

THE UNIVERSITY OF HULL

An investigation into the effects of the Warnock Report
and the associated documentation on the organisation
and provision for pupils with special educational needs
in the mainstream secondary school

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John Richard Stakes M.A. (Education)

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by Richard Stakes

on

An investigation into the effects of the Warnock Report and the associated documentation on the organisation and provision for pupils with special educational needs in the mainstream secondary school

The initial thinking on this piece of research was based on the view that the Warnock Report (1978) can be regarded as not only a milestone in the thinking on special education in this country, but also as a stepping stone in the continuing development of provision for pupils with special educational needs in the mainstream secondary school.

The literature survey takes this into account in an analysis which is based on five key themes which have been identified as central to the development of provision. These are:

- (1) the development of methods to identify and categorise pupils needing extra help
- (2) the varying arrangements which have been made to meet the needs of such pupils
- (3) the development of a national network of provision
- (4) a growing desire and pressure from a variety of sources for an integrated system of provision for pupils with special needs into the mainstream school
- (5) the widening role of the teacher in the mainstream school to cope with the circumstances outlined above.

The second part of this study concentrated on a survey, undertaken in three Local Education Authorities, in the north of England to ascertain the nature and type of developments which had occurred since the publication of the Warnock Report (op cit).

This survey was conducted in two phases :

- (1) a postal survey of some one hundred and seventy mainstream secondary schools
- (2) in-depth interviews with a number of schools, chosen at random, and with an officer of one of the L.E.A.'s.

A number of hypotheses, drawn up as a result of the five point analysis outlined above were statistically tested as part of this study.

Conclusions based on the findings of the literature survey, the small scale study and the statistical analysis were drawn and recommendations based on these were made.

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NOTE

To facilitate a consistency of language to describe pupils under consideration in this report, such phrases as 'special educational help' or 'special educational provision' have been used throughout the literature review even though, as far as the mainstream school was concerned, the phrase 'special education' was not commonly used until after the publication of the Warnock Report in 1978.

Naturally exceptions to this have been made where specific references to particular aspects of that provision or particular conditions of pupils have been described. A further exception has been made when quotations taken from other sources have been used. On these occasions the terminology used has been left intact.

Introduction to the literature survey

This section of the study, by means of an investigation of the available literature, will:

- (1) provide evidence to show that although the Warnock Report¹ when it was published in 1978 was a document of great importance in the field of special education, both in the special school and the mainstream school, it cannot nevertheless, be taken in isolation. Further, evidence will be produced to show that it was merely a milestone (albeit an important one) in a continuing process of change and development over the past hundred years in the organisation and practice of special educational provision in England
- (2) show that many of the themes which can be found in this report can be traced back throughout the period of compulsory secondary school provision and have been important features in the thinking and practice on the subject which has been undergone during this period.

In order to test these assertions this section will also produce evidence to support the hypothesis that the development of provision for pupils with special educational needs in the mainstream secondary school can be related to five key themes. Those themes are:

- (a) the development of methods to identify and categorise pupils needing extra help in the mainstream school
- (b) the varying arrangements which have been developed in the mainstream secondary school to meet the needs of these pupils
- (c) the development of provision nationally for such pupils
- (d) indications of a growing desire and pressure for an integrated system of provision for many pupils with special needs who would

¹. Warnock M (Chairman) Special Educational Needs, Report of the Committee of Enquiry in the Education of handicapped children and Young People.

benefit from this as possible

(e) the widening role of the specialist teacher of such pupils in the mainstream school both before and after the publication of the Warnock Report to help to organise provision for the pupils.

This survey will concentrate mainly, but not exclusively, on the period since the introduction of compulsory secondary education in 1944.

A further important purpose of this survey is to analyse the evidence from the previous literature on the development of special needs provision in the mainstream school, so that it may provide a useful framework for the small-scale investigation which will be undertaken as the second part of this study.

Section 1 : An historical perspective

INTRODUCTION

The importance of the Warnock Report, (op cit) cannot be over estimated in relation to meeting the special educational needs of pupils in the mainstream school. Writing shortly after its publication Bushell, (1979)¹ described its findings and recommendations as likely to have 'a vital' effect on the provision of special education within the ordinary school system'. Similarly Evans, (1982 p.35)² described the report as likely to influence practice in the field for years to come, while Sayer (1981)³, a comprehensive headmaster, felt it had 'quietly unleashed a revolution which (was of great) consequence to the educational process'. Reid (1986 p.74)⁴ writing more recently, stated the report 'has done a great deal to refine and broaden the concept of special educational needs'. Tansley and Pankhurst, (1981 p.19)⁵ described its recommendations as 'radical' and the N.A.S./ U.W.T., (1986 p.1)⁶ have described its effect to be to 'change for ever the face of special education in this country'.

The 1981 Education Act, passed as a consequence of the Warnock Report and providing a lot of framework for many of its recommendations, has similarly been received in an optimistic manner. Bines, (1984 p.73)⁷, for example described it as having 'considerable strategic importance', in terms of implementing new approaches to remedial education and further through its 'broad and flexible definition of special educational need' offered opportunities for developments in the secondary school.

1. Bushell R: The Warnock Report and Section 10 of the Education Act: Integration or Segregation Remedial Education vol. 14 (i)
2. Evans R: the Early years of education in Hinson M and Hughes M (Eds.): Planning Effective Progress
3. Sayer J: Down and Up the line to integration Education July 17
4. Reid K: Diseffection from school
5. Tansley P and Pankhurst J: Children with specific/learning difficulties
6. N.A.S./U.W.T.: Special Educational Needs in mainstream Education a policy statement
7. Bines H: The 1981 Education Act and the development of Remedial Education in Secondary Schools (Remedial Education Vol. 19 (ii))

It is comments such as these which underline the increasing significance of the Warnock Report and the 1981 Education Act in the thinking and planning relating to special educational provision in the mainstream school. However, an analysis of the literature prior to the publication of the Report indicates that it was not a document which appeared in isolation but was rather an important milestone in the continuing process of change and development in the philosophy and practice in the field of special education.

One feature of this is the use of the phrase 'special education' itself. In the Warnock Report (op cit) it is used to describe all pupils with difficulties in all types of school. This, the report indicated (para. 3.6 p.37), was an important change in the previously commonly held meaning of the phrase (of an education for handicapped children generally provided separately from the mainstream school). However this concept was not novel in itself, as the use of the term in this context on the mainstream school can be traced back to Webb (1967)¹.

Before investigating the recommendations of the Warnock Report, it is important therefore, to outline the background to it and the origins of what it terms as special education

Origins

The history of the development of provision for pupils with special educational needs, in whatever form this has occurred over the last half century in England, has been increasingly well-documented. Forms of provision for pupils, particularly those who were deaf or blind, can be traced back to a period before the turn of this century. Sutherland (1981)² and the Warnock Report (op cit) have both traced provision for these groups of pupils as

1. Webb L: Children with special needs in the infant school

2. Sutherland G in Swann W (Ed.): The Practice of Special Education

far back as the eighteenth century.

Sutherland (op cit p.93) indicated that by the late nineteenth century provision was based on a variety of sources which included voluntary provision, both permissive and mandatory legislation, and the development of intelligence testing.

Hegarty (1987 p.12)¹ argued that the introduction by Parliament of compulsory education in 1870 increased the pressure for provision to be made for pupils who failed to learn or who were felt to be behind the classwork of other children. Arnold², a contemporary H.M. Inoted numerous educational complaints from teachers that many pupils were prevented, by the nature of their intelligence from reaching the standard laid down in the Revised Code (1862).

At this time there was little overall agreement as to how best to meet the needs of these pupils, nor what sort of provision should be made for them. The Eugenic movement led by Down, Galton, Pinsent and Dugdale argued that the only way forward was by separate institutions to house and control such children and adults so as to prevent their regeneration. No form of special education was provided for them.³ There were however, some dissenting voices, most notably Newman⁴, the Chief Medical Officer of Health to the Board of Education, Chesterton⁵ and Warner (1891)⁶ who felt that many of this group were educable and that they were trapped by 'the modern craze for scientific officialdom and social experiments'⁷.

1. Hegarty S: Meeting Special Needs in ordinary schools.

2. Arnold T: taken from Slow Learners at School, D.E.S. Pamphlet No. 46 (1964) (p.2).

3. Taken from Lowe R.A. Eugenicists, doctor and the quest for national efficiency; an educational crusade 1900-1939 History of Education 8 (iv) p.203-306

4./5. taken from: Booth T: Origins (Unit 9 E241 Special Needs in Education)

6. Warner F: Lectures on the growth and means of training the mental faculty in D.E.S. (op cit 1964) p.2

7. Taken from Potts P in Booth T (op cit)

This debate led eventually to calls for a Royal Commission of Enquiry to investigate the situation and to make proposals, particularly for those children who were blind or deaf.

When the Commission reported in 1899¹, the recommendations included the compulsory schooling for blind children from five to sixteen, the integration of blind children into the mainstream school wherever possible, and teaching in braille.

The deaf were less fortunate. The Commission, fearing hereditary deterioration and bearing in mind the influence of the eugenics movement, indicated that although these children should be educated up to the age of sixteen, there should be a separation between the sexes to prevent this defect passing from one generation to another.

For children who exhibited learning difficulties this period was concerned with definition and description. Some attempt by the Commission was made to define 'the feeble minded' (the common term in contemporary use to describe such children and adults). It categorised them by the levels of difficulty of such pupils; 'idiocy' was seen to be a greater deficiency of intelligence than 'imbecility'.

The Commission recommended that all 'imbecile' children should be removed from the asylums where they were incarcerated to be overseen by the Education Authorities.

Ingram (1958)², and Tansley and Gulliford (1960)³, pointed to the growing evidence of some form of provision for pupils with special needs been made in the period after the publication of this Report, which can be traced through the log books of individual schools, particularly from the beginning of this century.

A further Commission investigating the problems of children

¹. The Royal Commission on the blind, the deaf and others

². Ingram A.S.: Elementary Education in England during the period of payment by results.

³. Tansley A.E. and Gulliford R: The Education of Slow learning children

with special difficulties in school reported in 1898¹. This Commission changed the overall terminology to describe this group of pupils to 'defective'. However, the report indicated considerable difficulties over other important issues. Some of these related to policy (e.g. the reliability of measurement of such children's difficulties and screening procedures), while others were concerned with the necessary investment to provide for them (e.g. smaller classes, the provision of materials, transport for the physically handicapped and hostel or residential accommodation).

Because of the political issues involved Potts (op cit p.25) argued that the subsequent legislation, although giving enabling powers to local authorities, did not compel them to do anything thus allowing the situation to drift.

It was not until after another Royal Commission in 1908². that a further Act of Parliament in 1913 attempted to tighten up on at least some aspect of provision.

The Education Act 1913, (Defective and Epileptic Children) made it the duty of local authorities to make provision for certain groups of pupils from August 1 1914. (The physically handicapped were not catered for by the local education authorities until the 1918 Education Act and the severely mentally handicapped did not become part of the responsibility of the Education service until 1971).

In the event, however, the provisions of the 1913 Education Act were lost in the wider events in both this country and Europe which led to the outbreak of the first World War in August 1914.

The situation before this war was summed up by Fox (1918)³. as being a period of "inactivity", "confusion" and "uncertainty".
4.
The evidence also indicates that some authorities had made

1. Education Department: Report of the committee on defective and epileptic children

2. The Royal Commission on the care and control of the feeble minded

3. Fox E: The Mental Deficiency Act and its Administration, Eugenics Review 10 p.1-17

4. Slow Learners at School. Education Pamphlet no. 46 (1964) p.3

such provision voluntarily and many special schools had been built but there was a lack of co-ordination nationally.

In the period after the end of the first World War in 1918 a mental deficiency committee was set up to help to clarify thinking and produce an overall national policy. This committee, when it reported in 1929¹, pointed out the continuing difficulties in the area, stating that many local authorities were 'working in the dark'. It argued that in order to carry out their duties under the 1913 Education Act it was necessary to have some investigation of the number of children involved, who they were and which needed what type of help, as there was at that time scant knowledge of this. Sutherland (op cit) points out that it was not until the 1920's, when the whole ability range was brought into school that any initiative like this was necessary at a national level to provide for the education of children with special needs in the mainstream school.

The Education Act of 1921 required the education of pupils which it defined as 'not being imbecile and not merely dull and backward' to be conducted in an entirely separate place outside the mainstream school in special classes or special schools. Importantly, in relation to future developments within the definitions of this Act, it is possible to distinguish three categories of pupil with special needs : the 'imbecile', the 'defective' and the 'dull' or 'backward' child. Those categories, although they have been described differently over the years, have continued to be important distinguishing factors in the field of Special Education.

The 'imbecile' child, who was regarded at the time of the 1921 Education Act to be ~~un~~educable and, as outlined earlier, did not

¹. Board of Education and Board of Control: Report of the joint Departmental Committee on Mental Deficiency London H.M.S.O. (The Wood Report)

even feature as part of the national provision until after 1971, was at that time the responsibilities of the Health Service.¹

The child defined as 'defective' by the 1921 Act was required to be educated in the special school or in a special class and had to be certified as being in need of this provision by the schools' Medical Officer of Health.

The 'dull' or 'backward' child, the third category of pupil defined above, was generally educated in the mainstream school as the least capable children in their peer group.

The number of children ascertained in these three categories by the Wood Committee on Mental Deficiency (op cit) totalled some 105,000. Further, they estimated that some ten percent of children in the mainstream school were retarded or failing to make good progress.

The Education Act of 1921 it has been suggested, was both unsatisfactory, and inadequate to meet the situation. Tansley and Gulliford (op cit p.3) described it in terms of producing a long lasting stigma for pupils who attended special schools who were regarded as abnormal. This stigma was enhanced by the requirements of the Act for the need for the certification of all such children. Further, this Act, although implying the broad categories of pupils needing help, gave little indication of how this might be provided either through the overall educational system or through the ability of the teaching staff to provide programmes of work in the individual school.

Such definitions were, however, outlined by the Wood Committee (op cit) which made certain important recommendations. The committee accepted the three categories of handicap outlined in the 1921 Education Act but they indicated that such deficiencies had

1. Local Education Authorities assumed responsibility for the education of mentally handicapped children in April 1971 through the Education (Handicapped Children Act) 1970

social implications,' stating (chapter 11 (para. 21) p.12-13) 'a mentally defective individual, whether child or adult, is one by reason of incomplete mental development is incapable of independent social adaption'. The committee, very importantly in the light of future developments, indicated that in their view two of these categories of pupil (the mentally defective and the dull and backward) should be treated as a single educational and administrative unit to be given a similar type of education adapted to their degree of retardation. Further, they recommended that all this group of children 'except those in need of immediate care and control under the Mental Deficiency Acts of 1899 and 1913, should be educated within the elementary school system and that in order to comply with this, local authorities should make modifications in the organisation of the school in order to accommodate them (chapter IX 111b.p.157). The committee also recommended that the practice of educating such pupils in a separate class from their peers should be continued and expanded (chapter IX 11.3 P.158).

This practice was one which had been developed in the United States. Inskeep (1930 p.10)¹ explained the philosophical basis for this to be centred on the belief that by placing children who are 'dull normal and mentally retarded' in special classes would stop them from 'floundering along in the regular grade'. A similar view was taken by Ingram (1932)² and in this country by Burt, (1931)³ and Kennedy Fraser (1932)⁴.

The literature, however, indicates that the Wood Committee's report did not solve many problems. The D.E.S. (op cit 1964 p.3) argued that in fact it 'helped to paralyse action by its comments on the magnitude of the problem'. There were major problems in

1. Inskeep A.D.: Teaching dull and retarded children

2. Ingram C.P.: Education of the slow learning child

3. Burt C in Report of the joint committee on mental deficiency

4. Kennedy Fraser D: Education and the backward child

a number of areas. These included the provision available for such pupils, what the best form that provision should take and who exactly was in need of the extra help; similar difficulties to those described before the publication of the Report.

Although this D.E.S. document did not give a favourable reaction to the committee's work, it does acknowledge the importance of developments made during the inter-war years. The document concludes that although this was a 'period of no material advance', it also stated it was 'a period of consolidation during which considerable progress was being made in the study of child development and research into their intellectual growth' (p.3-4).

This research centred round the issue of intelligence and attainment based on the work of Binet in France during the late 19th and early 20th century. In Britain such work was being undertaken by Burt (who adapted Binet's work to English conditions), Spearman, Thompson, Duncan and Schonell. The next section will concentrate particularly on the work of Burt and Schonell in this field

(ii) The work of Burt and Schonell

In the period before the 1944 Education Act, which provided access to secondary education for all pupils in England and Wales, Burt and Schonell stand out as being most influential in the work related to the least able and least successful pupils in the ordinary school.

Burt's work had begun before the first world war broke out in 1914 when he was in Liverpool working on the standardisation of the intelligence tests produced earlier by Binet and Simon (op cit).

Later, after his appointment as psychologist to the London County Council in 1913, his work provided a foundation of knowledge of the causes and extent of children with learning difficulties. Furneux¹, (1976 p.110) argued that it was the importance of his work which laid the basis for much practice prevalent in the subsequent years.

Burt, (1921², 1923³) through his research, identified that some fifteen percent of pupils could be regarded as having learning difficulties which would create major problems for them in the main stream school. Schonell (1924)⁴ indicated a similar percentage; in his view seventeen percent of pupils fell into this category. This figure was confirmed as realistic in further research by Terman et al (1922)⁵ and the D.E.S. (1956)⁶ which placed the percentage slightly higher at twenty percent. Similar conclusions were reached by the Cheshire Education Committee (1958)⁷. Newsom (1963)⁸. Segal (1967)⁹. Rutter et al (1970)¹⁰. the ILEA (1972)¹¹. and the Warnock Report (op cit).

In the course of his work Burt (op cit 1933) argued that the fifteen percent of pupils with learning difficulties could be placed into three distinct categories. These were similar to those defined in the 1921 Education Act, outlined earlier in this study.

1. Furneux B : The Special Child.
2. Burt C : Mental and Scholastic Tests.
3. Burt C : The subnormal mind.
4. Schonell F : Backwardness in basic subjects.
5. Terman L.M. et al: Intelligence tests and school reorganisation.
6. D.E.S. Standards of reading (1948-56) Pamphlet no. 32.
7. Cheshire Education Committee: The secondary modern school.
8. Newsom J (Chairman) Half our future : a report of the central Advisory Council for Education in England.
9. Segal S.S.: No child is ineducable.
10. Rutter et al: Education, health and behaviour.
11. ILEA : Children with special difficulties : a report.

Burt categorised these children as; those with 'subnormal intelligence', (I.Q.'s below 70; some 1.5% of the population) those who were 'mentally dull' (I.Q.'s between 70 and 85; some 12.0% of the population) or those of 'inferior intelligence', I.Q.'s between 85 and 100 (some 1.5% of the population).

Burt, however, pointed out (op cit 1921) that these categories must not be taken as infallible guides or cut-off points. He stated 'mental deficiency must be treated as an administrative rather than a psychological concept'.

He indicated that these categories, particularly those relating to children of sub normal intelligence, were based on practical circumstances. At that time the London County Council had enough accommodation for about 1.5% of the school population, and as such the percentage of pupils in this category can be directly related to the amount of existing accommodation. for them.

Writing in 1937 Burt (op cit) elaborated on the nature of this problem relating to children who needed extra help in school. His figures indicated three categories of pupils. 60.1% of the children whom he tested could be, he argued, described as "dull" and 35.5% were what he described as being of "inferior" intelligence. However, no less than 4.4% of those pupils receiving help were of average intelligence or above. Burt argued that this last percentage represented a distinctly different type of child from those in the two former groups.

He wrote,

'It is necessary to distinguish between those pupils whose backwardness is accidental or acquired and those whose backwardness is innate or permanent. In the

former transference to a 'backward class' is to be regarded as nothing but a temporary expedient' (p.605-606)

In this way Burt outlined the two main categories of pupil who could be distinguished within the mainstreams systems and who needed special help; those who had short term difficulties which, with help, could be overcome, and those pupils who exhibited much more severe problems which would need much longer periods of assistance.

It is these two groups of pupils which Tansley and Gulliford (op cit) and the D.E.S. (1964¹, 1979²) indicated are still present within the mainstream school system.

Schonell (1942)³ whose work was geared towards teaching the 3R's and the relationship of maladjustment in school children to their progress, arrived at similar conclusions to those outlined by Burt (op cit). He also identified three categories of pupils with learning difficulties. A child could be dull which suggested that he had a low I.Q, backward, which meant that his attainment was behind his chronological age, and retarded which meant that his attainment was behind his mental age. He calculated that some seventeen percent of pupils were 'educationally backward' and summarised his findings by arguing 'although dullness necessarily produces scholastic backwardness, not all backwardness is the outcome of dullness'. Those children who were of average intelligence or above Schonell described as representing cases of 'improvable scholastic deficiency'. This group he found, as Burt had done earlier, represented some 4% of the school population.

In relation to these findings Schonell made recommendations as to the best ways of helping this four percent of pupils.

1. D.E.S.: Slow learners at school, Educational pamphlet 46 (p.10)
2. D.E.S.: Aspects of secondary education in England
3. Schonell F.J.: Backwardness in basic subjects

These included individual and specially organised methods of treatment with private assistance in small groups which would provide extra coaching for them. It was this method which he argued would allow many of this small percentage of pupils to be returned successfully to their normal classes.

However, before investigating this method it is important to outline further developments which the evidence of the period indicates were being undertaken to help meet the needs of pupils with difficulties in the main-stream school before the introduction of compulsory secondary education for all by the Education Act (1944).

(iii) Other developments before the introduction of compulsory secondary education

Apart from the pioneering work of Burt and Schonell outlined in the previous sub-section other developments can be identified in the field before the introduction of compulsory secondary schooling in 1944. Brennan (1974 p.78)¹, while acknowledging the contribution which Burt and Schonell made to the development of provision and in helping to identify the pupils who most needed such help, argued that the narrowness of their work produced 'a secondary effect' amongst teachers of diverting their attention away from developing a wider curriculum provision in the school.

This 'secondary effect' has led Sampson (1975)² to be able to identify the development of two main types of provision for pupils with special difficulties in the mainstream school. The first of these areas, she argued, was concerned with pupils who exhibited specific difficulties relating to problems of maladjustment or specific learning problems, particularly with reading. Her evidence indicated that these pupils were often dealt with externally to the normal educational provision made in the school in special classes organised through the local child guidance service and by specially appointed teachers.

The second group of pupils were those who Burt and Schonell had categorised as 'mentally dull'. For many of them, however, no external or specialised help was available at the time and the mainstream school had to make suitable provision for them across the whole curriculum.

1. Brennan W.K. : Shaping the Education of Slow Learners

2. Sampson O : Remedial Education

Such developments were being encouraged before the second world war by Baron (1938)¹•, Hill (1939)²• and Duncan (1942)³•. Duncan in particular argued strongly that such a programme for pupils needing special help should be developed across much of the curriculum of the school based on the 'child-centred' rather than the 'subject centred' model of the curriculum and related to the concept of 'concrete intelligence' outlined by Piaget, (1947)⁴• with its main focus on learning for such pupils, involving what Duncan (op cit) described as 'practical activities based on the five senses' rather than 'verbalisations' and 'theory'.

