration and networking responsibilities, it is vital to have staff to continue the routine and maintaining the organisation of the LSU programme. Manager 1 explains how essential it is to have staff with the right personality and aptitude for dealing with behavioural pupils. The pupils echoed this sentiment mentioning the support and help they received from the teachers.

"You need some one to carry on with what you have started and carry on the ethos of the room. You need a strong Teaching Assistant who can dominate the room" (Manager 1).

"They changed the work so it was more manageable" (Pupil 4).

4.2.7 Teaching and learning

It is in the area of teaching and learning that I observed the greatest variation between the different LSU programmes. The DfES (2002a) would like each pupil to have an Individual Educational Plan (IEP), which identifies and addresses both behavioural and learning needs. Pupils and parents or carers should be involved in the planning, monitoring and review of Individual Educational Plan's. Although pupil assessments and profiles were being done by all LSUs none followed an Individual Educational Plan format, as demonstrated by the quotes below. This can create problems for pupil who move school and for information sharing at cluster level. A single approach needs to be put in place for all LSUs to follow with training provided by the DfES or Local Education Authority. This would ensure consistency of practice, and make it easier for outside agencies to pick out vital information when working with LSUs.

"We update the Behaviour Improvement Plan (BIP) every half term ... I explain the strategies in the Behaviour Improvement Plan around best seating arrangements and differentiating the teaching and learning" (Manager 4).

"Social skills are tailored to pupil's specific needs. I put targets on top of a smiley face sheet. I know what their targets are and I help them work towards them" (Manager 3).

The DfES (2002c:2) also expect a range of opportunities to be provided to celebrate success for all the LSU pupils. I noticed all the pupils in the LSUs were being verbally praised and encouraged and reward systems were built into the LSU programme. This helps to break the negative behaviour cycle and helps build self-esteem. Several of the pupils interviewed mentioned the support and encouragement they received and stated that this resulted in a noticeable change in themselves. The pupils felt calmer and were listening, not swearing, controlling their behaviour, learning, reading, writing, spelling and maths. This was often attributed to the Friday rewards programme, which was something they liked about the LSU.

"Rewards on Fridays!" (Pupil 1)

"I like everything, the support and help, rewards on Fridays" (Pupil 3)

"I feel more relaxed. My behaviour is better. I'm not swearing so much" (Pupil 7).

"I like my lessons now!" (Pupil 2)

"They like the fact that when they come to the LSU you listen to them"
(Manager 4).

The DfES (2002b:31) would also like LSU pupils have access to a broad and balanced curriculum, which reflects teaching and learning in the mainstream classroom. There was a difference of opinion and practice amongst LSU managers on whether the LSU curriculum should reflect the lessons pupils were being withdrawn from or focus on a behavioural curriculum. Managers 1 and 2 believe in teaching a behaviour curriculum, which draws on aspects of the national curriculum but does not mirror what is being taught in classes. On the other hand, Managers 3 and 4 receive lesson plans from the teachers and follow the classes pupils are withdrawn from.

"Our aim is to develop a behaviour curriculum that reflects the national curriculum ... We take pupils from across key stage 3 so it is unrealistic to teach the national curriculum unless you are able to teach one to one ... it may not reflect the school schemes of work but we are teaching national curriculum only in our way" (Manager 1).

All the LSUs are delivering the curriculum with a flexible approach using a wide range of resources, including Information Communication Technology (ICT) and social and emotional literacy.

"We do lots of 1-day activities if I feel pupils need a break from the system. I use dramatic cross curriculum stuff as I did when I taught primary school. The curriculum is flexible so one pupil may be doing autobiography, another science and another maths. They are all given a pack at the start and there is always one or two staff in the room giving guidance. There is very little whole class teaching and they are actually able to work independently" (Manager 1).

"We have a degree of mentoring, a degree of computer based learning, a degree of old fashioned 3R's basic skills plus interactive computer programmes. We use various creative methods like modelling, group work and role-play to identify and address needs. I do quiet a lot of brief therapy to get them to notice what is good and give less attention to the problem" (Manager 2).

"Learning is done on a one to one basis. We have an anger booklet that pupils fill in as they go along. We have Information Communication Technology access and can go on the Internet ... We have some out on work experience and others at college. College placements are working very well and when they in school they are actually attending lessons and seem more mature" (Manager 4).

Both approaches have merit but the behaviour curriculum more readily addressed the underlying issues pupils faced. This appeared to be particularly appropriate at high school level because pupils being referred tend not to be accessing the curriculum as it is. Focusing on behaviour allows LSU staff to address these needs enabling the pupil to then engage in learning. By the end of the programme LSU managers noticed the progress pupils make, as outlined below.

"We are achieving our main aim which is pupils taking responsibility for their actions. They learn that before an action there is a decision, if you make that decision you are in it. They know when they have a decision to make; they know what to do with it. Before they didn't and that made them angry and resulted in an outburst. That is where teachers are finding the programme supportive because they not getting the backchat. Pupils are taking ownership and saying it was my decision. They also have the option of a place to go to when they do have issues and can get support and not feel they are on their own. The first two pupils I taught said they didn't realise how easy it was to be good!" (Manager 1).

4.2.8 LSU facilities

All the LSUs had managed to create a safe, caring, stimulating learning environment. They all had an office equipped with telephone and computer connected to the school's administrative system, as outlined in the audit instrument (DfES, 2002a). There was a single room with furniture flexible enough to be regrouped to suit the changing needs of a range of pupils. The LSUs were a new initiative in all of the schools I visited and therefore not all located close to other allied resources such as Special Needs and Learning Mentors bases for logistical reasons. Nevertheless a lot of thought and effort was put into the design of the LSUs. In some schools it was the

responsibility of the LSU manager to submit a plan and in other schools the LSUs were handed to the LSU managers already designed, fitted and equipped.

Managers 1 and 3 had the remit of designing their LSUs. They put a lot of effort into ensuring a multi-resourced space that was flexible and impacted positively on learning. They created a relaxed, nurturing environment with soft furnishings and background music, and study areas with Information Communication Technology facilities, library resources, individual and group workspaces.

"I have put a lot of purpose into the design of the LSU. There is nothing in the room that doesn't have a purpose. When I wrote the policy I made sure it reflected that. There is a one to one area; a library area, relaxing area, Information Communication Technology area, individual space and a conference area where we can all get together. We have a fridge and the canteen is right next to us and open in the mornings so food is always available. We have pipes for a sink but been waiting for them to connect it. We also would like a microwave for staff and pupils" (Manager 1).

"I use some nurture group principles to have a nurturing environment. I have a corner with couch, table and carpet we can sit around. I chose tables they could sit in a carousel but have their own space so we don't end up with pushing and shoving. The tables can be separated so pupils can sit in isolation. I want them working together but not too close. The little carousel bit in front is high so they can't see each other without standing up, I think that is very needed!" (Manager 3).

Where the LSU was provided already fully equipped by the head teacher, the facilities were of a higher standard with the headteacher obviously making a large investment in it. However, the themed areas were not as well defined and managers have to work around what has been provided.

"I was given this room it's very well equipped and attractive" (Manager 2).

"We have a new unit with a sofa corner; a TV and video; we provide water and we have 2 learning assistants" (Manager 4).

4.2.9 Local Education Authority partnerships

There was clear strategic direction from the Local Education Authority for the development of LSUs in the form of a strand coordinator who met with the LSU managers individually and organised cluster meetings each term. In this way information was passed onto the LSU managers. They were full of praise for this initiative and all felt it was a vital for their progress and development.

"Having that manager support gives you that feeling of belonging" (Manager 1).

"Cluster meetings help a lot" (Manager 2).

"My main support is the cluster meetings, don't need anything else really" (Manager 3).

"Contact with cluster LSUs has been brilliant ... Everyone backs each other up and helps each other out" (Manager 4).

There is a high quality of integrated support for LSUs from a range of Local Education Authority support services (educational psychologists, education welfare officers, youth offenders team, pupil referral units). These contacts were highly valued by Manager 1 who has benefited from being a pilot LSU. He has had a lot of Local Education Authority and DfES groups visiting his LSU and as a result has been able to build and maintain a number of supportive links. Others valued links that they had developed which provided support for specific groups such as travellers.

"Being the pilot we've been able to build strong links with the Local Educational Authority. When we started we were Local Educational Authority funded. You meet up with people that have come here. I have continued with some DfES contacts. We have lots of groups come through and we have lots of people come back and revisit" (Manager 1).

We have productive meetings with our educational psychologist. Traveller Support is great" (Manager 2).

"I use the educational psychologist a lot. We use a private [teacher] lady who does a lot of out of school programmes with pupils having problems with school. She has her own unit where she sets up classes for them in literacy, numeracy and art" (Manager 4).

Manager 3 has gone to great lengths to involve other professionals in regular case study meetings through this she has been able to access their expertise and deliver more effective intervention strategies.

"Contact is good with the educational psychologist, education welfare officer and school nurse. We are developing good relationships with social services and a consultant paediatrician ... I [am now able to] phone him up if I'm worried about a pupil and he will talk to me" (Manager 3).

Despite these successful links, networking arrangements for LSU staff to meet regularly and share ideas with Local Education Authority behaviour support staff was varied. This ranged from the Behaviour Support Team (BST) playing an integral role to no contact at all.

"Contact with the behaviour support team is good, they do one to one with the pupils" (Manager 4).

