MENNTUN FYRIR ALLA Á ÍSLANDI
Úttekt á framkvæmd stefnu um menntun án aðgreiningar á Íslandi

EDUCATION FOR ALL IN ICELAND
External Audit of the Icelandic System for Inclusive Education
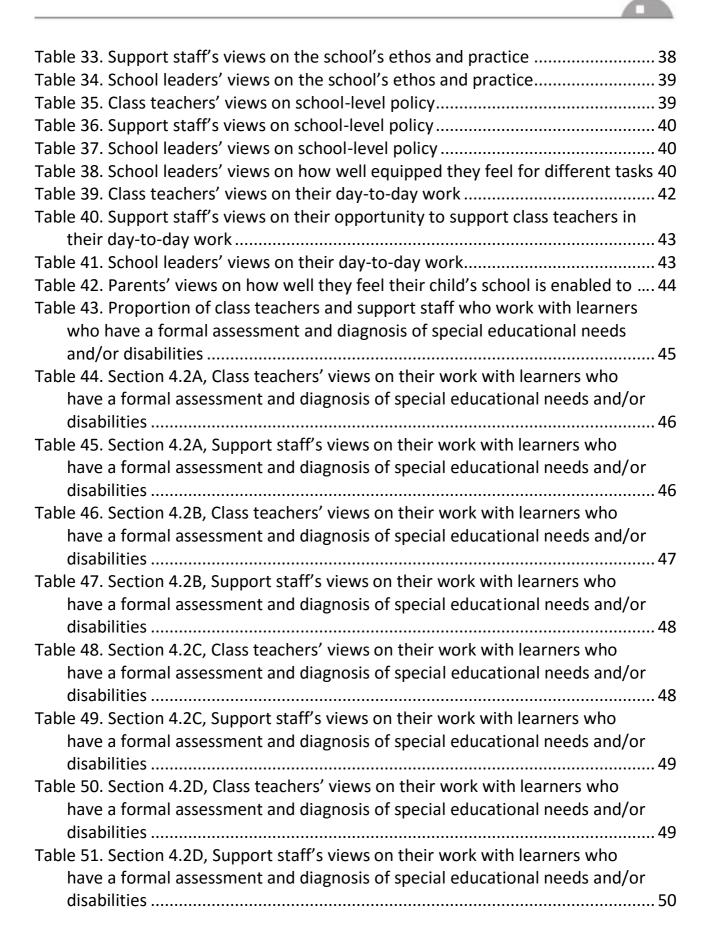
Annex 6: On-line Survey Analysis Report

EUROPEAN AGENCY
for Special Needs and Inclusive Education

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Annex 6: On-line Survey Analysis Report

European Agency for Special Needs and Inclusive Education

CONTENTS

LIST OF TABLES

EXECUTIVE SUMMARY

This Annex provides an analysis of the on-line survey – one of the main data collection methods within the External Audit of the system for inclusive education in Iceland. It presents background information on how the survey was administered and analysed, as well as the full data analysis, presented as tabulated information.

The on-line survey was available in English and Icelandic via a dedicated webpage during May and June 2016. All survey replies were anonymous and unattributable.

Four targeted versions of the same basic survey were directed to four different school-level stakeholder groups, resulting in the following responses:

- Parents – 422 replies
- Class teachers – 351 replies
- Support staff – 57 replies
- School leaders – 104 replies.

It is important to highlight that the response rates for different stakeholder groups are unequal. In particular, the response rate from support staff is relatively low compared to the other groups.

The survey aimed to provide first-hand information from these stakeholder groups about their perceptions of the core issues regarding inclusive education in Iceland that underpinned the Audit data collection. The survey was designed as a series of statements, and respondents were asked to rate the extent to which they agreed/disagreed with each one – 'fully', 'partially', 'not really' or 'not at all'.

The survey analysis results in this Annex should be interpreted as expressions of the respondents' opinions on the seven core issues underpinning the Standards and Standard descriptors.

Summary of survey findings in relation to the Audit's core issues

Clarity and common understanding of inclusive education shared by all stakeholders

The responses show that all stakeholder groups broadly agree that the concept of inclusion is about all learners. However, some individual respondents disagree. Regarding the first statement – 'inclusive education is about the rights of all learners and their parents/families' – the majority (roughly 90%) agree either 'fully' or 'partially'. The majority of stakeholder groups understand inclusive education as an approach for improving the quality of education for all learners. Nevertheless, some individual respondents do not agree with this.

In summary, the majority of respondents appear to understand the concept of inclusion as an approach for improving the quality of education of all learners. However, some respondents suggest that, in practice, inclusive education is a utopia to which insufficient resources are allocated.

How far legislation and policy supports an equitable education system for all learners

A high number of respondents, in all stakeholder groups, say that the legislation and policy for inclusive education does not guide their day-to-day work to any great extent. Rather, school-level policy for inclusive education is most important for their day-to-day work. Across the stakeholder groups, legislation and policy for inclusive education is not seen as 'fully' supporting an equitable education system for all learners. All stakeholder groups, but especially class teachers, are hesitant – mainly replying 'partially' or 'not really' – in agreeing that current policy for inclusive education promotes equal opportunities for all learners.

In summary, within all stakeholder groups a relatively large proportion of respondents say that their day-to-day work is not fully guided by national, local or school-level policy on inclusive education. Within all stakeholder groups, the legislation and policy for inclusive education is not seen as fully supporting an equitable education system for all learners.

How adequately stakeholders at all levels are enabled to effectively implement inclusive education policy

It appears that all stakeholder groups are hesitant – mainly replying 'partially' or 'not really' – about how school policies on inclusive education enable all learners to be involved in decision-making about their learning programmes. School leaders are more positive than class teachers and support staff about the contributions of school-level policy. A further impression from respondents is that schools are not succeeding in involving parents in their work. Less than half of the parents and class teachers 'fully' or 'partially' agree that the school enables all parents to be involved in planning and decision-making about their child's education. School leaders feel better equipped in their day-to-day work than class teachers and support staff. Class teachers especially are hesitant about how well they feel enabled in their day-to-day work to respond positively to learner diversity.

In summary, all school staff groups are hesitant regarding how well the school is enabled to monitor the effectiveness of their work with all learners. Many respondents indicate that policy for inclusive education is not sufficiently implemented at all levels. Within all stakeholder groups, a relatively large proportion

of respondents state that their day-to-day work is not fully guided by national, local or school-level policy on inclusive education.

How effectively the education system enables all stakeholders in education to be inclusive in their day-to-day work

The overwhelming majority of class teachers (86.3%) and support staff (93%) work with learners who have a formal assessment and diagnosis of SEN and/or disabilities. Many class teachers and support staff do not feel enabled to work collaboratively with other professionals and stakeholders. More than half of the class teachers state that they feel either 'not really' or 'not at all' enabled to work collaboratively with professionals from different disciplines. Almost half of the class teachers state that learners' IEPs are 'not really' or 'not at all' effectively monitored. About 45% state that IEPs do 'not really' or do 'not at all' support parents' engagement in their child's learning. These two issues were among the most negatively viewed by support staff. Both class teachers and support staff state that the flexibility of teaching methods is the most important factor in how far learners with a formal assessment and diagnosis of needs are enabled to be successful at school. The factor considered least important, by both class teachers and support staff, is the financial support available to families. The majority of class teachers (61.8%) and support staff (63.2%) also work with learners who are receiving learning support, but do not have a formal assessment and diagnosis of SEN and/or disabilities. School leaders are the most positive stakeholder group regarding the opportunities for key members of school staff to identify learners' individual needs.

Over half of class teachers do not agree ('not really' or 'not at all') that support from a multi-professional team effectively helps them with planning and problem-solving relating to programming for learners with individual education needs. In addition, more than half of class teachers do not feel enabled ('not really' or 'not at all') to work collaboratively with professionals from different disciplines. A large proportion (about 63%) of parents state that they have not been enabled ('not really' or 'not at all') to be involved in the development and implementation of their child's learning programme. Only 10% of parents 'fully' agree with this. About 74% of school leaders state that the learner's IEP supports parents' engagement in their child's learning. This is not in line with parents' views on how enabled they have been to get involved in IEP development and implementation.

In summary, many school staff express that they are not fully enabled to think and act inclusively in their daily practice.

The effectiveness, equity and enabling effects of resource allocation (including work with other agencies beyond education)

Many respondents are negative regarding the resource allocation system. Among class teachers, about 60% state that the resource allocation system does not ('not really' or 'not at all') effectively enable their school or local support service to deliver the provision required by all learners. All school staff stakeholder groups are hesitant when considering how far the existing resource allocation results in school-level support that empowers learners to express their views. Parents viewed this issue much more positively, as 31.8% 'fully agreed' and 41.2% 'partially agreed'. School leaders seem very positive about the additional support that learners with a formal assessment and diagnosis of SEN receive. They are most positive regarding how far additional support enables learners to participate in all school activities.

In summary, many school staff respondents, especially class teachers, are negative regarding the resource allocation system.

The effectiveness of educational governance and quality assurance/accountability processes at all system levels

Regarding governance and quality assurance mechanisms, class teachers are the most negative when considering processes and procedures for monitoring and evaluating school-level practice. Around 40% are unsure about how these processes and procedures work in practice. In addition, around 40% of school leaders are also hesitant regarding the effectiveness of their school's quality assurance procedures in ensuring that teaching approaches for all learners are effectively monitored.

In summary, school leaders are more positive than support staff and class teachers regarding the working of processes and procedures for monitoring and evaluating school-level practice.

How stakeholders at all levels are enabled through their initial education and continuing professional development to implement inclusive education as a rights-based approach for all learners

The data on the respondents' profiles shows that the majority (around 80%) of class teachers lack formal training in inclusive education and in special education. At the same time, about 86% state that they work with learners who have a formal assessment and diagnosis of SEN and/or disabilities. Moreover, about 62% state that they work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of SEN and/or disabilities. Around half of school leaders have not undertaken any formal training in educational leadership. Among support staff, about 23% have no formal qualification at all.

Regarding the perception of how initial training has enabled them to undertake different tasks, support staff were significantly more positive than class teachers. This is especially clear when it comes to how training has enabled them to work with parents, meet learners' diverse needs and work with other professionals and agencies. Support staff are also consistently more positive about their continuing professional development than class teachers. School leaders are generally more positive about how their training and professional development to date have enabled them to undertake different tasks. An exception concerns how professional development has enabled them to manage the school budget, where about 43% are hesitant.

In summary, support staff respond more positively than class teachers about their initial training and continuing professional development. This is especially clear when it comes to issues such as working with parents, meeting learners' diverse needs and working with other professionals and agencies.

BACKGROUND TO THE ON-LINE SURVEY

This Annex presents the full analysis of the on-line survey – one of the main data collection methods within the External Audit of the system for inclusive education in Iceland. These results should be considered alongside **Annex 4: Fieldwork Indicative Evidence Report** and **Annex 5: Eco-Maps Analysis Report.**

Report structure

This section presents the Audit Standards and core issues that underpin the survey. This is followed by a description of the methods for data collection and data analysis, including a presentation of the number of respondents by stakeholder group. The next section deals with the respondents' profiles, including information about the different stakeholder groups that completed the survey, e.g. by municipality, age phase of school, gender distribution, professional training and work experience.

The remainder of the report is structured around each of the seven Audit Standards. Each section describes the Standard and then presents the data analysis tables indicating the percentage distribution of the different questions posed in the survey for that section. Where relevant, there are summary comments relating to the information presented in the tables.

Standards and core issues

The survey results presented in this Annex are a key part of the External Audit of the system for inclusive education in Iceland conducted by the European Agency for Special Needs and Inclusive Education during 2016. In addition to the survey, data was collected from different stakeholders through focus groups, interviews, school visits and the completion of eco-maps.

The Audit has been designed to explore stakeholders' perceptions of the degree to which the seven agreed Standards are being met in policy and practice. The Standards and core issue underpinning each Standard (and all Standard descriptors) are:

- **1st Standard** – Inclusive education is defined by all stakeholders as an approach for improving the quality of education of all learners.

  Core issue – Clarity and common understanding of inclusive education shared by all stakeholders.

- **2nd Standard** – Legislation and policy for inclusive education has the goal of promoting equal opportunities for all learners.

  Core issue – How far legislation and policy supports an equitable education system for all learners.

- **3rd Standard** – Policy for inclusive education is effectively implemented at all levels.

  Core issue – How adequately stakeholders at all levels are enabled to effectively implement inclusive education policy.

- **4th Standard** – All stakeholders, at all levels are enabled to think and act inclusively in their daily practice.

  Core issue – How effectively the education system enables all stakeholders in education to be inclusive in their day-to-day work (i.e. school organisation, curriculum, assessment, pedagogy, support for learners, development opportunities for all stakeholders, effective communication across and between system levels).

- **5th Standard** – Resource allocation is equitable, efficient and cost-effective.

  Core issue – The effectiveness, equity and enabling effects of resource allocation (including work with other agencies beyond education).

- **6th Standard** – Governance and quality assurance mechanisms ensure co-ordinated and effective implementation of inclusive education policy and practice.

  Core issue – The effectiveness of educational governance and quality assurance/accountability processes at all system levels.

- **7th Standard** – Professional development issues at all system levels are effectively addressed.

  Core issue – How stakeholders at all levels are enabled through their initial education and continuing professional development to implement inclusive education as a rights-based approach for all learners.

Data collection

The on-line survey was available in English and Icelandic via a dedicated webpage during May and June 2016. All survey replies were anonymous and unattributable.

The survey was distributed to four different stakeholder groups: class teachers, support staff, parents and school leaders. It was available in English from 9 May to 24 June 2016 and in Icelandic from 21 May to 24 June 2016. The Icelandic Team

ensured that the wording in the Icelandic translation was as close as possible to the preferred wording in English.

The survey aimed to provide first-hand information from these stakeholder groups about their perceptions of the core issues regarding inclusive education in Iceland that underpinned the Audit data collection. The survey comprised a series of statements, and respondents were asked to rate the extent to which they agreed/disagreed with each one – 'fully', 'partially', 'not really' or 'not at all'.

The survey analysis results in this Annex should be interpreted as expressions of the respondents' opinions on the seven core issues underpinning the Standards and Standard descriptors.