Sampson (op cit) documented evidence of the development of such a curriculum programme in small, full-time classes for dull or backward pupils in the all age school before the outbreak of war in 1939. She indicated that this development was haphazard throughout the country. Her evidence also shows that in some cases local policy lay behind this development but most often it was the result of the personal intervention of individual head teachers. Sampson indicated the philosophy of such teachers when she described one school in Wiltshire during the 1930's where such developments were being undertaken. The teachers involved were 'willing to try anything' : poetry and painting as well as the 3 R's. The atmosphere of the classroom she indicated was 'optimistic and supportive' (p.6).

(iv) Developments after the 1944 Education Act

After the outbreak of World War II in 1939 both the disruption to schooling by, for example, the evacuation policy in big cities, and staffing problems with many teachers being put in uniform and conscripted into the services, called a halt to such developments and experimentation as those described in the previous section. By the end of the war in 1945 a new Education Act was already on the statute book, and was to affect provision for all pupils over the age of eleven.

This Education Act, passed in 1944, although providing for all pupils of secondary age (eleven and above) also made major changes relating to the education of the handicapped and least successful pupils.

1. Baron P.A. : Backwardness in Schools .
2. Hill M.E. : The Education of Backward Children .
3. Duncan J : The Education of the Ordinary Child .
4. Piaget J : The Psychology of Intelligence .

These can be related to the following three features:

- (a) it made attendance beyond the age of fourteen compulsory (a feature absent in any previous legislation)
- (b) it made it the duty of all local education authorities to make provisions for all children, wherever possible, within the mainstream secondary school.
- (c) it introduced through the language of the document the concept of special education. This was defined in terms of both methods used and provision made for pupils with particular disabilities from which a child was suffering. In its original concept within the Act it can be argued that it referred to all children with disabilities, whether in separate, 'special' schools or within the mainstream system.

The philosophy behind this can be traced to two documents which outlined the Government's intentions earlier. The White paper on Educational Reconstruction, (1943) concluded that as far as pupils needing special help was concerned, there was need for 'a substantial modification of the prevailing legislation' and the Green Paper 'Education after the War' (1943) made the suggestion that for most children with such problems provisions should be made within the ordinary school.

During the passage of the Education Bill through the House of Commons, the Parliamentary Secretary to the Board of Education, Chuter Ede, emphasised the importance which the Government attached to this latter point when he said they did not want to insert any words into the Bill which 'would make it appear that the normal way to deal with a child who suffers from any of these disabilities was to be put into a special school where they would be segregated'¹.

The subsequent Handicapped Pupils and School Health Service Regulations (1945)² defined eleven categories of handicapped pupils. These were : blind, partially sighted, deaf, partially deaf, delicate, diabetic, educationally subnormal, epileptic, maladjusted, physically handicapped and pupils with speech defects. Two of these categories, maladjustment and speech defective, were new and with the exception of diabetic (which was incorporated in 1953 into the delicate category), these eleven categories remained an important part of the definition of special educational

1. Parliamentary Debates : Hansard Vol. 398 col. 703 March 1944

2. The Handicapped pupil and School Health Service Regulations

provision until swept away by the recommendations of the Warnock Report and the subsequent Education Act of 1981. The regulations indicated that with the exception of children in certain categories who were defined as seriously handicapped viz; the blind, deaf, epileptic, physically handicapped and asphatic children all may attend the mainstream school if adequate provision was available.

Guidance issued by the Department of Education (1946)¹. indicated that the category of the 'sub normal' child, defined as children who were retarded by 20% of their age could, in many cases, be educated as part of the normal school. The estimate was that this group formed some eight to nine percent of the population.

The philosophy of the Act was not however fulfilled in practice. Two main reasons have been cited for this. The Warnock Report, (op cit p.33-34) argued firstly that the 'statutory framework was not conducive to a broad concept of special educational treatment or to its positive development in the ordinary schools'. The 1944 Act, it argued proved dichotomous by requiring that children with severe disabilities (particularly physical and mental disabilities) were to be educated in a special school while those with what were regarded as less serious problems may be educated in the normal school. It was a decision which continued, in a legal sense, the categories earlier distinguished by Burt. (op cit)

Secondly, the Warnock Report (op cit) argued that practicalities impeded the development of provision of special education, wherever it was to take place, after the end of the second world war in 1945 until the mid - 1950's.

Factors which, it has been suggested, contributed to this situation included a lack of money to provide accommodation, the scarcity of building materials, a rapidly rising school population which took away resources, the building regulations which showed new buildings for classes of thirty in secondary schools (a number too large to encourage the development of special educational provision) and a shortage of specially trained teachers and other professionals required to undertake the assessment and education of such pupils.

Nevertheless, the importance of the 1944 Education Act in respect of the pupil with special needs cannot be underestimated.

¹. Special Educational Treatment : Ministry of Education Pamphlet no. 5

The D.E.S. (1964 op cit p.4) described its value which it stated 'not only reflected a change of outlook but was sufficiently far seeing in its provision to intensify it. For it embodied a completely new attitude towards handicapped children. They were recognised as children with special needs'. Further, the same document points out the factors which determined which children should receive extra help was to be an educational one rather than anything else.

New initiatives were developed however, from the time of the 1944 Education Act. Such developments were outlined by Sampson (op cit p.6-12). These relate in particular to the development of centres for pupils with reading difficulties which were set up externally to the mainstream school.

The basis of these separate provision was centred on the views expressed by Burt (op cit 1937 p.574-76) who advocated such a development as 'essential' in the interests of all parties involved : the pupils, their teachers and other children in the school. He argued that the formation of separate classes, either as part of a mainstream school or organised externally would allow all pupils to be taught at a more appropriate pace and the 'backward' children to be given proper diagnosis and treatment.

One of these centres was organised by Birch in Burton-on Trent and another by Wall in Birmingham. Sampson argued (p.6) that these two examples are central in the development of standards and spurred on developments in secondary schools throughout the country. She stated 'much that is characteristic of remedial education today can be traced to these beginnings'. Because of this claim it is important to investigate thoroughly the work and methods of both schemes.

An account of the work and methods of Birch in Burton-on Trent appeared in 1948¹. In this article he described the efforts made to deal with children whose schoolwork and level of ability indicated that in the terms defined by Schonell (op cit), were 'backward' or 'retarded'.

A survey conducted among the children in the town suggested that standards of reading had deteriorated during the war years. In an attempt to improve matters the following steps were taken: (a) lectures and discussions with teachers were organised to make them aware of the problem. (b) particular attention was paid to the four percent of pupils who had been defined as 'retarded' by the research undertaken by Burt (op cit) and Schonell (op cit).

1. Birch L.B: The remedial treatment of reading disability in Education Review i p. 107-118

- (c) the target group of pupils was defined in practical terms as those whose attainment in reading was two or more years behind the level appropriate to their mental age.
- (d) a centre was set up to receive this group of pupils.
- (e) selection and diagnosis ~~were~~ based on detailed psychological testing.
- (f) parents of the pupils involved in the scheme were kept fully informed about their child's work and progress. They were told of the aims of the centre and also encouraged to throw any light which they could on their child's disability.

The methods which were used at the centre to help the children were described by Birch (p.110) as 'systematic and purposeful'. His account (p.110-114) outlined how he and his assistant worked. He stated that the beginning of the course for each child was spent removing the aversion to reading which existed in most cases, and in welding children from the different schools into co-operative units. The children were told why they had been selected for the project and they were never allowed to experience failure, particularly in the early part of the work with them in order to build up their confidence. The children worked alone or in small groups and the atmosphere of the centre was kept free. Birch stated that it became evident that the children were enjoying themselves. In this atmosphere conducive to confidence and attainment for the pupils, Birch indicates that the results achieved were 'higher than expected'.

The experiences of Wall in the project organised in Birmingham have been similarly described, by Schonell and Wall (1949)¹. They discussed the objectives with which their centre was organised. These included an investigation of the various aspects of backwardness in schools including methods of remedial teaching, the selection procedure they used in choosing their groups. (Each child had an I.Q. of at least 90 and their scholastic attainment was one or more educational year behind their mental age). The children selected were not maladjusted so that they would fit easily into their groups.

Three methods are described as the central features of their treatment:

1. Schonell F.J. and Wall W.D. : Remedial Education Centre, Educational Review " P.3-30, (1949)

- (a) a small group of pupils, (5 to 8 participants)
- (b) weekly interviews with the pupils of the parents involved
- (c) various forms of individual treatment.

These methods are in many respects very similar to those described by Birch and outlined earlier. Their overall approach also bore a distinct similarity to that of Birch in that it was conducted by 'a systematic and planned attack on every child's difficulties as revealed in both the original diagnosis and as the knowledge of his problems developed' (p.13).

The intentions of this centre were again very similar to those of Birch, Schonell and Wall, (p.15) described the children gaining support and confidence for their activities and the creation of an atmosphere which would encourage a success. Further, they indicated the importance which they attached to the freedom to experiment and the encouragement which they gave to every form of activity. One example of this, (p.14) was the development of part of the activity of the centre to help the antisocial weaknesses of their pupils.

The experiments undertaken at this centre, were reported as producing similarly positive results to those described by Birch and which led Schonell and Wall (p.29) to conclude optimistically that many children with whom they had worked 'responded fairly rapidly to individual teaching as a systematic and regular kind or to the situation provided by a small opportunities group'.

(v) The Development of the medical model of provision

As a consequence of the development of provision described in the previous sub-sections for the least capable children in the mainstream school, there was a growing commitment to such initiatives being undertaken elsewhere in the country. Sintra (1981 p.400)¹, Bowman (1981 p.103)² and Swann (1982 p.5)³ have traced these to the development of the schools psychological service and child guidance clinics and to the influence of Burt, who Swann (op cit p.5) argued 'firmly established the psychologists power base.....which has remained quite secure ever since'.

1. Sintra C in Swann W (Ed.) op cit

2. Bowman I in Swann W (Ed.) op cit

3. Swann W : Psychology and special education

The framework around which these developments came was based on what Cohen and Cohen (1976)¹ described as 'medical' or psychological models'. These were models which they argued were dominant in the front until the 1970's. Edwards (1983)² was most cynical. He describes this approach as the 'medical' or 'paramedical' approach and demonstrates its importance through an analysis of the terminology which he identified in both individual research programmes and the views expressed by professional organisations.

Some examples of this terminology which he identified included: the medical or 'pathological' associations of the work (Tansley 1967)³, the 'neurological' aspects of remedial work (Tansley (op cit), Brennan (1977)⁴ and Abelwhite⁵ (1977), the 'neuro-psychological' and 'psychoneurological' processes in learning to read (Tansley (op cit) and the need for 'therapy' in relation to the problems encountered in the work (Schonell op cit), Sampson (op cit), Clark (1979)⁶.

Further, Edwards (op cit) argued that the N.A.R.E. (1983)⁷ presented a strong overall medical framework relating to the prevention, investigation and treatment of learning difficulties and a similar approach can be identified in the work of Tansley and Pankhurst (op cit).

The strength and importance of this 'medical' model of approach for helping children with learning difficulties was outlined by Birch (op cit p.13) as being 'systematic' and 'purposeful'. These features, he argued, gave it a solid structure based on the model identified by Schonell and discussed earlier in this study; the diagnosis of problems, the application of treatment and a review of the results of the work. Similar indications of its value can be seen in the work of Tansley and Gulliford, (op cit), Westwood (op cit) and Sampson (op cit). Initial Studies by Schonell, and Birch and Wall further indicated that the medical model could have an important degree of success with such pupils.

1. Cohen A and Cohen L : Special Educational needs in the ordinary school.
2. Edwards J.B.: In Remedial Education vol. 18 (i).
3. Tansley A.E. : Reading and Remedial Reading.
4. Brennan W.K. A policy for remedial education in Widlake P Remedial Education, programmes and progress.
5. Abelwhite R : What is Remedial Education? In Widlake P (op cit).
6. Clark M.M.: Why remedial? Implications of using the concept of Remedial Education in Cains C and Mc'Nicholas J.A.: Remedial Education programmes and progress.
7. N.A.R.E: Guidelines 1 Report on inservice training.

However, later research by Collins (1978)¹. and Topping (1977)². contradicted these findings, indicating that reading levels were not maintained after extra help was stopped and the pupil returned to the normal classroom. Sewell (1981)³, discussed the results of this and other research, indicated that, with few exceptions, studies of the long term effectiveness of this form of intervention have shown a similar pattern of short term gains followed by a relative slowing down of the rate of progress.

Further criticisms of this model have also been raised over the years. Collins (op cit 1972) argued that it was a 'psuedo-scientific' approach to the problem and May Wilson and Broadhead, (1979)⁴. pointed out that in their view by using testing materials and other resources which are not understood by all teachers and by undertaking much of their work behind closed doors away from the main class teacher, this encouraged a 'mystique' about it in the wider context of the school. Hughes (op cit) wrote similarly, pointing out that the specialist teacher of such pupils was not only working in isolation from his colleagues but also widening the gap between them. This is a position which is also taken by Hanco (1985)⁵. Further, the evidence of Rutter et al (1970)⁶. suggests that special classes observed in their survey were 'not successful in meeting the needs of children with specific reading retardation or with reading backwardness', the very aims of the clinics set up by Birch and Schonell.

Jones (1970)⁷. argued that the medical categorisation of learning problems exhibited by children may, in some cases, have obscured remedial measures necessary to help them and Davie (1975)⁸. pointed out that such categorisation may lead to inappropriate educational placements. Sewell (op cit), in his analysis pointed out the medical model had been promoted over that of the behaviourist.

1. Collins J : The Remedial Hoax in Remedial Education vol.7 (iv).

2. Topping K.J.: An evaluation of the long term effects of remedial teaching in Remedial Education vol. 10(i).

3. Sewell G : Reshaping Remedial Education .

4. May Wilson J and Broadhead G.D.: Integrating Special and Remedial Education in Remedial Education vol. 14 (ii).

5. Hanco G : Special Needs in Ordinary Classrooms .

6. Rutter M et al : Education Health and Behaviour .

7. Jones H.G. in Mettler P (Ed.) The Psychological Assessment of Mental and physical Handicap .

8. Davie R : Children and families with special needs, inaugural lecture as professor of Educational Psychology Cardiff University

while Moseley (1977)¹ and Brennan (op cit 1977) stressed the importance of educational features of special education rather than the 'medical' or 'para medical' framework. Mosely (op cit) was particularly sceptical of this model, advocating the enhancement of the learning needs of provision over those of the analytical.

Further criticisms of the overemphasis of the medical model, particularly in the assesment procedures, have also been raised. Buddenhagen, (1967)² claimed the intelligence quotient, so important in the pre-war work done in this field, was only of trivial importance and Tizard, (1973)³ believed current assessment procedures were 'time consuming' 'irrelevant' and 'useless'. Further criticisms were also raised by Kirk et al (1961)⁴ and Clarke and Clarke (1975)⁵ who argued that assessments which were made outside the classroom situation in artificially constructed circumstances were so unrealistic as to provide results which were so artificial and unrealistic to be of little use.

The influence of the intelligence test in assessment procedures has been similarly criticised in recent years. Burt (1954)⁶ pointed out that he saw I.Q. scores as a capacity for growth within a person rather than a fixed assessment of mental capacity and Clarke (1965)⁷ writing much later described the intelligence test as being discredited as an unalterable unitary function. Jones (1970)⁸, although not dismissing the use of intelligence testing altogether, pointed very clearly to what Cave and Maddison (1978)⁹ described as the 'keynote of the new approach' that it was only part of the assessment procedure and that the goal of all assessment was treatment.

1. Moseley D : Special Provisions for reading
2. Buddenhagen R.G.: 'Towards a better understanding' in Mental Retardation vol. 5 (ii) p. 40-41
3. Tizard J : 'Maladjusted children and the Child Guidance Service' in The Problem child and the psychological services in London Educational Review 2 (ii) p.22-37
4. Kirk S.A. and McCarthy J.J.: The Illinois test of psycholinguistic abilities: an approach to differential diagnosis in American Journal of Mental Deficiency vol.66 p.399-412
5. Clarke A.D.B. and Clarke A.M. in 'Mental Retardation and Behavioural research' A study group held at the University of Hull under the auspices of the institute of Research into Mental retardation and with the assistance from the D.E.S.
6. Burt C: 'Age ability and Aptitude' in The Problems of Secondary Education Today
7. Clarke A.D.B.: Genetic and environmental studies of intelligence in Clarke A.M. and Clarke A.D.B.(Eds.) Mental Deficiency; the changing outlook
8. Jones H.G. Principles of psychological assessment in Mettler P (op cit)
9. Cave C and Maddison N: A Survey of recent research in Special Education

The evidence gathered from the literature over a period of years from early 1960's onwards indicates that although the pioneering work of Schonell, Wall and Bird had a considerable influence over the provisions that was made in the 1950's and early 1960's in secondary schools with a remedial department, A lack of evidence of the success of this approach and mounting criticisms of the effect of it on the pupils involved, considerable doubts were raised in the minds of those working and researching in the field. It was a circumstance which led Edwards (op cit) to point out that the employment of such a model and the techniques involved as the sole criteria for the organisation of provision could lead only to 'uncertainty and confusion'.

(v) A Widening of provisions

Developing from the pioneering studies described in the previous sub sections, other local authorities during the period of the 1950's began to develop provision for their pupils who displayed similar problems. These included Bolton, (under Gulliford) and in Barrow in Furness (the development of which was described by Valentine (1951)¹. The literature² indicates that similar provision was made in Exeter (1955), Kingston Upon Hull (1957) and Manchester (1958).

An enquiry conducted by Collins, (1952 op cit) gave some indications of contemporary provision. His survey reported that where special placements were made there was little uniformity of description. The various names observed included 'progress classes', 'adjustment classes', 'opportunity classes' or 'improvement classes'. These classes, were usually small (about twenty pupils in each class) and two forms of organisation appeared to be the most common. These classes were sited either in individual schools or through 'area classes' which had been set up to which pupils from different schools travelled. The organisation of provision was usually to group all the pupils with difficulties in the same class. The 'backward' child tended to remain in the special class for his entire school life, the 'retarded' child tended to make the necessary progress and return eventually to the normal stream - a feature which Collins described as the

1. Valentine H.B. : Results of remedial education in a child guidance centre, British Journal of Psychology 21 p.145-149

2. Examples taken from The Journal of Education

'discharge' situation. Collins survey also indicated that the local Education Authority normally made arrangements for children who needed such remedial provision with the child guidance service - an approach which Collins calls 'the mental hygiene approach'.

Tansley and Gulliford (op cit) placed these pupils into three categories: pupils who would need special education and who would normally attend special schools or special classes, and two groups of pupils who would be found within the mainstream school. Firstly, a group whose performance and development ~~were~~ hindered by poor school attendance or environmental problems and secondly those pupils of normal general ability but with specific difficulties in reading and writing which led to a poor performance in many school subjects.

There was however in the literature of this period a growing evidence of subject departments in the secondary school making provision to help these groups of pupils and concentrating on what Haigh (1977)¹ described as 'the needs of slow learners... and retreating from the previous emphasis upon figures and measurement'.

Chapman, (1959)² through his research evidence of the curriculum provision made for all pupils in the secondary modern school indicated what special arrangements were made for what he described as 'the backward child'. Significantly his survey gives no mention to any organised remedial department within the schools who provided information, nor was there any indication of anyone in any of the schools being responsible for co-ordinating any of the work. However, his enquiry did indicate how different subject areas approached the problem in different ways. Science, for one ~~example~~, was often taught, by the use of topic work (p.182). History however was taught similarly to the pupils with difficulties as it was to the rest of the school. The survey indicates that in this subject the only concession which was made to them was the regard to the quality of the type of notes they were expected to take (p.199). The Maths syllabus which was taught to the less able was based largely on what were regarded as 'the needs of the pupils and their practical applications' (p.110). Each of the other subject areas in the curriculum were outlined in a similar way throughout the survey.

1. Haigh G : Teaching Slow Learners

2. Chapman J.V. : Your secondary modern schools

A similar presentation on a subject by subject basis was undertaken by Clough (1961)¹, the Cheshire Education Committee (1963)², and Gulliford (1969)³. Clough (op cit) in the preface to her book and Jones (in Clough p.25) outlined the rationale behind this format indicating that at the time much of secondary modern teaching was subject-orientated as was the tradition in the Grammar School. In this respect she questioned the suitability of this approach for the pupils she has in mind.

She argued (op cit p.256-265) for a modified curricular approach to teaching the child with particular difficulties and she demonstrated how this might work by means of an integrated domestic science programme (p.256-262). She argued for this approach because of the difficulties which many 'slow children' met in dealing with the normal curriculum programme of the secondary modern school (p.255) and the need for them to 'integrate their knowledge so that it can be applied to everyday situations'(p.265).

The Cheshire Education Committee (op cit p.18) similarly argued for a modified curriculum in many subjects (about 5% of the timetable) which in the first two years of secondary school would be taught separately from the majority of the peer group to children needing special help. Where this arrangement did not pertain, the committee argued that other suitable subject specialists may be used or the children could be drafted back into the mainstream forms. Little indication is given of the programme for 3rd and 4th year pupils except for the need for some formal certificate of attainment and progress comparable with that of his brighter counterparts (p.28-29).

One significant feature of the suggestions made by the Cheshire Education Committee (op cit p.29-30) and Gulliford, (p.98-101) is that relating to the role of the 'class' teacher who, they suggested, must be a general subjects teacher and take these pupils for some fifty percent of their timetabled time. The committee moved this teachers' role as one in the wider context of the school in liaising and producing information about the pupils in his group for other members of staff. Gulliford, (p.101) outlined the need for better overall teacher education in this area for all teachers, with some being

1. Cleugh M.F.: Teaching the Slow learner in the Secondary School London Methuen
2. Cheshire Education Committee: The Education of Dull Children at the secondary stage, London, University of London Press
3. Gulliford R: Backwardness and educational failure Slough N.F.E.R.

specialists in the field and able to organise provision on a systematic basis.

Taylor (1963)¹ in his research on the secondary modern school described both the curriculum which was offered to the pupils there and the attitude towards curriculum change by their teachers as major difficulties facing the schools. He argued (p.104) that even though there had been a strong reaction against a curriculum programme, which was dominated by the examination system at the time of the Spens Report (1938)² and the 1944 Education Act, there had been since then a growing trend towards a more 'tough minded' attitude to education which had been accompanied by a feeling within society that the child-centred approach to curriculum provision was 'too soft an option' (p.100). Further, he argued that teachers themselves were as responsible as any for this; suggesting that they displayed 'a puritanical spirit' towards any kind of curricular reform.

This latter point was also made by Clegg and Mason (1968 p.104)³, who like Taylor (op cit) argued for the need for change in both the curriculum content and teaching techniques in order to meet the needs of the individual child in the secondary school, rather than the class group. They indicated that it was the ritual and traditions which had already been encouraged in the secondary school relating to the selection and streaming of pupils, subject-based teaching and examinations, which in their view, tended to operate against 'reluctant' or 'disturbed' learners and may even encourage a greater incidence of such pupils. This is an argument which was echoed by Cave (1968)⁴ and backed-up through the research of Hargreaves (1967)⁵, Lacey (1975)⁶ and Willis (1975)⁷.