"We have little contact with behaviour support team during the days they are running [programmes in the school], but when we do its always positive" (Manager 1).

"I have no contact with the behaviour support team because that was my job for three years. The head has put a lot of money into this so this is behaviour support" (Manager 2).

This section has covered the range of good practice identified by LSU managers and pupils. Each LSU programme was unique displaying different strengths. This demonstrates that the range of good practices mentioned here would not necessarily fit into a single LSU programme but provides a base from which methods can be selected and tailored to each individual programme.

The commonalities that can be extracted indicate strongly that the LSU needs to be an integral part of whole school policy and practice. It is able to act as a model of social inclusion, sharing ideas with teachers and empowering pupils and their parents or carers. The LSU can help to create a school that is flexible enough to accommodate all pupils in a safe and caring environment that respects diversity.

This leads on to critically examining whether the LSU model is an inclusive model and meets up to all the expectations placed on it.

4.3 IS THE LSU MODEL AN INCLUSIVE MODEL?

By looking at the South African model of inclusion proposed by the Education White Paper 6 (2001) and the LSU programme in England (DfES, 2003; 2002a; 2002b; 2002c) an attempt has been made to answer the question of whether the LSU programme in England is inclusive or not. The South African model of inclusion places the responsibility firmly on the school to make every effort possible to accommodate each pupil before any alternative provision may be proposed. This endeavours to search, uncover, and remove the barriers to learning experienced in mainstream education. The terminology "barriers to learning" adopted by the Department of Education (2001:12) advocates the inclusion principle that learning disabilities arise most likely from the education system rather than the learner. The central features of this inclusion framework put forward in the white paper highlighted the need to revise existing policy; strengthen district-based education support services; expand access and provisions; curriculum, assessment and institution development; a national information, advocacy and mobilisation campaign; and a revised funding strategy. Inclusive education is overtly political and inclusive education is viewed as the strategy most likely to achieve a just and democratic society. The head teacher is the single most influential person in creating the school culture. Shared vision; a mission statement and action plan all need to be developed. Staff needs to be empowered to actively collaborate and participate within the context of whole-school change and the development of an inclusive learning environment (Swart & Pettipher, 2001:43). The strength of any system will ultimately lie in its simplicity.

Inclusion focuses on overcoming barriers in the system, which prevent it from meeting the needs of all pupils. Inclusive policy and whole school management implies that the LSU programme functions as part of a whole school policy that is lead by the senior management team. This shift to a singular inclusive system means bringing the support to the pupil by reorganising support services into levels of support, having a curriculum, which considers barriers to learning, creates possibilities and determines the level of support needed. The LSU managers all agree this is the way it should be but this level of inclusion is not fully implemented in all the schools. The head teacher is the most influential person in creating the school culture. It is therefore vital that they are fully informed and trained in Inclusive

Education and the transformation that needs to follow. The head teacher reports to a board of governors who too could have a profound effect on developing an inclusive culture in the school and therefore they could also be brought up to speed on inclusive policy and practice.

All pupils and the staff involved in the LSU had a pleasingly positive and seemingly free of any stigma perception and image of their LSU. More could be done however to make all staff more aware of LSU principles and practice. This would allow those staff members who have reservations about the role of the LSU in the school to be able to make more informed judgements in this regard.

Wider involvement and sharing of good practice is evident but more of the schools LSU managers need to be actively sharing good practice with staff and doing behaviour and class management workshops. More of the school staff needs to be actively contributing to the teaching and learning of LSU pupils. Links with multi-agencies and the community need expanding and the LEA needs to get actively involved with developing structures that will facilitate more effective multi-agency cooperation. All team members must understand how to work in a multi-disciplinary team, common jargon and document formats need to be developed and it must be clarified how a key caseworker will be appointed to coordinate and oversee the carrying out of the suggestions made at these meetings.

Inclusion is about recognising and respecting pupil's differences. Clear criteria for the referral and placement procedures appear in place in all the LSUs visited. It was less clear whether this was understood and followed by all staff of the respective schools. Admission meetings appeared to include the pupil, family or carer and LSU manager but it was not made clear whether all LSUs used the admission meetings to get the parents consent and cooperation only or whether they were also involved with the design and writing up of an Individual Educational Plan or a similar document specifying an intervention plan to meet the pupils needs.

There is still doubt as to whether all pupils and teachers were clear about reintegration arrangements and how the LSU could support them. Inclusion is about supporting all pupils, teachers and the system. Reintegration arrangements should be planned, phased and understood by all. Some of the LSUs visited had very structures reintegration procedures that were part of the LSU programme and others treated each

pupil's reintegration individually. Pupils were generally clear about their reintegration but teachers weren't always prepared for the pupils return. The process should include support for teachers in the form of good teaching strategies and in-class support that will facilitate the reintegration process and invariably benefit all pupils. Pupils and teachers should also be clear on how to access further support if needed. Some of the LSUs had structures in place where others voiced a desire to become more thorough in this area but were currently struggling due to staff restraints as well as time restraints.

An area where good practice was evident at all LSUs visited was the daily structure and clear timetabling. Detailed lesson planning with differentiation was being done either by the LSU manager or by class or subject teachers. The routine and organisation at the LSU was therefore clear to all. Systems were also in place for regular contact with parents or carers.

Inclusion is an issue of human rights and is based on a value system that celebrates difference and acknowledges that all pupils have the right to attend their neighbourhood school. Inclusion implies that all teachers should be responsible for the education of all learners and that the curriculum should be adapted to cope with this diversity. Teaching and learning in the LSU must serve as a showcase for inclusive education by addressing social and emotional literacy as well as using a range of resources with opportunities to celebrate success. These areas were well provided for in all the LSUs. What was not apparent at some LSUs was a unified approach to planning, monitoring and reviewing Individual Educational Plans with the help of pupils and parents or carers.

Inclusion places the responsibility firmly on the school to make every effort possible to accommodate each pupil. The LSU facilities at all the schools demonstrated this desire with bright stimulating learning environments; clearly different to a classroom; with defined separate work areas; an area to relax with soft furniture and background music. High emphasis was also placed on information and communication technology.

The focus is firmly on adapting school systems to accommodate all learners rather than adapting pupils to fit existing school systems. The Local Education Authority should be giving clear strategic direction in this regard. It seems as if the Local

Education Authority is still in a structuring phase in this regard and some LSUs may be at a more advanced stage than the Local Education Authority. High quality support is offered from a range of Local Education Authority support services but does not appear to be integrated at this stage.

The LSU programme, as a model of social inclusion appears to be a great success and at least is indicating a clear commitment in this regard. The LSU programme in the London Borough of Hillingdon is at an early stage of development but already evidence of good practice is noticeable as well as an awareness and commitment of the LSU managers to further develop and refine the work they are doing in their schools. Development of the LSUs is facilitated at strand level through the arrangements of training and workshops by the strand coordinator and good practice strategies are freely shared at cluster meetings between LSU managers.

4.4 WOULD THE LSU MODEL WORK IN THE SOUTH AFRICAN INCLUSIVE EDUCATION AND TRAINING SYSTEM?

With the basic understanding of LSUs derived from the previous sections and the role it plays in promoting and ensuring social inclusion, the question is now asked whether the LSU programme could work in the South African context? The Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001) arose out of the need for change in education and training in South Africa. A new system that is sensitive and responsive to the diverse range of learning needs. The emphasis of this paper shifts the focus towards a system that accommodates and respects all diversity. Scrutiny of the white paper seemed to indicate that very little was in place to accommodate pupils with Behavioural, Emotional and Social development needs. Little was said about how these barriers to learning would be addressed in the new education and training system. The English LSU programme may therefore be of great value in this new system as an integral part of a whole school approach to learning and behavioural support, providing separate short-term teaching and support programmes tailored to the needs of disengaged pupils with difficult or challenging behaviour. The new full-service schools planned will be resourced to accommodate the diverse range of learning needs. The institutional-level support teams planned for these schools to coordinate learner and educator support could be conceptually expanded upon to include some of the good

practice arising out of the LSU programme. This would seem especially apparent in areas where disengaged pupils with difficult or challenging behaviour are a real concern. If the South African Inclusive Education and training system were to be truly inclusive it would need to be able to accommodate pupils with behavioural, emotional and social development needs to. School structures need to be flexible enough to accommodate pupils with difficult or challenging behaviour and the LSU programme should be considered as a realistic option to do this.

From informal discussions it appears that so many South African teachers working in England express powerlessness and feel unequipped to deal with difficult or challenging behaviour in the mainstream classes of English schools. This must indicate to some degree that this is an area that desperately needs to be addressed in South Africa as it transforms itself in order to contribute to the development of a caring and humane society.

This chapter outlines the results of the implementation of the study. It assesses whether the data collected from the LSU managers and their pupils could be classified as socially inclusive. It then compared these findings to a South African model of inclusive education differentiating between inclusion, mainstreaming and inclusion. Lastly, the chapter looks at the new South African model of inclusion to see whether in the area of challenging behaviour it could benefit from a programme similar to the LSU programme.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This research has demonstrated that Learning Support Units (LSUs) have proved to be effective in promoting social inclusion in schools. They have achieved this through their uniqueness and ability to adapt to the greatest needs within their schools. This final chapter brings the discussion together by interpreting the experiences and beliefs of LSU managers and their pupils in the London Borough of Hillingdon. The first section summarises and concludes the main findings of the research project in relation to the original aims. This demonstrates that it was a valuable exercise to verify LSU good practice as suggested by the DfES guidelines. The chapter then examines the research process, critically reviewing the limitations and discussing the implications this has for the findings presented in chapter 4 and possible areas for further research are highlighted.