The surveys in Icelandic and English from the same stakeholder group were later merged into one data set. There are some differences between the surveys for the four different stakeholder groups, regarding their different professional backgrounds. To account for this, the questions are formulated in slightly different ways, but deal with the same areas. For example, Section 4 contains more questions for school staff, while Section 7 was only targeted towards school staff. Sections 1 and 2, which deal with perceptions of the concept of inclusion and the legislation and policy for inclusion, were the same for all stakeholder groups.

The survey was conducted digitally. The introductory text provided summary information about the Audit and more specifically the survey's aim and its role within the Audit process. Respondents were informed that all answers would be anonymous.

The structure of the survey required all questions to be answered. As a result, there were no partially completed surveys submitted. The survey was constructed as a series of statements, and respondents were asked to rate the extent to which they agreed/disagreed with each one – fully, partially, not really or not at all. Such scales are commonly used to measure attitudes, and usually referred to as a Likert ordinal scale. The survey also included some open questions to give respondents the opportunity to provide additional information, which is presented in Section 1.

Number of respondents

Individuals from four school-level stakeholder groups responded to the survey as follows:

- Parents – 422 replies
- Class teachers – 351 replies
- Support staff – 57 replies
- School leaders – 104 replies.

The total number of respondents was 934.

As the Audit Team did not have access to reliable data on the total number of potential respondents at the time of data collection, only the actual number of respondents for every stakeholder group is presented. An overall response rate percentage has not been calculated.

Data analysis

Descriptive statistics (Vogt, 2005) have been used to reflect the different opinions given in relation to each of the questions raised in the survey.

For each question, the percentage distribution of responses is presented for each group. This provides an overview of how the different stakeholder groups responded. This method of presentation aims to be as transparent as possible, by showing the total distribution of responses. No further statistical comparisons between the different stakeholder groups are made, as the numbers of respondents in the groups are so unequal.

Some further breakdowns have been made within the same stakeholder group. These include, for example, breakdowns between class teachers who do/do not work with learners who have a formal assessment and diagnosis of SEN and/or disabilities, and between class teachers who do/do not work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of SEN and/or disabilities. This was undertaken to explore differences of opinion between these different groups. However, these comparisons showed no significant differences in class teachers' opinions in relation to any questions. Therefore, these comparisons are not presented in the report.

The results presented in this report should be seen as expressions of the respondents' opinions on the Audit's core issues.

It is important to highlight that the numbers of responses from the different stakeholder groups were unequal. In particular, the response rate from support staff (n=57) is low in comparison with the other groups. This should be considered when the percentage distribution of responses to the various questions is presented.

The tables in the next sections present all the questions and the percentage distribution of responses across the four stakeholder groups. It should be noted that the respondents are in no way representative of the Icelandic population, and therefore the survey results should be viewed as opinions of the respondents only.

RESPONDENTS' PROFILES

The survey was directed to four different stakeholder groups: class teachers (n=351), parents (n=422), support staff (n=57) and school leaders (n=104). The total number of respondents is n=934.

This section of the Annex aims to provide background information about the different stakeholder groups. Data available for all groups is presented in the tables below.

Table 1. Respondents by municipality (%)

Municipality size	Class teachers	Parents	Support staff	School leaders
More than 100,000 inhabitants	28.8	27	15.8	26
10,000 to 99,999 inhabitants	30.2	38.6	40.4	35.6
5,000 to 9,999 inhabitants	9.1	8.5	10.5	8.7
2,000 to 4,999 inhabitants	15.4	13.5	19.3	15.4
1,000 to 1,999 inhabitants	10	4.3	8.8	9.6
500 to 999 inhabitants	4.3	3.3	1.8	3.8
300 to 499 inhabitants	1.1	2.8	1.8	1
200 to 299 inhabitants	1.1	0.9	0	0
Less than 200 inhabitants	0	0.9	1.8	0

It can be noted that the participation of the four groups is fairly evenly distributed regarding the municipality size. There is higher participation among the larger municipalities.

Table 2. Respondents by school phase (%)

Phase	Class teachers	Parents	Support staff	School leaders
Pre-school	16.8	13	36.8	32.7
Compulsory	63.2	80.1	63.2	47.1
Upper-secondary	19.9	6.9	0	20.2

The approximate distribution of pupils in the Icelandic education system is 22% in pre-school, 50% in compulsory school and 28% in upper-secondary school.

The respondents represent all school phases, except for support staff in upper-secondary level. Among the parents, the majority (80.1%) have children belonging to a compulsory school. Regarding teachers' school affiliation, about 40% belong to pre-school, 38% to compulsory school and 22% to upper-secondary school. Therefore, it can be concluded that, among both parents and teachers, the respondents associated with a compulsory school are overrepresented.

Table 3. Age range of respondents (%)

Age range	Class teachers	Parents	Support staff	School leaders
Below 21	0	0.5	0	0
21–30 years	2.3	5	7	1
31–40 years	13.1	42.2	24.6	7.7
41–50 years	32.8	43.1	28.1	27.9
51–60 years	37	9.2	26.3	42.3
61–65 years	12	0	5.3	20.2
Above 65 years	2.8	0	8.8	1

There is a wide range of ages among the respondents. School leaders are older than other school staff.

Table 4. Gender distribution (%)

Gender	Class teachers	Parents	Support staff	School leaders
Female	85.2	81.5	94.7	73.1
Male	14.8	18.5	5.3	26.9

Among all groups, there are many more female respondents.

Table 5. Formal training in inclusive education (%)

Yes or No	Class teachers	Support staff	School leaders
Yes	21.1	49.1	26
No	78.9	50.9	74

Table 6. Formal training in special education (%)

Yes or No	Class teachers	Support staff	School leaders
Yes	16.5	36.8	28.8
No	83.5	63.2	71.2

Table 7. Training experience (%)

Training experience	Class teachers	Support staff	School leaders
No formal qualification	2.3	22.8	1
Bachelor's degree	68.4	52.6	56.7
Master's degree	29.3	24.6	42.3

School leaders have the highest levels of training. Among support staff, about 23% have no formal qualification. Support staff have comparatively higher levels of formal training in special education and inclusive education. About 80% of class teachers have no formal training in special education and inclusive education.

Table 8. Working in a special setting (%)

Work in a special setting	Class teachers	Support staff	School leaders
Special setting No	84	66.7	89.4
Special setting Yes	16	33.3	10.6
– whereof in a special school	26.8	0	27.3
– whereof in a special class/unit	73.2	100	72.7

The majority of respondents do not work in a special setting. Among the support staff, about one third work in a special setting, and all of them work in a special class/unit. However, only 57 support staff responded to the survey.

Table 9. Teaching/school-based experience (%)

Experience time	Class teachers	Support staff	School leaders
Less than 5 years	7.1	17.5	1.9
5–10 years	18.5	21.1	17.3
11–20 years	32.2	29.8	27.9
20 plus years	42.2	31.6	52.9

There is a great range of teaching experience among the school staff. This shows that the respondents represent staff who have worked in the profession for different lengths of time. School leaders as a group have the longest school-based experience.

In addition to the information from the tables above, it can be mentioned that among support staff, 21.1% indicated their role as a learning support assistant, 14% as a special pedagogue, 31.6% as a special teacher, 19.3% as a specialist consultant and 14% as other. Among school leaders, 31.7% indicated their role as deputy head, 39.4% as head teacher and 28.8% as other. About half (51%) of school leaders had undertaken formal training in educational leadership. School management experience among school leaders was less than 5 years for 18.3%, 5–10 years for 28.8%, 11–20 years for 37.5% and 20 plus years for 15.4%.

Table 10. Parents' responses about their child's support

Parent of a child with …	Percentage
No additional support	67.5
Additional support provided by the school	16.4
Support provided as a result of an official diagnosis of special educational needs and/or disabilities	16.1

Within the parents group, about two thirds responded that their child has no additional support. The parents who stated that their child receives additional support (32.5%) also noted whether their child attends a special education setting (no = 42.6%, yes = 57.4%). Of those who answered yes, 97.4% attend a special class/unit.

SECTION 1 – STAKEHOLDER PERCEPTIONS OF THE CONCEPT OF INCLUSIVE EDUCATION

Section 1 is about stakeholders' perceptions of the concept of inclusive education and how far it is defined as an approach for improving the quality of education of all learners. Tables 11 to 14 present the percentage distribution of answers from each of the four stakeholder groups.

Table 11. Perception of the concept of inclusion among class teachers (%)

How far do you feel that inclusive education …	Fully	Partially	Not really	Not at all
Is about the rights of all learners and their parents/families	46.2	36.8	14.2	2.8
Is concerned with the participation of all learners in their local schools and classes	42.5	40.2	15.1	2.3
Is about ensuring the engagement of all learners in meaningful learning opportunities	47.6	30.8	15.7	6
Is the responsibility of all class teachers, support staff and school leaders	47.3	40.2	7.7	4.8
Involves reforming the current culture and organisation of schools	52.4	40.2	5.1	2.3
Involves changes in curriculum, assessment and classroom practice	38.2	52.1	6.8	2.8
Involves setting high expectations and standards for all learners	31.1	49.3	14	5.7
Allows all learners to reach their maximum potential	43.3	28.8	16.2	11.7

Table 12. Perception of the concept of inclusion among parents (%)

How far do you feel that inclusive education …	Fully	Partially	Not really	Not at all
Is about the rights of all learners and their parents/families	50	32.7	13	4.3
Is concerned with the participation of all learners in their local schools and classes	54.3	31.3	11.1	3.3

How far do you feel that inclusive education …	Fully	Partially	Not really	Not at all
Is about ensuring the engagement of all learners in meaningful learning opportunities	60.2	24.4	10	5.5
Is the responsibility of all class teachers, support staff and school leaders	56.2	36	5.7	2.1
Involves reforming the current culture and organisation of schools	45.7	44.8	5	4.5
Involves changes in curriculum, assessment and classroom practice	35.3	54	7.6	3.1
Involves setting high expectations and standards for all learners	27.3	51.2	14.5	7.1
Allows all learners to reach their maximum potential	54.7	23	11.6	10.7

Table 13. Perception of the concept of inclusion among support staff (%)

How far do you feel that inclusive education …	Fully	Partially	Not really	Not at all
Is about the rights of all learners and their parents/families	57.9	35.1	5.3	1.8
Is concerned with the participation of all learners in their local schools and classes	59.6	35.1	3.5	1.8
Is about ensuring the engagement of all learners in meaningful learning opportunities	64.9	26.3	5.3	3.5
Is the responsibility of all class teachers, support staff and school leaders	70.2	28.1	1.8	0
Involves reforming the current culture and organisation of schools	35.1	57.9	5.3	1.8
Involves changes in curriculum, assessment and classroom practice	38.6	50.9	7	3.5
Involves setting high expectations and standards for all learners	31.6	56.1	12.3	0
Allows all learners to reach their maximum potential	54.4	29.8	10.5	5.3

Table 14. Perception of the concept of inclusion among school leaders (%)

How far do you feel that inclusive education …	Fully	Partially	Not really	Not at all
Is about the rights of all learners and their parents/families	66.3	27.9	5.8	0
Is concerned with the participation of all learners in their local schools and classes	66.3	30.8	2.9	0
Is about ensuring the engagement of all learners in meaningful learning opportunities	71.2	24	4.8	0
Is the responsibility of all class teachers, support staff and school leaders	63.5	32.7	2.9	1
Involves reforming the current culture and organisation of schools	31.7	59.6	4.8	3.8
Involves changes in curriculum, assessment and classroom practice	23.1	61.5	10.6	4.8
Involves setting high expectations and standards for all learners	33.7	44.2	13.5	8.7
Allows all learners to reach their maximum potential	64.4	28.8	4.8	1.9

Generally, school leaders respond more positively to the different statements, although there are not large differences between the different stakeholder groups. Regarding the first statement, 'inclusive education is about the rights of all learners and their parents/families', the absolute majority (roughly 90%) fully or partially agree. Overall, the responses show a high level of agreement among all stakeholder groups that the concept of inclusion is about all learners.

Class teachers appear to hold the firmest views when considering that inclusive education involves reforming the current culture and organisation of schools (52.4% fully agree and 40.2% partially agree). They are the most hesitant – answering partially agree or not really – when considering that inclusive education is about ensuring the engagement of all learners in meaningful learning opportunities (47.6% fully agree), and they are the most critical when considering that inclusive education allows all learners to reach their maximum potential (43.3% fully agree).

Support staff hold the firmest views when considering that inclusive education is the responsibility of all class teachers, support staff and school leaders (70.2% fully agree and 28.1% partially agree). School leaders are the group with the firmest views when considering that inclusive education is about the rights of all learners

and their parents/families (66.3% fully agree and 27.9% partially agree). They are also the most positive when considering that inclusive education is concerned with the participation of all learners in their local schools and classes (66.3% fully agree and 30.8% partially agree), and with ensuring the engagement of all learners in meaningful learning opportunities (71.2% fully agree and 24% partially agree). They are the most hesitant when considering that inclusive education involves changes in curriculum, assessment and classroom practice (23.1% fully agree). Parents are the most hesitant group when considering that inclusive education involves setting high expectations and standards for all learners (27.3% fully agree).

This section of the survey also included an open question: 'If you have additional thoughts about what inclusive education means to you, please write them here'.

In total, 171 respondents replied to this question. Based on the overall number of 934 survey replies, this is an 18.3% response rate. This can be broken down as follows:

- School leaders: 18/104 = 17.3%

- Parents: 80/422 = 19.0%

- Class teachers: 68/351 = 19.4%

- Support staff: 5/57 = 8.8%.

The information gained through the open question was used to provide further information and to give specific examples of the different opinions regarding inclusive education.

Many respondents expressed positive views on the concept of inclusive education. Examples of such positive perceptions include:

- *Human rights for all students are important. It is about community, democracy and justice* (Support staff)

- *Inclusive education is the process of harnessing the strengths of all, work of a good society where everyone has the chance to flourish* (School leader)

- *Inclusive education to apply to all students no matter what their position is physically or intellectually* (School leader)

- *Everyone has a right to study at the same school regardless of the capacity* (Class teacher)

- *I think it is important that the school reflects society* (Class teacher)

- *Inclusive education is about everyone's right to education within the formal school system* (Parent)

- *Inclusive education: equal educational opportunities regardless of social status or ability to study* (Parent).