1. Taylor W: The Secondary Modern School

2. Spens (Chairman) Secondary Education (The Spens Report)

3. Clegg A and Mason B : Children in Distress

4. Cave R.G.: All their future

5. Hargreaves D.H., : Social Relations in the Secondary School

6. Lacey C : Hightown Grammar

7. Willis P : Learning to Labour

In relation to this factor, it is important to investigate further what provision was being made in the secondary school at this time for pupils who needed special help.

The work of Burt and Schonell in identifying and categorising the various groups of pupils who needed special help and which also argued that two forms of provisions may have to be present in the mainstream school to deal with the problems, should arguably have had an important bearing on the organisation of provision within the secondary school.

However, the literature of the period indicates that this was generally not the case. Despite tacit support for this from both official and individual sources such as the D.E.S. (1971)¹, Tansley and Gulliford (op cit), The Schools Council (1979)², Westwood, (1975)³ and Brown, (1976)⁴ there is little indication of any provisions being made along these lines. Collins, (1955)⁵, 1954⁶ has similarly, from his research evidence, indicated that few L.E.A.'s were making any distinction, based on this model within their provision. This is a picture which was also confirmed through the work of Chapman (op cit), Taylor (op cit), Partridge (1969)⁷, Westwood (op cit) and Brennan, (op cit) which indicated that much of the provisions being made in the secondary school, was based on the organisation of 'class based teaching' groups for pupils with special needs and where there was little flexibility between programmes organised for pupils who exhibited long term problems and those whose difficulties might be met in the short term. This feature can also be identified as examples of their current good practice in the secondary school

1. D.E.S. Slow Learners in Secondary Schools, Education Survey No. 15
2. Brennan W.K.: Curricular needs of Slow Learners
3. Westwood P : The remedial teachers hand book
4. Brown R.I. : Psychology and the education of slow learners
5. Collins J.E.: Remedial Education provision: Education review 6 (1) p.13-24 and (ii) p. 133-146 (1953)
6. Collins J.E. : (op cit) (iii) p.161-176) (1954)
7. Partridge J : Life in a secondary modern school

as provided in their individual schools through the work of Williams, (1969)¹, Blackburn, (1972)² and Smedley, (1974)³.

Partridge (op cit) in his book on the secondary modern school gives a poor impression of life there compared with those by Chapman, (op cit) and Taylor (op cit). As with the work of Hargreaves, (op cit) and Willis (op cit) he argued that both the selection procedure which initially brought them into the school and the subsequent internal streaming of classes, common to many of the schools, produced a poor self image in many pupils as well as a lack of motivation to work. In what was a generally depressing impression of life there for the least able, he described the progress of many lower stream pupils in the modern school as 'negligible'. In the research by Hargreaves (op cit) and Willis, (op cit) it was this situation within the school which they argued, was a key factor in the development of negative attitudes amongst many such pupils and which encouraged what they described as a separate anti-school sub-culture within the school.

In these circumstances it is hardly surprising that the effectiveness of provisions for the least successful pupil in the secondary modern school was being questioned. Collins as early as 1957⁴ raised the question 'is remedial education really necessary?' and further criticisms as has been shown earlier, were expressed by him in 1961⁵ and again in 1973⁶ (op cit). Williams (op cit), whilst giving a positive report of much of the provision for pupils needing special help in his school, does question its organisation and structure (p.171) in terms of the existence of separate classes and a remedial department.

The evidence suggests, however, that despite such criticisms, the organisation for pupils with special difficulties in the secondary school continued to develop. By the time of the Newsom Report (op cit) the indications were that such pupils, ten to fifteen percent of the ability range, were being taught in small 'remedial' classes by what the report described, (para 343)

1. K. Williams: The Role of the remedial department in a comprehensive school in Remedial Education vol.4 (ii) 1969
2. Blackburn S: Westfield School, the Slow Learner department in Remedial Education vol.7 (iii) 1972
3. Smedley B: Organisation of remedial education in the secondary school in Remedial Education in Remedial Education vol.9 (iii) 1974
4. Collins J.E.: Is remedial education really necessary?
5. Collins J.E.: The effect of remedial education

as 'specially devoted teachers'.

The report however pointed out the dangers of such provision being the only experience for such pupils and bearing in mind evidence similar to that outlined earlier in this sub section, of such pupils remaining in these classes for long periods of time, the report argued that their best interests as they progressed through school, would be served by 'rubbing shoulders with their abler fellows' as they would in the outside world, and to being accustomed to working with a greater number and variety of teachers, (para. 281). Further the report argued that the time spent within the remedial department should be kept to a minimum (para. 343).

The Newsom Report failed to investigate the amount of remedial provision available, nor did it give any indication of the forms in which it was most commonly available in the secondary school.

A survey by Sampson and Pumfrey (1970)¹ indicated that by the late 1900's such provision was widespread. A survey by the D.E.S. (1971 op cit) however contradicts this. It indicated that only one third of secondary schools made any provision for pupils who needed special help.

Sampson and Pumfrey's survey gave some insight into how such provision was currently being made in the secondary school. Their data indicated that this was usually undertaken by one of two approaches. These were not based on the classification of the needs of pupils outlined by Burt, (op cit) and discussed earlier in this study, but on organisational factors within the school itself.

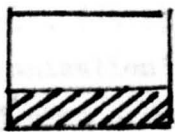
The first of these approaches was where the pupil became a full time member of a special class and was taught in a form group. The second approach was based on the withdrawal of pupils at certain times during the day for extra help.

This evidence is confirmed by the research of Pedley, (op cit) Jones Davies, (1975)² and Sampson (op cit).

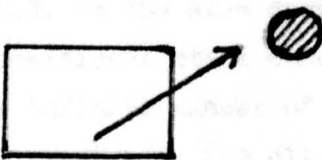
Sampson and Pumphrey, (op cit) in their research produced evidence of seven possible approaches or models of 'remedial' provision which they had observed. These can be identified as:

1. Sampson O.C. and Pumfrey P.D.: A study of remedial education at the secondary stage of schooling
2. Jones Davies C (Ed.): The slow learner in the secondary school, principle and practice for organisation

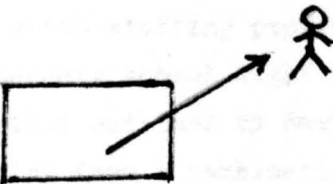
- (1) class-based teaching groups only
- (2) withdrawal groups only
- (3) withdrawal for individual help
- (4) a combination of class-based teaching groups and withdrawal groups
- (5) a combination of class-based teaching groups and individual help
- (6) a combination of withdrawal groups and individual help
- (7) a combination of all three methods (see fig. 1)



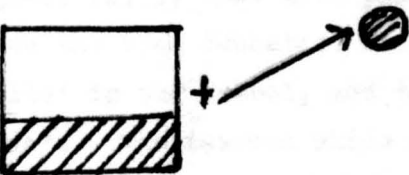
1 class based teaching



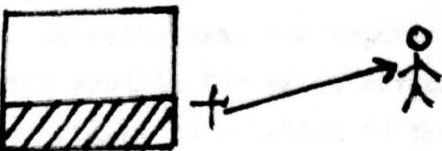
2 withdrawal group



3 withdrawal for individual help



4 class based group and withdrawal group



5 class based group and withdrawal for individual help

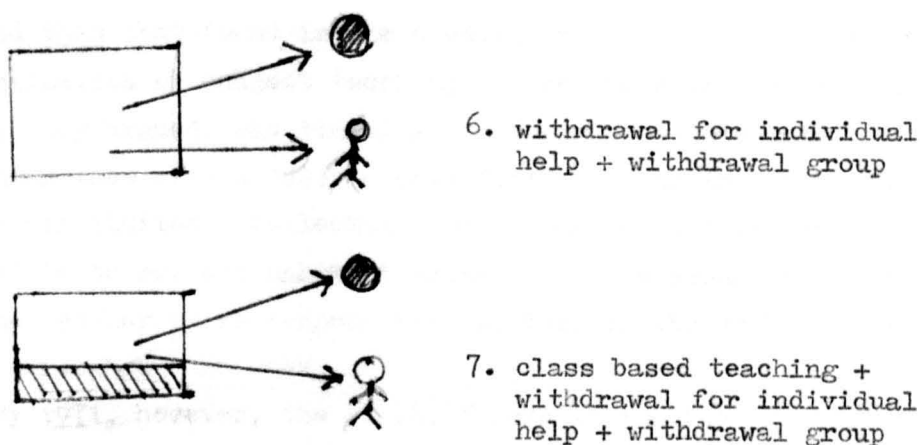


Fig. 1: Models of provision (i) (Taken from information compiled by Sampson and Pumfrey (1970))

An examination of this evidence indicates not only what the D.E.S. (1971) seemed justified in describing as 'a diversity of organisation' for the least able pupils in the secondary school, but also a considerable diversity of views as to the best ways of organising it within the school. This is a factor which the D.E.S. in the same document (p.7) account for partially by the transitional state observed in many schools and partially by the infinite number of possibilities available.

Westwood, (op cit, p.163-164) also outlined various ways in which staffing provision for pupils with special needs in the secondary school might be undertaken. This is a similar combination to that outlined by Sampson and Pumfrey (op cit) with the personnel coming from a combination of full-time and part-time teachers.

Despite the evidence outlined above, the D.E.S. (op cit 1964) expressed optimism in the contemporary situation. They argued, (p.79) that much progress had been achieved in the field since the 1944 Education Act in meeting the needs of 'backward pupils' in the school, and that it could be a 'source of justifiable pride'. The reasons which they gave for this included more and better schools, greater knowledge of the emotional and intellectual characteristics of children, wider interest and sympathy for them, and good careers guidance.

Nevertheless, the report did point out that despite these 'solid grounds for satisfaction', a good deal remained to be done particularly in relation to the curriculum provision of the mainstream school (which (p.18) they indicated had been less successfully

adapted than that found in the special school) and the over-specialisation of subject teaching in the secondary school which (p.23) they argued, was 'inimical to their best interests' confining them with a 'dismembered field of learning in which with their limited intellectual powers pupils find it almost impossible to see any coherent pattern! The document called for one teacher to be responsible for much of the work of his class throughout the week.

By 1971, however, the D.E.S.¹ were indicating that not all was well. They suggested (p.21) that in a period of rapid change in the secondary school it was hardly surprising that in some schools, confronted with many difficulties, the needs of 'the slowest pupils' seemed to have been given less than their fair share of consideration.

Others, however, were most critical. Smedley (op cit p.162) writing of the organisation of remedial education in the secondary school described the general attitude as 'ambivalent' and having only a partial commitment from society towards change in relation to both attitudes displayed and the resources provided. Bell (1970)² described the situation as 'inadequate' with overall planning seemingly 'non-existent! He outlined several features of this which included a lack of continuity between schools and between the primary and secondary stages, too much dependence on the interest or whims of the head teacher, the burden resting on the individual teacher and the need to train most teachers. These points were also made by Jackson (1966 p.99-100)³ who argued for the importance of school-based help from specialist staff for their colleagues in being able to advise and influence them in relation to teaching such children.

Westwood, (op cit) was most scathing with regard to the provision offered by the secondary school. He described it, (p.157) as 'the graveyard of human potential for the non-academic child' and the overall situation as 'tantamount to a national scandal'.

A further example of the difficulties associated with the provision in the mainstream school at the time can be related

1. D.E.S.: Slow learners in secondary schools, Educational Survey 15
2. Bell P : Basic Teaching for Slow learners
3. Jackson S : Special Education in England and Wales

to the whole variety of names attached to such departments and their clientel in the secondary school, and further to the best approach for helping with the difficulties which were encountered. Tomlinson (1982)¹ gives an analysis of the changes of name to describe such pupils in official documentations between 1886 and 1981. These pupils have also been variously described by individual researchers: Burt, (op cit 1937) and Schonell, (op cit) called them 'retarded', the 1944 Education Act described them as 'backward'. To Abelwhite, (op cit 1969) and Westwood (op cit) they were 'the less able'. To Tansley and Gulliford (op cit) Jones Davies, (op cit) and Brown, (op cit), Duncan, (1978) and Brennan, (op cit) they were 'the slow learners' and Stott, (op cit) described them as 'children with learning difficulties'.

Apart from this variety of names (all of those outlined above which were in use in the 1960's), Edwards, (op cit) further pointed out a variety of difficulties which could be identified in the different approaches to the situation. In his analysis he categorised them, (somewhat facetiously) as:

(a) the 'we might hit the target if we knew what it was' group, which emphasised the lack of direction, and uncertainty about some of the work;

(b) the 'paramedical model' (which has already been discussed earlier in this section);

(c) the more scientific approach towards learning difficulties and their remediation;

(d) the 'redundancy' analogy, where the ultimate aim is the prevention of problems and the phasing out of the service;

(e) the 'expertise' analogy based on the complexity of the nature of the problems involved; the neurological, emotional, social and motivational aspects where the learning and other associated difficulties need to be helped by expert good practice and therapy.

It is hardly surprising that he (p.9) describes the position of provision at the time as being 'all things to all persons' and for Brennan (1971)² writing in relation to the overall effect of the situation on the pupil requiring special help in

¹ Tomlinson S: A sociology of Special Education

² Brennan W.K. on policy for Remedial Ed. in Remedial Education vol. 6 (i) p.7-10)

the mainstream school, to state 'The backward child who does not enter a special school is left in the most hazardous situation in the education system. His educational future is at the mercy of completely fortuitous circumstances which may differ not only from area to area but from school to school, or even from term to term within the same school'.

Sampson and Pumphrey, (op cit) described the situation similarly, although perhaps less forthrightly than Brennan, pointing out that in their now current practice was based on 'opinion and convenience rather than researched facts'. As a further facet of this criticism Banks and Finlayson (1973 p.170)¹ emphasised the importance of good timetabling in relation to meeting the needs of the remedial pupil, and further that important consideration needed to be given to raising the status of timetabling lessons for them, thus avoiding what they argued to be a vicious circle from which it is difficult to escape.

In the light of this evidence the indications were that the development of remedial provision since the 1944 Education Act had followed the same pattern of development as many other aspects of the English Education system. It is a pattern which Birley (1972 p.2)² described as 'diffused', 'vague' and haphazard' and which Midwinter (1980 p.14)³ described as 'a mishmash brought about by the inchorate product of laws, individual ideas, architecture, social change and Acts of God'.

In these circumstances it is hardly surprising that by the early 1970's there were calls for a national survey to investigate and report on the overall situation and for greater emphasis in research to help solve the many problems which the service was facing.

The survey which was called for was instituted in 1974 under the Chairmanship of Mary Warnock to cover the whole field of provisions both in the mainstream school and in the special school. However, before investigating the findings of this report and its recommendations, it is important to place these developments in a wider context and to investigate the developments of provisions for pupils needing extra help in the major area of change and development in the secondary school in the 1960's and 1970's.

1. Banks and Finlayson D: Success and failure in the secondary school London Methuen (1973)
2. Birley D : Planning and Education (1972)
3. Midwinter E: School and Society: the Evolution of English Education (1980)

(vii) The development of provision for pupils who needed special help within the comprehensive school

The development of provision for the secondary pupil who needed special help after the 1944 Education Act was taking place in a school organisation and environment which had little stability. Apart from the fact that many of the secondary modern schools were still being established themselves, the evidence already discussed in this study indicates that for those pupils needing special help there were many uncertainties and difficulties over the provision to be made for them.

In the mid 1960's for a period of about fifteen years this situation was compounded throughout the secondary school system when the instability of both the staff and the pupils and the organisational changes were further heightened by the following features which can be clearly identified from the contemporary literature:

- (a) the development of the comprehensive school
- (b) the more widespread use of mixed ability teaching
- (c) the raising of the school leaving age (which took place in 1973).

This sub section will outline these developments and will investigate what effect they had on the pupils needing special help in the secondary school during this period.

(a) the development of the comprehensive secondary school

The mainstream secondary school, provided for by the 1944 Education Act, was shaped in most local education authorities based on the tripartite system of organisation outlined in the Hadow Report (1926)¹. and further discussed in the Norwood Report (1943)². This system provided a three tier organisation of secondary education, Grammar, Technical and Modern based on the ability of the individual.

Although this system was adopted widely by many L.E.A.'s, in reality many only provided secondary modern and grammar school facilities for their pupils. Even where all three types of school were built it did not stop criticisms over the inflexibility of the system and the whole strategy was, over a period of years, brought into doubt.

1. Hadow H (Chairman) : The Education of the Adolescent London, H.M.S.O. (1926)

2. The Norwood Committee: The Curriculum and Examinations in secondary schools

This was particularly so with the parents of children who had attended the modern school, (some 50% plus of the total) who felt that the school did not provide the same opportunities or have the same status as the Grammar or Technical School Lawson and Silver (1973)¹. Musgrave (1968 p.126)². and Pedley(1963)³. provided evidence of a growing feeling amongst politicians and other interested parties of the need for a more equalitarian approach to secondary education. This was an approach which Burgess (op cit, p.17) argued to be 'the only possible way to give a genuine secondary education to all children'.

He and Pedley, (op cit) further argued that such a system would also provide a greater and more satisfactory opportunities for the pupil needing special help. This, it was argued, was so because of the greater staffing provision and organisational flexibility which would be available. Pedley, (op cit 1969 edn. p.117) argued further that the curricular provision within the comprehensive school would be similarly increased and benefit such pupils as it would be constructed around their needs and be 'peculiar to that individual child'.

The move towards the comprehensive system of secondary education began to gather speed in the mid 1960's. Under the Labour Government, (1964-66) the D.E.S.⁴, provided guidelines for the introduction of this new system. The aim of this development, this circular indicated, was to provide 'a school community in which pupils over the whole ability range and with differing interests and backgrounds can be encouraged to mix with each other, gaining stimulus from the contacts and learning tolerance and understanding in the process'. The change to the comprehensive secondary school system was later made mandatory during the Labour Government (1966-70); a move which was later recinded by the Conservative Party when they were in power between 1970 and 1974.

Despite the obvious political nature of the situation which can be elicited from this evidence, the period in question saw a growth in comprehensive school provision. However, writing

1. Lawson D. and Silver H: A history of Education in England
2. Musgrave P.W.: Society and Education in England since 1800
3. Pedley R: The Comprehensive School
4. D.E.S. Circular 10/65 (1965)

in the hindsight of experience, Booth (1981 p.306)¹ pointed out that this school system, as with any other, had not always been 'a haven of tolerance' for pupils needing special help.

This point was also asserted by Holt (1964)² and confirmed over a long period of time by Hargreaves (1967³, 1982)⁴ Sumner and Warburton (1972)⁵, Rutter (1975)⁶, Willis (1977)⁷ and Stakes (1986)⁸. Similarly Ford, (1982 p.37)⁹ described the comprehensive schools as 'pernicious' for such pupils because they are not 'able to exert their full freedom of choice there'.

Woods (1978)¹⁰ and Willis (op cit) argued that their research evidence indicated that many pupils in the 4th and 5th year who were not academically inclined and were not taking examinations at the end of the courses they were doing, saw school as being for kids - 'a glorious creche for adolescents ...a preparation for adult life which failed most of its students'¹¹.

Hargreaves (op cit 1983) argued that one reason for this was the dominance within the comprehensive school of 'the grammar school tradition' with its emphasis on cognitive, intellectual studies, a programme which he indicated was unsuitable for the average and below average child. This is a point which Shaw (1983 p.117)¹² has described as although perhaps a little 'naive'... 'contains a grain of truth' and which Reynolds and Sullivan (1987)¹³ have strongly endorsed in a recent study.

1. Booth in Swann W (op cit)
2. Holt J : How children learn
3. Hargreaves D.H.: Social relations in a secondary school
4. Hargreaves D.H.: The challenge for the comprehensive school
5. Sumner R and Warburton F.W.: Achievement in Secondary School attitudes, personality and school success
6. Rutter M : Helping troubled children
7. Willis P : Learning to labour, how working class kids get working class jobs
8. Stakes J.R.: The process of education and its effects on the academically less-successful pupils in a comprehensive school
9. Ford J: Special education and Social control
10. Woods P : Negotiating the demands of schoolwork Journal of Curriculum Studies 10 (iv) p.309-327
11. Ibid p.327
12. Shaw B : Comprehensive Schools : the impossible dream
13. Reynolds D and Sullivan M: The comprehensive experiment

(b) Mixed ability teaching

The growth of comprehensive education in the secondary school brought with it a growth of mixed ability teaching, similar to that commonly appearing in the post 11+ phase of the primary school sector. Through this development a pupil needing special help over the age of eleven may find himself placed in the same teaching group as a wider range of his academically or socially more successful contemporaries. Such developments demonstrated the need for a different organisational provision for such pupils.

The evidence of the contemporary literature indicated that such moves presented further problems for these pupils in the new comprehensive school. Gulliford, (op cit p.97) argued that mixed ability teaching, although perhaps helping to alleviate some conceptional and social problems amongst such pupils, presented further dangers of an inadequacy of enough specialised help for them.

Similar criticisms have been raised in other reports. The Bullock Report (1975)¹ described the complexity of mixed ability teaching as 'considerable' and both Brennan (1979)² and Her Majesty's Inspectors (1979)³, in widely recognised national surveys, were sceptical of this form of provision. Both teams of observers indicated that they had not encountered any mixed-ability teaching where the curricular needs of the least-able were being met satisfactorily.

An N.F.E.R. Survey (1976)⁴ which investigated mixed-ability teaching in the secondary school, found that the staff also had difficulties in this area and that problems associated with the education of the pupils needing special help were among those most commonly raised by the four hundred teachers which they interviewed. The most common issues which were raised in this

1. Bullock A (Chairman) : A language for life
2. Brennan W.K. (Chairman) : Curricular needs of Slow Learners
3. D.E.S. : Aspects of secondary education in England : A survey by H.M. inspectors of schools
4. Reid M et al : Mixed ability teaching : problems and possibilities

connection were :

- (a) How could class teachers, without extra assistance best provide for the needs of these pupils in their group?
- (b) In what ways could specialist help be made available to this group in a mixed ability class?
- (c) What resources, materials and teaching techniques were most appropriate for this group of pupils?

The problems which this research indicated were further complicated by the decision of what sort of organisation is best for the least able pupils. Clunies Ross et al (1983)¹. in a major survey of organisation for pupils needing special help in the mainstream school outlined some of the difficulties. These included questions such as the following:

- (a) Should least able be taught in a 'remedial' department or should the responsibility be shared among several or all departments?
- (b) Should the least able be taught in a 'remedial' department or should they be integrated with their mainstream counterparts?
- (c) How best could advice and guidance about pupils specific learning difficulties be presented to teachers
- (d) To what extent should the role of the staff involved in working with the least able be an advisory one?
- (e) What lines of communication could be set up to strengthen links not only between staff but also with the service agencies beyond school?

Benger (1971)². outlined some of the difficulties which mixed ability teaching presented to the less able in her school. These included meeting the individual needs of the pupils, the danger of the time available to the pupil being wasted, and the timetabling difficulties involved in overcoming the lack of participation which any of the less able would have in academic subjects in other schools. However attempts have been made to solve the problem

Cornell (1974)³. described his school's approach to overcoming these problems where help for the least able was provided through the 'team teaching' organisation employed there. The

1. Clunies Ross L and Wilmhurst S : The Right balance provision for slow learners in secondary schools (p.3-4)

2. Benger in Rogers T.J.G. (Ed.) School for the community

3. Cornell P. in Watts J (Ed.) The Countesthorpe Experience

co-ordination of this work was undertaken in the school by one of the deputy principals (p.203). This system, Watts (op cit) argued, provided a totally integrated programme for all pupils who needed special help along-side the rest of their peer groups for many of their subjects up to examination level at sixteen.