5.2 RESEARCH FINDINGS: SUMMARY AND CONCLUSIONS

5.2.1 The research aims

As outlined in chapter 1 this research aimed to verify the DfES checklist of good practice by understanding the experiences and beliefs of LSU managers and their pupils. The three key questions addressed in this study have been:

- What good practice is in use in Learning Support Units?
- Is the Learning Support Unit programme inclusive?
- Will the Learning Support Unit programme work in the South African Inclusive Education and Training System?

Four LSU managers in the London Borough of Hillingdon were interviewed and asked what wisdom they would share with their fellow LSU managers. The research

then looked to draw from these good practice experiences and assess whether they were socially inclusive and whether they could contribute to the South African Inclusive Education and Training system.

Using an interpretive approach is useful when programme evaluation research is undertaken. The qualitative techniques of interviewing, observations and discussions were used for data collection. Interviews were conducted with LSU managers and their pupils, which were then triangulated with data obtained from observations, informal and focus group discussions. Interpreting the findings is obviously influenced by my way of viewing the world that was explained as my metatheoretical framework, which is ecosystemic with developmental and cognitive attributes built in to one grand framework of understanding and interpreting data.

5.2.2 The features of good LSU practice

From the data analysed I am left with the impression that headteachers at the schools I visited were committed to promoting social inclusion in their schools. LSUs were firmly embedded as part of a larger inclusion structure. Noticeably the LSU programmes were set up differently in each school I visited, as was the school's senior management team's line management and supervision of the LSU. It is apparent that the areas of greatest needs were being targeted and there were regular inclusion meetings being conducted; some in the case study format. LSU managers keep files on all their pupils. However, the responsibility of collecting data to "*demonstrate how disaffected pupils were being kept in school and working while their behavioural needs were being addressed*" (Excellence in Cities, 2003:1) was being coordinated by the London Borough of Hillingdon LSU strand coordinator. The DfES (2002b:19) would like to see social inclusion policy in each school being explicit and agreed upon by all staff. They advocate for schools to set this out in an inclusion handbook and in the school policy document to achieve absolute clarity about the LSU referral process, the support for reintegration, alternative curriculum approaches and its role to be played regarding school behaviour policy. I was unable to find clear evidence of this being in place at the schools I visited and is possibly an area still in need of development.

When examining the possibility of negative perception and image as a barrier to social inclusion, staff perceptions of the LSU at the schools I visited were varied.

Most staff valued what was being done in the LSU, but in some schools an element of jealousy existed mainly because LSUs were so well resourced and those teachers could not understand why that money was not been spent on the 'good' pupils. The pupils appear to have a more positive perception of the LSU and those who had completed the LSU programme clearly recognised the benefits it held for them. The LSU managers at the focus group discussion all agreed that good ways of improving the perception and image of the LSU is achieved by having a notice board in the staff room, making regular staff announcements and keeping staff informed of pupil's progress. Inviting staff to the LSU, staff in service training (INSET) and in-class support were all said help to create a healthy working relationship and improve staff perceptions of the LSU. Wider involvement and shared practice in schools was felt to play a very important role in raising the perception and image of the LSU.

In relation to training, some LSU managers were involved with training programmes on classroom management and strategies to promote positive behaviour. Additional support was also offered to newly trained teachers and overseas trained teachers who were not always sure how to deal with challenging behaviour. The research highlighted that for referral processes to work effectively, the criteria for admission to the LSU must be made absolutely clear. It needs to be understood and followed by all. The referral procedure must be recorded and an intervention plan must be drawn up collaboratively with clear targets in place. All the LSU managers I visited had their referral and admission structures firmly in place and they believed it to be a vital part of good practice. The elaborate systems in place to identify pupils and then set off a chain of procedures, culminating in an intake meeting safeguards the LSU from becoming an exclusion facility. One LSU manager admitted that his referral and placement procedures had become too much of a paper chase and had felt the need to streamline the procedure. The referral arrangements at the LSUs, although comprehensive, did not all appear to be a participatory process (Hart, 1992:8). Some pupils when questioned were unsure of why they were going to the LSU.

The reintegration stage of an inclusive process is vital and all pupils and staff should understand this from the start. The reintegration procedures at all the schools were well planned and pupils were gradually phased back into full-time mainstream classes. This is usually achieved by allowing them to select the classes they are most likely to succeed in. It gives them a sense of ownership over the process enabling

them to build confidence and self-esteem. There are monitoring systems in place which track pupils' progress when they go back into class: LSU staff offer in-class support which is gradually reduced over time; the LSU staff and teachers are in constant communication with each other; and follow-up meetings are held with the pupils. The area of reintegration seems to be comprehensive and well thought out in all the schools I visited. The one area of concern is staffing; many of the schools were not able to manage the reintegration of pupils as thoroughly as they would like due to staff restraints. One school got around this by employing a behavioural learning support assistant whose full-time responsibility is to manage the reintegration process. However, even this LSU manager admits that they are still not able to manage the process comprehensively.

The LSUs I visited all appeared to offer well-planned daily routines, which are understood and followed by staff and pupils. There appeared to be clear rules and expectations that were perceived as fair (DfES, 2002a). All the LSU managers felt confident that they had achieved a structured routine that is tailored to the needs of their pupils. The schools that do not run full-time LSU placements, have developed target setting and monitoring systems that pupils can take back to class with them, this allows for the effective continuity of the LSU routine throughout the school day. The LSUs need to extend their support services to include break times and lunchtimes. Some of the schools I visited already have breakfast, lunch and homework clubs set up that have proven to be particularly effective. This means extra duties for staff and needs to be worked out by the senior management team and LSU manager. The pupils interviewed showed an appreciation for the additional support they received from the LSU staff.

There also needs to be a system in place for regular contact with parents or carers who need to play a part in supporting the LSU programme. The LSU manager must share information with pastoral and subject staff on the progress of pupils on a regular basis. Having this team approach helps to enforce the aims and the routines of the LSU. It is not possible for the LSU manager to be in the LSU all the time and is therefore vital to have LSU staff with the right personality and aptitude to work with pupils who have behavioural, emotional and social development needs while still continuing the LSU routine in a consistent manner.

The research also considered teaching and learning good practice, examining how this was integrated into the mainstream curriculum. The primary school LSU manager, and another LSU manager, who only withdrew pupils for specific lessons, received work and lesson plans respectively from the teachers of those lessons. The other LSU managers were following a behavioural curriculum they had developed. The LSU managers who used this approach felt strongly that this enabled them to focus on empowering pupils to manage their own behaviour so when the pupils did reintegrate back to their classes they were then able to access the curriculum more successfully. However, in these LSUs there was either little or no contribution from faculties to support the teaching and learning needs of LSU pupils.

The DfES (2002a) recommends that LSU pupils have access to a broad and balanced curriculum, which reflects teaching and learning in the mainstream classroom. There was a difference of opinion and practice amongst LSU managers on whether the LSU curriculum should reflect the lessons pupils were being withdrawn from or focus on a behavioural curriculum. Both approaches have merit and because every school's needs are different no two LSUs should ever be the same. I personally err on the side of a behaviour curriculum because I feel the behaviour curriculum more readily addressed the underlying issues pupils face. This appeared to be particularly appropriate at high school level because pupils being referred tend not to be accessing the curriculum as it is. Focusing on behaviour allows LSU staff to address these needs enabling the pupil to then engage in learning. By the end of the programme LSU managers are able to notice the progress pupils make. All the LSUs are delivering the curriculum with a flexible approach using a wide range of resources, including information and communication technology and including social and emotional literacy.

For a LSU programme to best address the schools area of greatest need the head teacher, senior management team and LSU manager must decide whether class work, behaviour curriculum or a combination would be the best approach for their school. All the schools visited were in contact with outside agencies; which were coming into school and offering support services. Only one school was working collaboratively with multi-professionals who were coming together to take part in case discussions. I believe multi-disciplinary case discussions to be the most inclusive approach to support pupils with needs. It encourages inter-agency collaboration and a pupil-

focused approach. The other LSU managers must take it upon themselves to encourage senior management teams to move in this direction.

There is a lack of consistency amongst the schools I visited when it comes to drawing up intervention plans. The DfES audit instrument (2002a) expects LSU managers to be using an Individual Education Plan (IEP) action plan format which addresses both behavioural and learning needs. Pupils, parents or carers should to be involved in the planning, monitoring and reviewing of this action plan. Some schools make use of Pupil Support Plans, Behaviour Support Plans and other variations. This can cause confusion if staff, schools, Local Education Authorities and other professionals are to work collaboratively supporting pupils. A single format used throughout the education system will simplify communicating and make the criteria for an action plan more explicit. This could be done through developing software packages and providing training for all support staff to use the software.

The DfES (2002a) also expect a range of opportunities to be provided to celebrate success for all the LSU pupils. I noticed all the pupils in the LSUs were being verbally praised and encouraged and reward systems were built into the LSU programme. This helps to break the negative behaviour cycle and build self-esteem. Several of the pupils interviewed mentioned the support and encouragement they received and stated that they noticed a change in themselves. The pupils said they felt calmer and were listening in class, not swearing, controlling their behaviour, and were learning.