However, several respondents also stated that inclusive education is a 'nice thought' and 'looks good on paper', but many more resources are needed to implement it into practice. Examples of such perceptions are:

- *It is a utopia that only looks good on paper but not in practice, when resources are not available* (Class teacher)

- *Inclusive education requires more resources if it shall be provided in the school system. A beautiful thought that does not work in the current environment* (Parent)

- *The implementation lacks resources and has done from the beginning* (Class teacher)

- *Inclusive education is good in theory, but not in practice. To achieve this strategy and its objectives, there needs to be more resources put into it* (Class teacher)

- *Beautiful ideal that was introduced without preparation, staff with appropriate training such as educators and psychologists. Too few staff and no money* (Class teacher)

- *The ideal of inclusive education does not work without enough capital. Loads of teachers are great. As things stand today, inclusive education is a beautiful thought, but impossible in the circumstances to create inclusive schools* (Parent).

Some statements do not fully align with the idea of inclusive education as an approach for all learners. For example:

- *I believe that some students have also the right to be with their own kind. There must be an option to have a special provision for those who are particularly vulnerable* (Class teacher).

Overall, it can be suggested that the majority of respondents understand the concept of inclusive education as being for all learners. However, some respondents do not always agree with this. Several respondents also expressed the view that inclusive education is something that 'looks good on paper' and that more resources are needed in order to implement it.

SECTION 2 – STAKEHOLDER PERCEPTIONS OF HOW WELL THE CURRENT LEGISLATION AND NATIONAL AND LOCAL POLICY SUPPORT AN EQUITABLE SYSTEM FOR INCLUSIVE EDUCATION FOR ALL LEARNERS

Section 2 is about legislation and policy for inclusive education and the extent to which it has the goal of promoting equal opportunities for all learners.

All figures presented in all tables are percentages (%).

Table 15. Class teachers' views on how their day-to-day work is guided by …

How class teachers' day-to-day work is guided by …	Fully	Partially	Not really	Not at all
National legislation and policy for inclusive education	17.4	48.4	29.3	4.8
Local municipality-level policy for inclusive education	17.9	45.6	25.6	10.8
School-level policy for inclusive education	25.9	54.1	17.4	2.6

Table 16. Parents' views on how the day-to-day work in schools is guided by …

How day-to-day work in schools is guided by …	Fully	Partially	Not really	Not at all
National legislation and policy for inclusive education	19.9	53.8	21.1	5.2
Local municipality-level policy for inclusive education	19.2	53.1	21.8	5.9
School-level policy for inclusive education	23.5	56.2	17.1	3.3
The rights of all learners and their parents under national legislation and policy	20.4	54.5	17.1	8.1

Table 17. Support staff's views on how their day-to-day work is guided by …

How support staff's day-to-day work is guided by …	Fully	Partially	Not really	Not at all
National legislation and policy for inclusive education	24.6	57.9	10.5	7
Local municipality-level policy for inclusive education	26.3	52.6	17.5	3.5
School-level policy for inclusive education	38.6	52.6	7	1.8

Table 18. School leaders' views on how their day-to-day work is guided by …

How school leaders' day-to-day work is guided by …	Fully	Partially	Not really	Not at all
National legislation and policy for inclusive education	18.3	60.6	21.2	0
Local municipality-level policy for inclusive education	12.5	56.7	22.1	8.7
School-level policy for inclusive education	30.8	58.7	10.6	0

Day-to-day work among the stakeholder groups is not fully guided by national, local or school-level policy on inclusive education. A fairly large number say it is not really or not at all guided by these policies.

There are no major differences between the stakeholder groups' views on how far day-to-day work in schools is guided by national legislation, local municipality-level policy and school-level policy. All stakeholder groups express the view that school-level policy for inclusive education is the most important in their day-to-day work. However, support staff hold the firmest views when considering that the day-to-day work is guided by national legislation, local municipality-level policy and school-level policy.

Table 19. Class teachers' views on how far they feel that current policy for inclusive education enables their school to …

How far class teachers feel that current policy for inclusive education enables their school to …	Fully	Partially	Not really	Not at all
Reduce barriers to learning	9.1	42.2	37.3	11.4
Ensure the participation of all learners in the school community	15.7	49.9	23.6	10.8
Encourage all staff to have high expectations for all learners, including those who need additional learning support	17.7	49.6	25.6	7.1
Promote positive school and classroom behaviour by encouraging mutual respect	29.6	41.9	18.8	9.7
Share resources in a way that supports all learners' needs	12.8	41.3	28.5	17.4
Involve all learners in decision-making about their learning programme	8.5	32.8	35.9	22.8
Encourage school staff to promote self-advocacy approaches for all learners	13.4	43.3	33.3	10
Ensure that all stakeholders – including parents – have a clear role in policy development implementation and review	10	35.3	36.2	18.8

Table 20. Parents' views on how far they feel that current policy for inclusive education enables their child's school to …

How far parents feel that current policy for inclusive education enables their child's school to …	Fully	Partially	Not really	Not at all
Reduce barriers to learning	10.7	54.5	25.4	9.5
Ensure the participation of all learners in the school community	23.2	50.5	17.5	8.8
Encourage all staff to have high expectations for all learners, including those who need additional learning support	19.9	48.8	21.3	10
Promote positive school and classroom behaviour by encouraging mutual respect	32	43.4	17.3	7.3
Share resources in a way that supports all learners' needs	20.1	44.8	22.3	12.8
Involve all learners in decision-making about their learning programme	15.2	36	31	17.8
Encourage school staff to promote self-advocacy approaches for all learners	17.1	43.4	30.3	9.2
Ensure that all stakeholders – including parents – have a clear role in policy development implementation and review	14.7	35.8	32.7	16.8

Table 21. Support staff's views on how they feel that current policy for inclusive education enables their school to …

How far support staff feel that current policy for inclusive education enables their school to …	Fully	Partially	Not really	Not at all
Reduce barriers to learning	10.5	63.2	21.1	5.3
Ensure the participation of all learners in the school community	26.3	57.9	8.8	7
Encourage all staff to have high expectations for all learners, including those who need additional learning support	24.6	56.1	14	5.3
Promote positive school and classroom behaviour by encouraging mutual respect	40.4	45.6	7	7
Share resources in a way that supports all learners' needs	26.3	50.9	15.8	7

How far support staff feel that current policy for inclusive education enables their school to …	Fully	Partially	Not really	Not at all
Involve all learners in decision-making about their learning programme	8.8	40.4	31.6	19.3
Encourage school staff to promote self-advocacy approaches for all learners	15.8	56.1	19.3	8.8
Ensure that all stakeholders – including parents – have a clear role in policy development implementation and review	15.8	40.4	29.8	14

Table 22. School leaders' views on how far they feel that current policy for inclusive education enables their school to …

How far school leaders feel that current policy for inclusive education enables their school to …	Fully	Partially	Not really	Not at all
Reduce barriers to learning	18.3	58.7	21.2	1.9
Ensure the participation of all learners in the school community	29.8	54.8	14.4	1
Encourage all staff to have high expectations for all learners, including those who need additional learning support	32.7	52.9	13.5	1
Promote positive school and classroom behaviour by encouraging mutual respect	38.5	52.9	8.7	0
Share resources in a way that supports all learners' needs	28.8	56.7	12.5	1.9
Involve all learners in decision-making about their learning programme	8.7	42.3	44.2	4.8
Encourage school staff to promote self-advocacy approaches for all learners	24	52.9	22.1	1
Ensure that all stakeholders – including parents – have a clear role in policy development implementation and review	16.3	46.2	34.6	2.9

Class teachers seem to be more negative on all statements regarding how far the current policy for inclusive education can enable the school. On the question of involving all learners in decision-making about their learning programme, the level of agreement is lower than for other questions, among all stakeholder groups.

Table 23. School leaders' views on how current national policy enables them to develop school-level policy that …

How current national policy enables school leaders' to develop school-level policy that …	Fully	Partially	Not really	Not at all
Is based upon inclusive attitudes and values	18.3	64.4	16.3	1
Promotes innovative educational practice	22.1	61.5	13.5	2.9
Acknowledges the skills and competences that staff have developed in their work place	26.9	64.4	7.7	1
Supports school staff with opportunities to progress in their careers	23.1	58.7	17.3	1

School leaders are mostly positive regarding how far national policy enables them to develop school-level policy. About 91% fully or partially agree that national policy enables them to develop school-level policy that acknowledges the skills and competences that staff have developed in their work place.

SECTION 3 – STAKEHOLDER PERCEPTIONS OF HOW WELL POLICY FOR INCLUSIVE EDUCATION IS BEING IMPLEMENTED IN PRACTICE

Section 3 is about how adequately stakeholders at all levels are enabled to effectively implement inclusive education policy and how effectively this policy is being implemented at all levels.

All figures presented in all tables are percentages (%).

Section 3.1

The question raised in Section 3.1 was formulated slightly differently for each of the four stakeholder groups. For example, the question for school leaders and class teachers was: 'How do you feel that your school enables all parents to …'. For parents it was: 'How far do you feel that your child's school enables you to …' and for support staff it was: 'How far do you feel that your school enables all parents to …'.

Table 24. Class teachers' views on how the school enables all parents to …

How the school enables all parents to …	Fully	Partially	Not really	Not at all
Be involved in planning and decision-making about their child's education	10.8	35.3	38.5	15.4
Make informed decisions about their child's educational future	19.7	41.3	27.4	11.7
Support their child's learning at home	26.2	46.4	19.9	7.4

Table 25. Parents' views on how their school enables all parents to …

How the school enables all parents to …	Fully	Partially	Not really	Not at all
Be involved in planning and decision-making about their child's education	10.4	31.8	36.7	21.1
Make informed decisions about their child's educational future	15.2	31	35.5	18.2
Support their child's learning at home	24.9	40.3	22.7	12.1
Make contributions that are welcomed and valued	17.1	43.6	28	11.4

Table 26. Support staff's views on how they feel that their school enables all parents to …

How the school enables all parents to …	Fully	Partially	Not really	Not at all
Be involved in planning and decision-making about their child's education	24.6	45.6	21.1	8.8
Make informed decisions about their child's educational future	35.1	38.6	19.3	7
Support their child's learning at home	33.3	47.4	12.3	7

Table 27. School leaders' views on how they feel that their school enables all parents to …

How the school enables all parents to …	Fully	Partially	Not really	Not at all
Be involved in planning and decision-making about their child's education	8.7	53.8	33.7	3.8
Make informed decisions about their child's educational future	21.2	59.6	19.2	0
Support their child's learning at home	26.9	53.8	16.3	2.9

Overall, the data suggests that schools do not really succeed in involving parents in planning and decision-making. Regarding how far school stakeholders feel that the school enables all parents to be involved in planning and decision-making about the child's education, less than half of parents and class teachers fully or partially agree.

Support staff seem to be more positive about the school's ability to involve all parents. They are the group with the firmest views when considering that the school enables all parents to: be involved in planning and decision-making about their child's education (24.6% fully agree and 45.6% partially agree), make informed decisions about their child's educational future (21.2% fully agree and 59.6% partially agree) and support their child's learning at home (26.9% fully agree and 53.8% partially agree). However, the smaller number of support staff respondents (only 57) must be noted here.

Section 3.2

Section 3.2 is formulated in the same way for the three groups of school staff, but differently for parents.

Table 28. Class teachers' views on the school's policy on inclusive education

How far do you feel that your school's policy on inclusive education …	Fully	Partially	Not really	Not at all
Effectively promotes the inclusion of all learners in the school community	19.4	48.1	25.1	7.4
Creates a welcoming ethos	45.6	43	9.1	2.3
Reduces barriers to learning	16.5	53.6	22.2	7.7
Empowers all learners to participate fully in the school community	26.2	47.3	18.8	7.7
Promotes active engagement in learning	23.1	51.9	17.9	7.1
Promotes effective personalised learning	15.7	47.9	27.1	9.4
Allows all learners to take part in activities outside the classroom	28.8	44.2	19.9	7.1
Encourages all staff to have high expectations for all learners	23.6	47.3	23.1	6
Promotes positive school and classroom behaviour by encouraging mutual respect	35.6	39.6	18.2	6.6
Reduces bullying and disciplinary exclusion	25.6	43.6	21.7	9.1
Enables all learners to be involved in decision-making about their learning programme	9.4	40.2	39.9	10.5
Encourages training for school staff, learners and their parents to support learners' self-advocacy approaches	10.5	38.5	31.9	19.1

Table 29. Support staff's views on the school's policy on inclusive education

How far do you feel that your school's policy on inclusive education …	Fully	Partially	Not really	Not at all
Effectively promotes the inclusion of all learners in the school community	28.1	57.9	10.5	3.5
Creates a welcoming ethos	57.9	33.3	5.3	3.5
Reduces barriers to learning	19.3	64.9	12.3	3.5
Empowers all learners to participate fully in the school community	31.6	57.9	5.3	5.3
Promotes active engagement in learning	26.3	63.2	7	3.5
Promotes effective personalised learning	19.3	56.1	19.3	5.3
Allows all learners to take part in activities outside the classroom	24.6	50.9	17.5	7
Encourages all staff to have high expectations for all learners	29.8	47.4	17.5	5.3
Promotes positive school and classroom behaviour by encouraging mutual respect	38.6	47.4	7	7
Reduces bullying and disciplinary exclusion	28.1	50.9	10.5	10.5
Enables all learners to be involved in decision-making about their learning programme	8.8	52.6	28.1	10.5
Encourages training for school staff, learners and their parents to support learners' self-advocacy approaches	10.5	47.4	29.8	12.3

Table 30. School leaders' views on the school's policy on inclusive education

How far do you feel that your school's policy on inclusive education …	Fully	Partially	Not really	Not at all
Effectively promotes the inclusion of all learners in the school community	36.5	58.7	3.8	1
Creates a welcoming ethos	72.1	26	1.9	0
Reduces barriers to learning	34.6	58.7	3.8	2.9

How far do you feel that your school's policy on inclusive education …	Fully	Partially	Not really	Not at all
Empowers all learners to participate fully in the school community	43.3	50	6.7	0
Promotes active engagement in learning	40.4	51	8.7	0
Promotes effective personalised learning	34.6	52.9	12.5	0
Allows all learners to take part in activities outside the classroom	44.2	45.2	8.7	1.9
Encourages all staff to have high expectations for all learners	37.5	50	12.5	0
Promotes positive school and classroom behaviour by encouraging mutual respect	50	45.2	4.8	0
Reduces bullying and disciplinary exclusion	29.8	52.9	17.3	0
Enables all learners to be involved in decision-making about their learning programme	10.6	51.9	34.6	2.9
Encourages training for school staff, learners and their parents to support learners' self-advocacy approaches	17.3	49	32.7	1

School leaders responded most positively to these statements, followed by support staff. Class teachers seem to be more negative in general. All stakeholder groups are hesitant regarding how effectively the school's policy on inclusive education enables all learners to be involved in decision-making about their learning programme. Of the class teachers, 9.4% fully agree, while 8.8% of support staff and 10.6% of school leaders fully agree. Many school staff appear to be hesitant when considering the school's policy on inclusive education and how it enables all learners to be involved in decision-making about their learning programme. Regarding all statements, school leaders hold the firmest views of all stakeholder groups when considering the school's policy on inclusive education. They are especially positive when considering that the school's policy on inclusive education creates a welcoming ethos (72.1% fully agree and 26% partially agree). This statement also received the most positive response from class teachers (45.6% fully agree and 43% partially agree) and support staff (57.9% fully agree and 33.3% partially agree).