Similar organisational possibilities to help pupils with difficulties in mixed ability groups were outlined by Williams (1969)¹. and Gordon and Wilson (1969)². through the use of withdrawal groups and resource rooms.

The essential difficulty however remains in balancing the social benefits of mixed ability teaching groups for pupils with special needs and the educational difficulties which it produces. Booth, (op cit p.307) viewed such a situation as having 'ambiguous implications.' He summed up the situation as one where although 'alleviating some of the constraints and pressures' which other systems might produce, it nevertheless 'produces its own constraints and pressures in trying to cater for the interests of a diverse group of pupils'.

(c) The raising of the school leaving age

The school leaving age was raised to sixteen in 1973. This meant an extra year at school for many secondary school pupils, an important percentage of whom (both the educational and national press at the time) were reported by Willis and Hargreaves (op cit) as being reluctant to remain.

The raising of the school leaving age had implications for provision for the less able. In particular it saw the development of courses in the last two years of schooling for such pupils. Some of these courses were organised as separate entities, purely with the least able in mind. Benger, (op cit 1971) gave two examples of these in her own school. 'Plan for Living' and 'Environmental Studies'. The dangers of this were quickly realised and McNicholas (1979)³. described his own experience of trying to teach them.

Other courses were however organised with the intention of placing the least able with the rest of his peer group in a wider

1. Williams K : The role of a remedial department in a comprehensive school - 1 Remedial Education 4 (ii) p. 69-72
2. Gordon N and Wilson N : Helping the inadequate - a flexible approach. Remedial Education 4 (ii)
3. McNicholas : Lifeskills : a course for non-academic fourth and fifth year children in a comprehensive school Remedial Education vol. 14 (iii) 1979

academic setting. Brennan (op cit 1979 p.94) in a survey of successful courses available to the least able gave some examples of the curricular areas where this was happening. These included courses in parenthood, social studies and humanities. Similar examples in individual schools towards this approach can be found in Rogers (1971¹., 1973²) and Watts (1977)³.

The literature indicates that these developments place staff involved in working with these pupils in new, wider situations. Some of these courses were initiated and taught by individual departments whilst others were organised in collaboration with other departments in the school. This was a development which placed the special 'remedial' teacher in a new, more advisory capacity amongst his colleagues and one which might lead not only to a new role but also to a new status within the school.

d) Integration

The question of the integration of pupils with special needs into the ordinary school was a central theme of the Warnock Report. The recommendations of the committee along with those enacted by the 1976 Education Act and the 1981 Education Act - made it a statutory right that a child, if certain conditions are satisfied, should be educated in a mainstream school.

As with many other features of the Warnock Report and the subsequent legislation, the move towards the integration of pupils with special needs into the mainstream school was part of a continuing process away from that which emerged after the 1944 Education Act.

This Act, as indicated in the previous section, whilst ensuring that secondary education was available for all children, also required the local Education Authorities to have regard to the need for securing that provision, is made for pupils who suffer from any disability of mind or body by providing either in special schools or otherwise special educational treatment (Ch. 5. para 150) Further the Act called for 'positive discrimination in favour of the unprivileged' (ch. 5 para. 151)

1. Rogers T.J.G (Ed.) School for the Community
2. Rogers T.J.G.: The Bosworth Papers, Postscript 1973
3. Watts J : The Countesthorpe Experience

In helping to provide this, the Handicapped Pupil and School Health Service Regulations, (1945) outlined eleven categories of pupils needing special help with many of these pupils (as outlined earlier p.17) being educated outside the mainstream school.

Evidence relating to the growing desire expressed by various pressure groups and interested parties towards a greater integration of such pupils within the mainstream school has already been mentioned in this survey. Barton and Tomlinson (1984)¹ have described this movement in terms of complex social, economic and political factors within our society which relate more to the needs of the wider society, the whole education system and professionals working within it, rather than the needs of individual children.

Hegarty and Pocklington (1981 p.10-11)² and Fish (1985 p. 7-9)³ argued that the impetus towards the greater integration although complex, is based on different, more objective factors.

Factors which they identified as being important, included improved assessment techniques, since the 1944 Education Act, which gave greater importance to the needs of the individual, a growing concern for human rights and the status of minorities in the 1950's and 1960's, reports of practice in other Western countries, and innovative developments to provide for children with special educational needs in this country. The importance of these last two factors however was minimised by Gallagher (1974)⁴ who observed that little of the theory of integration was based on scholarly research and evidence and much more on social issues prevalent in society.

Evidence of the growth of feeling towards a greater integration of pupils with special needs can be ascertained from the literature of the early 1970's. Rowe (1972)⁵ gives some indication of the prevalent feelings when she states 'many pupilsparents (and) not least some of our youth, including many of our young teachers, resist the idea of separate special schools'.

1. Barton L and Tomlinson S : The Political integration in England in Barton L and Tomlinson S : Special Education and social interests
2. Hegarty S and Pocklington K (with Lucas D) Educating Pupils with special needs in the ordinary school
3. Fish J : Special Education The way ahead
4. Gallagher J: Current trends in Special Education in the United States in International Review of Education vol.20 (iii)p.277-297
5. Rowe M.C. in Palmer J (Ed): Special Education in the new community services

The evidence of one young teacher's feelings on this subject based on her experience of teaching in both mainstream and special schools was illustrated by Woodward (1982 p.145)¹ who wrote, 'I feel we shouldn't have so many special schools'.

The evidence of the feelings of disabled pupils themselves was most clearly demonstrated to the Snowdon Working Party (1979)² who stated overwhelmingly their dislike of segregated schooling.

The D.E.S. (1974)³ were now aware of the situation. They stated (p.3) 'opinion today is coming increasingly to favour the integration into the ordinary school of more severely handicapped children who are usually placed in special schools'. They added (incorrectly, according to their own statistics⁴ and other department documentation⁵) 'the extent to which this is already taking place is not commonly realised'.

However, this assertion is not borne out by the department's own statistics which are outlined in fig. 2. These indicated a steady growth by both the numbers of pupils being educated in special schools and also the number of new special schools. (D.E.S. Statistics (1971-80) in Hegarty and Pocklington (op cit)). However more recent figures taken from D.E.S. Statistical Bulletins 2.84 and 13.85 indicate a decreasing figure in both the categories in 1984 and 1985. The 1985 figure of 1,972 special schools and 136,700 pupils is still however larger in both categories than the figures for 1980.

1. Woodward J : 'Jenny a career in Special Education' in Booth A et al (Eds.) The Nature of Special Education
2. National Fund for research into crippling diseases: Integrating the disabled : Evidence to the Snowdon Working Party
3. D.E.S. : Integrating handicapped children
4. See Fig. 2
5. A D.E.S. Document, The Discovery of Children Requiring Special Education and Assessment of their needs, Circular 2/75 (1975) indicated that the Department's policy at that time was the continuance of separate provision with such needs from those children in the ordinary school

	Special Schools	Pupils	% of all pupils
1971	1019	90,361	1.03
1972	1501	122,283	1.35
1973	1537	127,804	1.39
1974	1575	130,677	1.37
1975	1603	131,940	1.37
1976	1619	133,609	1.38
1977	1653	135,261	1.40
1978	1665	137,234	1.43
1979	1673	135,610	1.43
1980	1672	133,557	1.44

Fig. 2

D.E.S. Statistics relating to special school provision
in the years 1971-80 From Hegarty and Pocklington (op cit) p.35

Rowe, (op cit p.11) reflected, the reality of the situation. When speaking to a group of committed professionals she stated despite the advocacy for change to bring about the integration of pupils with special needs as rapidly as possible, it would be some time yet before even the 'mildly handicapped' would be supported satisfactorily within the mainstream school. Nevertheless evidence of others, such as Pumphrey (1972)¹ and Tuckey (1972)² indicated that the opportunity for change was growing in a climate where it was seen, that both philosophically and socially there were benefits for the pupils involved in integration wherever possible in the mainstream school.

The literature of the 1970's demonstrated increasingly that such developments were being undertaken in certain schools under favourable conditions. Rogers (op cit 1973), Garnet (1976)³, Fisher (1977)⁴, Roberts and Williams (1980)⁵ and May Wilson and Broadhead (1979)⁶ gave accounts of such developments.

1. Pumphrey P.D. in Palmer J (Ed.) op cit p.154-174

2. Tuckey L in Palmer J (Ed.) op cit p.245-255

3. Garnet J : in Special Education Forward Trends vol.3 (i)

4. Fisher G : in Special Education, Forward Trends vol. 4 (i)

5. Roberts L and Williams I in Special Education, Forward Trends vol. 7 (ii)

6. May Wilson J and Broadhead G.D. in Remedial Education vol. 14 (ii)

Rogers (op cit p.7), five years before the publication of the Warnock Report, indicated some pioneering developments which were being made in one mainstream school. These related particularly to the philosophical stance taken in the school. He wrote 'It has always been agreed policy in the college that we should not isolate slow learners or handicapped students, but that as far as was fair to them and their fellow students they should work along side each other'. The article further indicated that the organisation of the school had a flexibility which would allow staff to withdraw pupils, to give in-class support or whatever was felt to be most important at the discretion of the staff working with these pupils. A philosophically similar, if organisationally different, arrangement has been outlined by Watts (op cit).

Fisher, (op cit) and Roberts and Williams, (op cit) outlined the development of a scheme in Derbyshire where pupils from ESN (M) and (S) schools were integrated into a comprehensive secondary school. The first of these descriptions indicated the way this operation was structured and the organisational framework, which was established in the school to serve the needs of the pupils. The second article outlined the organisation needed within the school to give support to the staff when working with the pupils with learning difficulties. Fisher (1977) wrote positively after one year of the venture indicating that the positive start would encourage further developments (p.11). Roberts and Williams (1980) while projecting such developments over the next two years, acknowledged the importance of support from them both in the school and outside it: the headmaster, the main school staff, the parents and the wider community in the school catchment area.

May Wilson and Broadhead (op cit) described a similar scheme which was organised in a secondary school in Scotland and which had been in operation since 1974. They argued in a conceptual framework later apparent in the Warnock Report that special and remedial education were inseparable (p.91) as there was 'no hard and fast educational dividing line between pupils requiring remedial and pupils requiring special provision' (p.22). It

was the intention of their planning to integrate both groups of children into the school with their main stream counterparts, a situation which they describe as unusual at the time in Scotland, as most schools at that time were neither staffed nor equipped specifically to expand this work (p. 91)

Their aims were outlined as 'helping children to develop understanding and acceptance of their own disabling features and to be sufficiently skilful to enable them to live as normally as possible in the community' (p.92)

This was achieved by the children attending as many lessons as possible across the whole curriculum range with others in their peer group but where this was not possible, for whatever reason, arrangements were made for them to be withdrawn in small groups for their teaching. In order to assist this progress, the staff responsible in the school for this programme acted as support teachers in subject areas.

An analysis of this evidence indicates that this situation led to a greater involvement of specialist staff of such pupils with the rest of the staff in the school and also the development of a shared responsibility for the planning of both the strategy and curriculum. The document further indicates that this situation led to a better, more positive attitude, both to the pupils needing special help and also to the staff supporting them. May Wilson and Broadhead analysed these attitudes in terms of better communication between the staff, a more flexible approach to the teaching of the pupils and an enhanced commitment to the work involved by the researchers. They described the situation as one which was helping to 'dispel the mystique of remedial and special education' (p.93). Further, they argued, it was a feature which helped to provide the impetus for the responsibility for pupils with special needs to come from the whole of the staff in the school.

However, despite the evidence of individual initiatives towards the greater integration of pupils needing special help into the mainstream school and indications of a more positive climate which would encourage this, the statistical evidence of official reports shows that nationally the great majority of

secondary schools were in no position to accommodate this situation. Further, where attempts had been made to provide such schemes, there was little evidence of good practice.

A School's Council Survey in 1968¹ indicated that at that time only one out of three secondary schools made any formal provision for pupils with special needs, and the research by the committee of the Bullock Report (op cit) found although two thirds of schools regularly or occasionally withdrew pupils for special help with reading, one third had special classes or remedial departments. A similarly depressing picture of the organisation to accommodate and help these pupils was outlined in the School's Councils surveys published in 1970² and 1971³.

A survey of practice in the secondary schools undertaken by H.M.I's during the 1970's, but not published until 1979, (op cit) was similarly unambiguous in its findings.

The H.M.I's found during their visits that teaching time which was allocated to remedial teaching decreased in each successive school year and by the 4th and 5th year had virtually disappeared (3.39). The curriculum offered to the less able they felt lacked coherence and differed markedly from that offered to the average and above average child, particularly in French and Science which often were not offered to them (3.39). Further they felt that although these pupils had the advantage of small teaching groups and benefitted from fewer staff teaching them, the curriculum with which they were presented denied them any real choice (3.96), was of a poor quality and lacking any genuine sense of enquiry, any stimulus or any appeal to the imagination (7.36).

The H.M.I's acknowledged that there were difficulties in providing a successful curriculum programme for these pupils. One contributory factor to this situation was a lack of development even discussion among teachers in this area. In this respect they found that the teacher population who were most often working with these pupils lacked experience. Their observations showed that 12% of these teachers were still in their probationary year

1. Schools Council : Enquiry 1

2. School's Council : Crossed with Adversity, The Education of Socially disadvantaged children in the secondary school
Working Paper 27

3. School's Council : Slow Learners in secondary schools.
Working Paper 15

and that 285 of the 814 teachers seen had five years experience or less. In relation to their experience across the curriculum only forty-nine had a science or mathematics background (3.34).

This survey also found that teacher expectation of their pupils' performance was low and that this was an important factor in relation to their poor self-image and low expectation (6.3:23 and 11.45).

The H.M.I's summed up their pessimistic observations by stating that there was a lack of appropriate experience in the schools for diagnosing, resourcing and dealing with serious learning difficulties (11.45).

One of the responsibilities of the Warnock Committee was to consider and make recommendations which would help to develop the provision for such pupils and alleviate as far as possible these difficulties

(VIII) Conclusions

The evidence reviewed in this section indicates that the hypothesis based on the five themes outlined in the introduction to this study, were of considerable importance in the initiation and development in the organisation of provision for pupils who needed special help in the mainstream school in the period before the publication of the Warnock Report.

To emphasise the importance of the themes the conclusions which have been drawn have been sub-divided into sections representing each of the five themes identified earlier.

(1) Terminology

The period before the publication of the Warnock Report (op cit) and starting from the mid 19th century was one of continuing attempts to refine the terminology used to categorise pupils who exhibited difficulties in school. The literature survey indicates that this was particularly the case in the period between the end of the 19th century and the 1944 Education Act.

The changes in the terminology used to describe these pupils

particularly reflect these changes. The evidence of official reports indicates that in the mid 19th century the umbrella term for such children (and adults) was 'feeble minded'. This, at the end of the century had been sub-categorised into 'idiots' and 'imbeciles' (Royal Commission for the blind, the deaf and others (op cit)).

The 1921 Education Act further sub-divided the category of 'idiots' into 'defective' and 'dull' (or 'backward' children), and this terminology was further endorsed by the Wood Committee (op cit).

Burt, (op cit) in his analysis sub-divided the children into four groups: 'subnormal' (previously 'imbecile'), the 'mentally dull', those of 'inferior intelligence' and children with difficulties but who were of average intelligence.

The inter-war years also saw the more common use of the term 'handicapped' and 'disability' to describe the problems of such pupils. Evidence relating to these descriptions can be found in the work of Burt (op cit), Schonell (op cit) and the 1944 Education Act and its associated documentation.

The 1945 Regulations (op cit) more closely defined the categories relating to this group of pupils than than ever before. Eleven categories in total were defined.

Many of these categories of pupil were not relevant to those children who attended the mainstream secondary school in the post war era and the evidence from Tansley and Gulliford (op cit), Taylor (op cit), Chapman (op cit) Westwood (op cit), Jones Davies (op cit) and at official level in the Newsom Report (op cit) and the Bullock Report (op cit) indicates that from the mid 1950's to the late 1970's the terms 'remedial' and 'slow learner' were commonly used to describe the weakest children there and also the department responsible for them.

These changes in terminology also, it can be argued, indicate a softening of the language which was used to describe these pupils. The language used in the earlier part of the period indicated generally a static, inelastic definition of the children who

were unchanging and unchangeable, while more recently it indicated a more positive and developmental approach to their potential.

2. Identification

The evidence indicates that until the beginning of this century there was scant knowledge of the overall number of pupils in need of special help in the secondary school. Both Sutherland (op cit) and the Warnock Report (op cit) argued that this was because it was not necessary until the entire child population was legally required to attend. One of the duties of the Wood Committee (op cit) was to ascertain these numbers. This was also undertaken by Burt (op cit) in the 1944 Education Act (op cit) laid down the requirement that all local authorities must make proper provision for all these children.

The Mental Health Act (1971 op cit) widened the categories of pupil who were under the care of the Education Committees.

By the end of the period in question the D.E.S. (op cit) kept records of the total number of pupils with difficulties in school which were published annually. In this sense the amount of knowledge of pupils which have been identified as needing special help (particularly those outside the mainstream school) had grown, and became more precise.

The development of testing materials by Burt (op cit) and Schonell (op cit) also increased the ability of both psychologists and later teachers in individual schools to identify those pupils with special needs. This feature can be linked with the conclusions related to development of the role of the specialist teacher which will be specified later in this section.

3. The arrangements made

The evidence presented in the literature survey indicates that the following conclusions can be drawn:

Provision for pupils with special educational needs in the mainstream school had changed and developed during the period from the late 19th century to the production of the Warnock Report (op cit). Factors which contributed to this included:

- the changes in the requirements and organisation of the overall provision of secondary education (principally brought about by the requirements and beliefs embodied in the 1944 Education Act).

- the development of specialist facilities (both within the mainstream school and outside it, through the L.E.A. Remedial Service, the school's psychological service and the influence of the thinking of H.M.I's and the D.E.S.).

- the development of comprehensive education for a wider range of pupils with special educational needs in at least some areas of the country.

The development of such provision was, the literature indicates, initially based on a 'psychological' or 'medical' model of practice which was particularly influenced by the work and thinking of Burt (op cit) and Schonell (op cit) in the period between the two world wars.

However, despite the initial evidence of positive gains through, for example, the use of specialised clinics to develop reading skills, provided by Birch (op cit), Wall (op cit) and Schonell (op cit) there is evidence of growing conflicts in the literature of the post-war period on this subject both in relation to its effectiveness (by Collins (op cit) Moseley (op cit) and Brennan (op cit) and also in philosophical terms (Jones (op cit), Davie (op cit) and Sewell (op cit)). This situation, Sintra (op cit), Bowman (op cit) Swann (op cit) and Hanks (op cit) have argued has led to professional difficulties between the practicing teacher of pupils with special needs and the educational psychologist.

Despite these developments the evidence provided by the School's Council Survey (op cit 1971) and the H.M.I. Survey (op cit 1979) indicates that during this period provision which was made was haphazard, muddled and patchy.

The evidence outlined above and that of Partridge (op cit) and Rutter et al (op cit) indicates that the concept behind the aims of such provision was disparate and diverse and that through the influence of individual researchers, the psychological

services and developments within the individual school there was a considerable diversification of approaches to the problems exhibited by pupils with special educational needs.

Integration

The evidence from the literature of the early part of the period in question indicates that there was little call for the integration of pupils with special needs into the mainstream school. Indeed the recommendation of the Royal Commission for the blind, the deaf and others (op cit), the evidence of Burt (op cit) Schonell (op cit) and the practice of Schonell and Wall (op cit) and Birch (op cit) indicates that for many years it was felt that the best provision for many categories of pupils was separate from the majority of their year group with attention from specialist staff.

The evidence of Rowe (op cit), Pumphrey (op cit) and Tuckey (op cit) indicates that the development of a greater provision for pupils with special needs within the mainstream school can be related to pressure exerted from outside the schools by parents and other interested parties, while that of Garnett (op cit), Fisher (op cit), May Wilson and Broadhead (op cit) and Roberts and Williams (op cit) outlines changes which took place in the comprehensive school which aided such developments.

The evidence further indicates that although these pressures were of negligible importance for many years they increased considerably from the late 1960's.

However, the literature emanating from the D.E.S. during this period provides conflicting evidence on the subject. While arguing on the one hand (op cit 1974) for the value of integrated provision, their own statistical evidence (op cit 1971-80) indicates a rise in the total number of pupils, in real terms, being educated in special schools

The Widening role of the specialist teacher

The evidence indicates that during the period up to the publication of the Warnock Report (op cit) there had been some widening of the role of the specialist teacher of pupils with special needs in the mainstream school, at least in terms of

their responsibilities and acceptance within it.

There is evidence from the contemporary literature relating to experimentations by the 'specialist' teachers in this area, in the period prior to the outbreak of war in 1939. Such examples can be found in the work of Barron (op cit), Hill (op cit), Duncan (op cit), Inskip (op cit), Ingram (op cit) and through the investigative research of the period undertaken later by Sampson (op cit). The literature indicates further that despite this continued experimentation and the developments after the 1944 Education Act, and through the influence of the Act itself, difficulties in provision for the pupil with special needs in the mainstream school have persisted. These developments, which were outlined at an official level in the Newsom Report (op cit), the Bullock Report (op cit), the D.E.S. (op cit 1964, 1971) by individual research projects conducted by Clough (op cit), Chapman (op cit), Sampson (op cit), Sampson and Pumphrey (op cit), Gulliford (op cit) and Westwood (op cit).

This research also indicated that the major concern for the education of pupils with special needs was focussed on the teaching of Maths and English.

The evidence of official reports such as those of Newsom (op cit), and the D.E.S. (op cit 1971, 1979) indicates that at this time many staff working with pupils with special needs often did so in isolation, both organisationally and physically from other departments in the secondary school.

Later evidence however, from Chapman (op cit), Partridge (op cit), Gulliford (op cit 1969) and the Cheshire Education Committee (op cit 1958, 1963) indicated that in some areas changes and adjustments were being undertaken at this time which would benefit those pupils with special educational needs in the secondary school in a wider context than their understanding of English and Maths.

Even where developments in provision had taken place or had been laid down by Act of Parliament, there is evidence (cited in the Warnock Report op cit p.2-81 p.33-4) which indicates that philosophical, organisational, social and economic factors continued to present difficulties and constraints which limited

the amount of progress in the post-war period, so that by the time of the Schools Council Survey (op cit), the Warnock Report (op cit) and the H.M. Survey of practice (op cit) the overall provision for pupils with special needs can be described as haphazard, muddled and patchy throughout the country.

It was because of these difficulties that there were calls for a complete review of practice of the field of special educational provision by the mid 1970's; a review which was undertaken by the committee under the chairmanship of Lady Warnock.

Despite this background The Warnock Report (op cit), although a document of considerable significance in the field of special education, can be regarded as only a milestone (albeit an important one) in the development of provision for pupils with difficulties in the mainstream secondary school.

SECTION 2 : THE WARNOCK REPORT AND THE 1981 EDUCATION ACT

Introduction

The growing need for a searching and wide-ranging investigation of provision at a national level for children with special educational needs in whatever type of school they attended has, since the early 1970's, been demonstrated and outlined in the first section of this study. The basis of the 1981 Act of Parliament, which encapsulated the recommendations of this report, it has been argued by Welton and Evans (1986)¹, can be traced to as far back as 1966. This was the time of the shift of responsibility for severely subnormal children from the Department of Health to the Department of Education.