A large emphasis is placed on the LSU environment. It is to be a place where pupils want to come to learn. A safe, caring and stimulating learning environment had been achieved in all the LSUs I visited. There was an office equipped with telephone and computer connected to the school's administrative system (DfES, 2002a). Disparity existed in the methods by which the facilities had been created. In some schools it was the responsibility of the LSU manager to submit a plan for the LSU and in other schools the LSUs were handed to the LSU managers already designed, fitted and equipped. Managers 1 and 3 put a lot of effort into developing a multi-resourced space that was flexible and impacted positively on learning. They created a relaxed, nurturing environment with soft furnishings and background music, as well as study areas with information and communication technology facilities, library resources, individual and group workspaces. The other LSUs were provided already fully

equipped by the headteacher; the facilities were of a higher standard. However, the themed areas were not so well defined and managers have to work around what has been provided. This seems to suggest that LSU managers should at least be consulted when facilities are designed.

Finally the research looked at inter-agency collaboration as an important aspect of LSU good practice. The strand coordinator met with the LSU managers individually and organised cluster meetings each term offering clear strategic direction. The LSU managers were full of praise for this initiative and felt it was a vital for their progress and development. The Local Education Authority support services (educational psychologists, education welfare officers, youth offenders team, pupil referral units) offer a wide range of integrated support. Here good collaboration was identified specific to individual LSUs. Manager 1, for example, has benefited from being a pilot LSU and has had a lot of Local Education Authority and DfES groups visiting his LSU. As a result he has been able to build and maintain a number of supportive links. Other LSU managers developed partnerships that provided support for specific groups such as travellers. Another example is where one manager has gone to great lengths to involve other professionals in regular case study meetings. Through this she has been able to access their expertise and design more effective intervention strategies. Despite these good practices, networking arrangements for LSU staff to meet regularly and share ideas with Local Education Authority behaviour support staff was varied. This ranged from the Behaviour Support Team playing an integral role to them having no contact at all.

I believe there is a lot more to verifying good practice than working down a checklist. It is a far more dynamic and interactive process than that. Having the right staff in the LSU is the most vital component of any LSU. Being an active listener allows you to build rapport with pupils, in a caring nurturing environment where the teacher appeals to pupils' cooperation. This allows the pupil to feel safe enough to take risks. There is mutual respect for one another. Behaviour management skills are taught and pupils are trusted to make the right choices. Adequate support structures are put in place so pupils remain confident. Behaviour is monitored and feedback sessions are held where the pupil can reflect on the behaviour data. Together achievable targets are set so pupils can experience success. Pupils need to be taught about school, what their rights are and what their responsibilities are. Working cooperatively with staff is

important so a common approach is followed with the pupils thereby not confusing them. Understanding the pupil in context is important so parent or carer involvement is vital and they must feel that they are key partners in the intervention programme. Accessing resources and expertise from outside agencies empowers and increases the possibility of LSU success.

The curriculum must be flexible enough to accommodate all pupils and pupils need to see the relevance of the work they do in school and how it will impact on their lives. Pupils, parents or carers and teachers should all have a say in how the school is run and share a common vision for the school. The LSU needs to be part of a whole school policy and be an expansion of procedure already in place in the school. The LSU is expected to provide a model of practice, which can be viewed by teachers and used as an outreach model (DfES, 2003:43).

5.2.3 Is the LSU model inclusion in practice?

I feel the LSU programme is a working example of social inclusion. It does serve as a model to the rest of the school on how to deal with challenging behaviour in an inclusive manner. The LSU programme empowers pupils to access the mainstream curriculum and supports and advises teachers on how best to accommodate pupils with behavioural, emotional and social development needs. The LSU manager has the potential to influence senior management team decision-making and suggest inclusive strategies to them when they are dealing with challenging behaviour.

The UK government has gone to great lengths to promote social inclusion thereby ensuring that all children regardless of special needs or learning difficulties are being included in mainstream education (Shearman, 2003:53). While the UK focus is on the pupils and accommodating them in mainstream school, the South African inclusive education model seems to be placing its emphasis on the school and the structural change that will be needed to make the pilot full-service schools more accessible to a wider range of pupils. The model's prime focus is predominantly environmental and the resources that will be needed in these schools rather than pupil's rights. The inclusion principles imply that learning disabilities most likely arise from the education system rather than the learner and the South African government strategy is to transform the system enabling it to educate in a more inclusive manner. As already said, the school is expected to make every effort possible to accommodate each pupil

before any alternative provision may be proposed. It must search, uncover, and remove the barriers to learning experienced in mainstream education (Department of Education, 2001:12). The UK government speaks of social inclusion where all pupils are able to access the curriculum in their local school. This similarly will involve having the necessary provisions in place to accommodate all pupils at their local school. Pupils not attending, skipping lessons or being excluded from school in one way or another, have barriers, which prevent them accessing the curriculum. This needs to be addressed by the school and I believe this is being done partly through the LSU programme. The LSU programme obviously needs to be part of a whole school policy and be an extension of existing school procedure. The LSU programme is able to serve as a model of practice, which can be viewed by teachers and used as an outreach model. The DfES expects that the LSU programme provides evidence to demonstrate how effectively it is supporting whole-school policy on challenging behaviour and what support it provides for pupils, parents or carers and staff (DfES, 2003:43).

5.2.4 Will the LSU model work in the South African Inclusive Education and Training System?

Based on the evidence presented here, I once again have no doubt that the LSU programme can work in the South African Inclusive Education and Training System. The LSU programme is founded on inclusive principles and is a way that pupils with behavioural, emotional and social development needs can be supported in their local school. By providing an in-school facility as an extension to the school based support team, which is based on the principles of the LSU programme, to the proposed South African full-service schools will enable these schools to support pupils with challenging behaviour in an inclusive manner.

5.3 A CRITICAL REVIEW OF THE LIMITATIONS OF THIS RESEARCH

During this research process a few issues surfaced which may require further discussion. As LSUs are a relatively new field of research interest this is a limited, yet growing, literature base on which to draw. Although more investigation is needed in this area, it has highlighted some useful points from which to examine good practice.

There were some methodological problems I faced while undertaking this study. First, the sample is small focusing only on LSUs within one London Borough. However, by doing this I was able to carry out a more in-depth investigation through the triangulation of a number of qualitative research methods. This revealed richly detailed data and the methods could be replicated in other studies. A second issue raised was the inability to interview the DfES behaviour support and LSU directors due to their busy schedules. Following an interpretive approach I was able to rectify this to a certain extent by drawing on my own experience, conducting informal discussions at workshops and meetings and by asking LSU managers for their experiences. Although this cannot completely substitute for interview transcripts it provided me with some idea of the working relationships between DfES staff and LSU staff. The third problem I came across was that my selected method of interviewing pupils was somewhat inappropriate. I had endeavoured to be child-centred in my approach, as outlined in chapter 3, but discovered that the interview techniques resulted in a lack of response from the interviews. I had tried to draw on the rapport already developed between managers and pupils, which are necessary for reducing adult-child power relations (Petersen & Biggs, 1997:281). However, due to the hectic schedules of managers and a limited amount of time, the response rate was low. It was also more difficult than I thought to enable the LSU pupils to verbalise their experiences and beliefs on LSU good practice. This was related at least in part to their disengagement with the education system and had initially supported my decision to use managers as interviewers because they already had established rapport with the pupils. I now feel it would have been more beneficial to use other methods more suited to children with challenging behaviour.

Wise (2000) recorded and analysed the thoughts of pupils with Emotional and Behavioural Difficulties in schools, which highlighted some of the inherent difficulties one might pick up interviewing LSU pupils. Pupils with emotional and behavioural difficulties may differ to mainstream pupils in their ability to cope in stressful situations or execute behavioural strategies. In many cases the pupil's behaviour reflects a need to escape the stressful situations within the school setting. Escape could be considered an understandable response to a stressful situation. Pupils with emotional and behavioural difficulties feel frustrated by their lack of acceptable behaviour response options when dealing with difficulties. Pupils with emotional and

behavioural difficulties feel less comfortable talking about personal factors, which may be affecting their behaviour. Some felt therapeutic intervention was ineffective. Some considered themselves or their families as damaged and unacceptable. In light of this I feel it would have been more appropriate to use visual methods as an interview based technique.

Finally, and as stated in chapter 3, part of my intention was to critically analyse the baseline data that is being collated on pupils in the London Borough of Hillingdon. This was not possible because the programme is at too early a stage with only one set of data available.

5.4 IMPLICATIONS OF THE STUDY

The LSU programme has been developed out of the need for schools to become socially inclusive. The expectation is a shift away from identifying disabilities in pupils and therefore excluding them from their local schools in a variety of ways. For schools to become socially inclusive will involve identifying and addressing barriers to learning, which implies that schools systems need to become flexible enough to include all their pupils. The focus is therefore on how the school can change to accommodate needs and remove barriers.

The Behaviour Improvement Programme is another DfES (2003) initiative to tackle behaviour and attendance. This initiative re-emphasises the role the LSU should play in schools to include pupils with behavioural, emotional and social development needs. The LSU is expected to assist with the Behaviour Improvement Programme and will need to contribute in areas like supporting pupils outside the usual classroom environment for a short period of additional support, pastoral support, managing the reintegration of pupils who have been absent for extended periods of time, staff guidance and support on specific issues that relate to positive behaviour and attendance, making arrangements for the supervision of out-of-class activities, collaborating with faculties to develop curriculum plans which will show how behaviour skills are developed across all subjects, and lastly LSU can also be expected to manage links with partners and other agencies. This solidifies the LSU programme as a means of delivering socially inclusive education.