Table 31. Parents' views on current practice at their child's school

How far do you feel that current practice at your child's school …	Fully	Partially	Not really	Not at all
Reduces barriers to learning	14.5	46.4	29.9	9.2
Enables the participation of all learners in the school community	30.6	47.2	14.9	7.3
Promotes the engagement of all learners in meaningful learning opportunities	21.3	49.8	20.4	8.5
Encourages all staff to have high expectations for all learners	18.2	48.8	23.9	9
Promotes positive school and classroom behaviour by encouraging mutual respect	28	49.8	15.2	7.1
Shares resources in a way that supports all learners' needs	17.5	44.8	26.1	11.6
Enables all learners to be involved in decision-making about their learning programme	13.7	33.2	35.8	17.3
Encourages school staff to promote self-advocacy approaches for learners	16.1	40.8	30.1	13
Allows your child to take part in activities outside the classroom	20.9	41.7	27.7	9.7
Reduces bullying and disciplinary exclusion	16.6	46.7	23.2	13.5
Effectively supports the identification of the individual learning needs of your child	19.4	40	26.8	13.7
Ensures that lessons are accessible to your child	22.5	44.5	21.3	11.6
Ensures that the school keeps accurate records to report on your child's achievement	40.8	38.6	14	6.6

Parents generally seem to be more negative than school staff regarding these issues, even though the questions were phrased in slightly different ways. They are especially hesitant when considering how current practice at their child's school enables all learners to be involved in decision-making about their learning programme (13.7% fully agree and 33.2% partially agree). They are most positive regarding how current practice at their child's school ensures that the school keeps

accurate records to report on their child's achievement (40.8% fully agree and 38.6% partially agree).

Section 3.3

All school staff responded to Section 3.3, but the questions were formulated differently.

Table 32. Class teachers' views on the school's ethos and practice

How far do you feel that your school's ethos and practice …	Fully	Partially	Not really	Not at all
Empowers key members of the school's staff to effectively identify learners' individual needs	17.7	51.6	22.2	8.5
Enables you to make lessons accessible to all learners	26.2	49	16.5	8.3
Enables you to develop coherent formative and summative assessment procedures	23.1	45	23.4	8.5
Enables you to keep accurate records to report on learner achievement	33	41.9	19.7	5.4

Table 33. Support staff's views on the school's ethos and practice

How far do you feel that your school's ethos and practice …	Fully	Partially	Not really	Not at all
Empowers key members of the school's staff to effectively identify learners' individual needs	17.5	63.2	17.5	1.8
Enables you to support the development of accessible lessons for all learners	15.8	63.2	19.3	1.8
Enables you to support the development of coherent formative and summative assessment procedures	8.8	54.4	33.3	3.5
Enables you to support the development of accurate records to report on learner achievement	21.1	50.9	22.8	5.3

Table 34. School leaders' views on the school's ethos and practice

How far do you feel that your school's ethos and practice …	Fully	Partially	Not really	Not at all
Empowers key members of the school's staff to effectively identify learners' individual needs	29.8	56.7	13.5	0
Ensures that lessons are accessible to all learners	46.2	46.2	7.7	0
Supports staff to develop coherent formative and summative assessment procedures	32.7	54.8	9.6	2.9
Supports staff to keep accurate records to report on learner achievement	38.5	45.2	14.4	1.9
Supports staff to evaluate the implementation of inclusive education	26	43.3	26.9	3.8

School leaders respond more positively to how far the school's ethos and practice empowers key members of the school's staff to effectively identify learners' individual needs (29.8% fully agree and 56.7% partially agree). Support staff are the most hesitant when considering how far the school's ethos and practice enables them to support the development of coherent formative and summative assessment procedures (8.8% fully agree and 54.4% partially agree).

Section 3.4

All school staff responded to Section 3.4.

Table 35. Class teachers' views on school-level policy

How far do you feel that school-level policy …	Fully	Partially	Not really	Not at all
Promotes effective educational practice	29.3	54.1	13.1	3.4
Acknowledges the skills and competences that school staff have developed in your work place	38.7	40.7	16	4.6
Supports you with opportunities to progress in your career	40.2	35.9	18.2	5.7

Table 36. Support staff's views on school-level policy

How far do you feel that school-level policy …	Fully	Partially	Not really	Not at all
Promotes effective educational practice	22.8	61.4	12.3	3.5
Acknowledges the skills and competences that school staff have developed in your work place	40.4	47.4	12.3	0
Supports you with opportunities to progress in your career	43.9	38.6	15.8	1.8

Table 37. School leaders' views on school-level policy

How far do you feel that school-level policy …	Fully	Partially	Not really	Not at all
Promotes effective educational practice	50	43.3	6.7	0
Acknowledges the skills and competences that school staff have developed in your work place	52.9	42.3	4.8	0
Supports school staff with opportunities to progress in their careers	49	45.2	5.8	0

School leaders are more positive than class teachers and support staff when considering the contribution of school-level policies. Roughly 95% of school leaders fully or partially agree that school-level policy promotes effective educational practice, acknowledges the skills and competences that school staff have developed in their work place, and supports school staff with opportunities to progress in their careers.

Section 3.5

Section 3.5 was only for school leaders and is about how well equipped they feel for different tasks.

Table 38. School leaders' views on how well equipped they feel for different tasks

How far do you feel equipped to …	Fully	Partially	Not really	Not at all
Develop, implement and review policy and procedures on inclusive education at the school level	47.1	45.2	7.7	0
Mobilise all staff to manage diverse learners' needs	41.3	49	9.6	0

How far do you feel equipped to …	Fully	Partially	Not really	Not at all
Develop action plans to implement accessible approaches for all learners	45.2	50	4.8	0
Comply with all educational quality assurance procedures	37.5	46.2	15.4	1
Use school-level data to monitor learner engagement at school	37.5	53.8	7.7	1
Use school-level data to monitor learner achievement at school	53.8	42.3	3.8	0
Work with the local community	42.3	44.2	11.5	1.9

School leaders responded very positively about how well equipped they feel to undertake the different tasks specified. In particular, they state that they are equipped to use school-level data to monitor learner achievement at school (53.8% fully agree and 42.3% partially agree).

Section 3 shows how the different stakeholder groups responded regarding how policy for inclusive education is effectively implemented at all levels. School leaders are generally more positive than the other stakeholder groups about the school's policy on inclusive education.

In Section 3, the group of class teachers was broken down according to whether or not they worked with learners who have a formal assessment and diagnosis of SEN and/or disabilities, or with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of SEN and/or disabilities. These two groups were compared but no differences were revealed, so the breakdown is not presented here. It appears that, as a group, class teachers' opinions are the same, regardless of the learners they work with.

SECTION 4 – STAKEHOLDER PERCEPTIONS OF SUPPORT FOR ENSURING THAT LEARNERS' DIVERSE NEEDS ARE MET

Section 4 is about how all stakeholders, at all levels, are enabled to think and act inclusively in their daily practice. The section is about how effectively the education system enables all stakeholders in education to be inclusive in their day-to-day work (i.e. school organisation, curriculum, assessment, pedagogy, support for learners, development opportunities for all stakeholders, effective communication across and between system levels).

All figures presented in all tables are percentages (%).

Section 4.1

Table 39. Class teachers' views on their day-to-day work

How well do you feel enabled in your day-to-day work to …	Fully	Partially	Not really	Not at all
Respond positively to learner diversity	12.8	51.9	27.6	7.7
Effectively assess all learners' educational needs	16.2	49	28.8	6
Effectively monitor all learners' progress	21.7	47.9	22.8	7.7
Use a range of teaching approaches, such as peer tutoring, collaborative teaching, individual group work	33.3	45.6	17.1	4
Find answers to practical questions on a daily basis	31.6	48.4	17.4	2.6
Ensure that all learners participate in all the learning opportunities that the school has to offer	26.5	48.1	19.4	6
Monitor the effectiveness of your work with all learners	13.4	44.2	35	7.4
Practice in line with key tasks in your job description	26.8	53.3	15.1	4.8

Many class teachers responded that they do not feel enabled (not really or not at all) to carry out these tasks. This is particularly clear in their responses to how well they feel enabled in their day-to-day work to respond positively to learner diversity (12.8% fully agree and 51.9% partially agree) and how well they feel enabled in their day-to-day work to monitor the effectiveness of their work with all learners (13.4% fully agree and 44.2% partially agree).

Table 40. Support staff's views on their opportunity to support class teachers in their day-to-day work

How far are you enabled to support class teachers in their day-to-day work to …	Fully	Partially	Not really	Not at all
Respond positively to learner diversity	43.9	45.6	8.8	1.8
Effectively assess all learners' educational needs	28.1	42.1	28.1	1.8
Effectively monitor all learners' progress	28.1	40.4	29.8	1.8
Use a range of teaching approaches, such as peer tutoring, collaborative teaching, individual group work	24.6	47.4	19.3	8.8
Find answers to practical questions on a daily basis	33.3	56.1	7	3.5
Ensure that all learners participate in all the learning opportunities that the school has to offer	38.6	42.1	15.8	3.5
Monitor the effectiveness of their work with all learners	17.5	47.4	29.8	5.3
Practice in line with key tasks in their job description	22.8	45.6	24.6	7

Support staff are much more positive than class teachers about their opportunities to respond positively to learner diversity (43.9% fully agree and 45.6% partially agree). This may be linked to differences in their formal training experiences in inclusive education and special education, presented in Table 5 and Table 6. They are more hesitant when considering how far they are enabled to support class teachers in their day-to-day work to monitor the effectiveness of their work with all learners (17.5% fully agree and 47.4% partially agree).

Table 41. School leaders' views on their day-to-day work

How well do you feel enabled in your day-to-day work to …	Fully	Partially	Not really	Not at all
Provide effective leadership in responding positively to learner diversity	32.7	55.8	10.6	1
Effectively support staff to assess learners' educational needs	32.7	55.8	9.6	1.9
Effectively oversee the monitoring of learners' progress	26.9	51	20.2	1.9
Effectively support staff to use a range of teaching approaches, such as peer tutoring, collaborative teaching, individual group work	29.8	54.8	13.5	1.9

How well do you feel enabled in your day-to-day work to …	Fully	Partially	Not really	Not at all
Support staff to find answers to practical questions on a daily basis	42.3	51	6.7	0
Ensure that all learners participate in all the learning opportunities that the school has to offer	34.6	55.8	8.7	1
Monitor the effectiveness of school staff members' work with all learners	21.2	59.6	17.3	1.9
Practice in line with key tasks in your job description	40.4	53.8	5.8	0
Effectively analyse and use data on learners' achievements and outcomes	37.5	49	13.5	0

In general, school leaders state that they feel better equipped in their day-to-day work than class teachers and support staff, even though the questions are phrased slightly differently. They are most positive regarding how well they feel enabled in their day-to-day work to support staff to find answers to practical questions on a daily basis (42.3% fully agree and 51.0% partially agree). They are, as with class teachers and support staff, more hesitant in considering how far they are enabled to monitor the effectiveness of school staff members' work with all learners (21.2% fully agree and 59.6% partially agree).

Table 42. Parents' views on how well they feel their child's school is enabled to …

How well do you feel your child's school is enabled to …	Fully	Partially	Not really	Not at all
Respond positively to learner diversity	20.6	47.4	25.6	6.4
Effectively assess all your child's individual educational needs	19.4	46.4	24.9	9.2
Use the results of school-based assessments to inform appropriate decisions regarding support allocation	19.7	44.5	23.7	12.1
Use a range of teaching approaches, such as peer tutoring, collaborative teaching, individual group work	28	46.7	19.4	5.9
Find answers to practical questions on a daily basis	29.1	42.9	22.5	5.5
Ensure that your child participates in all of the learning opportunities that the school has to offer	37.2	46.7	12.6	3.6
Monitor the effectiveness of different learning approaches used with your child	19.4	39.6	28.9	12.1

Parents are most hesitant when considering how well they feel that their child's school is enabled to monitor the effectiveness of different learning approaches used with their child (12.1% not at all and 28.9% not really).

On the questions about how the different stakeholder groups feel enabled to perform different tasks in their day-to-day work, school leaders are the most positive and class teachers are the least positive. This is particularly evident when considering how well they feel enabled to respond positively to learner diversity. All groups are hesitant when considering how well the school is enabled to monitor the effectiveness of the work with all learners.

As reported in Section 3, a further breakdown between groups of class teachers did not reveal any differences.

Section 4.2

This section first presents the proportion of class teachers and support staff respondents who work with learners who have a formal assessment and diagnosis of SEN and/or disabilities. This is followed by Sections 4.2A to 4.2F, which only concern the staff who work with these learners.

Table 43. Proportion of class teachers and support staff who work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

Do you work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities?	Class teachers	Support staff
No	13.7	7
Yes	86.3	93

The overwhelming majority of class teachers and support staff work with learners who have a formal assessment and diagnosis of SEN and/or disabilities. This shows that nearly all school staff teach this group of learners.

Sections 4.2A to 4.2F present class teachers' and support staff's views on their work with learners who have a formal assessment and diagnosis of SEN and/or disabilities. Only class teachers and support staff who responded yes in Table 43 answered these questions (class teachers n=303 and support staff n=53).