Calls for such an investigation were made in the early 1970's by a variety of bodies and individuals representing both educational and political interests. The Guild of Teachers for Backward Children (1972 p.71-2)², for example gave its reasons for this as being in order to counter 'a reluctance to acknowledge the extent and gravity of the problem posed by disadvantage in our schools'.

Support for such an investigation was also forthcoming from The Headteachers' Association (Ibid p.72) who described the problem of the organisation and structuring needed to help such pupils as 'immense' and also from politicians from both main parties, Edward Boyle, (Ibid p.36) and Edward Short (Ibid p.34).

The committee to undertake this task was established in Parliament in November 1973 by Margaret Thatcher, the then Minister of Education. The committee's terms of reference were outlined as:

'To review educational provision, particularly in England, Scotland and Wales for children and young people handicapped by disabilities of body or mind, taking account of the medical aspects of their needs together with arrangements to prepare them for entry into employment; to consider the most effective use of resources for these purposes, and to make recommendations'³.

1. Welton J and Evans J: The development and implementation of special education policy, Where did the 1981 Act fit in, Public Administration vol. 64 (vii)
2. The Disadvantaged child in the secondary school Special Education, Forward Trends vol. 16 (p.71-2)
3. Special Educational Needs Report of the committee of enquiry into the Education of Handicapped Children and Young People

It was, as the above paragraph indicates, an all encompassing term of reference covering the period before a child with such needs had reached school age until he or she was nineteen years old.

The committee had its first meeting in September 1974. During its life time the committee had twenty seven members who brought with them 'a wide range of interest and expertise' (op cit p.1) The group represented amongst other areas of interest, education social services, psychologists, Trade Unions and health and welfare services.

Apart from the twenty seven members of the committee, fifteen others were co-opted to it during the period. These were people who the committee felt had further relevant knowledge and valuable experience to contribute. During its life the committee took evidence from hundreds of organisations and individuals from a wide range of backgrounds. These included teachers, local education authorities, Educational Associations, voluntary organisations concerned with the handicapped and disabled, hospitals, educational establishments, the T.U.C., political bodies, research establishments and individuals.¹

After its work had been completed the committee presented its findings to Parliament in March 1978. They made 224 recommendations relating to all aspects of provision for the education of the child with special needs and their parents, teachers, research workers and volunteer organisations.

These recommendations, Adams (1986, p.7)² stated, were based on 'the right thinking and good practice' in what the committee 'read, heard and saw'.

The essence of what the Warnock Report proposed has been summed up by Adams (op cit p.7-8). These were:

(a) The aims of education in terms of personal development are the same for all children and each child is entitled to an equal share from the community to develop the potential as fully as possible. This point was emphasised when it was recommended that the provision which is made for the pupil should be seen

1. A full list of those contributing can be found in The Warnock Report op cit (p.367-379)

2. Adams F. (Ed.) : Special Education

in terms of what it is designed to meet rather than the place where it is to take place (6 p.94) and Warnock (1978 p.12)¹.

(b) Even though the aims of education are the same for all children, children of different abilities will progress towards them at different speeds.

(c) There is no real division between the educational needs of the handicapped child and the ordinary child within the same 'continuation of need'.

(d) Up to one in five children are at same stage in their school career likely to require some form of specialist help beyond the normal range of resources of the teacher in the main stream school.

(e) The identification and assessment of pupils is a complex process and must take into account the unique characteristics of each child.

(f) The educational responses to children who need extra specialist help for part of or throughout their education must be wide, varied and flexible to meet their changing circumstances.

As far as the mainstream school was concerned, the main aspect of the evidence and subsequent recommendations made to them are to be found in chapter seven of the report, relating to special education in the ordinary school (op cit p.100-120) and chapter eleven, concerned with curriculum considerations (op cit p.207-226).

These recommendations, and others relevant to the mainstream school, can be divided into four important categories relating to:

(1) the integration of children with special needs into the mainstream school.

(2) the organisation of the mainstream school to accommodate children with special needs and the responsibilities of various interest groups to this end.

(3) the curriculum provision within the mainstream school for children with special needs.

(4) factors relating to the practicality and cost effectiveness of the necessary changes recommended in the report.

It is the intention firstly in this section to investigate in detail the recommendations and findings of the Warnock Report

¹. Warnock M : Meeting Special Educational Needs

under these four headings.

Secondly, this section will outline the initial response which the evidence indicates was made to the report after its publication in 1978, both at an official level and in Parliament during the passage of the subsequent Education Bill.

The third part of this section will outline the main features of the Education Act of 1981 (the legislative framework of the recommendations of the Warnock Report) and the further commencement and enabling orders which followed it before it became Law in April 1983.

The 1981 Education Act will be investigated and discussed in five different sections :

- (1) the concept of special education outlined in the Act.
- (2) the duty which the Act placed on Local Education Authorities to provide for the education of pupils with special educational needs
- (3) the identification and assessment procedures outlined in the Act
- (4) statementing procedures
- (5) the involvement of parents in the education of their child with special educational needs.

Finally, conclusions will be drawn in relation to the items mentioned above and in connection with the first categories already outlined in the first section which may help in subsequently investigating and analysing practice after 1983.

(1) The integration of children with special educational needs into the mainstream school

The Warnock Report described the issue of the integration of pupils with special needs into the ordinary school as 'the central contemporary issue in special education'. The evidence of recent literature indicates that it is an aspect which has had much attention since its publication and examples of reported provision and development will be investigated in later sections of this study.

The Report argued for the value of integrating the child

with special educational needs and the 'normal' child together for their education, as part of a growing conviction within society that as far as humanly possible they should be seen as one group of children where the child with special needs should have an equal share of the opportunities for self-fulfilment enjoyed by others (7.1 p.99)

This, as the report itself pointed out was not a new concept of special educational philosophy. The Thomas Report (1961)¹ argued similarly that there should be no difference between the aims of education for the handicapped and ordinary children. The aim of education, the report suggested, is to provide education for all in accordance with their age, ability and aptitude, ensuring as far as possible so that everyone has the opportunity to develop their powers to the full and play their full part of the life of the community (para 77 p.146).

The Snowdon Report (1976)² similarly emphasised the importance of the integration of all pupils. It stated 'integration for the disabled means a thousand things. It means the absence of segregation. It means social acceptance. It means being able to be treated like everyone else'².

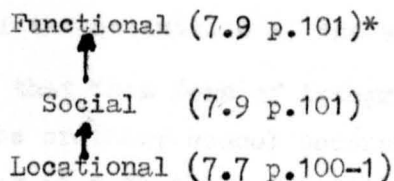
The Warnock Report described the pupils who made up this population in a much wider context than had previously been publicly accepted. It, like Burt (op cit 1935) and Schonell (op cit) described the population which they had in mind as being far wider than the 2% of pupils who were not already educated in the mainstream school (7.4 p.100) and much more closely to the twenty per cent of pupils who had previously been described by the D.E.S. (op cit 1971) to be in need of special educational provision during their school careers (7.5 p.100).

Beyond the question of whom they defined as the target group, the Warnock Committee also defined different forms of integration which their observations and schools visits had indicated. They noted three different categories which they pointed out, were not discreet but overlapping (7.6 p.100). Further the report argued that although each form of it has a validity of its own, together they represented 'progressive stages of

1. E. Thomas (Chairman): The Handicapped School leaver: report of a working party commissioned for the rehabilitation of the disabled

2. Educating the disabled. Report of the Snowdon Working Party (The national fund for research into crippling diseases (1976 p.7)

association', each being a more substantial form. This concept has been produced in an hierarchical form (fig. 3) to indicate the structure of the provision.



* The numbers in the brackets refer to the chapter and page number in the Warnock Report

Fig 3 : Different forms of integration identified in the Warnock Report produced as an hierarchical model.

(a) Locational integration

The committee outlined locational integration as existing where special classes or units have been set up in the mainstream school or where a special school and a mainstream school shared the same site. This form of integration, as the title suggests, is based on the siting of the buildings rather than any form of contact which might take place between them. Their survey indicated that in some cases which the committee observed, special classes or units effectively separated from the rest of the school in all respects and there was little organised contact between them. It is for this reason that they describe this locational integration as the 'most tenuous form of integration' (p.100).

(b) Social Integration

The committee defined social integration to be where pupils attending a special class or unit, although taught separately for much of their time, were able to interact with pupils in the mainstream school. In some cases the committee observed such pupils sharing organised out of classroom activities with each other.

(c) Functional integration

Functional integration was achieved when the locational and

social associations of children with special needs with their fellows lead to a joint participation in educational programmes and activities. This, the committee argued, was the closest form of integration where the pupils joined, either on a part time or full time basis, the regular classes in the school and made a full contribution to all the activities of the school.

It was pointed out that this form of integration makes the greatest demands upon the ordinary school because it required the most careful planning of both class and individual teaching programmes to ensure that all the pupils benefit, whether or not they have special educational needs.

The committee further suggested that it was this form of integration which was upper-most in the mind of most people when the concept was discussed.

The committee felt by the development of all these forms of integration and the encouragement of discussions between teachers from both mainstream and special schools, that a framework for all the necessary planning and organisation would ensue. This in turn would help the fullest participation of those pupils with special needs with their peers in the mainstream school (7.10 p.101-2 and 7.21 p.108).

(2) The organisation within the mainstream school

The Warnock Report acknowledged that the changes which they recommended would have to be accompanied by changes in the practices and organisation within the mainstream school. The extent to which the individual school is able to meet the needs of pupils with special needs will be dependent upon its ability to adapt to the new demands which will be made upon it (7.27 p.109). The report also made it clear that these changes will affect every aspect of its organisational practices from the physical changes, which may be needed to accommodate the pupils within the school, to the curriculum programme which it may offer to the teaching styles and strategies of its staff. (7.30 p.110)

Members of the committee surveyed the already in-place provision which gave integrated support for the pupils with

special needs, Their analysis indicated four different types of integration drawn from the top two tiers of the model of integration already outlined (op cit p. 106). These were:

- (a) Full time education in an ordinary class with any necessary help and support;
- (b) Education in an ordinary class with periods of withdrawal to a special class or unit or other supporting base;
- (c) Education in a special class or unit with periods of attendance at an ordinary class and full involvement in the life of the general community and extra curricular activities of the ordinary school;
- (e) Full time education in a special class or unit with social contact with the mainstream school (see fig. 3).

These four categories were broadly different from those analysed by Sampson and Pumphrey (op cit) and which were discussed earlier in this study.

The committee in discussing the effective provision of special education in the ordinary school, outlined various groups and interested parties whom they felt would be affected by the changes and recommendations they proposed. These, as far as this study is concerned, included the local education authority, the pupils in the school, the parents, the staff of the school and the governing body.

The Local Education Authority

At a local authority level the committee recommended that it should be the responsibility of the Secretary of State to 'issue comprehensive guide-lines to all local education authorities on the framing of their future arrangements for special educational provision' (7.59 p. 119).

This provision would be in relation to the law of the land. Although the Report emphasised very strongly the importance of the integration of pupils with special needs into the mainstream school as has been outlined earlier (p.63) this was already a feature of the provision that was available. The 1944 Education Act encouraged the education of children wherever possible within the mainstream school. The 1976 Education Act reinforced this,

requiring Local Education Authorities to provide for the education of handicapped pupils in county and voluntary schools in preference to special schools, unless this would be impracticable, incompatible with the efficiency of the school or would involve unreasonable public expenditure.¹.

The Warnock Report noted that the implementation of this Act will call for 'very careful and comprehensive planning' by local Education Authorities (p.115). It cites six features which would need to be carefully organised:

- (1) the duties which schools will undertake in relation to the pupil population they will receive
- (2) the co-ordination and continuity of provision between primary, middle and mainstream schools,
- (3) the need for all teachers to have a greater insight into special education,
- (4) the distribution of resources
- (5) the arrangements for transport and residential accommodation
- (6) the development of good relations between mainstream and special schools (7.48 p.115-116).

Within the organisation of the school, the report argued, successful provision in the mainstream school would be made through the involvement of the whole school in its development and planning. It is this approach that later became identified by Fish (op cit 1985 p.57) as 'the whole school approach' (and which will be investigated in a later section of this survey). Further the Warnock committee called for a range of provision to be available in every mainstream school which would help all pupils with special needs. The total range of provision for all children with special needs is identified (6.11 p.96) as a ten item list which takes the form of a continuum from home tuition -(where there is no formal contact with pupils in the mainstream school) to full time help for pupils in a mainstream class with any necessary help and support.

The importance of advice and support for the teachers in the school working with pupils with special needs was also emphasised in the Report (p.252-262). Much of this was aimed

¹. Education Act (1976) Section 10

at the Local Education Authority in order to provide an effective and unified service.

The Pupils

Those pupils who may be integrated into the mainstream school would, the Report indicated, be affected in a variety of ways. For many of them who would be entering the mainstream school the large school environment could be disturbing and the organisation of the school must take this into account, (7.53 p.117). Similarly the organisation of the school must be effective in minimising the disruptive behaviour of maladjusted pupils (7.53 p.117). In connection with these points the Report indicated that the attitudes of the rest of the pupils in the school will be of considerable importance in relation to the success of any arrangements which might be made for pupils with special needs. It recommended that the mainstream school population should be helped to understand that, although some of these pupils with special needs have their own individual problems, in other respects they are no different from them (7.17 p.107). One further important point which the Report raised in this connection was that from an organisational point of view the groupings for children with special needs should ensure that there is not too many in any one school, thereby changing its nature or allowing sub groups to be formed (7.11 p.103)

The Parents

For the parents of children with special educational needs the Report suggested that a better arrangement of formal contact would be needed between them and the school. This would allow better parental participation, the clearer transmission of information and better interaction between them and the school. (7.20 p.107, 9.40 p.161).

The committee argued in the strongest terms that parental participation in the education of their children was fundamental. They wrote 'unless the parents are seen as equal partners in the educational process the purpose of our report will be frustrated'. (9.1 p.50)

Further, it was indicated that communication between the home and the school would be enhanced if there was a single point of contact for them within the school, a 'named person' who would be responsible for information and guidance (9.27, 28 p.157-8).

The Staff

For the staff in the mainstream school the committee indicated that there would need to be considerable changes, both in relation to working practices and personal outlooks towards teaching pupils with special needs.

Evidence given to the committee suggested that many practitioners, both from the staff inside the schools and professions drawn from outside, were highly critical of the availability, and accessibility to information on pupils with special educational needs (4.3.p.30).

The recommendation made was to introduce a much more effective form of assessment for such pupils (4.79 p.72). The procedures proposed should help to provide fuller information about the whole of the twenty percent of pupils, who may at some time during their school career be in need of special educational provision (4.79 p.72 and 7.16 p.106).

A further feature of the development of good practice for pupils with special needs in the mainstream school, was concerned with the necessary planning for their integration. The Report cited a survey by Cope and Anderson (1977)¹ which argued that although many of the pupils with special needs benefitted from their integration with pupils in the mainstream school, greater benefit would have accrued if this had been planned with more thought by the staff involved beforehand. In this connection the committee recommended that before children with disabilities or difficulties enter a mainstream school, the staff should discuss and come to an agreement on a plan of action in order to maximise the possible educational and social interaction between them and the rest of the pupils in the school. This plan will need to be monitored in order to allow for necessary changes to be made as it developed (7.20 p.108).

The committee envisaged that an important development within the staff of the mainstream school, would be a widening of the

¹. Cope C and Anderson E: Special Units in ordinary schools. University of London Institute of Ed. (1977)

knowledge of teachers in relation to good practice with the twenty percent of pupils who would at some time need special help. All staff in the school must have some knowledge of special needs, while some staff would be expected to have more specialised knowledge through extra training or experience (7.54 p.118).

The importance of every teacher in the mainstream school having some knowledge of special needs was further emphasised, as many of the twenty percent of those needing special help would spend much of their time in the classes in the mainstream school being taught by the specialist subject staff. Furthermore, other pupils who have been receiving special help will be able to cope with the mainstream curriculum if some form of teacher-support were to be available to them. However the Report pointed out that recent research being undertaken by The Schools' Council,¹ indicated that they had noted few good examples of this practice.

Nevertheless, the Warnock Report indicated that it felt this practice when properly organised was the way forward. They stated 'we envisage that the majority will be able to manage with appropriate support in ordinary classes...many may require persistent personal support and encouragement if they are to make progress' (11.50 p.219), indicating that support for the pupil in this situation was one of social and psychological concern as well as the educational development of the pupil. Indeed, the report argued that if there is to be functional integration (the ideal form of integration as they saw it), there would have to be this close liaison and relationship between teachers responsible for special needs and the rest of the staff in the school.

This liaison would not only help to support the pupils in question but also would help in the interchange of ideas between staff in the school and also promote a sense of unity amongst them; it would serve as a form of ad hoc in-service training.

In relation to the senior staff in the mainstream school the Report emphasised the importance (for them) of in-service training in special needs.

¹. Published as: Curricular Needs of Slow Learners W.E.Brennan (Chairman) Schools Council Working Paper 63 (1979)

It is important for staff at this level in the ordinary school to be able, through their management and administrative skills, to meet the organisational problems relating to provision for these pupils requiring special help (12.54 p.242).

In connection with this aspect the Report acknowledges the importance not only of managing the situation and making the staff throughout the mainstream school more aware of the needs of such pupils but also of these features being accompanied by changes in attitude on the part of some of the staff. The developments must be accompanied by whole-hearted commitment by teachers to the reception and development of all children with special needs. This must be combined with a helpful and constructive attitude which will encourage the pupils but not patronise them (7.20 p.107).

The Report also made recommendation in connection with teacher education (chapter 12). A number of such recommendations can be regarded as important to the development of provision in the secondary school. These were related to initial teacher training, where there should be an element of special education in all courses (para. 12.11) and an option for students to develop their interests in this area should be available (para. 12.15).

Beyond the initial training level other recommendations were made. These included the development of a range of recognised qualifications for all teachers responsible for pupils with special needs (para. 12.27.36) and an extra payment for staff holding these (para. 12.28).

Beyond the organisational and classroom management changes which the Warnock Report recommended, it also made suggestions with regard to the changes which would be needed to the buildings and services within the school, in order to encourage ease of access to classrooms and teaching areas and to improve facilities for pupils.

In the first of these, it was pointed out that any impediments to easy movement around the school would need to be alleviated, in order for some children with severe physical disabilities to be able to join their peers in lessons or other school activities.

(7.26 p.109).

A second feature in this area related to the development of resource centres for pupils (7.32.33 p.111) where equipment, reading materials and other appropriate facilities could be kept and would provide ease of access to both the pupils and those staff who wished to use them. The committee identified three possible purposes for such a resource base - a reading clinic, an observation clinic for children with emotional or behavioural difficulties and a room equipped overall for any pupil with learning difficulties (7.30 110-111). The Report recommends that such bases should be established in large schools to promote the effectiveness of special educational provision (p.110).

As far as the allocation of resources within the school was concerned, it was acknowledged that the key factor in the achievement of satisfactory arrangements and the allocation of the departmental budget in the mainstream school was dependent in each school on the head teacher and the ability and commitment of his senior colleagues, not only to appreciate the needs of these pupils but also to be willing to meet them (11.53 p.220).

In order to further encourage and co-ordinate properly the developments outlined above, it was recommended that the responsibility for such pupils on a day to day basis should be delegated to a specialist head of department (7.1 p.110-111).

The Governors

One final area of responsibility for the successful implementation of the recommendations of the Report lay with the responsibilities of the governing body of the schools. The Report recommended that each school should have one governor who should be responsible for ensuring that the school's policy was being implemented. This 'named' governor should be in a position to have informal consultation with the headteacher and the Local Education Authority on matters which the respective parties felt were a cause for concern or on which they required further information. (7.25 p.109).

(3) The curriculum of the mainstream school relative to children with special educational needs.

A further important feature considered by the Warnock committee was the organisation and planning of the curriculum for pupils with special needs in the mainstream school. The impression which they gained of the provision available from both the visits which were made and through other evidence presented to them, indicated, that although there was generally a great concern shown by the staff in the mainstream school for the individual pupil with special educational needs, the curricular provision offered to them was less than satisfactory. They described some of the education provided as being of 'limited scope' and 'not sufficiently challenging for the pupils' (11.1 p.205). Further, they pointed out that the mainstream school varied widely in the degree to which it was able to recognise and to provide for the curricular needs of pupils (11.10 p.207).

The committee adopted a similar definition of the curriculum to that of Tansley and Gulliford (op cit) and the Thomas report (op cit), stating 'we believe that the general aims of education are the same for all children' (11.1 p.205).

It was pointed out that the most important feature of the curriculum provision in mainstream secondary schools was the degree to which they were able to modify their curricula for the different groups of pupils with special educational needs.

The Report defined a modified curriculum in two ways : the modification of the material presented so that those pupils with special needs can follow a programme of work with their peer group and the modification of teaching objectives, (particularly with pupils with mid or moderate learning difficulties) which will give them access to the whole curriculum range, not just part of it (11.10 p.207).

Through promoting the concept of one set of general educational aims for all pupils, the committee felt that they may be able to lessen the distinctions which it had observed between the curricular and organisational provision made between the 'remedial' groups and the other teaching groups in the mainstream school. It argued

through the conception of special educational needs that this division can no longer be maintained (3.26 p.43). This is a point made also in the research evidence of Hargreaves (1967¹. 1983²) Willis (1977)³. Hemming (1980)⁴. all of whom stated that if adequate arrangements are not made for these pupils, they will exhibit more severe learning motivation and behavioural difficulties through a growing frustration of the school system (11.49 p.219).

The committee argued that one way forward in helping these pupils to be accommodated in the mainstream school curriculum, particularly in mixed ability groupings, is the form of teacher support for them already outlined in this section. Even though at the time of publication, there was little evidence of any successful practice of this approach, examples are to be found in the literature, particularly in the practice in the Leicestershire school system as outlined by Rogers (1973 p.7 op cit) and Watts (op cit)

In calling for changes the Report acknowledged the lack of available information in connection with good curriculum practice and calls not only for the schools to pay particular attention to this issue but also for further research into the causes of the learning difficulties which the evidence indicated was exhibited by so many of the pupils with special needs (11.52 p.219). Further finance should be made available to subsidise the production of materials for groups of pupils whose needs were not normally met in the mainstream school (11.69 p.229)

(4) Factors relating to the practicability and cost effectiveness of the report

The changes in the organisation and practice of educating pupils with special needs could not be achieved without some financial commitment. The curriculum innovations outlined above are one example; others include the in-service training necessary for the staff development and changes to buildings and premises

1. Hargreaves D.H : Social Relations in a secondary school
2. Hargreaves D.H.: The Challenge for the comprehensives, culture curriculum and community
3. Willis P : Learning to labour, how working class kids got working class jobs
4. Hemming J : The betrayal of youth, secondary education must be changed

to accommodate and give ease of access to pupils who would use wheelchairs or other similar equipment. The Warnock Report acknowledged that any changes that would be made would have to take into account the three qualifying conditions of practicability, efficiency and cost (11.49 p.116).