The final implication of this study is whether the LSU programme in use in English schools could compliment the South African model of inclusive education. I am of the impression that the South African model does not address, comprehensively enough, how it intends to accommodate pupils with challenging behaviour in their local schools. I did not come across any South African Department of Education guidelines specifying how challenging behaviour was going to be tackled in an inclusive manner.

My concern with the Education White Paper 6 (2001) is it seems to have overlooked the reason for an inclusive education system; and that being the pupils. For me inclusion is ensuring all pupils of their right to be educated with their peers in their local school. The impression of a nurturing, caring environment where all pupils are unconditionally accepted by a flexible school system, which accommodates all pupils, is not the image I am left with after reading Education White Paper 6 (2001). To me it reads more like a structural engineers report rather than an implementation plan for inclusive education. I suppose I did not take the title seriously enough when it said '*Building an Inclusive Education and Training System*', perhaps it was not written for me, an educator? As far as this study project goes I was hoping for some sort of indication as to how challenging behaviour, specifically, would be supported in an inclusive manner. As previously stated I was unable to find a single reference to challenging behaviour.

If this is the case then the LSU programme could compliment the inclusive education proposals made by the South African Department of Education. From my own experience gained working in South African schools, I feel there are still parts of South Africa where the culture of learning is not yet firmly established and anti-social behaviour is still prevalent. This is a major barrier to learning in these communities and inclusive policy stipulates that the local school should be addressing these barriers. An LSU programme has the potential to systematically address this barrier by supporting and empowering pupils, parents or carers and teachers alike.

I believe a lot can be borrowed from the LSU programme to create the support structures needed to address challenging behaviour in mainstream schools. Having an in-school facility with qualified staff that can work with pupils who have behavioural, emotional, social development needs and work with them in an inclusive manner. This can be done by understanding the pupil's needs from an ecosystemic perspective, acknowledging their developmental needs and empowering the pupil with the skills

and information needed to address their situation in a safe environment where he/she feels totally accepted.

5.5 FUTURE RESEARCH

There are four areas for further research that have arisen out of this project, which I feel merit attention for the enhancement of social inclusion through the LSU programme. They are: in the area of development and training for educators; continued research with pupils with behavioural, emotional and social development needs; a review of the administrative methods and formats used for pupil's action plans; and the development of a behaviour curriculum.

The area of development and training for educators around the issue of social inclusion deserves further attention. The expansion of teacher training to include training on the LSU programme and the management of social inclusion. This can be developed into a module or a specialisation in training institutions and will ensure future progress in this area. In the short-term it may be beneficial to assess what headteacher's views on social inclusion and the role of the LSU programme are? This too could be followed up with in service training for schools' inclusion managers.

More research needs to be undertaken with pupils with behavioural, emotional and social development needs both from within and outside the LSU to get a much clearer understanding of their experiences of formalised education this could provide a valuable insight allowing teachers to gain a deeper understanding of pupils with behavioural, emotional and social development needs. I also feel that there is something therapeutic about 'telling your story' and pupils involved in research of this kind come out of this process the better for it.

The format of documenting pupil assessments and action plans seems to have spread itself out like a river delta; this could make a very interesting area of future research with hopefully a few practical suggestions to guide future practice by. The case study format where multi agencies work cooperatively to support a pupil can become awkward and confusing if team members are not using similar jargon, approach and format.

The ideas expressed in this research project on a behavioural curriculum are something that has sparked off a great interest in me, and is potentially a very

stimulating area of future expansion. The idea of a behavioural curriculum built around themes that covers broadly the mainstream curriculum, which can be presented in LSUs, sounds very promising. The other idea suggesting that the LSU manager work with faculty heads to see how a behaviour curriculum can be worked into different subjects is another field of great promise.

5.6 CONCLUDING REMARKS

What has come out of this study project is the realisation that the LSU programme is a very effective way to introduce the concept of social inclusion into English schools. It has also become very apparent that no two LSU programmes look the same and rightly so because they need to target the area of greatest need in their school, which is different in every school. Various structures need to be in place to safeguard the LSU.

- The LSU must be effectively line managed by the head teacher and the senior management team.
- It needs to be part of a larger inclusion faculty and an extension of existing school practice.
- Teachers must be involved with curriculum delivery and kept up to date with the movements of LSU pupils
- LSU staff needs to be involved with in-class support.
- Parent or carer involvement is vital.
- It is fundamental that the right environment for support and learning is created with all the facilities needed.
- Quality staff is needed in the LSU with the aptitude to work with challenging behaviour.
- Networking between LSUs, Local Education Authority support services and other role players is vital to forge partnerships and share responsibilities.
- Standardised administrative systems and document formats need to be in place to ensure effective communication between agencies and schools.

By undertaking this study project I have empowered myself as a LSU manager and have benefited tremendously from the literature review, meetings, interviews and observations. I was humbled by the cooperation I got from my fellow LSU managers and strand coordinator and their sheer willingness to share their expertise with me. I hope this study project does them justice.

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APPENDIX A

DfES (2002a) Audit Instrument for LSUs

Policy and Whole School Management - (place an X in the most relevant box [one X only per question])

Q1	The LSU is part of a whole school behaviour policy, which promotes social inclusion and is fully implemented.	
	The LSU is part of a whole school behaviour policy, which promotes social inclusion and is partly implemented.	
	The LSU is part of the whole school behaviour policy but its role in promoting inclusion is unclear	
	The LSU is not included in the whole school behaviour management policy.	
	There is no behaviour policy/not available.	
Q2	The work of the LSU is effectively targeted at the greatest needs, as identified by audit.	
	There has been an audit of need and data has started to be applied to the areas of greatest need.	
	There has been an audit of need and data will be used to identify the greatest needs of pupils and target support	
	An audit of need is planned.	
Q3	No evidence of an audit of need or of effective targeting of support	
	There is a strategic lead for the LSU from the Senior Management Team who are fully involved in the monitoring and review process	
	There is support for the LSU from the SMT and they are partly involved in the monitoring and review process.	
	There is support for the LSU from the SMT but responsibility for monitoring/review are the responsibility of LSU staff	
	Strategic responsibility for the LSU and responsibility for monitoring and review rests solely with LSU staff.	
Q4	There is little evidence of support from the SMT and there are no systems in place for monitoring/review	
	There is clear and effective line management of LSU staff, with supervision systems in place.	
	There is clear line management responsibility and supervision systems are partly implemented.	
	There is clear line management responsibility and supervision systems are being developed.	
	There is line management responsibility but no evidence of effectiveness.	
Q5	There is no clear line management responsibility for the LSU	
	LSU performance indicators are clearly defined and there are systems in place for collecting appropriate data, which is used to inform/develop practice	
	LSU performance indicators are clearly defined and there are systems in place for collecting data	
	The connection between performance indicators and data collection is unclear.	
	Systems are unclear/ineffective for collecting and analysing data	
(maximum possible20)	No performance indicators and no collection of data	
	Total Score	0
	Average Score	0.0

Perceptions and Image - (place an X in the most relevant box [one X only per question])

Q6	The LSU is recognised by all pupils as an asset to the school.					
	Views on the LSU are gathered from pupils and are generally positive.					
	Pupil views are sought and are mixed					
	Pupil views are sought and are mostly negative.					
	Pupil views are not sought.					
Q7	The LSU is recognised by all parents/carers as an asset to the school.					
	Parent/carer views are sought and are generally positive.					
	Parent /carer views are sought and are mixed.					
	Parent/carer views are sought and are mostly negative.					
Q8	The LSU is recognised by all staff as an asset to the school.					
	Staff Views are sought and are generally positive					
	Staff views are sought and are mixed.					
	Staff views are sought and are mostly negative.					
Q9	Staff views are not sought.					
	All staff are aware of the principles and practice in the LSU					
	Most staff are aware of the principles and practice of the LSU					
	Some staff are aware of the principles and practice of the LSU					
	Few staff are aware of the principles and practice of the LSU					
No staff are aware of the principles and practice of the LSU						
Perceptions and Image (maximum possible16)			Total score	0	Average score	0.0

Wider Involvement and Sharing Good Practice - (place an X in the most relevant box [one X only per question])

Q10	The LSU staff support their colleagues across the school by sharing good practice/ developing training in promoting positive behaviour			
	The LSU staff support their colleagues with guidance in classroom management strategies			
	There is some support for colleagues in classroom management strategies from LSU staff			
	There are plans to share strategies/develop training for school staff			
	There is no evidence of the sharing of good practice from the LSU			
Q11	Staff from a range of curriculum areas contribute to the teaching and learning of pupils in the LSU			
	A small group of staff from some curriculum areas are regularly involved in the teaching and learning of pupils in the LSU			
	Work has begun on a wider range of staff being involved in the teaching and learning of pupils in the LSU			
	There are plans for the wider involvement of staff in the teaching and learning of pupils in the LSU			
	Only LSU staff are involved in the teaching and learning of pupils in the LSU			
Q12	There are effective multi-agency links established			
	There are effective links with some agencies established			
	There are some links with other agencies			
	There are plans to develop multi-agency links			
	There is no involvement with other agencies			
Q13	There are effective links with the wider community			
	There are some links with the wider community			
	There are few links with the wider community			
	There are plans to link with the wider community			
	There are no links with the wider community			
Wider Involvement and Sharing Good Practice (maximum possible 16)		Total score	0	Average score 0.0