Table 44. Section 4.2A, Class teachers' views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that …	Fully	Partially	Not really	Not at all
School-based assessments allow appropriate decisions to be made regarding support allocation	19.5	51.5	25.4	3.6
The results of school-based assessments are used to develop meaningful Individual Educational Plans (IEPs)	25.4	47.5	21.8	5.3
Learners and their parents are enabled to contribute to the formal assessment and diagnosis process	31.4	36.3	25.1	7.3
School staff are enabled to contribute to the formal assessment and diagnosis process	20.8	42.9	29	7.3
Support from a multi-professional team effectively helps the school team with planning and problem-solving relating to programming for learners with individual education needs	20.5	37	28.7	13.9

Class teachers hold the firmest views when considering how far they feel that learners and their parents are enabled to contribute to the formal assessment and diagnosis process (31.4% fully agree and 36.3% partially agree). They are more hesitant when considering how far they feel that school-based assessments allow appropriate decisions to be made regarding support allocation (19.5% fully agree and 51.5% partially agree).

Table 45. Section 4.2A, Support staff's views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that …	Fully	Partially	Not really	Not at all
School-based assessments allow appropriate decisions to be made regarding support allocation	22.6	67.9	7.5	1.9
The results of school-based assessments are used to develop meaningful Individual Educational Plans (IEPs)	39.6	43.4	13.2	3.8
Learners and their parents are enabled to contribute to the formal assessment and diagnosis process	34	52.8	7.5	5.7
School staff are enabled to contribute to the formal assessment and diagnosis process	22.6	52.8	20.8	3.8

How far do you feel that …	Fully	Partially	Not really	Not at all
Support from a multi-professional team effectively helps the school team with planning and problem-solving relating to programming for learners with individual education needs	35.8	49.1	13.2	1.9

Support staff are the most positive regarding how the results of school-based assessments are used to develop meaningful IEPs (39.6% fully agree and 43.4% partially agree). They are also most positive about how support from a multi-professional team effectively helps the school team with planning and problem-solving relating to programming for learners with individual education needs (35.8% fully agree and 49.1% partially agree). They, as well as class teachers, are more hesitant when considering how far they feel that school-based assessments allow appropriate decisions to be made regarding support allocation (22.6% fully agree and 67.9% partially agree).

Overall, support staff respond more positively than class teachers on issues regarding formal assessment and diagnosis processes.

Table 46. Section 4.2B, Class teachers' views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel enabled to …	Fully	Partially	Not really	Not at all
Work with class teachers and other professionals, parents and learners in the development and implementation of learners' IEPs	18.2	35.6	35.6	10.6
Work collaboratively with professionals from different disciplines	16.8	29.7	39.3	14.2
Explore the classroom context and evidence from a range of approaches before formal needs identification and diagnosis procedures are implemented	13.2	31	36	19.8

Table 47. Section 4.2B, Support staff's views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel enabled to …	Fully	Partially	Not really	Not at all
Work with class teachers and other professionals, parents and learners in the development and implementation of learners' IEPs	37.7	35.8	20.8	5.7
Work collaboratively with professionals from different disciplines	32.1	41.5	18.9	7.5
Explore the classroom context and evidence from a range of approaches before formal needs identification and diagnosis procedures are implemented	18.9	39.6	34	7.5

Many class teachers and support staff do not really feel enabled to work collaboratively with other professionals and stakeholders. More than half of class teachers state that they do not feel enabled (not really or not at all) to work collaboratively with professionals from different disciplines. Both class teachers and support staff are most hesitant in considering how well they feel enabled to explore the classroom context and evidence from a range of approaches before formal needs identification and diagnosis procedures are implemented.

Table 48. Section 4.2C, Class teachers' views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far does existing school-based support enable you to …	Fully	Partially	Not really	Not at all
Implement the school-based assessment required to identify individual learning needs	14.9	38.3	35	11.9
Develop effective learning programmes for learners with a formal assessment and diagnosis of special educational needs	15.2	39.3	33.3	12.2
Plan and implement co-ordinated learning support for learners with a formal assessment and diagnosis of special educational needs	16.8	37	35.6	10.6
Solve problems related to personalised teaching	14.5	42.9	31.7	10.9
Ensure that learners' entitlements are met	22.4	51.2	20.8	5.6

About 45% of class teachers state that the existing school-based support does not enable them (not really or not at all) to implement the school-based assessment

required to identify individual learning needs, or to plan and implement co-ordinated learning support, or to develop effective learning programmes. They are more positive when considering how existing school-based support enables them to ensure that learners' entitlements are met (22.4% fully agree and 51.2% partially agree).

Table 49. Section 4.2C, Support staff's views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far does existing school-based support enable you to …	Fully	Partially	Not really	Not at all
Solve problems related to personalised teaching	17	56.6	20.8	5.7
Ensure that learners' entitlements are met	30.2	54.7	11.3	3.8
Support the implementation of the school-based assessment required to identify individual learning needs	28.3	47.2	24.5	0
Support the development of effective learning programmes for learners with a formal assessment and diagnosis of special educational needs	28.3	49.1	20.8	1.9
Support the planning and implementation of co-ordinated learning support for learners with a formal assessment and diagnosis of special educational needs	28.3	41.5	28.3	1.9

Support staff are most positive regarding how far existing school-based support enables them to ensure that learners' entitlements are met (30.2% fully agree and 54.7% partially agree). They are more hesitant when considering how existing school-based support enables them to solve problems related to personalised teaching (17% fully agree and 56.6% partially agree).

Table 50. Section 4.2D, Class teachers' views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that learners' IEPs …	Fully	Partially	Not really	Not at all
Engage learners effectively in their learning	22.1	51.5	21.8	4.6
Promote their inclusion in the school community	20.1	48.5	25.4	5.9
Are implemented	19.5	51.5	24.8	4.3
Are effectively monitored	17.5	34.3	34.7	13.5

How far do you feel that learners' IEPs …	Fully	Partially	Not really	Not at all
Are effectively evaluated	17.8	38.6	33	10.6
Describe meaningful targets for academic learning	17.5	52.8	21.8	7.9
Describe meaningful targets for learning social interaction and interpersonal skills	19.1	45.2	28.7	6.9
Outline the processes and necessary support to achieve those learning targets	17.5	42.2	32	8.3
Support the engagement of parents in their child's learning	16.8	37.6	35.6	9.9

The class teachers respond very evenly on the different statements regarding how far they feel that the learners' IEPs fulfil an important function. They are especially negative on how the learners' IEPs are effectively monitored (13.5% not at all and 34.7% not really).

Table 51. Section 4.2D, Support staff's views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that learners' IEPs …	Fully	Partially	Not really	Not at all
Engage learners effectively in their learning	43.4	50.9	3.8	1.9
Promote their inclusion in the school community	28.3	56.6	11.3	3.8
Are implemented	18.9	66	11.3	3.8
Are effectively monitored	32.1	45.3	18.9	3.8
Are effectively evaluated	32.1	56.6	7.5	3.8
Describe meaningful targets for academic learning	18.9	67.9	13.2	0
Describe meaningful targets for learning social interaction and interpersonal skills	32.1	52.8	11.3	3.8
Outline the processes and necessary support to achieve those learning targets	24.5	62.3	11.3	1.9
Support the engagement of parents in their child's learning	20.8	56.6	20.8	1.9

Support staff are more positive than class teachers on all statements regarding the learners' IEPs. They are especially positive on how far they feel that learners' IEPs

effectively engage learners in their learning (43.4% fully agree and 50.9% partially agree).

Almost half of class teachers state that the learners' IEPs are not really or not all monitored effectively, and about 45% state that they do not really or not at all support parents' engagement in the child's learning. These two issues were also the most negative among support staff.

Table 52. Section 4.2E, Class teachers' views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that the additional support for learners with a formal assessment and diagnosis of needs enables them to …	Fully	Partially	Not really	Not at all
Have equitable learning opportunities with their school peers	19.8	51.8	25.1	3.3
Participate in all school activities	37	39.3	20.1	3.6
Be actively engaged in their learning	28.4	44.6	24.4	2.6
Be fully involved in the school community	32.7	44.2	18.2	5
Acquire self-advocacy skills	17.5	43.6	30	8.9
Have opportunities to progress in academic and social development that are equitable with those of their school peers	28.7	44.9	21.5	5

Class teachers are most positive regarding how far they feel that additional support for learners with a formal assessment and diagnosis of SEN and/or disabilities enables them to participate in all school activities (37% fully agree and 39.3% partially agree). They are more hesitant when considering how far the additional support enables learners to acquire self-advocacy skills (17.5% fully agree and 43.6% partially agree).

Table 53. Section 4.2E, Support staff's views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that the additional support for learners with a formal assessment and diagnosis of needs enables them to …	Fully	Partially	Not really	Not at all
Have equitable learning opportunities with their school peers	26.4	58.5	13.2	1.9
Participate in all school activities	50.9	39.6	7.5	1.9

How far do you feel that the additional support for learners with a formal assessment and diagnosis of needs enables them to …	Fully	Partially	Not really	Not at all
Be actively engaged in their learning	34	50.9	13.2	1.9
Be fully involved in the school community	41.5	45.3	11.3	1.9
Acquire self-advocacy skills	18.9	56.6	17	7.5
Have opportunities to progress in academic and social development that are equitable with those of their school peers	32.1	45.3	18.9	3.8

Like class teachers, support staff are most positive about how far additional support for learners with a formal assessment and diagnosis of SEN and/or disabilities enables them to participate in all school activities (50.9% fully agree and 39.6% partially agree). They are, like class teachers, more hesitant when considering how far the additional support for learners enables them to acquire self-advocacy skills (18.9% fully agree and 56.6% partially agree). Overall, support staff are more positive than class teachers regarding the additional support for learners with a formal assessment and diagnosis of SEN and/or disabilities.

Table 54. Section 4.2F, Class teachers' views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do the following factors enable learners with a formal assessment and diagnosis of needs to be successful at school …	Fully	Partially	Not really	Not at all
Support provided to learners	25.1	51.8	20.8	2.3
Learner self-advocacy skills	15.5	48.2	29.7	6.6
Quality of co-operation between support services and school staff	27.7	45.5	22.4	4.3
Family involvement in school activities	22.8	40.3	29.4	7.6
The accessibility of the teaching and learning environment	31.4	44.2	21.8	2.6
Flexibility of teaching methods	38.6	40.6	16.2	4.6
Regular evaluation of the learners' learning progress and wider development	28.1	47.9	19.8	4.3

How far do the following factors enable learners with a formal assessment and diagnosis of needs to be successful at school …	Fully	Partially	Not really	Not at all
The availability of a reference person that staff can contact when necessary	27.7	40.3	21.5	10.6
Flexibility and responsiveness of staff members	33.7	41.3	20.5	4.6
The needs assessment methods	22.1	45.5	24.4	7.9
Financial support available to families	10.2	26.7	36	27.1
Technical support available to families	17.8	38.9	30.7	12.5

Flexibility of teaching methods was the factor class teachers considered most important regarding how far it enables learners with a formal assessment and diagnosis of needs to be successful at school (38.6% fully agree and 40.6% partially agree). The least important factor was the financial support available to families (10.2% fully agree and 26.7% partially agree).

Table 55. Section 4.2F, Support staff's views on their work with learners who have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do the following factors enable learners with a formal assessment and diagnosis of needs to be successful at school …	Fully	Partially	Not really	Not at all
Support provided to learners	35.8	52.8	7.5	3.8
Learner self-advocacy skills	18.9	60.4	17	3.8
Quality of co-operation between support services and school staff	43.4	45.3	11.3	0
Family involvement in school activities	34	49.1	11.3	5.7
The accessibility of the teaching and learning environment	39.6	45.3	13.2	1.9
Flexibility of teaching methods	45.3	45.3	9.4	0
Regular evaluation of the learners' learning progress and wider development	41.5	49.1	7.5	1.9
The availability of a reference person that staff can contact when necessary	34	49.1	15.1	1.9

How far do the following factors enable learners with a formal assessment and diagnosis of needs to be successful at school …	Fully	Partially	Not really	Not at all
Flexibility and responsiveness of staff members	34	58.5	5.7	1.9
The needs assessment methods	15.1	69.8	11.3	3.8
Financial support available to families	5.7	45.3	32.1	17
Technical support available to families	15.1	58.5	20.8	5.7

The factor considered least important, by both class teachers and support staff, is the financial support available to families. The most important factor is considered the flexibility of teaching methods.

As a group, support staff respond more positively than class teachers. There seem to be different opinions between these stakeholder groups regarding these issues.

Table 56. School leaders' views on assessment issues

How far do you feel that …	Fully	Partially	Not really	Not at all
School-based assessments allow appropriate decisions to be made regarding support allocation	27.2	65	7.8	0
The results of school-based assessments are used to develop meaningful learning programmes	33	60.2	6.8	0
Learners and their parents are enabled to contribute to the assessment process	15.4	56.7	23.1	4.8
School staff are enabled to contribute to the assessment process	36.5	51.9	11.5	0
You have adequate access to support from a multi-professional team that effectively helps you with planning and problem-solving relating to programming for learners with individual education needs	31.7	52.9	12.5	2.9

The most negative statement on assessment issues among school leaders was how well learners and parents are enabled to contribute to the assessment process (15.4% fully agree and 56.7% partially agree). They are more positive when considering the extent to which school staff are enabled to contribute to the assessment process (36.5% fully agree and 51.9% partially agree).

Table 57. Parents' views on how they feel that the school staff are enabled to effectively …

Do you feel that the school staff who work with your child are enabled to effectively …	Fully	Partially	Not really	Not at all
Meet your child's educational needs	20.9	51.4	19.4	8.3
Work effectively with you as a parent	24.2	41.5	24.9	9.5
Meet the needs of all learners in your child's class	16.8	47.2	23.7	12.3
Work with other professionals and agencies	22.7	45.3	23.2	8.8
Assess the educational needs of all learners	20.4	47.6	23	9
Manage learner behaviour	14.7	51.9	24.2	9.2
Develop collaborative teaching with different professionals (for example between teachers, support staff and other professionals)	22.7	46.7	23	7.6

When it comes to how school staff are enabled to effectively work, parents are especially negative regarding the statements about managing learner behaviour (14.7% fully agree and 51.9% partially agree) and meeting the needs of all learners in their child's class (16.8% fully agree and 47.2% partially agree).