In relation to practicability the features would include a higher quality of provision that was practicable, the availability and adaptations that could be made to buildings, and the travelling costs of pupils to attend the available schools.

In terms of efficiency the Report saw this as the provision of efficient instruction and good practice in the school; a feature it argued which is related not only to the special needs pupil but to all pupils throughout the school. Efficiency could be dealt with from four different points of view; the physical organisation of the school, curriculum planning, the emotional needs of the pupils and the knowledge and ability of the teaching staff. Many of the main features of these aspects have already been analysed in this section of the study.

The question of cost in relation to these changes the report left deliberately vague. It argued that the cost of any arrangement must be part of an overall plan by the local education authority in relation to the money available nationally. Further they pointed out strongly that the integration of pupils into the mainstream school must not be seen as a cheap alternative or any financial short cut to continued placement in a special school (7.56 p.118).

However, the Report acknowledged that no attempt was made to price their different recommendations but it indicated that the committee expected that monies would be available through Parliament. This was based only on the view that Parliament had originally appointed it to its task (19.17 p.329). Nevertheless, the financing of the recommendations of the Report became a major source of criticism after its publication, a point which will be discussed in the next section of this study.

In March 1978 the Warnock Report (op cit) was ready and presented to Parliament. One major feature of this report, and

in itself very unusual, was that all the members of the committee who had produced it signed it without reservation. This is a point which Mary Warnock makes in the letter to the Secretary of State for Education, and it is an aspect which she believed was 'one of the great strengths of the report' (p.iv)

However, not only was the report being presented to a different Secretary of State for Education from the one who had announced its appointment but also to one who represented a different political party.

The Heath Government, in which Margaret Thatcher had been Minister of Education in 1973, had lost its parliamentary majority in February 1974 and after a further election during that year a Labour Government had been formed under Harold Wilson. By 1978 the Prime Minister was James Callaghan who had succeeded Wilson on his retirement in 1976.

(5) From recommendation to legislation

The publication of the Warnock Report led to widespread discussion amongst the interested parties as to the best ways of its implementation. Adams, (op cit p.9) indicated that criticisms were generally minimal and that the reception from most quarters was one of welcome and agreement.

Criticisms which were made centred round four main features:

(1) The logic of the thrust of the report was in some ways flawed because the new definition (special educational needs) was seen by some to be imprecise and vague

(2) The report dealt with none of the underlying causes of failure and their associated problems

(3) There was nothing in the report with regard to the special needs of the gifted child

(4) To expect pupils who would leave school without formal qualifications to go to satisfying employment was unrealistic and that the main emphasis here should have been directed towards help for periods of long term unemployment.

The first two of those points will be dealt within some in the next section of this survey. As far as the other points are concerned, the question of the special needs of the gifted

pupil was outside the brief of the committee set by Parliament and the fourth point indicates firstly the change in national employment prospects in the period of the work of the committee. Further it could be argued for many of the twenty percent of pupils leaving school who had had need of some special educational provision there, employment prospects were little or no different from any other of their peer group.

Soon after the publication of the Report, the D.E.S. inaugurated what Adams, (op cit p.9) has described as 'a wide ranging and thorough consultation exercise'. By July a consultative document some eighteen pages long had been prepared¹. Replies to this were required by February, 1979.

The economic and social problems of that winter and spring of 1978-79 (The so-called 'Winter of Discontent') resulted in a June election in 1979 with a return of a Conservative Government. Nevertheless this government were apparently positively disposed towards the general philosophy of the Warnock Report and the Consultative Document.

This continued support eventually led to the publication of a White Paper in August, 1980 which set out the new government's approach and the proposed changes in the law. The now Secretary of State, Mark Carlisle generally endorsed its philosophical basis, the proposals and its main thrust. However, the White Paper made no promise of major financial resources above those already budgeted to promote and encourage the changes.

This led to a favourable but somewhat muted welcome to the Bill by many of the interested parties when it was introduced into the House of Commons in November, 1980. The lack of any financial commitment to the proposals of the Bill by the government led one opposition spokesman to describe it as 'Warnock without resources' and Neil Kinnock, the Labour Party spokesman said it was 'like Brighton Pier (O.K. as far as it goes but not much use if you want to go to France)². Nevertheless, with a large parliamentary majority the Conservative Party easily steered the Bill through both Houses of Parliament.

1. Special Educational Needs D.E.S./Welsh Office Consultative Document July (1978)

2. Cited in : Russell P : The Education Act 1981 Concern No. 49 p.6

The 1981 Education Act

The legislation, which transformed the general aims and many of the recommendations of the Warnock Report into the legal framework of the country, was passed by Parliament in 1981. This Act, along with the Education (Special Educational Needs) Regulations (1983) were the legislative response to the Report. These documents defined the provision to be made for children with special educational needs. The Act received Royal assent on October 30th 1981 and the main parts of the legislation were brought into force on April 1st 1983 by the Education Act (1981) Commencement No. 2 Order 1983.

The period between these two dates however cannot be regarded as a period in a vacuum. Welton and Evans (1986)¹, through their examination of the relevant documentation indicated that certain important developments took place at this time, particularly within the Department of Education through their responses to various interested parties for clarification of the principles and procedures which the legislation made necessary.

The Act, Russell (op cit) pointed out, formalised various important recommendations of the Warnock Report: parental involvement in the assessment of their children, the principle of a continuum of need, assessment of children under two years old, and the establishment of new and formalised links between various agents such as health, social services, and the voluntary sector, which may have important links with special education.

However, as far as this study is concerned, it would be appropriate if the 1981 Education Act were to be discussed under five different headings. These are:

- (i) the concept of special education
- (ii) the duty of the local education authority to educate a child with special needs in the ordinary school
- (iii) identification and assessment procedures
- (iv) statementing procedures
- (v) parental involvement

1. Welton J and Evans J : The development and implementation of Special Education Policy : Where did the 1981 Education Act fit in? in Public Administration vol. 64 (vii)

(i) The concept of Special Education

As with the Warnock Report, the concept of special educational needs lies at the centre of the legislation of the 1981 Education Act, and it has been argued by Cox (1985 p.16)¹ that its meaning is crucial to a proper understanding of that Act.

The 1981 Act accepted the recommendation of the Warnock Report in respect of the terminology of special educational need (3.25 p.43) and substituted this phrase as a description of pupils who had in the 1944 Education Act (op cit) and the later amendment of 1959² been described as pupils in 'need of special educational treatment'. The Act further defined pupils who have special educational needs in terms of their having 'a learning difficulty which calls for special educational provision to be made for them'³. The definition of 'a child' in terms of the Act is any person who had not reached the age of nineteen and is registered as a pupil in a school (op cit section 20).

Within this definition Adams, (op cit p.16) argued that there are two concepts which from a legal point of view need further explanation. These are 'learning difficulty' and 'special educational provision'. The Act defined a 'learning difficulty' in the following terms:

A child has learning difficulties if:

- (a) he has a significantly greater difficulty in learning than the majority of children his age; or
- (b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided in schools, within the area of the local authority concerned, for children of his age; or
- (c) he is under five years of age and is or would be if special educational provision were not made for him likely to fall within paragraph (a) or (b) above when over that age. (section 1.2).

This definition, subject to section 1(84) (which relates to the exception of this general definition which provides that a child who is taught in a language other than that spoken at home,

1. Cox B : The Law of Special Educational Needs: a guide to the Education Act (1981)

2. The Handicapped Pupils and Special Schools' regulations

3. Education Act (1981) : Section 1 (1)

will not be regarded as having special educational needs solely by that criterion) was the response given to the Warnock Report's recommendation, that the concept of the formal classification of pupils by handicap as outlined in the 1944 Education Act should be abolished. Its intention was to provide a much more loose and flexible approach than applied previously to this problem. This definition, Adams (op cit p.18) argued, 'embraced a wide range of both long-term and short-term disability' and it took into account physical, behavioural, emotional, social and mental factors.

The second concept, that of 'special educational provision', is defined in the Act (section 1,3) as being:

- (a) in relation to a child who has attained the age of two years, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his age in school maintained by the local education authority concerned; and
- (b) in relation to any child under that age, educational provision of any kind.

There is no further guidance in the Act concerning the definition of provision. The key points from this definition is that provision is based on age, (young people under the age of 19 and over two years of age), and on extra provision that is made for them which is beyond that which the Local Education Authority normally maintains. However the D.E.S. Circular 1/83 does give further guidance on this point when it stated,

'The deciding factors in determining what constitutes additional or otherwise different provisions are likely to vary from area to area, depending on a range of provision normally available in the authorities schools.' (paragraph 14)

This indicated further that the responsibility for deciding what constitutes 'additional provision and resources' will be dependent on the facilities offered by individual L.E.A.'s and that because of the basic independence of these from central government, then provision will vary from county to county.

(ii) The duty of the Local Education Authority to educate a child with special needs in the ordinary school-

As has already been established, the major thrust of the Warnock Report was in connection with the integration of pupils with special needs whenever possible into the mainstream school. The Report indicated that such integration should be expected for children if the criteria of practicability, efficiency and cost (7.49 p.116) were met. The 1981 Education Act endorsed this view when in Section 2(3) it provided that pupils must be educated in an ordinary school rather than a special school if three conditions are met. These are:

- (a) the child is able to receive the special educational provision that he requires
- (b) efficient provision can be made for the other children in the teaching group
- (c) there is an efficient use of resources.

In this connection Cox, (op cit p.24) argued that in contrast to much of the 1981 Act, this aspect was expressed in what he terms is 'objective language'. He stated that in his view the test for these objectives is not just a question of the local education authority satisfying itself in the matter, but rather that the proper test is to decide if the objectives of this part of the Act have been addressed. He further pointed out however, that the Act opened up a major dichotomy as the test itself will be subjective in relation to section 1 (3) of the Act, already outlined. This, he felt, makes the question of the efficient use of resources to be related to that specific Local Authorities provision, rather than that in any other local authority or to a national standard of provision.

However, the major emphasis of the Act in respect of the placement of pupils in schools, for the first time put the Local Education Authority in a position to ensure that children with special needs are whenever possible, educated in the ordinary school. Section 2(1) of the 1981 Education Act, by requiring that special provision was made for pupils in this way, over-rode that outlined in the 1944 Education Act, (Section 8(2) which

required that such children should be provided for in either the mainstream of the special school at the discretion of the L.E.A.

(iii) Identification and assessment procedures.

The need for the identification of pupils with special needs was emphasised by the Warnock Report (4.1 p.50). Further, it argued that the 1944 Act showed deficiencies in this area (section 34 p.27) and called for the 1944 Education Act to be amended on this subject, with particular regard to the view that because special educational need may begin at birth, the powers of the Local Education Authority should be such as to require the multiprofessional assessment of children at any age, rather than restricting it to a medical examination by a doctor (4.28 p.58).

This recommendation is acknowledged in section 5(1) of the Education Act(1981) which made the local education authority responsible under certain conditions outlined in section 4(2) for the assessment of the educational needs of any child whom it is felt has special needs. The second feature (that of the multiple role assessment of the child with an input from the child's teachers, doctor, and a local education authority psychologist) was adopted by Parliament and details of this form of assessment were outlined in the Education (Special Educational Needs) Regulations (SI 1983 No. 29) in 1983.

The Act further allowed that when such an assessment has been undertaken and it is ascertained that a child has special educational needs, that a statement of those needs should be made (section 7(1) and that such a statement should be open to annual review (section 7 (1)). It is this part of the 1981 Education Act which accepted the recommendations of the Warnock Report with regard to recording the needs and progress of children who are receiving special educational provision (4.71 p.70).

The Act also made it clear that not all children who may be described as having special educational needs, will be in need of statementing or even the formal assessment procedures outlined above. The D.E.S. circular 1/83 (paragraph 13) outlined the terms in which the formal assessment procedures

might be initiated. This is described in terms of where there are 'prima facie grounds to suggest that a child's needs are such as to require provision additional to, or otherwise different from, the facilities and resources generally available in ordinary schools in the area under normal arrangements.' In many cases among the twenty percent of pupils who are described by the Warnock Report to be likely to be in need of some form of special provision, their needs should be able to be met by the facilities and arrangements already available in the ordinary school and as such no formal assessment or statementing procedure will be necessary.

The statement formally provided documentary evidence of the assessment of the special needs of each child. Further it formed a framework by which the needs of a child can be prioritised and must be met by the school. Beyond this it provides a framework by which a review should be made of the progress or otherwise that has been made. It is a document which is open to all parties to contribute, and, if necessary, make subsequent adjustments.

(v) Parental involvement

The Warnock Report (op cit) attached great importance to the involvement of parents of children with special needs in their educational development. Evidence produced by Douglas (1964)¹. Douglas et al (1971)². and Jackson and Marsden (1962)³. indicates the importance of this for any child. The Warnock Report committed one chapter⁴. to this subject which concluded (as has been mentioned earlier) that children with special needs must be seen as partners, both with the school and the other agencies involved in the provision which is to be made for him or her (9.40 p.161).

Through the arguments presented by the Warnock Report (op cit) the positions of the parent is at least confirmed, if not strengthened in relation to that specified in the 1944 Education Act, Section 76 of which indicated that although the parent may have influence over the choice of schooling for their child, this may not be the overriding consideration but only one factor which need to be considered when placements were made (section 76 p 56)

The Education Act (1981) formally involved the parents of children with special educational needs in a more central position

1. Douglas J.B.W.: The Home and the School

2. Douglas J.B.W. et al : All our future

3. Jackson B and Marsden D : Education and the Working Class

4. Chapter 9 p.150 - 161

in the decision making process over the provision to be made for their child. Through this Act the parent has the right to ask the Local Education Authority for an assessment to be made of their child (section 9 p.8) and where the local authority had instigated such a procedure, the parent had the right to know and to make his/her views known to the authority within a period of twenty nine days from its initiation (section 5(3)).

The parent has the right under the Act to challenge an assessment that is made (or as in some cases, where one isn't) (section 5) and further he/she also has the right to express a preference as to the school to which the child can be educated within the area of the authority (section 6(1)).

In this respect the Authority is, except in 'certain' exceptional circumstances, to comply with any preference expressed by the parents. The exceptions to this are set out in the Education Act (1980) which refers to the provision of efficient education or the efficient use of resources for all pupils, the incompatibility in the arrangements between the local education authority and the Governors of the school and thirdly where the arrangements for admission to the preferred school are dependent, either wholly or partially, on a selection by the child's ability or aptitude and where this preference would be incompatible under these arrangements (section 6(3)).

The 1980 Education Act further required local authorities to provide information to parents about the school. The nature of this information and the minimum which had to be presented was outlined in that Education (School Information Regulations (1981)).

The 1981 Education Act made no change to these arrangements. Any appeals either to the L.E.A. or to the Secretary of State for Education in connection with decisions relative to a child under the 1981 Education Act, would be undertaken through the law outlined in the 1980 Act indicated above. Further, any appeal that is made to the Secretary of State for Education in this connection and which is turned down has no further right of appeal in any other part of the legal system under the terms of

either the 1980 or the 1981 Education Acts.

The link between parental involvement in the decision relating to their child with special educational needs and the school, which was strongly encouraged in the Warnock Report and reinforced for all children in the 1980 Education Act, is restated in Circular 1/83 which was published to coincide with the implementation of the 1981 Education Act on April 1st 1983. This document argued for a 'partnership' between the professionals (teachers, the school psychologist and the doctor who are involved in any of the procedures) and the parents. Further, it argues for the need for this close relationship to be built with parents, both in relation to the assessment procedures to be undertaken and in the implementation of the educational programme afterwards (paragraph 36).

The effect of the 1980 Education Act formalised the position of the parent in any relationship with the school in relation to the child with special needs. Further it put them in the formal position of a partner in their child's education with a degree of choice as to where it was to be conducted in tandem with the Local Education Authority who would provide guidance and counselling but who ultimately were in the position of taking the final decision.

vi. Conclusions

The Warnock Report (op cit) and the subsequent Education Act (1981) outlined important changes in the organisation and practice of special education in the mainstream secondary school.

As with the previous section, these conclusions will be organised within the five themes outlined in the introduction to this study and discussed earlier.

(1) The categorisation of pupils

The Warnock Report (ibid) made recommendations as to the change in the categorisation of pupils with handicaps (as they were termed in the 1944 Education Act). It suggested that these eleven categories of handicap should be abolished in favour of the universal category of children with special educational needs. This, it argued, would help prevent the

difficulties which had arisen during the years after the 1944 Education Act in relation to labelling and stereotyping of children, some of these being outlined in research by Rosenthal and Jacobson (op cit), Beez (op cit) and Brophy and Good (op cit).

However it was argued by Quicke (op cit) that to describe, and thus to categorise, pupils as having special educational needs was in reality little different from the previous situation.

The Warnock Report (op cit) through the use of the umbrella term 'special educational needs' to describe all pupils formally placed in one of the eleven categories of handicap, helped to emphasise the number of them with difficulties, particularly with learning problems in the mainstream school and the important role that school has to play in their education and development.

Despite the deliberate use of the phrase special education, the Warnock Committee were quick to point out that although they defined some twenty percent of pupils in this way all children must be regarded as special.

(2) Identification

The Warnock Report (op cit) reinforced the evidence of the research conducted by Burt (op cit), Schonell (op cit) and others acknowledged by the D.E.S. (op cit 1971) that some twenty percent of pupils would, at some stage in their time in secondary school, be in need of extra help or facilities because of their learning, physical or emotional difficulties.

It further drew attention to the view that this population may not necessarily be static and that for some children this help may be over a comparatively short term.

Further the Report acknowledged the importance of the involvement of parents in conjunction with the school and other professional agencies in the identification procedure. This importance was incorporated in the statutory right of parents which were outlined in the 1981 Education Act.

(3) Arrangements

The Report, by drawing attention to the short-term needs of

some of those pupils who could be identified as needing special educational provision in their school, also encouraged the view that it must also have an in-built flexibility both within the department responsible and also in the wider school organisation in order to deal with this.

The Report argued for the need for the development of organisation and practice (and to some extent regularisation) while also pointing out the need for the individual school to be aware of the importance of developing its own response and strategies to meet the needs of its own pupil population.

The Warnock Report (op cit) and the subsequent 1981 Education Act provided a legal framework for the overall development and organisation of provision. This was a framework which not only affected the teachers in the mainstream school but also the local education authority, the parents of pupils with special needs and the governing body of the school.

The Warnock Committee made certain recommendations which it felt were important guidelines to be followed to develop provision for pupils with special needs. These recommendations covered pupils of all ages, from pre-school to further education and, together with the requirements of the 1981 Education Act, ensured that such provision should be regularised as much as possible with the help of the local education authority, the advisory service and the inspectorate. By undertaking this it was felt that a truly national service of provision would ensue.

4. Integration

The importance of the integration of as many pupils as who could benefit by a mainstream education was emphasised in the Warnock Report and the subsequent Education Acts.

The committee identified three different stages of integration, locational, social and functional. Despite their argument that only the last of these could be regarded as truly integrational, they also pointed out that provision must also be seen in relation to the quality of education provided.

The Committee also argued for the importance of extra resources to further the integration of pupils with special needs. These resources (financial, material and personal) would help deal with the changes such integration would bring. The development of a policy of integration was not merely concerned with the pupil within the school but also with his parents, his peers and the attitudes displayed within the wider society.

The 1981 Education Act outlined the position of the parent and other professional groups in relation to the integration of the statemented child with special needs into the mainstream school.

(5) The role of the specialist teacher

The Report particularly stressed the importance of the need to develop the skills of all the teaching staff in the school through the provision of courses by the institute of higher education, Local Education Authorities and in-school provision to help meet the needs of pupils with special needs and to encourage good practice.

Further, it also acknowledged the two-way nature of the philosophy which was being encouraged. Just as some pupils should be admitted to the mainstream school in order to benefit both socially and academically from the experience, the education of pupils who normally attend should not be deflected or disrupted in any way because of this arrangement.

Although the 1981 Education Act provided a legal framework for the recommendations of the Report and also provided the formal framework for the Local Education Authority to operate on behalf of pupils with special educational needs, the evidence of Cox (op cit) indicates that it left legal difficulties in relation to the style of language which it used. He identifies the phrases 'learning difficulties' and 'special educational provision' as two important examples of this which may lead to further misunderstanding, debate and legal argument.

The recommendations made by the Warnock Committee if they are to be implemented in the spirit in which they were presented, as well as in the context of the legal framework of the 1981 Education Act and in the light of the evidence of contemporary practice outlined earlier in this study, indicate the need for considerable changes in both the philosophy and practice of special education throughout the country. The next section of this study will identify and analyse how this has been undertaken.

SECTION 3 : THE POST WARNOCK ERA

Preface

This third section will outline firstly how the Warnock Report and the subsequent Act of Parliament in 1981 were received in the country and also will investigate the various criticisms which have been levelled at them in recent years.

Secondly, this section will investigate the developments which have been described in both official and individual research projects and also contributions made by those working in the field relating to the development of provision for children with special needs in the mainstream school since the publication of the Warnock Report.

Further it is the intention in this section, through the outline indicated above, to demonstrate that the overall development and provision of special education in the mainstream school has continued within the theoretical framework outlined at the outset of this study.

A) The Warnock Report : its reception and criticisms

Introduction

As has already been outlined in the previous section, Parliamentary opposition to both the general philosophy and to many of the specific recommendations of the Warnock Report was muted (p.75) and criticisms which were raised were concerned rather with its financing and in particular the financial commitment of the Government to its implementation .

Further, as has also been pointed out earlier, the Report produced by the committee was unanimously signed by all the participants and contained no minor reports ~~caVeats~~ by minority dissenting groups. The Report's publication in 1978 initially produced similarly muted criticism from interested parties and it was generally given a positive welcome by all of the professional bodies likely to be involved in its implementation. The initial reaction to the Warnock Report was perhaps best summed up by Richmond (1979)¹ who described it as being given 'universal assent'..... 'rarely qualified'.

1. Richmond R : Warnock found wanting and waiting in Special Education forward trends vol. 6 (iii) 1979

However since its publication, and particularly since the 1981 Education Act became law, criticisms have grown in the light of their implementation. These relate to the original recommendations the legal framework and the particulars involved in the implementation. The evidence of the literature indicates that such criticisms, although generally minor and based on individual rather than official research and comment, have fallen into two broad categories. These have been of either a practical nature, relating to such features as the financing of the recommendations and the organisational difficulties which have been produced, or they have been concerned with the underlying philosophical basis from which many of these recommendations were made. It is important therefore to investigate these areas which have been identified as:

- (i) the financing of the report
- (ii) its terminology
- (iii) the need for more directions and discussions over the curricular implications of the report
- (iv) organisational problems relating to the implementation of the recommendations and problems relating to the stigma inherent in the Warnock Report
- (v) the failure of the report to investigate any of the causes of failure for many pupils who would need special education.

(i) Financing the report

As indicated above one of the central criticisms of the Warnock Report since its publication has been directed towards the lack of a strong financial commitment from the government to support its implementation outside and beyond the normal educational budget. Particular criticisms have been raised by the teachers unions in this respect. The NUT (1980 p.5)¹ for example while implicitly supporting the philosophy of Warnock, demanded more resources to implement it. A similar position was taken by the NAS/UWT in 1983² which indicated that while the union was not opposed to the policy of integration and asserting that while all pupils have the right to enjoy and profit from their education, the government and the L.E.A.'s would need to

1. National Union of Teachers : Special Needs in Education

2. National Association of Schoolmasters/Union of Women Teachers
Special Needs : A policy document

find extra funding for the additional resources which this would require. A further document from the NAS/UWT (1986)¹ indicated that in the period after 1983 when the 1981 Act became law, few extra resources had been committed to this area and a survey which the unions had conducted concluded that the Act had failed to live up to the expectations outlined for it because of the refusal of the government to put more resources into its implementation. The document further pointed out (p.23) that until such resources were made available, there was the grave prospect of a worsening rather than an improving situation for children with special educational needs.