Admission arrangements - (place an X in the most relevant box [one X only per question])

Q14	There are effective criteria for admission to the LSU, which are understood and followed by all staff					
	There are effective criteria for admission to the LSU and these are usually understood and followed					
	There are clear criteria for admission but these are not understood or followed by a number of staff					
	There are plans to develop effective criteria for admission to the LSU					
	There are no effective admission criteria for admission to the LSU					
Q15	There are structured LSU admission meetings, attended by all relevant individuals, and recorded					
	There are LSU admission meetings, which are generally effective					
	There are LSU admission meetings but they are rarely effective					
	There are plans to develop effective LSU admission meetings					
	There are no LSU admission meetings					
Q16	The LSU admission is part of a planned intervention to meet a pupil's needs and there is an IEP/PSP, with SMART targets, in place					
	There is some evidence that LSU admission is part of a planned intervention and there is an IEP/PSP in place					
	There is little evidence that LSU admissions form part of a planned intervention with IEPs/PSPs in place					
	There are plans to link LSU admission with planned interventions					
	The LSU admission does not form part of a planned intervention and there is no IEP/PSP in place					
Admission Arrangements (maximum possible 12)			Total score	0	Average score	0.0

Reintegration Arrangements - (place an X in the most relevant box [one X only per question])

Q17	There is a planned and phased reintegration programme for return to full-time mainstream classes.			
	There are planned and phased reintegration programmes for most pupils returning to mainstream classes			
	There is evidence of some planning for reintegration			
	There are plans to develop phased reintegration programmes			
	There is no planned reintegration process			
Q18	The reintegration programme is understood by all pupils and staff from the point of admission to the LSU			
	Pupils and staff generally understand the reintegration programme from the point of admission to the LSU			
	Some pupils and staff understand the reintegration programme from the point of admission to the LSU			
	There are plans to build reintegration planning into admissions procedures/meetings			
	Plans for reintegration are not included at discussions at the point of admission to the LSU			
Q19	Staff and pupils know how to access support from the LSU if there are difficulties following reintegration, and the support they receive is effective			
	Most staff and pupils are able to access support if there are difficulties following reintegration			
	Some staff and pupils are able to access support if there are difficulties following reintegration			
	There are plans to enable staff and pupils to access support if there are difficulties following reintegration			
	Staff and pupils are not able to access support if there are difficulties following reintegration			
Reintegration Arrangements (maximum possible 12)		Total score	0	Average score 0.0

Routines and Organisation - (place an X in the most relevant box [one X only per question])

Q20	Within the LSU pupils are supported by well planned daily routines which are understood and followed by all				
	There are well planned daily routines in place which are understood and followed by most pupils				
	There are some routines in place which are followed by some pupils				
	There are plans to develop daily routines in the LSU				
	There are no daily routines in the LSU				
Q21	There are clear rules/expectations in place which are perceived as fair				
	There are rules/expectations in place which most perceive as fair				
	There are rules/expectations in place which some perceive as fair				
	There are plans to develop clear rules/expectations				
	There are no clear rules/expectations in place				
Q22	There are effective systems in place to support LSU pupils at break and lunchtimes as and when required				
	There are systems in place to support most LSU pupils at break and lunchtimes				
	Some LSU pupils have access to support at break and lunchtimes				
	There are plans to develop support systems for LSU pupils at break and lunchtimes				
	There are no support systems in place for LSU pupils at break and lunchtimes				
Q23	There are systems in place for frequent and regular (at least weekly) proactive contact with parents/carers				
	Most parents/carers are contacted on a regular basis to report progress				
	There is some contact with parents/carers				
	There are plans to develop regular contact with parents/carers				
	There are no systems in place for regular contact with parents/carers				
	There are systems in place to share information on pupil progress with pastoral/subject staff and this is generally effective				
	There is some sharing of information with staff				
	There are plans to develop information sharing systems				
Information is not shared with pastoral/subject staff					
(maximum possible 20)		Total Score	0	Average Score	0.0

Teaching and Learning - (place an X in the most relevant box [one X only per question])

Q25	Each pupil has an IEP which identifies and addresses both behavioural and learning needs				
	Most pupils have an IEP which identifies and addresses both behavioural and learning needs				
	There is some evidence of learning needs being identified and addressed				
	There are plans to identify and address learning difficulties				
	Pupils learning needs are not identified or addressed				
Q26	Pupils and parents/carers are involved in the planning, monitoring and review of IEP's				
	Most pupils and parents/carers are involved in the planning, monitoring and review of IEP's				
	There is some pupil and/or parent/carer involvement in the planning, monitoring and review of IEP's				
	There are plans to develop pupil and parent/carer involvement in the planning, monitoring and review of IEP's				
	There is no involvement of pupils and parents/carers in the planning, monitoring and review of IEP's				
Q27	There are a range of opportunities to recognise/celebrate success for all LSU pupils				
	Most examples of success are recognised/celebrated				
	There is some recognition of success for LSU pupils				
	There are plans to develop praise and reward systems				
	There is no opportunity to recognise/celebrate success for LSU pupils				
Q28	LSU pupils have access to a broad and balanced curriculum which reflects teaching and learning in the mainstream classroom				
	Most LSU pupils have access to a broad and balanced curriculum				
	There is limited access to the curriculum for LSU pupils				
	There are plans to develop curriculum access for LSU pupils				
	LSU pupils do not have access to a broad and balanced curriculum				
Q29	The curriculum is delivered with a flexible approach using a wide range of resources, including ICT				
	The curriculum is generally delivered with a flexible approach using a range of resources including ICT				
	There is some flexibility of approach using a range of resources				
	There are plans to develop teaching and learning styles and access to a wider range of resources including ICT				
	The curriculum is not delivered flexibly and the range of resources is limited				
Q30	Social and emotional literacy is addressed across the curriculum through both content and teaching and learning styles				
	The social and emotional needs of pupils in the LSU are largely addressed through the curriculum				
	There is some attempt to address the social and emotional needs of pupils in the LSU through the curriculum				
	There are plans to develop the delivery of a social and emotional literacy programme				
	Social and emotional literacy is not addressed within the LSU				
Teaching and Learning (maximum possible 24)		Total score	0	Average score (divide total by 6)	0.0

LSU Facilities - (place an X in the most relevant box [one X only per question])

Q31	There are two rooms with space to allow flexibility of grouping/seating of pupils				
	There is one room with some flexibility possible in the grouping/seating of pupils				
	The space allocated to the LSU allows little flexibility in grouping/seating of pupils				
	There are plans to increase the area allocated to allow greater flexibility in grouping/seating arrangements				
	There is insufficient space allocated to the LSU				
Q32	The LSU is located close to other allied resources such as Special Needs and Learning Mentors bases				
	The LSU is located with good access to other allied resources in the school				
	The LSU is located within reasonable access to other allied resources in the school				
	There are plans to locate the LSU close to other allied resources in the school				
	The LSU is located far from other allied resources				
Q33	The LSU has an office equipped with telephone and IT connected to the school's administrative system for access to pupil records etc.				
	The LSU has an office equipped with telephone and good access to the school's administrative system.				
	The LSU has a phone but does not have easy access to the school's administrative system				
	There are plans to develop IT links with the school's administrative system for access to pupil records etc.				
	There is no direct link within the LSU, via telephone or IT, to the school's administrative system				
Q34	Furniture is flexible enough to be regrouped to suit the changing needs of a range of pupils				
	There is some flexibility for regrouping of furniture to suit the changing needs of a range of pupils				
	There is very limited flexibility for regrouping furniture to suit the changing needs of a range of pupils				
	There are plans to improve the allocation of furniture to allow for greater flexibility of regrouping within the LSU				
	There is no capacity for the regrouping of furniture to suit the changing needs of a range of pupils				
LSU Facilities (maximum possible 16)			Total score	0	Average score 0.0

LEA Partnership (place an X in the most relevant box [one X only per question])

Q35	There is clear strategic direction from the LEA for the development of LSU's			
	There is some direction/support from the LEA for the development of LSU's			
	There is little direction/support from the LEA for the development of LSU's			
	The LEA has plans for the development of LSU's			
	There is no strategic direction from the LEA for the development of LSU's			
Q36	There is a high quality of integrated support for LSU's from a range of LEA support services (EPs, EWO's, YOT, PRU's)			
	There is generally good support for LSUs from LEA support services			
	There is some support for LSU's from LEA support staff			
	There is a plan for support to be provided to LSU's from LEA support services			
Q37	There are networking arrangements for LSU staff to meet regularly and share ideas with LEA Behaviour Support staff			
	LSU staff from different schools meet regularly to share ideas with occasional input from LEA Behaviour Support staff			
	There are informal networking arrangements for LSU staff			
	There are plans to establish networking between LSU staff and LEA Behaviour Support staff			
	There are no networking arrangements in place for LSU staff to meet regularly			
LEA Partnership (maximum possible 12)		Total score	0	Average score 0.0

Training for LSU staff - place an X in each area of training LSU staff have received)