Section 4.3

This section concerns class teachers and support staff and their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of SEN and/or disabilities. First, the proportion of professionals working with these learners is presented.

Table 58. Proportion of class teachers and support staff who work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

Do you work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities?	Class teachers	Support staff
No	38.2	36.8
Yes	61.8	63.2

It can be concluded that many class teachers and support staff work with learners who are receiving learning support, but who do not have a formal assessment and

diagnosis of SEN and/or disabilities. Class teachers' and support staff's views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of SEN and/or disabilities are presented below. These questions only concern the class teachers (n=217) and support staff (n=36) who answered yes in Table 58. Please note that the number of support staff respondents is very small, so the percentage distribution of their answers should take this into account.

Table 59. Section 4.3A, Class teachers' views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that …	Fully	Partially	Not really	Not at all
School-based assessments allow appropriate decisions to be made regarding support allocation	19.4	45.6	24	11.1
The results of school-based assessments are used to develop meaningful Individual Educational Plans (IEPs)	22.1	37.3	31.8	8.8
Support from a multi-professional team effectively helps you with planning and problem-solving relating to programming for learners with individual education needs	19.8	28.1	31.8	20.3

More than half of the class teachers do not really or do not at all agree that support from a multi-professional team effectively helps them with planning and problem-solving relating to programming for learners with individual education needs.

Table 60. Section 4.3A, Support staff's views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that …	Fully	Partially	Not really	Not at all
School-based assessments allow appropriate decisions to be made regarding support allocation	16.7	72.2	2.8	8.3
The results of school-based assessments are used to develop meaningful Individual Educational Plans (IEPs)	22.2	61.1	11.1	5.6
Support from a multi-professional team effectively helps you with planning and problem-solving relating to programming for learners with individual education needs	25	44.4	22.2	8.3

Table 61. Section 4.3B, Class teachers' views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel enabled to …	Fully	Partially	Not really	Not at all
Work with support staff/class teachers and other professionals, parents and learners in the development and implementation of their learning programmes	18.4	29.5	39.2	12.9
Work collaboratively with professionals from different disciplines	15.2	28.1	35.5	21.2
Explore the classroom context and evidence from a range of approaches to identify learning needs	11.5	38.2	36.4	13.8

More than half of the class teachers do not really or do not at all feel enabled to work collaboratively with professionals from different disciplines.

Table 62. Section 4.3B, Support staff's views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel enabled to …	Fully	Partially	Not really	Not at all
Work with support staff/class teachers and other professionals, parents and learners in the development and implementation of their learning programmes	25	41.7	30.6	2.8
Work collaboratively with professionals from different disciplines	27.8	38.9	30.6	2.8
Explore the classroom context and evidence from a range of approaches to identify learning needs	13.9	50	30.6	5.6

Support staff are generally more positive than class teachers in how far they feel enabled to work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of SEN and/or disabilities. They especially feel more enabled than class teachers to work collaboratively with professionals from different disciplines.

Table 63. Section 4.3C, Class teachers' views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far does existing school-based support enable you to …	Fully	Partially	Not really	Not at all
Implement the school-based assessment required to identify individual learning needs	14.7	37.8	33.2	14.3
Develop effective learning programmes for learners with additional support needs	17.1	35.5	36.4	11.1
Plan and implement co-ordinated learning support for learners with additional support needs	15.7	31.3	41.5	11.5
Solve problems related to personalised teaching	12.9	42.9	31.8	12.4
Ensure that learners' entitlements are met	22.1	44.7	26.3	6.9

Table 64. Section 4.3C, Support staff's views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far does existing school-based support enable you to …	Fully	Partially	Not really	Not at all
Support the implementation of the school-based assessment required to identify individual learning needs	19.4	52.8	27.8	0
Support the development of effective learning programmes for learners with additional support needs	22.2	50	27.8	0
Support the planning and implementation of co-ordinated learning support for learners with additional support needs	27.8	55.6	16.7	0
Solve problems related to personalised teaching	11.1	66.7	16.7	5.6
Ensure that learners' entitlements are met	25	61.1	5.6	8.3

Both class teachers and support staff are hesitant about how far they feel that the existing school-based support enables them to solve problems related to personalised teaching. Among class teachers, 12.9% fully agree with this, compared to 11.1% of support staff.

Table 65. Section 4.3D, Class teachers' views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that additional support for learners …	Fully	Partially	Not really	Not at all
Engages learners effectively in their learning	34.1	47.9	14.3	3.7
Promotes their inclusion in the school community	34.6	48.4	12.9	4.1
Is focused upon meaningful targets for learners' learning	35.5	45.6	15.2	3.7
Is effectively used	24	47	24	5.1
Is effectively monitored and evaluated	19.8	38.7	33.2	8.3

Table 66. Section 4.3D, Support staff's views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that additional support for learners …	Fully	Partially	Not really	Not at all
Engages learners effectively in their learning	33.3	55.6	11.1	0
Promotes their inclusion in the school community	36.1	52.8	11.1	0
Is focused upon meaningful targets for learners' learning	47.2	41.7	11.1	0
Is effectively used	38.9	50	8.3	2.8
Is effectively monitored and evaluated	33.3	44.4	13.9	8.3

Regarding additional support for learners who are receiving learning support, but who do not have a formal assessment and diagnosis of SEN and/or disabilities, both class teachers and support staff are most negative when considering that such support is effectively monitored and evaluated. This is especially true among class teachers, where more than 40% replied that they do not agree (not really or not at all).

Table 67. Section 4.3E, Class teachers' views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that the additional support for learners without a formal assessment and diagnosis of needs enables them to …	Fully	Partially	Not really	Not at all
Have equitable learning opportunities with their school peers	26.3	46.1	22.6	5.1
Participate in all school activities	34.6	47	13.8	4.6
Be actively engaged in their learning	30.9	43.3	20.7	5.1
Acquire self-advocacy skills	23	41.9	26.7	8.3
Be fully involved in the school community	35.5	46.5	14.7	3.2
Have opportunities to progress in academic and social development that are equitable with those of their school peers	32.3	46.1	17.1	4.6

Table 68. Section 4.3E, Support staff's views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do you feel that the additional support for learners without a formal assessment and diagnosis of needs enables them to …	Fully	Partially	Not really	Not at all
Have equitable learning opportunities with their school peers	25	55.6	13.9	5.6
Participate in all school activities	41.7	50	5.6	2.8
Be actively engaged in their learning	25	55.6	13.9	5.6
Acquire self-advocacy skills	19.4	55.6	16.7	8.3
Be fully involved in the school community	36.1	52.8	5.6	5.6
Have opportunities to progress in academic and social development that are equitable with those of their school peers	33.3	50	8.3	8.3

There are no large differences between how class teachers and support staff feel about how additional support for learners who are receiving learning support, but who do not have a formal assessment and diagnosis of SEN and/or disabilities

enables them on the issues above. They are both most hesitant regarding the statement that it enables learners to acquire self-advocacy skills.

Table 69. Section 4.3F, Class teachers' views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities.

How far do the following factors enable learners with additional support needs, but no formal assessment and diagnosis of needs to be successful at school …	Fully	Partially	Not really	Not at all
Support provided to learners	25.3	49.3	18.9	6.5
Learner self-advocacy skills	20.7	45.6	24.9	8.8
Quality of co-operation between support services and school staff	23	47	23.5	6.5
Family involvement in school activities	23.5	33.2	31.8	11.5
The accessibility of the teaching and learning environment	27.6	40.6	24	7.8
Flexibility of teaching methods	34.6	38.2	21.7	5.5
Regular evaluation of learners' progress and wider development	27.2	41.9	23	7.8
The availability of a reference person that staff can contact when necessary	26.7	36.4	26.3	10.6
Flexibility and responsiveness of staff members	26.7	44.2	23	6
The needs assessment methods	19.8	41.5	29	9.7
Financial support available to families	9.7	25.8	32.3	32.3
Technical support available to families	18	34.1	31.8	16.1

Among class teachers, the most important factor for enabling learners to be successful at school is flexibility of teaching methods (34.6% fully agree and 38.9% partially agree). The least important factor is the financial support available to families (9.7% fully agree and 25.8% partially agree).

Table 70. Section 4.3F, Support staff's views on their work with learners who are receiving learning support, but who do not have a formal assessment and diagnosis of special educational needs and/or disabilities

How far do the following factors enable learners with additional support needs, but no formal assessment and diagnosis of needs to be successful at school …	Fully	Partially	Not really	Not at all
Support provided to learners	25	58.3	13.9	2.8
Learner self-advocacy skills	19.4	55.6	16.7	8.3
Quality of co-operation between support services and school staff	22.2	63.9	11.1	2.8
Family involvement in school activities	22.2	52.8	16.7	8.3
The accessibility of the teaching and learning environment	30.6	55.6	8.3	5.6
Flexibility of teaching methods	33.3	47.2	19.4	0
Regular evaluation of learners' progress and wider development	25	58.3	16.7	0
The availability of a reference person that staff can contact when necessary	44.4	27.8	22.2	5.6
Flexibility and responsiveness of staff members	25	55.6	16.7	2.8
The needs assessment methods	16.7	61.1	19.4	2.8
Financial support available to families	8.3	36.1	30.6	25
Technical support available to families	13.9	50	22.2	13.9

Among support staff, the most important factors for enabling learners to be successful at school is the availability of a reference person that staff can contact when necessary (44.4% fully agree and 27.8% partially agree), as well as flexibility of teaching methods (33.3% fully agree and 47.2% partially agree). The least important factor is the financial support available to families (8.3% fully agree and 36.1% partially agree), just as among class teachers.

Table 71. School leaders' views on how far they feel enabled to …

How far school leaders feel enabled to …	Fully	Partially	Not really	Not at all
Support school staff to work with other professionals, parents and learners in the development and implementation of learning programmes	38.8	44.7	13.6	2.9
Work collaboratively with professionals from different disciplines	31.7	54.8	13.5	0
Support school staff to explore the classroom context and evidence from a range of teaching approaches to inform learning programmes	22.3	58.3	16.5	2.9

School leaders are generally positive when considering how enabled they are to support school staff to work with other professionals, parents and learners in the development and implementation of learning programmes, as well as how enabled they are to work collaboratively with professionals from different disciplines. They are a bit more hesitant when considering how far they feel enabled to support school staff to explore the classroom context and use evidence from a range of teaching approaches to inform learning programmes.

Table 72. Parents' views on how far they have been enabled to …

How far parents feel enabled to …	Fully	Partially	Not really	Not at all
Be involved in the development and implementation of your child's learning programme	10	26.1	35.5	28.4
Provide feedback during informal reviews with school staff throughout the school year	24.2	37.9	28.2	9.7
Raise your concerns and/or disagreements with learning programme content or implementation procedures	24.2	33.6	27.7	14.5

About 63% of parents state that they have not been enabled (not really or not at all) to be involved in the development and implementation of their child's learning programme. Only 10% of parents fully agree with this.

Table 73. School leaders' views on how far existing school-based support enables them to …

How far existing school-based support enables school leaders to …	Fully	Partially	Not really	Not at all
Ensure that the school-based assessment required to identify individual learning needs is implemented	22.5	61.8	14.7	1
Ensure that effective learning programmes are developed for learners with a formal assessment and diagnosis of special educational needs	31.7	53.8	14.4	0
Ensure the effective planning and implementation of co-ordinated learning support for learners with a formal assessment and diagnosis of special educational needs	28.8	56.7	14.4	0
Support school staff to solve problems related to personalised teaching	21.2	66.3	12.5	0
Ensure that learners' entitlements are met	45.2	50	4.8	0

Some 95.2% of school leaders fully or partially agree that existing school-based support enables them to ensure that learners' entitlements are met.

Table 74. School leaders' views on how far they feel that learners' IEPs …

How far school leaders feel that learners' IEPs …	Fully	Partially	Not really	Not at all
Engage learners effectively in their learning	34.6	52.9	12.5	0
Promote their inclusion in the school community	34.6	59.6	5.8	0
Are implemented	26.9	64.4	8.7	0
Are effectively monitored	26.9	52.9	18.3	1.9
Are effectively evaluated	34.6	51.9	12.5	1
Describe meaningful targets for academic learning	23.1	58.7	11.5	6.7
Describe meaningful targets for learning social and interaction skills	34.6	56.7	8.7	0
Outline the processes and necessary support to achieve those learning targets	31.7	59.6	7.7	1
Support the engagement of parents in their child's learning	20.2	53.8	26	0

About 74% of school leaders state that learners' IEPs support parents' engagement in their child's learning. This is not really in line with what parents expressed in Table 72. About 20% of school leaders state that the effective monitoring of IEPs is not sufficient.

Table 75. Different types of support the child receives to meet their individual learning needs, according to their parent(s)

What different types of support does your child receive to meet his/her individual learning needs?	Additional support provided by the school (n=114)	Additional support in special class/unit (n=242)
Learning support assistant	13.2	18.6
Specialist teaching support	25.4	17.4
Behavioural support	7	3.3
Adaptive equipment and technology	0	7
Physiotherapy	0.9	5.4
Speech therapy	8.8	7.4
Sign language interpreters/translators	0	0.8
Oral interpreters/translators	0	0
Alternative/augmented communication tools	6.1	6.2
Readers, classroom note-takers or scribes	7	2.9
Electronic textbooks	1.8	3.7
Alternative exam formats or additional time for assessments	12.3	7
Course adaptations, substitutions or waivers	11.4	19.4
Other	6.1	0.8

Table 75 shows the frequency of different types of additional support provided by the school and the additional support provided within a special class/unit in a special setting, according to the parents. The most common forms of additional support reported by the parents are specialist teaching support, learning support assistant and course adaptations, substitutions or waivers.

Table 76. Views of parents (of a child with additional support) on assessments

How far do you feel that …	Fully	Partially	Not really	Not at all
The results of school-based assessments are used to develop a meaningful learning programme for your child	23.2	31.9	29	15.9
You and your child are able to contribute to the learning and assessment processes	20.3	23.2	42	14.5
School staff are able to contribute to the learning and assessment processes for your child	29	37.7	27.5	5.8
The school staff regularly review progress and provide reports relating to your child	34.8	40.6	21.7	2.9
You have adequate access to a multi-professional team to support your child's learning and development	26.1	29	23.2	21.7
The roles and responsibilities of support services working in your school are clearly defined	20.3	37.7	23.2	18.8
Your child's school is effectively supported by the specialist support staff in delivering the provision required for your child	15.9	33.3	27.5	23.2

In their views on assessments, parents are most positive when considering that the school staff regularly review progress and provide reports relating to their child (34.8% fully agree and 40.6% partially agree). The statement rated least positively is how far they feel that their child's school is effectively supported by the specialist support staff in delivering the provision required for their child (15.9% fully agree and 33.6% partially agree).