National Statistics² relating to the general economic health of the country have indicated that the overall economic climate over the past few years has curtailed opportunities to finance such moves. Further there is evidence from within the D.E.S. that the government decided not to provide ~~extra~~ resources to help the implementation of the 1981 Education Act. Baroness Young (1980) outlined the philosophy behind this policy when she stated:

'I readily acknowledge that additional resources for certain aspects of special education would help in achieving some of the Warnock Committee's goals, but I must say that I am a little horrified by the way in which a few people, who should know better, have read the White Paper and said that nothing can be changed without extra resources. This is simply not true. There is scope for some redeployment of existing resources within the new statutory framework and over the next five years the total school population will fall dramatically. This demographic trend must be reflected in the number of children with special educational needs'.³

1. National Association of School Masters/Union of Women Teachers Education in Crisis
2. Evidence taken from H.M.I. Expenditure Report (1981) and D.E.S. Statistical Bulletin 2.84
3. Address to the White Paper Conference held at University of London Institute of Education 28.11.80, in Goacher B et al (op cit) p.46

A similar view has been expressed by Warnock (1982 p.440)¹. Burnham (1982 p.441)². Fordyce (1982 p.43)³. and Booth, Potts and Swann (1982 p.9)⁴. that changes can be made within the existing financial boundaries. What the authorities must do, they argued is to make decisions in relation to their priorities and deploy the available money accordingly.

However, there are clear indications in the Warnock Report which makes it clear that the committee expected more financial input from the Government in order to implement its recommendations than was eventually forthcoming, (19.3-6 p.325-6). Jones, (op cit p.147) has argued that the lack of financial input has posed severe difficulties for those schools attempting to implement change. Bookbinder (1981)⁵. concurs with this view and wrote from a wider perspective :

'If the schools are failing to provide adequately for the majority of those who attend, how can they be expected to meet the needs of the least able and the handicapped who will require additional resources of staff for which finance is unavailable' Potts, (op cit p.41) and Burden, (1985)⁶. wrote similarly that the concept of special educational needs cannot be adequately met in our present system and that the attempt to do so is unrealistic and likely to lead us astray.

Despite these criticisms, the evidence indicates that the Warnock Committee did take into account, at least in part, the financial implications of their recommendations. The report describes the committee, (19.3 p.325) as being 'acutely aware of the financial constraints on central and local government'. The terms of reference, required them 'to consider the most effective use of resources'. The committee further pointed out that although certain of its recommendations could be

1. In Booth T and Statham J op cit

2. Ibid

3. In Booth T : Special Needs in Education E241 (14) Eradicating Handicap

4. In Booth T et al : Special Needs in Education E241 (16) An Alternative system : a special imagination

5. Bookbinder G : The 1981 Special Education Act. A discordant view, unpublished paper (1982) p.40

6. Burden R : To integrate or not to integrate, that is the question, in Gurney P (Ed.) : Special Educational Needs in the ordinary school

carried through without extra expenditure, it recognised that certain 'key proposals' would require 'substantial additional expenditure' in the long term.

It also indicated that although it had not attempted to assess the additional expenditure which its recommendations would incur, (19.4 p.325), it expected Parliament would provide the additional monies needed; stating (19.7 p.329) 'Parliament having willed the ends we would expect them to will the means'.

(ii) The terminology of the report

As has been outlined earlier in this survey, the Warnock Report made recommendations with regard to the terminology of special education. These were firstly that the language to be used to describe pupils who would need forms of provision should be changed, and secondly the terminology used in and following the 1944 Education Act which helped to define the categories of handicap for such pupils should be abolished.

Criticisms of these recommendations which were broadly adopted in the 1981 Education Act have been made. Quicke (1981 p.61-2)¹ argued that despite the Warnock Report's well-meaning attempts to avoid the categorisation of pupils who would need special educational provision, the categorisation between those who did receive and those who did not, continued to maintain an important and distinctive division between pupils in the mainstream school.

He also argued (op cit p.63) that this situation was one which was discriminatory against pupils with special needs and would further continue the process of labelling such children within the mainstream school. Beyond this he is critical of the Warnock Report for failing to question the idea that it was possible to separate a group of pupils with particular difficulties which need to be met in a different way from the majority of pupils in a school without being relatively uncontroversial (p.63). He argued, (p.64) that for any real feeling of togetherness and for the school to work as one a single community for all its pupils, all children must be

1. Quicke J : Special Educational Needs and the comprehensive principle : some implications of ideological critique in Remedial Education vol. 16 (ii) 1981 p.61-5

regarded as 'special'. Further, he pointed out that the comprehensive school can only be truly comprehensive if all the pupils there feel they are fully integrated in it and thus a part of it. Without this, any attempted development would fail at every level.

Gordon, (op cit p.174) is even more emphatic on this point, describing the attempts by the Warnock Committee as 'negligible'.

However it is arguably naive to suggest that the Warnock Committee was not aware of the evidence of such research by Rosenthal and Jacobson (1968)¹. Beez (1970)². and Brophy and Good (1974)³. relating to labelling theory on the pupils in the school. The evidence in the Warnock Report indicates that the committee regarded the possible answers to this question in relation to the overall thrust of the integration of pupils in the school as a whole. This included the access to support which would, they hoped, be provided for them (11.50 p.219) and in the integration of such pupils being generally accepted by all those involved in the mainstream school (7.16 - 7.25 p. 106 - 109)

In relation to this the Warnock Report emphasised the need for careful planning and for teacher education to obtain the whole-hearted commitment of all individuals.

A further problem which can be associated with the terminology of the report is related to the phrase 'special educational need'. The Warnock Report indicated that up to one in six pupils may at some time in their school career be in need of such provision and that some seventeen percent of those were already being educated within the mainstream school. For many of the staff in the mainstream school there was little or no association with the phrase 'special education' in either its terminology or practice. The evidence of Warnock (1978 p.12)⁴ and Hanko (1985 p.11-12)⁵ gives the impression that the concept of special education to many teachers in the mainstream school at that

1. Rosenthal R and Jacobson L : Pygmalion in the classroom
2. Beez W.V. : Influence of biased psychological reports on teacher behaviour and pupil performance in Miles M.W. and Charters W.W. (Eds.) : Learning in Social Settings p.328-34
3. Brophy J.E. and Good T.L. : Teacher-student relationships causes and consequences
4. Warnock M : Meeting Special Educational Needs, a brief guide
5. Hanko G : Special Needs in the ordinary classrooms

time was associated with a place (the special school) and a particular group of pupils who exhibited difficulties different from those pupils who may be in need of special help in their own school. The evidence of Hargreaves (1967)¹, Willis (1977)² and Sewell (1982 p.12-18)³ indicated further that the staff within the mainstream school generally showed little interest, sympathy or empathy, and there was much ignorance of the problems of these pupils in their schools who received any form of special help, particularly those of poor academic ability.

The evidence outlined in the previous section also indicated that these groups of pupils ⁱⁿ the mainstream school could be identified through a whole variety of different terminology, even euphemisms, the most common of which was 'remedial'.

This discrimination can also be made in connection with the teachers working within the mainstream school and those in the special school. This can be observed in relation to the professional organisations representing the staff. The National Association for Remedial Education (N.A.R.E.) most commonly provides support for the mainstream staff, while the National Council for Special Education (N.C.S.E.), itself an amalgamation in 1973 of various professional bodies, represents those teachers in the special school.

Any amalgamation of practice between these two areas of education, ('remedial' in the mainstream school and 'special' outside it), which was recommended in the Warnock Report was argued by Jones and Berrick (1980)⁴, Jones (1983)⁵ and Bines (op cit) to be in reality an attempt to draw together two basically different concepts. There is evidence that, even where considerable thought and effort has been given to this by L.E.A.'s and individual schools, difficulties have continued to persist.⁴

Jones (1983 p.138)⁵, for example, pointed out that any definition of what constitutes remedial education was still uncertain. It could, she suggested, be defined in terms of

1. Hargreaves D.H. : Social Relations in the secondary school

2. Willis P : Learning to Labour

3. Sewell G : Reshaping Remedial Education

4. Jones E and Berrick S : Adapting a resourceful approach, Special Education vol. 7 (1) 1980

5. Jones E in Booth T and Potts P : Integrating Special Education

both special curricular provision for pupils and at the same time the remediation of learning difficulties for pupils so that they were more able to participate in the mainstream curriculum. Bines, (op cit p.74-5) argued that the term special education, as used by the Warnock Committee, created new conceptional and practical difficulties in the mainstream school, as most teachers there viewed special education as being separate and distinct in both concept and place, from that of remedial education. Edwards, (1983 p.9-13)¹ concurred with this view, stating 'most writers on remedial education describe what it does, not what it is'.

In an article based on an analysis of what remedial education might be seen to be he posed, (p.11) what he regarded as the three key questions of the post Warnock era. These he feels are :-

1. Is remedial education synonymous with special education or not?
2. Is it a form of medical treatment (based on a medical model)?
3. Are its aims muddled?

In this new post Warnock era he argued that it was appropriate to reconsider the meaning and application of the concept of remedial education and its appropriateness (p.13). He drew his evidence to illustrate this fundamental dichotomy from the evidence of Gulliford (op cit 1974), Sampson (op cit 1975) and Westwood (op cit 1975) who argued on the one hand that remedial and special education were different, while others such as Leach and Raybould (1977)², Mosely (op cit 1975) and Gains (1980)³ have supported the view that there is only one concept of special education.

Similarly dichotomous evidence has been produced by Edwards in relation to the other key areas of his definition. These are dichotomies which he argued (p.13) are in urgent need of attention before real progress in any practical sense can become more effective.

1. Edwards J.B. : Remedial Education, Post-Warnock : Interment or revival? in Remedial Education vol.18 (i) (1983)
2. Leach D.J. and Raybould E.C. : Learning and behavioural difficulties in school
3. Gains C.W. : Remedial Education in the 1980's in Remedial Education vol. 13 (1) p.5-9

(iii) The Curriculum

Criticisms have been made of the approach which the Warnock Report made to curriculum provision for pupils with special needs. Warnock, (1982)¹ was herself critical of the approach which they had made, pointing out that the curricular approach in many schools was too academic for pupils which produced 'a constant mis-match between what pupils could do, ought to be encouraged to do and what is officially expected of them'. Further, she admitted that the committee had 'assumed that a special need could be defined in terms of help a child must have if he was to gain access to the curriculum (and) only occasionally did it think that the curriculum must be changed to suit the child'.

Gordon (1983)² argued that the committee largely ignored curriculum problems, particularly in relation to the development of provision in the mainstream school. Richmond, (1979)³ argued similarly and stated that the chapter on the curriculum in the Warnock Report was 'one of the weakest parts of the report), (p.10). He identified what he regarded as a number of contentious issues which the report and the accompanying discussion should have addressed. These issues, he indicated, were linked to the relative importance attached to special education as a therapeutic and care service, in contrast to the main thrust of provision and service in the mainstream school, to difficulties over the concept of remedial and special education (which has already been discussed), to the role of behaviour modification and to the need to equip handicapped pupils for the reality of forced unemployment. Richmond's solution to the problem is directed towards a definition of the variety of educational needs relating to the curriculum for pupils with special educational needs in both its content and style, and in pursuing a discussion with regard to the contextual and organisational provision that will best contribute to meeting those needs (p.11).

For Quicke (op cit (1981) p.64) the solution to this problem is related to the provision of a greater core curriculum in the comprehensive school for all pupils, a feature which he argued will act as an integrative rather than a divisive force.

1. Warnock M : Children with special needs in ordinary schools: integration revisited in Education Today vol.32 (iii) p.56-62
2. Gordon M : Because they're better than us! Planning for failure in the secondary school? Remedial Education vol.18 (iv) p.174-8
3. Richmond R : Warnock found Wanting and Waiting in Special Education Forward Trends The British Journal of Special Education vol. 6(iii)

To some extent the criticisms of Richmond and Quicke encapsulated many of the problems that have been associated with the curriculum provision for all pupils in the secondary school. The whole concept of the curriculum, what it is and what function it should have, is fraught with difficulties. Dearden et al, (1975)¹. Stenhouse, (1975)². and Kelly (1982)³. argued that it was a difficult concept, while Richmond (1971)⁴. and Hughes (1978)⁵. pointed out that it lacked a general consensus. Hirst and Peters (1970)⁶. defined what they felt it was in terms of 'the label for the programme or course of activities which is explicitly organised as the means whereby pupils may attain the desired objectives.' To Illich (1970 p.32-33)⁷. this was too narrow a concept. In his view, the curriculum is as much concerned with the ceremonial and ritual aspects of schooling which transmit the social and collective value of the establishment in society.

Various curriculum models based round two basic schools of thought, the traditional model (which promotes the education of man in order to place him in society) and the child centred model (which is concerned with the education of man in order to promote his own personal development to find his own place in society), have developed. These have been discussed by Stenhouse (op cit), Kelly (op cit) Richmond (op cit) and Golby et al (1975)^{8,9}.

As early as 1960, in their seminal work on pupils with special needs, Tansley and Gulliford ¹⁰. (p.100) outlined

1. Dearden R.F. et al : A critique of current educational aims
2. Stenhouse L : An introduction to curriculum research and development
3. Kelly A.V. : The curriculum, theory and practice
4. Richmond W.K. : The School Curriculum
5. Hughes M (Ed.) : Administering Education : international challenge
6. Hirst P.H. and Peters R.S. : The Logic of Education
7. Illich I : De schooling society
8. Golby M. et al (Ed.) : Curriculum Design
9. Golby M. et al (Ed.) : Curriculum innovation
10. Tansley A.E. and Gulliford R : The Education of Slow Learning children

the three essential pillars of any thinking on curriculum provision for such pupils. These were related to the logical sequencing of materials for the pupil and to his psychological and social needs.

From this framework, they argued (p.102) that the curriculum for the slow learner must be based firstly on essential basic subjects (called the core) and later, as the child develops his core of knowledge, additional useful knowledge (called the periphery) relating to his environment, his creative and aesthetic activities, and his practical interests.

This is a model which has been pursued with different emphasis and with readjustments of focus by the Warnock Committee (op cit), and Brennan (1979) op cit and 1984)¹.

It is perhaps not surprising in these circumstances that Bushell (1979 p.27)² argued that discussions relating to these matters should not be left to the individual school and he cites the evidence of the Warnock Committee (7.48 p.115-6) which argued the importance of such an impetus from both the D.E.S. and L.E.A.'s in this matter. He stated that there would never be adequate provision in schools, until the D.E.S. placed an obligation on all schools to offer a curriculum which was designed to help all pupils with learning difficulties (p.27).

However, such developments (in the thinking on overall curriculum provision in the secondary school) as those outlined above were being discussed and undertaken concurrently through both the D.E.S. and H.M.I's.

The D.E.S. (1980)³ gave a broad definition of what, in their view, the curriculum should contain. This document indicated a wide-ranging concept of the curriculum, relating it to the programme of the formal process of lessons to be found in the school, extra curricular and out of school activities, the climate of relationships within the school, the attitudes, the styles of behaviour and the quality of life established within the school, all of which contributed to a pupils' opportunities for learning within the school. From this broad

1. Brennan W.K. : Curriculum for Special Needs

2. Bushell R.S. The Warnock Report and Section 10 of the 1976 Education Act : Integration or segregation Remedial Education vol. 14 (i)

3. D.E.S. : A view of the curriculum (H.M.I. series : Matters for Discussion 11) London HMSO (1980)

concept there followed in 1981 more specific guidelines for curriculum provision relating to eight (later nine) areas of experience which the D.E.S. (based on the thinking of an earlier HMI document)¹. argued should be made available to all pupils as part of the educational process to prepare them for their adult life.

It has been argued by Hinson and Hughes (1982 p.153)². that for pupils with special educational needs to be in a position to avail themselves of these eight areas of experience would have far-reaching implications with regard to the provision that would have to be made available.

These 'areas of experience' outlined above however may not be a totally satisfactory framework for all pupils with special educational needs. The Warnock Report (11.3 p.205), Clark (1979)³. and Moseley (op cit) argued that even certain limited objectives are beyond the capabilities of certain children.

The current position would indicate that the selection of the curriculum within the secondary school for most pupils, including many with special educational needs, can be based on the nine areas of experience as outlined by the HMI's (op cit) and the D.E.S. (op cit 1981) which may well act as guidelines or a checklist for the school, but it can be argued that in no way has this helped to solve the dilemma. Further the literature discussed above indicates that although discussions on the nature of the curriculum of the school and its content are not static, there is little evidence that the debate is drawing to a satisfactory conclusion.

(iv) Organisation

Gordon, (op cit) was critical of the Warnock Report's lack of deliberation and direction on matters relating to the implementation of its recommendations within the school. But there is little evidence to support this view. Richmond (op cit p.8), although critical of the use of 'special' as a description of the whole group of pupils identified in the Warnock

1. H.M.I : Curriculum 11-16 Working papers by H.M. Inspectorate: contribution to the current debate

2. Hinson M. and Hughes M : Planning Effective Progress. London Hulton/NARE (1982)

3. Clark M.M : Why Remedial? Implications of using the concept of remedial education in Gains C.W. and McNicholas J.A.(Eds.): Remedial Education : Guidelines for the future

Report and concerned over the amount of influence it would exert in the school, argued that in the main the report appeared to be concerned particularly with 'administrative and organisational procedures'.

An examination of the Report indicates that Gordon's criticisms are misplaced and that the committee were fully aware of the need for administrative and organisational changes within the school. Further it acknowledged, (19.35 p.334) the need for such changes and emphasised particularly the urgent need for this.

Certainly, the charge might be made that the Report gave little formal guidance with respect to how these changes might be achieved, relying firstly on the acceptance by the senior staff in the school for the need to organise for change and secondly on the ability of this group of staff to do so (11.53 p.220). The report, further indicated that the extent to which the mainstream school will be able to meet the special needs of pupils will be influenced, if not determined, by its organisation and its ability to adapt to the new demands made on it (7.29 p.109).

It could be argued however that it is at this point that the weakness of the Warnock Report emerges and that not enough time or space was given in it to what Welton and Wedell (1982)¹ and Barrett and Hill (1984)² called the 'political process' which would have to occur within the school in the negotiation, bargaining and compromises that would be necessary to produce change.

As the evidence which will be investigated and discussed later in this study will demonstrate, this is a feature which has developed generally only through work and developments made by individual teachers in their own schools and something for which the Warnock Report could give nothing more than the generalised guidelines already outlined above.

1. Welton J, Wedell K and Vortraus G : Meeting Special Educational Needs : the 1981 Education Act and its implications

2. Barrett S and Hill M : policy, bargaining and structure in implementation theory : Policy and Politics vol. 12 (iii) p.219 - 240

(v) A lack of any examination of the causes of failure for pupils with special needs.

A further criticism which emerged after the publication of the Warnock Report was that made by Richmond (1979 op cit) and Quicke (op cit) relating to the failure by the committee to examine the causes of failure in some children and provide discussion on the ways this might be prevented in the future. It is a charge which can be easily dismissed as the Report itself points out since it was not part of their brief (19.2 p.325) and further there was much evidence from other sources, (Hargreaves (op cit) Willis (op cit) and others) relating to this issue.

Although many of the criticisms of the Warnock Report and the 1981 Education Act which have been discussed in this section, cannot be said to be factors which have exposed major flaws in it, they, along with other more positive and constructive features, can be argued, to have helped to create the post-Warnock philosophy of special education and to provide important elements in the developing frame-work of practice in the field. It is essential, therefore, to outline and consider the evidence relating to current thinking and practice

(B) Current thinking and practice.

In order to investigate current thinking and practice in the field of special education, it is important first to outline the major features which are currently in the forefront of discussion. Evidence taken from the literature indicates that three areas are important. These are:

(i) the organisation and administration within the school to facilitate the organisation of provision necessary for pupils with special educational needs.

(ii) the curriculum programme which is most suitable to accommodate this group of pupils

(iii) staff development to deal with the organisational administrative and curricular changes which these changes will necessitate.

From this analysis it can be argued that the whole process of education for at least twenty percent of the school population

was in need of discussion and re-valuation. Hodgson et al (op cit p.165) in a detailed analysis of current practice, indicated that it was these features where change in the secondary school provision for pupils with special needs was most necessary. Jones and Southgate (op cit) emphasised this; in their view the major part of any discussion on change in this area must centre round the curriculum programme which is offered by the school. This point was also made by Hegarty (1982)¹ who, with Pocklington (op cit p.19), argued that any changes made in the school to develop provision cannot be made in one of these areas without it affecting the others. In practical terms these three features are inexorably linked when looking at the development of provision for pupils with special educational needs. Nevertheless the next part of this study will look at each of these areas individually, if not in isolation.

(i) The Development of the organisation and administration within the secondary school

This study has already outlined that the philosophical stance taken in the Warnock Report (op cit) was one which would encourage the integration of as many children with special educational needs as possible who could benefit from being in the mainstream school has generally been positively received. A survey conducted by Hegarty (1982)² indicated that ninety seven percent of staff who returned his questionnaire, felt that it was appropriate for handicapped pupils to be placed in a mainstream school, and a similar group of teachers questioned by Lowdon (1984)³ showed that more than eighty percent of those questioned felt it to be desirable, although some sixty six per cent of them had doubts as to its practicability.

In a research project funded by the D.E.S. in five local education authorities in England published in 1986⁴, similar strong support for the philosophical stance taken by the Warnock Report, particularly in relation to the replacement of the

1. Hegarty S : Integration and the comprehensive school in Educational Review 34 (ii) p.99-105 (1982)
2. Hegarty S : Meeting Special Educational Needs in the ordinary School Educational Research vol. 24 (iii) p.174-181
3. Lowdon G : Integrating Slow learners in Wales, Special Education Forward Trends vol. II (iv)
4. The University of London Institute of Education : The 1981 Education Act : Policy and provision for special educational needs

categories of handicap in the concept of special educational need, was noted.

A review of the relevant literature indicates that considerable efforts have been made in many schools to move towards a 'Warnock philosophy' of practice. However there is little evidence of any overall blue-print or formula being used to develop this and most of these developments have been dependent on the individual staff and their ability to make changes within their own school.

Brennan (1982 p.9)¹ in a major review of the literature in this area, argued that because of the scarcity of guidelines available, there was a paramount need for discussions to provide them.

In a very early response to the Warnock Report Benfield (1979 p.21)², a comprehensive school headmaster, called for all pupils in the mainstream school to be treated as normally as possible. Further he indicated that this would only be achieved through the development of a partnership between all the interested parties to share in the responsibilities.

To share in these responsibilities suggests, however, that there must be active participation for all those involved in order to produce what Dalin (1978)³ has called 'a sense of ownership of the ideas, the process and the solutions found'. Lippett and White (1952 p.340 - 355)⁴ indicated that in this respect the question of the style of leadership is important in developing such relationships and this is a factor which is of major importance inside the school where, as Hughes (1975 p.35)⁵ has pointed out, that because of the role commonly adopted by the headteacher teachers in the past have had little involvement in decision making and change.