Q38	Middle-management training, including an understanding of school systems, LEA and other support	
Q39	Behaviour management training, covering a variety of strategies for preventing and managing inappropriate behaviour	
Q40	Understanding the origins/causes of behaviour difficulties.	
Q41	Effective classroom organisation and strategies to reduce the incidence of inappropriate behaviour	
Q42	Curriculum organisation and timetabling	
Q43	The teaching of basic skills (literacy and numeracy)	
Q44	Group work (anger management/social skills, assertiveness etc.)	
Q45	Supporting families, facilitating parent groups	
Q46	Child protection, circular 10/99 and other relevant key legislation	
Q47	Utilising outside support and the range of agencies available	
Q48	Training for trainers - the ability to develop competence in colleagues' abilities to manage behaviour	
Q49	Making the best use of TA support	
Total /12		0

Using the Audit to Draw up a Development Plan

Identifying Strengths and Areas for Development

Category	Question numbers						
Policy and School Management	Q1	Q2	Q3	Q4	Q5		Avge
	0	0	0	0	0		0.0
Perceptions and Image	Q6	Q7	Q8	Q9			Avge
	0	0	0	0			0.0
Wider Involvement and Sharing Good Practice	Q10	Q11	Q12	Q13			Avge
	0	0	0	0			0.0
Admission Arrangements	Q14	Q15	Q16				Avge
	0	0	0				0.0
Reintegration Arrangements	Q17	Q18	Q19				Avge
	0	0	0				0.0
Routines and Organisation	Q20	Q21	Q22	Q23	Q24		Avge
	0	0	0	0	0		0.0
Teaching and Learning	Q25	Q26	Q27	Q28	Q29	Q30	Avge
	0	0	0	0	0	0	0.0
LSU Facilities	Q31	Q32	Q33	Q34			Avge
	0	0	0	0			0.0
LEA Partnership	Q35	Q36	Q37				Avge
	0	0	0				0.0

Areas of greatest strength, scoring 4, are shaded green.

Areas for development, scoring 0 (lowest) or 1, are shaded orange.

A. Select the 3 areas of greatest strength identified by questions 1 - 30

B. Select the 3 areas of greatest need of improvement identified by questions 1 – 30

C. As a consequence of this analysis, write 3 SMART targets for the development plan

D. Select one improvement to facilities identified by questions 31 – 34

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E. Select one development need in LEA support identified by questions 35-37

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F. Select 3 training development needs for LSU staff identified by questions 38 – 49

Training Needs Identified	Member(s) of Staff

You can use the responses C, D, E and F as the framework for an LSU development plan

APPENDIX B

McSherry (2003) The coping in schools scale

Coping in Schools Scale (CISS) full version

Coping in Schools Scale (CISS)

(A structured assessment of pupils exhibiting challenging behaviour in mainstream schools)

Jane McSherry

Child's name:

Form completed by:

Date:

Instructions

To use this scale, complete each section. Score every item in every section for each child, using the following scoring system.

- 1. Is never able to fulfil this criterion**
- 2. Rarely fulfils this criterion**
- 3. More often than not fulfils this criterion**
- 4. Almost always fulfils this criterion**

Circle the number that corresponds to your assessment of the pupil on this criterion.

Please remember that this scale is part of a process. To help you with this process, each section asks for action plan suggestions. You may also wish to note other important issues under each heading.

Self Management of Behaviour

	Almost always fulfils this criterion	More often than not fulfils this criterion	Rarely fulfils this criterion	Is never able to fulfill this criterion
Can accept discipline without argument or sulking	1	2	3	4
Can cope with unstructured time, i.e. lunch and break	1	2	3	4
Can arrive and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointment with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation from normal routines at any changeover time.	1	2	3	4
Does not normally use loud exhibitionist language. Is aware of normal sound levels and can be reminded of them and respond without backchat.	1	2	3	4
Can handle trips out of school	1	2	3	4
Does not seek confrontation at break-time	1	2	3	4
Behaves appropriately in the dining hall	1	2	3	4
Score: /40				

Self and Others

	Almost always fulfils this criterion	More often than not fulfils this criterion	Rarely fulfils this criterion	Is never able to fulfil this criterion
Can behave appropriately in the classroom	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and <i>wait</i> for the answer and <i>take turns</i> in question and answer situations	1	2	3	4
Has appropriate communication skills: talking, asking questions, Listening	1	2	3	4
Is able to work in a team	1	2	3	4
Can speak to people without resorting to rudeness	1	2	3	4
Can work in a group situation	1	2	3	4
Interacts in a positive way with peers in the playground	1	2	3	4
Can play with other children without getting 'wound up' and abusive	1	2	3	4
Can cope with large numbers of people	1	2	3	4
Almost always fulfils this criterion	1	2	3	4
More often than not fulfils this criterion	1	2	3	4
Rarely fulfils this criterion	1	2	3	4
Is never able to fulfil this criterion	1	2	3	4
Score: /40				

Self Awareness

	Almost always fulfils this criterion	More often than not fulfils this criterion	Rarely fulfils this criterion	Is never able to fulfill this criterion
Can ask for help	1	2	3	4
Can accept responsibility for his/her actions without employing denial/optiming-out tactics	1	2	3	4
Can risk failure	1	2	3	4
Is willing to accept and discuss problem areas	1	2	3	4
Can acknowledge own problems	1	2	3	4
Almost always fulfils this criterion	1	2	3	4
More often than not fulfils this criterion	1	2	3	4
Rarely fulfils this criterion	1	2	3	4
Is never able to fulfil this criterion	1	2	3	4
Score: /20				

Self Confidence

	Almost always fulfils this criterion	More often than not fulfils this criterion	Rarely fulfils this criterion	Is never able to fulfill this criterion
Is happy with self	1	2	3	4
Has esteem for self	1	2	3	4
Is happy with own appearance	1	2	3	4
Is happy with own hygiene	1	2	3	4
Almost always fulfils this criterion	1	2	3	4
More often than not fulfils this criterion	1	2	3	4
Rarely fulfils this criterion	1	2	3	4
Is never able to fulfil this criterion	1	2	3	4
Score: /16				

Self Organisation

Can work alone without constant attention	1	2	3	4
Can listen to explanations and instructions and attempts to act on advice given	1	2	3	4
Gets him/herself to school independently or, in the case of younger pupils, is willing to contemplate this	1	2	3	4
Understands the structure of lesson times within a mainstream school	1	2	3	4
Understands the teacher's role within a mainstream school	1	2	3	4
Understands the structure of places to be for lessons within a mainstream school	1	2	3	4
Understands the structure of discipline within a mainstream school – what happens if he/she is late or does not complete work, homework, etc.	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Attends regularly	1	2	3	4
Can cope in a variety of different situations	1	2	3	4
Can organise self and possessions	1	2	3	4
Can organise him/herself if help is not available	1	2	3	4
Good timekeeping, e.g. prompt arrival at lessons	1	2	3	4
Almost always fulfils this criterion	1	2	3	4
More often than not fulfils this criterion	1	2	3	4
Rarely fulfils this criterion	1	2	3	4
Is never able to fulfil this criterion	1	2	3	4
Score: /52				

Attitude

	Almost always fulfils this criterion	More often than not fulfils this criterion	Rarely fulfils this criterion	Is never able to fulfill this criterion
Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Wants to remain at this school	1	2	3	4
Has parental support	1	2	3	4
Wants change for themselves	1	2	3	4
Is courteous, and shows positive attitudes towards staff	1	2	3	4
Can show a positive interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Shows a sense of humour	1	2	3	4
Goes to and stays in designated playground area	1	2	3	4
Almost always fulfils this criterion	1	2	3	4
More often than not fulfils this criterion	1	2	3	4
Rarely fulfils this criterion	1	2	3	4
Is never able to fulfil this criterion	1	2	3	4
Score: /40				

Learning Skills

Reading and numeracy up to a level that can be coped with in mainstream, given some support.	1	2	3	4
Reasonable literacy and numeracy and a willingness to improve	1	2	3	4
Has developed learning strategies to be able to use reference materials(at own level)	1	2	3	4
Has developed learning strategies to be able to ask teachers or others for advice when experiencing problems (at own level)	1	2	3	4
Does not get up and wander around	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Will try to start a task on his/her own	1	2	3	4
Is willing to try on his/her own	1	2	3	4
Generally cares about the work being done	1	2	3	4
Pays attention to class discussions and instructions	1	2	3	4
Almost always fulfils this criterion	1	2	3	4
More often than not fulfils this criterion	1	2	3	4
Rarely fulfils this criterion	1	2	3	4
Is never able to fulfil this criterion	1	2	3	4
Score: /44				

Literacy Skills

	Almost always fulfils this criterion	More often than not fulfils this criterion	Rarely fulfils this criterion	Is never able to fulfill this criterion
Can read sufficiently well to read the basic instructions needed for the completion of the lesson	1	2	3	4
Is willing to spend time working out the instructions	1	2	3	4
Recognises the importance of developing reading skills even if he/she does not like reading	1	2	3	4
Will accept extra tuition on basic spelling if needed	1	2	3	4
Will recognise the need to practise spelling skills if these are weak	1	2	3	4
Can record in efficient cursive hand and is willing to practise if this is weak	1	2	3	4
Shows some appreciation of the rules of spelling	1	2	3	4
Accepts the importance of efficient dictionary skills and is willing to undertake training	1	2	3	4
Almost always fulfils this criterion	1	2	3	4
More often than not fulfils this criterion	1	2	3	4
Rarely fulfils this criterion	1	2	3	4
Is never able to fulfil this criterion	1	2	3	4
Score: /32				

Section Score

Self Management of Behaviour	/40
Self and Others	/40
Self Awareness	/20
Self Confidence	/16
Attitude	/52
Learning Skills	/40
Literacy Skills	/44
Self Organisation	/32
Total	/284

Score Total: %

Summary of Action Plans

Prioritise action plan under the following headings:

Immediate:

Long term:

Other issues raised:

APPENDIX C

**Interview schedules: Semi-structured interviews
with LSU managers**

Questions prepared for LSU pupils

Focus group discussions

Can the experiences and beliefs of Learning Support Unit (LSU) Managers and their Pupils in the London Borough of Hillingdon contribute to the verification of good practice in LSU's?