Table 77. Views of parents (of a child with additional support) on additional support

How far do you feel that the additional support your child receives enables him/her to …	Fully	Partially	Not really	Not at all
Have learning opportunities that are equitable to those of his/her peers	31.9	40.6	17.4	10.1
Participate in all school activities	44.9	37.7	11.6	5.8
Be fully involved in the school community	46.4	31.9	14.5	7.2

How far do you feel that the additional support your child receives enables him/her to …	Fully	Partially	Not really	Not at all
Have the same opportunities to progress in the academic and social development as his/her school peers	34.8	42	14.5	8.7
Manage school work and the constraints of his/her additional needs	27.5	40.6	23.2	8.7

Table 78. Views of parents (of a child with an official diagnosis) on information regarding assessment procedures

How far do you feel adequately informed about …	Fully	Partially	Not really	Not at all
The assessment and formal diagnosis procedures for your child	38.2	36.8	17.6	7.4
The results of formal assessments and diagnoses	55.9	36.8	4.4	2.9
The monitoring that takes place to ensure that the entitlements set out for your child's learning programme are met	22.1	30.9	35.3	11.8
The roles of all the professionals involved in the formal assessment procedures for your child	33.8	32.4	26.5	7.4

Parents (of a child with an official diagnosis) are very positive regarding how adequately informed they feel about the results of formal assessments and diagnoses (55.9% fully agree and 36.8% partially agree). They are less positive about the monitoring that takes place to ensure that the entitlements set out for their child's learning programme are met (22.1% fully agree and 30.9% partially agree).

Table 79. Views of parents (of a child with an official diagnosis) on assessment procedures

How far do you feel that …	Fully	Partially	Not really	Not at all
The results of school-based assessments are used to develop a meaningful learning programme for your child	23.5	44.1	19.1	13.2
You and your child are able to contribute to the learning assessment process	19.1	27.9	35.3	17.6
School staff are able to contribute to the learning assessment process for your child	35.3	41.2	19.1	4.4
The school staff regularly review progress and provide reports relating to your child	33.8	42.6	17.6	5.9
You have adequate access to a multi-professional team to support your child's learning and development	23.5	35.3	23.5	17.6
The roles and responsibilities of support services working in your child's school are clearly defined	26.5	30.9	30.9	11.8
Your child's school is effectively supported by the specialist support staff in delivering the provision required for your child	23.5	45.6	20.6	10.3

Regarding how parents (of a child with an official diagnosis) feel about assessment procedures, they are most positive in that school staff are able to contribute to the learning assessment process for their child (35.3% fully agree and 41.2% partially agree), and that school staff regularly review progress and provide reports relating to their child (33.8% fully agree and 42.6% partially agree).

Table 80. Views of parents (of a child with an official diagnosis) on how the additional support enables their child to …

How the additional support enables the child to …	Fully	Partially	Not really	Not at all
Have learning opportunities that are equitable to those of his/her peers	23.5	47.1	14.7	14.7
Participate in all school activities	36.8	32.4	17.6	13.2
Be fully involved in the school community	32.4	35.3	17.6	14.7

How the additional support enables the child to …	Fully	Partially	Not really	Not at all
Have the same opportunities to progress in the academic and social development as school peers	25	35.3	19.1	20.6
Manage school work and the constraints of his/her additional needs	17.6	36.8	22.1	23.5

For the additional support that their child (with an official diagnosis) receives, parents are most positive regarding how it enables their child to participate in all school activities (36.8% fully agree and 32.4% partially agree). They are less positive about the way that the additional support enables their child to manage school work and the constraints of his/her additional needs (17.6% fully agree and 36.8% partially agree).

SECTION 5 – STAKEHOLDER PERCEPTIONS OF HOW FAR THE CURRENT SYSTEM OF RESOURCE ALLOCATION ENABLES SUPPORT TO ALL LEARNERS IN EQUITABLE, EFFICIENT AND COST-EFFECTIVE WAYS

Section 5 is about resource allocation and whether it is equitable, efficient and cost-effective. It concerns the effectiveness, equity and enabling effects of resource allocation (including work with other agencies beyond education).

All figures presented in all tables are percentages (%).

Table 81. Class teachers' views on resource allocation issues

How far do you feel that …	Fully	Partially	Not really	Not at all
The resource allocation system effectively enables your school to deliver the provision required by all learners	6.3	35	39.3	19.4
The resource allocation system effectively enables your local support service to deliver the provision required by all learners	7.1	34.2	38.2	20.5
The roles and responsibilities of support services working in your school are clearly defined	25.1	40.2	25.6	9.1
The staffing and resourcing levels of each support service working in your school are adequate to meet the needs of the schools and learners they support	10	33.9	25.4	30.8

Many class teachers are hesitant when considering how far the resource allocation system works. More than half of them do not really or do not at all agree that the resource allocation system effectively enables their school to deliver the provision required by all learners, or that the resource allocation system effectively enables the local support service to deliver the provision required by all learners. They are more positive regarding how far the roles and responsibilities of support services working in their school are clearly defined.

Table 82. Support staff's views on resource allocation issues

How far do you feel that …	Fully	Partially	Not really	Not at all
The resource allocation system effectively enables your school to deliver the provision required by all learners	5.3	63.2	22.8	8.8
The resource allocation system effectively enables your local support service to deliver the provision required by all learners	7	59.6	24.6	8.8

How far do you feel that …	Fully	Partially	Not really	Not at all
The roles and responsibilities of support services working in your school are clearly defined	35.1	47.4	14	3.5
The staffing and resourcing levels of each support service working in your school are adequate to meet the needs of the schools and learners they support	17.5	45.6	21.1	15.8

Support staff hold the firmest views when considering how far the roles and responsibilities of support services working in their school are clearly defined (35.1% fully agree and 47.4% partially agree). They are most hesitant when considering how far the resource allocation system effectively enables their school to deliver the provision required by all learners (5.3% fully agree and 63.2% partially agree).

Table 83. School leaders' views on resource allocation issues

How far do you feel that …	Fully	Partially	Not really	Not at all
The resource allocation system effectively enables your school to deliver the provision required by all learners	7.7	53.8	32.7	5.8
The resource allocation system effectively enables your local support service to deliver the provision required by all learners	7.7	54.8	31.7	5.8
The roles and responsibilities of support services working in your school are clearly defined	33.7	52.9	11.5	1.9
The staffing and resourcing levels of each support service working in your school are adequate to meet the needs of the schools and learners they support	13.5	51	24	11.5

School leaders are most positive regarding how far the roles and responsibilities of support services working in their school are clearly defined (33.7% fully agree and 52.9% partially agree).

In general, many respondents – especially class teachers – are negative regarding the resource allocation system. Among them, about 60% state that the resource allocation system does not really or does not at all effectively enable their school or local support service to deliver the provision required by all learners. All stakeholder groups are more certain regarding how far the roles and responsibilities of support services working in their school are clearly defined.

Table 84. Parents' views on how far they feel that school-level support …

How far parents feel that school-level support …	Fully	Partially	Not really	Not at all
Enables your child to reach his/her full learning potential	20.6	49.8	23.2	6.4
Enables your child to express his/her views	31.8	41.2	23.7	3.3
Enables members of school staff working with your child to access appropriate support when needed	18.2	45.5	23.7	12.6
Enables the whole school community to have a positive view of all learners	26.3	47.9	16.8	9
Enables school staff to provide high quality inclusive education for all learners	19.7	42.7	24.9	12.8
Promotes effective educational practice	19.7	49.5	22.5	8.3

Regarding how far parents feel that school-level support enables their child, they hold the firmest views when considering how far the school-level support enables their child to express their views (31.8% fully agree and 41.2% partially agree). The large variation in the parents' views should be noted. Some parents are very satisfied with how school-level support enables their child. At the same time, there are parents who are not very satisfied.

Table 85. Class teachers' views on how far they feel that the existing resource allocation results in school-level support that …

How far class teachers feel that the existing resource allocation results in school-level support that …	Fully	Partially	Not really	Not at all
Empowers parents to access appropriate support	8.5	34.8	43	13.7
Empowers learners to express their views	10	38.5	39.9	11.7
Enables individual school staff to access appropriate support when needed	6.8	39.9	34.8	18.5
Enables the school community to have a positive view of all learners	19.4	49.6	20.8	10.3
Enables school staff to provide high quality inclusive education for all learners	10.3	40.5	23.4	25.9
Enables school staff to feel empowered by each other	14.5	49.6	25.9	10

Class teachers are most hesitant when considering how far the existing resource allocation results in school-level support that enables individual school staff to access appropriate support when needed (6.8% fully agree and 39.9% partially agree).

Table 86. Support staff's views on how far they feel that the existing resource allocation results in school-level support that …

How far support staff feel that the existing resource allocation results in school-level support that …	Fully	Partially	Not really	Not at all
Empowers parents to access appropriate support	14	54.4	22.8	8.8
Empowers learners to express their views	12.3	56.1	22.8	8.8
Enables individual school staff to access appropriate support when needed	15.8	54.4	22.8	7
Enables the school community to have a positive view of all learners	28.1	42.1	21.1	8.8
Enables school staff to provide high quality inclusive education for all learners	21.1	42.1	21.1	15.8
Enables school staff to feel empowered by each other	17.5	59.6	15.8	7

Support staff hold the firmest views when considering how far the existing resource allocation results in school-level support that enables the school community to have a positive view of all learners (28.1% fully agree and 42.1% partially agree).

Table 87. School leaders' views on how far they feel that the existing resource allocation results in school-level support that …

How far school leaders feel that the existing resource allocation results in school-level support that …	Fully	Partially	Not really	Not at all
Empowers parents to access appropriate support	14.4	52.9	30.8	1.9
Empowers learners to express their views	13.5	51	32.7	2.9
Enables individual school staff to access appropriate support when needed	16.3	58.7	21.2	3.8
Enables the school community to have a positive view of all learners	32.7	53.8	12.5	1

How far school leaders feel that the existing resource allocation results in school-level support that …	Fully	Partially	Not really	Not at all
Enables school staff to provide high quality inclusive education for all learners	18.3	63.5	12.5	5.8
Enables school staff to feel empowered by each other	26.9	60.6	12.5	0

As with the support staff, school leaders are most positive about how the existing resource allocation results in school-level support that enables the school community to have a positive view of all learners (32.7% fully agree and 53.8% partially agree).

In general, class teachers are more negative than support staff. School leaders are most positive about how far the existing resource allocation results in good school-level support.

It is notable that all school staff stakeholder groups are hesitant when considering how far the existing resource allocation results in school-level support that empowers learners to express their views. Parents are much more positive about this (as Table 84 shows), where 31.8% fully agreed and 41.2% partially agreed.

Table 88. Parents' views on how far different factors enable their children to be successful at school …

How far different factors enable children to be successful at school …	Fully	Partially	Not really	Not at all
Quality of educational support provided to your child	30.3	42.2	19.9	7.6
Quality of interaction between your child and his/her school friends and peers	32.7	47.9	13	6.4
Quality of the educational needs identification process	29.9	40	20.1	10
Quality of co-operation between school and support staff	32	42.2	17.8	8.1
Family involvement in school activities	26.3	40.8	25.8	7.1
Flexibility of teaching methods	27.3	41.5	22	9.2
Regular assessment of your child's learning progress and wider development	31	38.4	23.9	6.6
The availability of a reference person you can contact when necessary	32.7	36	23.7	7.6
Flexibility and responsiveness of staff members	32	44.5	15.2	8.3

Evidently, the different factors parents consider important for enabling their children to be successful at school are very evenly distributed.

Table 89. Parents' views on how well they feel that the school is preparing their child …

How well the school is preparing the child …	Fully	Partially	Not really	Not at all
To be self-confident	23.5	46.9	20.4	9.2
To feel happy at school	32.7	48.8	11.8	6.6
To positively interact with school friends and peers	34.6	46.2	14.9	4.3
To feel respected by other learners	31.5	44.1	16.6	7.8
To be actively engaged in learning opportunities	32.9	45.3	16.6	5.2
To have the same life chances as other learners	36.7	44.5	12.8	5.9
To participate actively in the local community and wider society	26.8	44.3	21.8	7.1
To live independently	27	51.7	15.9	5.5
To be financially self-supporting in the longer term	21.3	38.2	23.7	16.8
To have a satisfying quality of life	26.3	47.6	18.5	7.6

For Table 89, the same pattern emerges: parents respond very evenly to the different statements regarding their perceptions of how far the school is able to prepare their children for the future.

Table 90. School leaders' views on the additional support for learners with a formal assessment and diagnosis

How far do you feel that the additional support for learners with a formal assessment and diagnosis of special educational needs enables them to …	Fully	Partially	Not really	Not at all
Have equitable learning opportunities with their school peers	25	63.5	11.5	0
Participate in all school activities	41.3	54.8	3.8	0
Be actively engaged in their learning	37.5	54.8	7.7	0
Acquire self-advocacy skills	19.2	62.5	17.3	1
Be fully involved in the school community	40.4	53.8	5.8	0
Have opportunities to progress in academic and social development that are equitable with those of their school peers	40.4	54.8	4.8	0

School leaders seem very positive about the additional support that learners with a formal assessment and diagnosis of SEN receive. They are most positive regarding how far the additional support for learners with a formal assessment and diagnosis of SEN enables them to participate in all school activities (41.3% fully agree and 54.8% partially agree).