- **What are the features of good LSU practice?**

Semi-structured interviews with LSU managers

Please elaborate on the following:

"As a LSU manager what have you found works particularly well in the area of ..."

1. "Policy and whole school management?"

- How has the head teacher in your school changed their approach towards school management making it more inclusive?

- How is your head teacher exhibiting signs of democratic and participative school management practice?

- How have teachers in your school changed their teaching methods?

How are teachers showing signs of child-centred teaching methodologies?

2. "Perceptions and image?"

- What beliefs have teachers expressed to show they feel the LSU pupils have benefited through their involvement with the programme?

- What are the kinds of things the pupils around the school have said about your LSU?

3. "Wider involvement and sharing of good practice?"

- What contact with other LSUs / agencies has been particularly helpful to you as LSU manager?

4. "Referral and admission arrangements?"

- If you are particularly satisfied with your referral and admission arrangements or a part of it could you describe them to me?

5. "Routine and organisation?"

- If you are particularly satisfied with your routine and organisation or a part of it could you describe them to me?

6. "Teaching and learning?"

- Could you describe the parts of your LSU programme regarding teaching and learning that you are particularly satisfied with?

- What successes are you having with your LSU pupils at the end of their programme?

7. "Reintegration arrangements?"

- How are you ensuring that the reintegrating of pupils happens smoothly?

- How are you preparing the pupil for reintegration?

- How are you preparing the teachers to receive a pupil that is reintegrating?

8. "LSU facilities?"

- How have you gone about creating a safe, caring, stimulating learning environment in the LSU?

9. "LEA partnerships?"

- How have you gone about setting up healthy partnerships with LEA agencies?

- Which agencies have you collaborated well with?

10. Are there any other positive features of your LSU that you could share with us?

My deepest thanks for sharing your expertise with me and I will make sure you receive a copy of the research findings ASAP.

Can the experiences and beliefs of Learning Support Unit (LSU) Managers and their Pupils in the London Borough Of Hillingdon contribute to the verification of good practice in LSU's?

- **What are the features of good LSU practice?**

Questions prepared for LSU pupils

As someone who knows a whole lot about the LSU because you had the opportunity of completing a programme there; I would like your advice on what is particularly good about the LSU so that I can share that advice with other schools:

1. A bit about you

- What is today's date, your name, age, year, school?

- How would you describe yourself to someone who didn't know you?

- Can you tell me about help or support you have had from people?

- When you were having difficulties or problems in school what did you do or how did you behave?

- Can you say anything about why you behaved in a certain way?

2. Policy and whole school management

- What advice do you have for LSU managers?

- What advice do you have for headteachers concerning LSUs?

- What advice do you have for other pupils who may be referred to a LSU?

3. Perceptions and image

- How do you feel about the time you spent at the LSU?

- What positive impressions do you have of the LSU?

4. Referral and admission arrangements

- Do you blame anyone or anything in particular for your behaviour and placement in the LSU?

- Why do you think you were in the LSU?

5. Routine and organisation

- What was good about the LSU programme?

6. Teaching and learning

- Is there anything you are doing better since your stay at the LSU?

- Have you changed your attitude towards learning during or as a result of the LSU programme?

- Have you benefited from the programme in any way and if so, how?

7. Reintegration arrangements

- How was going back into school made easier for you?

8. LSU facilities

- What did you like about the way the LSU was set up?

Can the experiences and beliefs of Learning Support Unit (LSU) Managers and their Pupils in the London Borough Of Hillingdon contribute to the verification of good practice in LSU's?

- **What are the features of good LSU practice?**

Focus group discussions

Please elaborate on the following:

- "As a LSU manager what have you found works particularly well in the area of policy and whole school management?"

- "As a LSU manager what have you found works particularly well in the area of perceptions and image?"

- "As a LSU manager what have you found works particularly well in the area of wider involvement and sharing of good practice?"

- "As a LSU manager what have you found works particularly well in the area of referral and admission arrangements?"

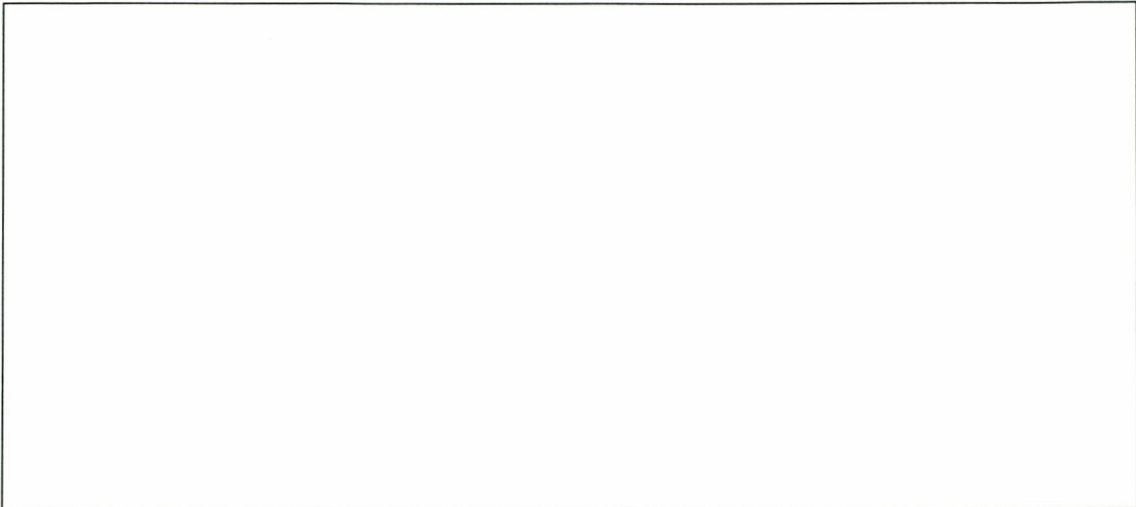
- "As a LSU manager what have you found works particularly well in the area of routine and organisation?"

- "As a LSU manager what have you found works particularly well in the area of teaching and learning?"

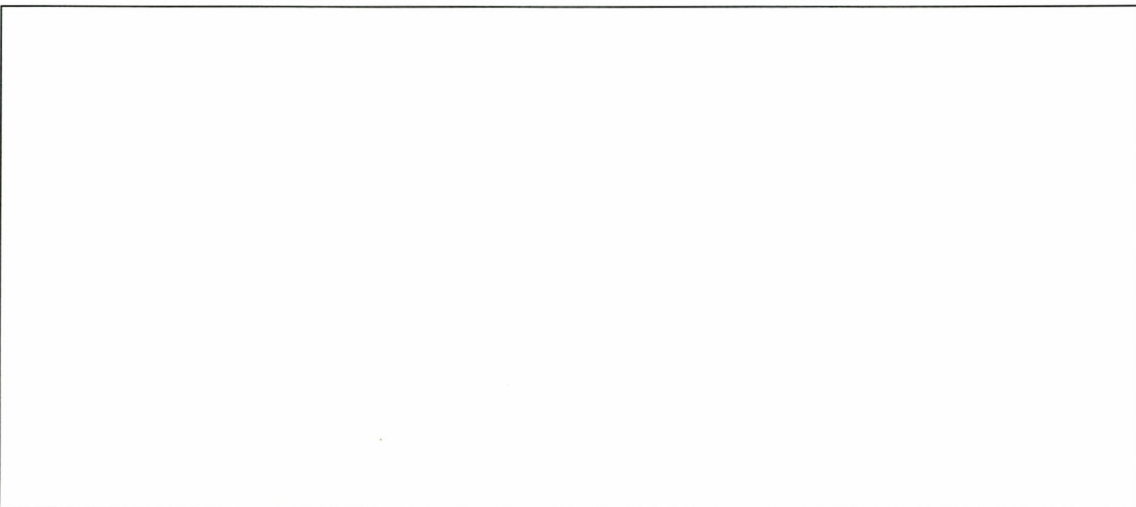
- "As a LSU manager what have you found works particularly well in the area of reintegration arrangements?"

- "As a LSU manager what have you found works particularly well in the area of LSU facilities?"

- "As a LSU manager what have you found works particularly well in the area of LEA partnerships?"

A large, empty rectangular box with a thin black border, intended for the respondent to provide their answer to the question above.

- "Looking at the baseline data of pupil's movements who have been referred to LSUs in the London Borough of Hillingdon what patterns or trends are beginning to appear?"

A large, empty rectangular box with a thin black border, intended for the respondent to provide their answer to the question above.