Table 91. School leaders' views on which factors enable learners with a formal assessment and diagnosis to be successful at school

How far do the following factors enable learners with a formal assessment and diagnosis of special educational needs to be successful at school …	Fully	Partially	Not really	Not at all
Support provided to learners	37.5	56.7	5.8	0
Learner self-advocacy skills	15.4	62.5	20.2	1.9
Quality of co-operation between support services and school staff	29.8	65.4	4.8	0
Family involvement in school activities	24	50	24	1.9
The accessibility of the teaching and learning environment	32.7	58.7	7.7	1
Flexibility of teaching methods	38.5	54.8	5.8	1

How far do the following factors enable learners with a formal assessment and diagnosis of special educational needs to be successful at school …	Fully	Partially	Not really	Not at all
Regular evaluation of learners' progress and wider development	36.5	51.9	10.6	1
The availability of a reference person staff can contact when necessary	38.5	44.2	14.4	2.9
Flexibility and responsiveness of staff members	32.7	54.8	12.5	0
The needs assessment methods	23.1	64.4	10.6	1.9
Financial support available to families	8.7	42.3	36.5	12.5
Technical support available to families	18.3	51	26.9	3.8

According to school leaders, the most effective factors that enable learners with a formal assessment and diagnosis of SEN to be successful at school are: support provided to learners (37.5% fully agree and 56.7% partially agree), flexibility of teaching methods (38.5% fully agree and 54.8% partially agree) and regular evaluation of learners' progress and wider development (36.5% fully agree and 51.9% partially agree). They are more hesitant in considering financial support available to families (8.7% fully agree and 42.3% partially agree) and learner self-advocacy skills (15.4% fully agree and 62.5% partially agree) as factors that enable learners to be successful at school.

SECTION 6 – STAKEHOLDER PERCEPTIONS OF STRENGTHS AND WEAKNESSES OF THE CURRENT QUALITY ASSURANCE PROCESSES FOR INFORMING IMPROVEMENT IN INCLUSIVE EDUCATION

Section 6 is about the effectiveness of educational governance and quality assurance/accountability processes at all system levels and the extent to which they inform co-ordinated and effective implementation of inclusive education policy and practice.

Some questions in Section 6 are the same for all school staff, while some are just asked of school leaders.

All figures presented in all tables are percentages (%).

Table 92. Class teachers' views on processes and procedures for monitoring and evaluating school-level practice

How far do you feel that processes and procedures for monitoring and evaluating school-level practice …	Fully	Partially	Not really	Not at all
Effectively inform learners' rights and positive outcomes	9.4	47.3	33.9	9.4
Provide information about school effectiveness issues	13.7	48.4	30.8	7.1
Effectively inform the development of school-level action plans	11.1	44.7	35.3	8.8
Provide information that can be used to promote equity, efficiency and innovation	11.1	44.4	34.5	10
Are effectively communicated to all stakeholders in education	11.4	42.2	37	9.4

Table 93. Support staff's views on processes and procedures for monitoring and evaluating school-level practice

How far do you feel that processes and procedures for monitoring and evaluating school-level practice …	Fully	Partially	Not really	Not at all
Effectively inform learners' rights and positive outcomes	10.5	61.4	21.1	7
Provide information about school effectiveness issues	15.8	59.6	19.3	5.3
Effectively inform the development of school-level action plans	10.5	52.6	28.1	8.8
Provide information that can be used to promote equity, efficiency and innovation	14	52.6	28.1	5.3
Are effectively communicated to all stakeholders in education	10.5	50.9	29.8	8.8

Table 94. School leaders' views on processes and procedures for monitoring and evaluating school-level practice

How far do you feel that processes and procedures for monitoring and evaluating school-level practice …	Fully	Partially	Not really	Not at all
Effectively inform learners' rights and positive outcomes	12.5	61.5	26	0
Provide information about school effectiveness issues	16.3	61.5	21.2	1
Effectively inform the development of school-level action plans	19.2	51.9	28.8	0
Provide information that can be used to promote equity, efficiency and innovation	15.4	54.8	26.9	2.9
Are effectively communicated to all stakeholders in education	18.3	57.7	24	0

School leaders are slightly more positive, compared to support staff and class teachers, when considering how processes and procedures for monitoring and evaluating school-level practice works. Class teachers are the most hesitant stakeholder group, with about 40% hesitant about the way processes and procedures for monitoring and evaluating school-level practice work.

Table 95. School leaders' views on the effectiveness of their schools' quality assurance procedures

How effective do you feel that your school's quality assurance procedures are in terms of …	Fully	Partially	Not really	Not at all
Ensuring that teaching approaches for all learners are effectively monitored	12.5	48.1	33.7	5.8
Enabling school teams to receive support to implement teaching approaches that include all learners	20.2	51	27.9	1
Ensuring effective collaboration with all stakeholders in the school community, including learners and their families, community agencies, organisations and associations, other education authorities, regional health and children's services authorities	13.5	55.8	27.9	2.9

About one third of school leaders are hesitant when considering how effectively their schools' quality assurance procedures work.

Table 96. School leaders' views on the effectiveness of quality assurance procedures related to meeting learners' needs

How effective do you feel your school quality assurance procedures related to meeting learners' individual needs are in terms of supporting staff to …	Fully	Partially	Not really	Not at all
Develop coherent on-going assessment procedures that inform the development of individualised teaching programmes	17.3	58.7	22.1	1.9
Use on-going school assessment to evaluate the effectiveness of educational programmes and support provided to a learner with additional needs	14.4	65.4	17.3	2.9
Use results of school-based assessments, including information on contextual factors, to make decisions regarding eligibility for support and additional provision	25	65.4	9.6	0
Develop and implement school-level summative assessment and reporting procedures to monitor outcomes for all learners	17.3	69.2	12.5	1
Monitor the implementation of support entitlement	23.1	58.7	17.3	1
Ensure that procedures are in place for effective transition planning between all phases of education	30.8	51.9	15.4	1.9
Develop and implement procedures for recording, sharing of medical information and any other relevant information (such as reports from professionals, learners' programme(s), interventions and evaluation reports)	24	52.9	17.3	5.8

School leaders are most positive when considering the effectiveness of quality assurance procedures related to meeting learners' needs in terms of supporting staff to ensure that procedures are in place for effective transition planning between all phases of education (30.8% fully agree and 51.9% partially agree).

SECTION 7 – STAKEHOLDER PERCEPTIONS OF INITIAL TRAINING AND CONTINUING PROFESSIONAL DEVELOPMENT TO MEET ALL LEARNERS' RIGHTS TO A HIGH QUALITY INCLUSIVE EDUCATION

Section 7 is about professional development issues at all system levels and how effectively they are addressed. It is about how stakeholders at all levels are enabled through their initial education and continuing professional development to implement inclusive education as a rights-based approach for all learners.

Section 7 only concerns school staff. Questions are the same for class teachers and support staff, but different for school leaders.

All figures presented in all tables are percentages (%).

Table 97. Class teachers' views on their initial training

Do you feel that your initial training has enabled you to effectively …	Fully	Partially	Not really	Not at all
Work with parents	21.4	41.6	26.5	10.5
Meet learners' diverse needs	15.4	51.3	25.1	8.3
Take responsibility for all learners' learning needs	14.2	47.6	25.6	12.5
Work with other professionals and agencies	28.8	45.3	19.1	6.8
Assess the educational needs of all learners	18.8	50.1	22.8	8.3
Manage learner behaviour	13.1	52.7	25.1	9.1
Promote positive social interaction between learners in the classroom	20.8	52.7	22.2	4.3
Use on-going assessment to improve learning and participation	27.4	50.4	17.7	4.6
Use on-going assessment to monitor learners' progress	28.5	48.1	20.5	2.8
Plan and implement lessons that are accessible for all learners	20.2	51.6	22.2	6
Develop collaborative teaching, including work with class teachers and other support staff	19.1	39.6	29.3	12

Among the class teachers who responded, almost all (97.7%) have undertaken a formal qualification, as Table 7 shows. When it comes to class teachers' views on how their initial training has enabled them to undertake various tasks, there is a

relatively even distribution among the different factors. Teachers are most hesitant when considering how their initial training has enabled them to manage learner behaviour (13.1% fully agree and 52.7% partially agree), take responsibility for all learners' learning needs (14.2% fully agree and 47.6% partially agree) and meet learners' diverse needs (15.4% fully agree and 51.3% partially agree).

Table 98. Support staff's views on their initial training

Do you feel that your initial training has enabled you to effectively …	Fully	Partially	Not really	Not at all
Work with parents	49.1	40.4	7	3.5
Meet learners' diverse needs	40.4	52.6	5.3	1.8
Take responsibility for all learners' learning needs	26.3	59.6	10.5	3.5
Work with other professionals and agencies	54.4	35.1	8.8	1.8
Assess the educational needs of all learners	19.3	61.4	15.8	3.5
Manage learner behaviour	14	71.9	14	0
Promote positive social interaction between learners in the classroom	38.6	52.6	8.8	0
Use on-going assessment to improve learning and participation	31.6	47.4	21.1	0
Use on-going assessment to monitor learners' progress	35.1	42.1	21.1	1.8
Plan and implement lessons that are accessible for all learners	29.8	38.6	26.3	5.3
Develop collaborative teaching, including work with class teachers and other support staff	38.6	36.8	22.8	1.8

About 23% of support staff have no formal qualification, as Table 7 shows. However, they hold firmer views when considering how their initial training has enabled them to effectively work with these different tasks. They are especially positive about how their initial training has enabled them to work with other professionals and agencies (54.4% fully agree and 35.3% partially agree) and work with parents (49.1% fully agree and 40.4% partially agree). Support staff are consistently more positive than class teachers regarding their initial training. This is especially clear when it comes to working with parents, meeting learners' diverse needs and working with other professionals and agencies.

Table 99. Class teachers' views on continuing professional development

How relevant to your work are continuing professional development opportunities in terms of …	Fully	Partially	Not really	Not at all
The focus and content	50.7	42.7	6	0.6
Availability and level of flexibility	48.4	43.6	7.1	0.9

Table 100. Support staff's views on continuing professional development

How relevant to your work are continuing professional development opportunities in terms of …	Fully	Partially	Not really	Not at all
The focus and content	56.1	36.8	7	0
Availability and level of flexibility	54.4	36.8	8.8	0

Class teachers and support staff largely agree regarding the relevance of continuing professional development opportunities in terms of the focus and content and in terms of availability and level of flexibility.

Table 101. Class teachers' views on opportunities for continuing professional development

Do you feel that opportunities for continuing professional development enable you to effectively …	Fully	Partially	Not really	Not at all
Work with parents	23.6	46.4	23.9	6
Meet learners' diverse needs	27.1	53.8	15.7	3.4
Take responsibility for all learners' learning needs	21.7	51.9	19.7	6.8
Work with other professionals and agencies	29.6	45	20.2	5.1
Assess the educational needs of all learners	25.9	51.3	17.1	5.7
Manage learner behaviour	20.8	54.4	18.5	6.3
Promote positive social interaction between learners in the classroom	27.1	53.6	16	3.4
Use on-going assessment to improve learning and participation	30.8	53.6	12.5	3.1
Use on-going assessment to monitor learners' progress	31.6	53.8	12	2.6
Plan and implement lessons that are accessible for all learners	25.6	53.3	16.2	4.8
Develop collaborative teaching, including work with class teachers and other support staff	26.2	47.9	21.7	4.3

Table 102. Support staff's views on opportunities for continuing professional development

Do you feel that opportunities for continuing professional development enable you to effectively …	Fully	Partially	Not really	Not at all
Work with parents	40.4	50.9	7	1.8
Meet learners' diverse needs	42.1	49.1	7	1.8
Take responsibility for all learners' learning needs	33.3	49.1	15.8	1.8
Work with other professionals and agencies	43.9	42.1	12.3	1.8
Assess the educational needs of all learners	36.8	49.1	12.3	1.8
Manage learner behaviour	28.1	54.4	15.8	1.8
Promote positive social interaction between learners in the classroom	38.6	52.6	7	1.8
Use on-going assessment to improve learning and participation	38.6	36.8	22.8	1.8
Use on-going assessment to monitor learners' progress	38.6	42.1	17.5	1.8
Plan and implement lessons that are accessible for all learners	35.1	42.1	19.3	3.5
Develop collaborative teaching, including work with class teachers and other support staff	49.1	36.8	12.3	1.8

Support staff are consistently more positive about their initial training and continuing professional development than class teachers. This is especially true when it comes to working with parents, meeting learners' diverse needs and working with other professionals and agencies. (Support staff also have more formal training in special education and inclusive education than class teachers, as Tables 5 and 6 show).

Table 103. School leaders' views on initial training and continuing development

Do you feel that your training and professional development to date has enabled you to effectively …	Fully	Partially	Not really	Not at all
Promote and manage inclusive education policies, practices	30.8	52.9	15.4	1
Create a school ethos where staff take responsibility for all learners' needs	39.4	54.8	5.8	0

Do you feel that your training and professional development to date has enabled you to effectively …	Fully	Partially	Not really	Not at all
Work with parents	38.5	50	10.6	1
Work with other professionals and agencies	49	43.3	6.7	1
Provide professional leadership to staff in meeting learners' diverse needs	42.3	49	8.7	0
Promote and support positive behaviour management with learners	40.4	46.2	13.5	0
Support staff to assess the educational needs of all learners	30.8	57.7	11.5	0
Manage staff development requirements	23.1	60.6	14.4	1.9
Oversee the use of on-going assessment to improve learning and participation and monitor progress	22.1	59.6	18.3	0
Oversee and co-ordinate the work of teachers and support staff	29.8	56.7	12.5	1
Oversee and co-ordinate the implementation of accessibility principles applied to the environment and curriculum (including for learners with the most complex needs)	23.1	53.8	21.2	1.9
Provide pedagogical leadership	53.8	41.3	4.8	0
Manage administrative tasks	59.6	36.5	2.9	1
Manage the school budget	25	31.7	26.9	16.3
Establish and support the school professional learning community	43.3	48.1	8.7	0
Share leadership tasks with colleagues	52.9	43.3	3.8	0
Work effectively with professionals from other disciplines	53.4	43.7	1.9	1

School leaders are generally positive when considering how their training and professional development to date has enabled them to undertake different tasks. They are especially positive about how training enabled them to effectively manage administrative tasks (59.6% fully agree and 36.5% partially agree). They are more hesitant when considering how it enabled them to manage the school budget (26.9% do not really agree and 16.3% do not at all agree).

Table 104. School leaders' views on continuing professional development opportunities

How relevant to your work are continuing professional development opportunities in terms of …	Fully	Partially	Not really	Not at all
The focus and content	61.5	34.6	3.8	0
Availability and level of flexibility	60.6	38.5	1	0

School leaders seem more positive than other school staff (class teachers and support staff) regarding their initial training and continuing professional development.

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