The need for planning which is acknowledged in the Warnock Report, was also pointed out by Capron (1978)⁶ who described the 'intuitive approach' to the problem of change for pupils

1. Brennan W.K.: Special Education in mainstream schools: the search for quality
2. Benfield : Three heads respond to Warnock Special Education Forward Trends vol. 6 (iii)
3. Dalin P : Limits to Educational Change
4. Lippett R and White R.K. An experimental Study of leadership and group life in Swanson G.E. et al : Readings in Social Psychology
5. Hughes M : Administering Education International Challenge
6. Capron A.C.: Integration v Segregation for remedial pupils in their first year at secondary school

with special needs as unsatisfactory. May and Broadhead (op cit), describing the provision available for pupils with special needs in Scottish secondary schools, indicated that many were neither staffed nor equipped to expand the work they were already doing and Hegarty and Pocklington (op cit p.50), citing the research of Kutner (1971)¹., Haring et al (1958)² and Harasymiw and Horne (1976)³., reported similar conclusions. Jones (op cit) pointed out a further difficulty when she suggests that teachers working in the same school and with the same children may have very different ideas of what education is and far from being able to agree to a solution to a problem about a child, may not even be able to agree whether or not the problem actually exists!

In a major survey conducted under the auspices of the Schools' Council, Brennan (op cit 1979) produced evidence similar to that outlined by May and Bradbury (op cit) in Scotland. This survey firstly indicated that much of the organisational arrangements which were seen in the mainstream school, did not meet the needs of pupils with special needs and secondly that two distinct and separate organisations for those pupils with special needs were observed side by side in some of the schools which were visited. Both of these organisations were dealing with pupils with special needs in the mainstream school - the remedial department, responsible for pupils with specific learning difficulties of a short term or manageable nature within the normal circumstances, and the special needs department for pupils with long-term difficulties who were taught separately from the mainstream school. The evidence of Brennan (op cit 1982 p.25-6) indicated that such an organisation may or may not have close contacts or liaison. It is a circumstance, he argued, which depended on the organisation of the individual school, the views of the teaching staff and the overall county policy. The need for such liaison has however been presented by Munn (1977)⁴ and May Wilson and Broadhead, (op cit) as well as Brennan, (op cit 1979, 1982).

1. Kutner B : The social psychology of disability in Neff W.S. (Ed.): Rehabilitation Psychology
2. Haring N.G. Stern G.G. and Cruickshank W.M. : Attitudes of Educators to exceptional children
3. Harasymiw S and Horne M : Teacher attitudes towards handicapped children and regular class integration. Journal of Special Education 10 (p.393 - 400)
4. The Munn Report : The Structure of the curriculum in the third and fourth years of the Scottish Secondary School - Scottish Education Dept. H.M.S.O. (1977)

The evidence drawn from research conducted over many years (and already discussed in this study) has indicated a large variety of possible approaches to the provision for pupils with special needs before the publication of the Warnock Report. Major studies conducted by Clunis Ross and Wimbhurst (op cit p.17), Hodgson et al (1984 p.15-16)¹ and Hegarty and Pocklington (op cit p.13) indicated a continuing wide variety of possibilities since then. An analysis of the models available indicated by this research is shown in Fig. 4.

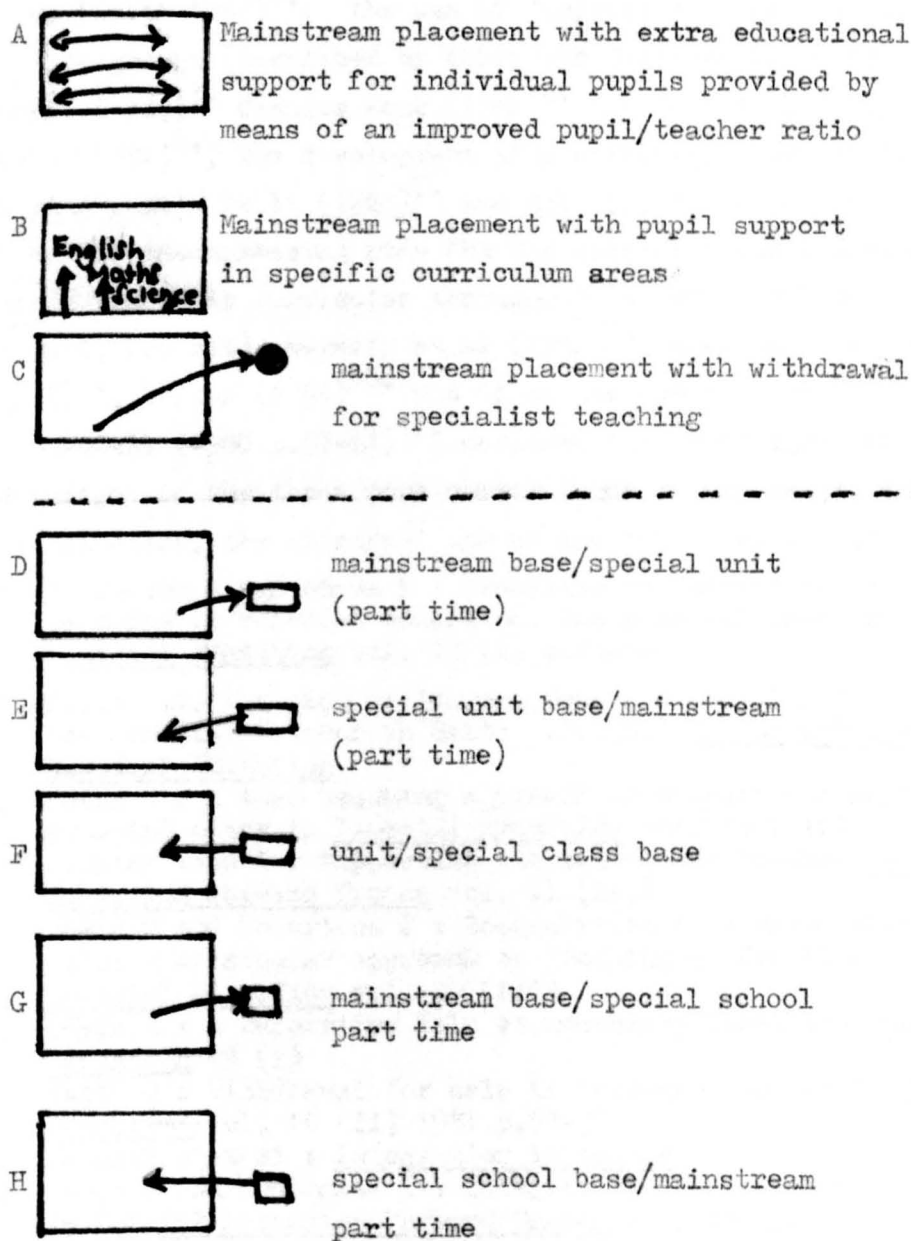


Fig. 4 : Models of Provision (ii)².

1. Hodgson A, Clunis Ross L and Hegarty S : Learning together teaching pupils with special educational needs in the ordinary school.
2. from Hodgson A et al : Learning together, teaching pupils with special educational needs in the ordinary school, p.14-15

An analysis of these models outlined in fig. 4 indicates considerable changes in organisation for pupils with special needs, from those drawn up by Sampson and Pumphry (op cit) and shown in fig. 1 (p.33). The relevant literature over the past four years indicates the various and varying forms of provision which have been adopted and the developments and experimentation which has continued since the Warnock Report. These have included the development of the team teaching approach (described by Fergusson and Adams (1982)¹•, the consultative role, (Smith 1985)²•; the use of 'support teachers' in mixed ability groups (described by Golby and Gulliver (op cit) Phinn, (1983)³• Clunies Ross (1984)⁴• and Robertson (1985)⁵• and Lewis (1984)⁶•, the development of a withdrawal^a approach to helping pupils Kelly (1981)⁷• and Hall (op cit), and the developing of an all encompassing role for the special needs department across the whole curriculum throughout the whole school described by Butt, (op cit), Hegarty et al (1982)⁸• Jones and Southgate (1983)⁹•, Lupton (1986)¹⁰• and Giles and Dunlop (1986)¹¹•.

McCall (1980 p.59-67)¹²• outlined the advantages and disadvantages of the three most common forms of provision, the special class, the withdrawal system and the mixed ability class.

1. Fergusson N and Adams M : Assessing the advantages of team teaching in remedial education, the remedial teachers role Remedial Education vol. 17 (i) p.24-30
2. Smith C.J. Helping colleagues cope : a consultative role for the remedial teacher in Smith C.J.(Ed.) New Directions in Remedial Education
3. Phinn G : A team teaching approach to educating a secondary remedial class in Remedial Education vol. 18 (iii)
4. Clunies Ross L : Supporting the mainstream teacher Special Education Forward Trends vol. II (iii)
5. Bowie S and Robertson J : Co-operation in a mixed ability role: a curricular approach to learning difficulties in Remedial Education vol. 20 (iii)
6. Lewis G : A supportive Role at secondary level in Remedial Education 19 (i)
7. Kelly D : Withdrawal for help in Secondary School in Remedial Education vol. 16 (ii) 1981 p.67-70
8. Hegarty S et al : Integration in Action
9. Jones N and Southgate T : Integrating the Ormerod Children in Special Education Forward Trends vol. 10 (ii)
10. Lupton K : Learning by doing, the development of a whole school approach in Support for Learning vol. 1 (iv)
11. Giles C and Dunlop S : Changing directions at Tile Hill Wood in British Journal of Special Education vol. 13 (iii)
12. McCall C : Ways of providing for the low achiever in the secondary school: suggested advantages, disadvantages and alternatives Educational Review Occasional Publications no. 7 p. 56-57

Further he, provided a five-point framework of provision for the development of good practice in the mainstream school. These he outlined as:

- (i) flexibility to allow a range of types of problem to be supported
- (ii) provision which is tied to support and development within the mainstream school curriculum and not outside it
- (iii) provision which gives all members of staff a role
- (iv) provision which is flexible enough to be altered to accommodate different demands
- (v) provision for pupils throughout the whole school.

Hegarty and Pocklington (op cit p.150) argued that the successful integration of pupils must be organised around four key factors : knowledge of the handicap, support for the ordinary teacher in the classroom, the integration of all the staff into the school, the impact of that integration on the school and the competence of the staff.

Evidence from Hall and Mitchell (1981)¹ indicated that a key factor in a successful integration programme is related to the organisational provision which will best provide both social and academic contact for pupils with special needs. Their report (of how the school in which they taught integrated a group of ESN (M) pupils by means of a withdrawal unit) emphasised the importance of providing interaction and communication between this group and the rest of the school. Socially this was accomplished by placing the pupils in mixed ability tutor groups while often having separate provision and only a gradual integration into the teaching groups.

This is, however, only one approach to the dilemma and others can be found in the literature available. The Warnock Report, as outlined previously, indicated that the solution to the problem may well be dependent on the type of organisational arrangement of the school and the attitude, capacity and desire of the staff in the school to solving the problem.

Bines, (op cit p.75) saw the organisation of the school as a major hurdle in the development and change of provision within

1. Hall E.F. and Mitchell G : Provision for ESN(M) pupils in an eight form entry comprehensive school, Remedial Education vol. 16 (i) p.24-26

the mainstream school, while Fish (op cit 1985 p.6) pointed out that the individual school could be regarded as a potential creator of special needs because of its organisation. In order to avoid this he called for a 'sensitive approach' on the part of the school.

Hegarty, (op cit), in declaring the need for change in the mainstream school in order to accommodate successfully pupils with special needs, pointed out that changes in working practices for all staff were essential. Further, he argued that these changes may be beneficial throughout the school. The discussions and new liaisons which may emerge from the development of special needs provisions and the process of integration, he felt, could have a major effect to the good for all the staff in the school. Beyond this it may act as a catalyst for stimulating an examination of goals, objectives and further develop its provision.

The difficulties of developing such provision cannot, however, be taken lightly. Daniel, (op cit p.78) pointed out that such developments are 'complete and problematical' because of the many patterns of organisation to be found for pupils with special needs in the comprehensive school. Hegarty and Pocklington (op cit p.332-3) argued that meeting special educational needs in the mainstream school operates under certain constraints and that success must be measured in terms of circumventing these and capitalising on the opportunities presented to the pupils. Clunies Ross and Wilhurst, (op cit p.13) described this situation as 'a dilemma' facing head teachers who are responsible for both formulating and implementing school policy, and also matching perceived needs and available resources. Hodgson et al (op cit p.165) viewed the position similarly, describing it as 'a considerable challenge' to many teachers who had never previously contemplated teaching such pupils.

This challenge has a number of different aspects. The first and perhaps most important of these is related to the attitudes of the teachers themselves. Cohen and Cohen, (1986 p.xix)¹ argued that the heart of any changes in school and the success or failure of any scheme are related to their beliefs,

¹. Cohen A and Cohen L (Eds.) : Special Educational Needs in ordinary schools

values and attitudes.

Despite the findings of Hegarty (op cit) Lowdon (op cit) and the D.E.S. (op cit 1986) outlined earlier (p102) , the evidence from surveys conducted with teachers in relation to the wider integration of pupils with learning difficulties into mainstream school classes is not necessarily optimistic. Thomas, (1982)¹ reported that approximately seventy three per cent of secondary teachers questioned were opposed to integration. Research by Croll and Moses, (1985)² showed that teachers discriminated between those pupils who had physical or sensory difficulties (whom they welcomed with greater warmth) than those with severe learning problems or behavioural problems. In this respect Tomlinson (1982 p.80)³ writes of evidence of the teachers' 'ideal child' with special needs : the bright and brave in the wheelchair whom they may be willing to accommodate in contrast to the average dull, disruptive child. The N.U.T. (1979 p.14)⁴ describes this latter category of pupil as 'presenting insuperable problems for teachers in ordinary classroom situations'.

Part of the constraints and difficulties in this situation, it can be argued, is also related to the physical constraints to access for some pupils with special needs which prevents or hinders the participation of some pupils in the mainstream school.

The Warnock Report, (3.40 p.47) defines access in terms of people and buildings and further it indicated that to provide access for some pupils, some buildings would need to be adapted (10.37 p.174).

However the recent literature indicates little evidence of widespread modification to, or adaption of premises to accommodate such pupils. The N.A.S./U.W.T. (1985)⁵, through

1. Thomas D : Teachers attitudes towards integrating educationally sub-normal children in Devon
2. Croll P. and Moses D : One in five : an assessment and incidence of special educational needs
3. Tomlinson S : A sociology of special education
4. National Union of Teachers : Special Educational Needs : The N.U.T. responds to Warnock
5. Special Educational needs in Mainstream Education

a national survey which they conducted, discovered that of 15,847 schools asked, only 23 (1.3%) had been modified to allow access for pupils with special educational needs! Similarly Fish (1986)¹ indicated that although pupils were being assessed for particular educational treatment, the necessary special provision was not always available for them in the school which they attended.

A further difficulty can be related to the organisation of teaching groups within the school. Despite the evidence of Brennan, (op cit 1974) on the effect of mixed ability teaching groups on pupils with special needs, the overwhelming evidence of Hargreaves (op cit 1967, 1983) Willis (op cit), Ross (1972)², Borg (1966)³, Esposito (1973)⁴ and Davis (1975)⁵ indicated an adverse effect of streaming on their motivations. In a study conducted specifically with a group of least able pupils in a South Wales comprehensive school, Capron Simon and Ward (1980)⁶ designed an experiment where two groups of pupils were observed in relation to their overall development. One of these groups was taught throughout their first year separately from other pupils, while another group were taught within a mixed ability group. The evidence of this study led them to conclude that a high degree of both social and academic improvement could be discerned in those pupils in the integrated group, compared with those who had been separated (p.168).

In a further development Capron, Simon and Ward (1983)⁷ outlined a six-point programme, based on their work with secondary

1. Reported in The Times Educational Supplement July 1986
2. Ross J.M : Remedial Departments in Comprehensive Schools Forward Trends 16 p.69-70
3. Borg W.R. : Ability groups in public schools
4. Esposito D : Homogeneous and heterogeneous ability groupings: principle findings and implications for evaluating and designing more effective educational environments. Review of Educational Research 43 p.163-170
5. Davis R.P.: Mixed ability groupings: possibilities and experiences in the secondary school
6. Capron A.C. Simon A and Ward L.O: The Academic and social implications of integrating first year remedial secondary school pupils in Remedial Education vol.15 (iv)
7. Capron A.C. Simon A and Ward L.O: Principles for the integration of remedial pupils in a comprehensive school in Remedial Education vol. 18 ii

pupils in conjunction with that done by Becker and Englemann (1972)¹ which they argued would help to provide a framework of operation for good practice in schools. These points included: increased manpower in the classrooms, a structured daily programme of work, a programme of sequenced lessons, the monitoring of progress made by pupils, effective teaching and the continuity of training for all staff.

Difficulties over the best form of overall provision however is clearly evident from an investigation of the relevant literature. These difficulties can be found at both Local Education Authority and at individual school level.

At L.E.A. level a report prepared for the Department of Education and Science by Goacher et al (1986)² indicated that the structural organisation necessary to meet the requirements of the 1981 Education Act had 'caused difficulties' (p.55).

Goacher et al (1988)³ indicated that some of the difficulty in this respect can be related to the relationship between local and central government. They point out (p.19) that in educational management, implementation is not a linear process whereby policy statements, in the form of legislation, emanate from the top of the hierarchical system and are implemented in a systematic way by an organisation set up for the purpose. Rather, because of the number of professional groups involved, each with its own priorities and conceptualisations, such a process is what has been described by Corwen (1981)⁴ as 'loosely coupled'; where there is a 'high degree of autonomy between (the) inter dependent parts and isolation between strata'

Goacher et al (op cit 1986) further pointed out that in order to develop their organisation, most of the L.E.A.'s questioned had made one of three types of approach to the problem: collaborative, consultative or coercive (p.55-6).

The study also pointed out that the development of such a policy required good interdepartmental relationships between the

1. Beck W.C. and Englemann S : A teacher management system to make learning happen in Bijon S.W.(Ed.) Behaviour Modification Issues and extentions. New York, Academic Press (1972)
2. Goacher B. et al : The 1981 Education Act, policy and provision for special education
3. Goacher B et al : Policy and provision for special educational needs. Implementing the 1981 Education Act
4. Corwen R.G. : Patterns of organisational control and teacher militancy : theoretical continuities in the idea of loose-coupling Research in the Sociology of Education 2 261-291

Education, Health and Social Services, and that the effectiveness of the machinery for this was as much dependent on the previous relationships between these three departments in the County as it was on the subsequent policy making activity (p.56).

However, the evidence collected indicated that these new approaches, outlined in the 1981 Act, to the statutory identification and assessment of pupils with special needs were 'well on their way to becoming firmly embedded in the new local procedures' (p.68)

The report was able to identify changes in practice which could be attributed to the 1981 Act at county level. These included (p.77) greater integration, greater awareness of special needs, parental pressures, greater use of in-county provision for pupils with special needs, and changes in L.E.A. policy.

Nevertheless, the survey also indicated that other aspects underlying the principles of the legislation were less easily identifiable in practice. Goacher et al gave examples which included the right to be integrated, (p.63); the statementing procedure, (p.64); parental involvement (p.64-5, p.97) and policy making and forward planning (p.73).

As far as the individual school is concerned Hegarty (op cit 1987 p.17) has described the situation as 'a mixed picture'. The evidence indicates that in a growing number of local authorities policy documents have been produced¹. and Goacher et al, (op cit p.88) indicated that in most authorities extensive in-service time had been allocated in informing head teachers of the statutory requirements of the legislation. However Fish (op cit 1985 and 1986)². and Butt (1986)³. have argued that generally the individual school has been left to develop its own strategy.

In this connection the most recent evidence indicates that after a number of years of trial and experimentation a common

1. Examples of these documents include Jones E.M. and Jones N.I: Special Education in Oxfordshire: a discussion document prepared for the C.E.O (1980); Provision for special educational needs in secondary schools Cheshire (1985); Special Educational Needs in mainstream schools and colleges, Northamptonshire (1986) and Special Needs in Humberside, a policy statement (1987) and I.L.E.A. : Educational Opportunities for all?

2. Fish J : Times Educational Supplement, July 6

3. Butt N : Implementing the whole school approach at secondary level, Support for Learning vol. 1 (iv)

form of provisions which is emerging is the 'whole school' approach, described by Fish, (op cit 1985 p.84) as the most appropriate form of provision in the mainstream school. Certainly, this approach allows for a greater integration of those pupils with special needs and reduces the need for their segregation in the mainstream school. This persisting segregation, Fish, (op cit 1985 p.85) indicated, must be seen only as an 'interim solution resulting from an inability to achieve these long-term aims and not as a long term solution'.

He pointed out that the 'whole school' approach cannot be seen in isolation and it will encompass many features of school organisation and management. Further, it must take into account the allocation of resources, teachers, materials and facilities to below average pupils (p.87-88). These are factors which he argued will affect the attitude and ability of all staff to cope. Fish accepts that there will be difficulties in relation to this approach in many schools. He pointed out (p.59)

'this may be difficult to accomplish because for many years head teachers of primary and secondary schools have been encouraged to think that special education only took place elsewhere'.

A 'whole school' approach, as the phrase implies, cannot take place without the involvement of the whole of the staff of the school in helping to develop procedures to benefit such pupils. Because of this, this question will be raised again in the other two sections of this part of the survey as the organisation of a whole school policy will impinge both on any staff development which may occur and on the curricular programme which the mainstream secondary school might offer to its pupils with special educational needs

(ii) Curriculum Developments

The literature reviewed earlier in this study, relating to the curriculum programme offered to pupils with special needs in the mainstream secondary school before the publication of the Warnock Report, indicated a dichotomy of views as to its

purpose. Similarly, a dichotomy was shown to exist over the form and content of the curriculum for all pupils in the secondary school and also how this dilemma might be resolved relating to the emphasis it placed on the acquisition of knowledge compared with providing a child with experience, the awareness and mastery of skills and its vocational bias.

With these dilemmas in mind it is perhaps hardly surprising that Hegarty and Pocklington, (op cit p.321) have commented that any definition of the normal curriculum content of the mainstream school will only be 'a loose description'.

Arguably, one important change as far as some of those pupils with special needs are concerned is the gradual move away from the position adopted by the 1921 Education Act which had defined a certain percentage of the population as 'in educable'.

Since the publication of the Warnock Report there is considerable evidence in the relevant literature of the production of theoretical models of curriculum practice which might be of help in deciding its form for such pupils.

As an important part of their major study of the education of pupils with special needs in the mainstream school, both Hegarty and Pocklington (op cit p.315) and Hodgson et al (op cit p.41-52) have made an analysis of the various curriculum models available. They indicated that this can be seen as a continuum and that within it there are five major options available to the school :

- (1) a special curriculum
- (2) a special curriculum plus aspects of the normal curriculum of the school
- (3) selected parts of the normal curriculum programme of the school
- (4) selected parts of the normal school curriculum with some modification (where, for example, certain subjects may not be offered to pupils with special needs)
- (5) a normal curriculum programme with little or no support.

This continuum has been illustrated in fig. 5 below

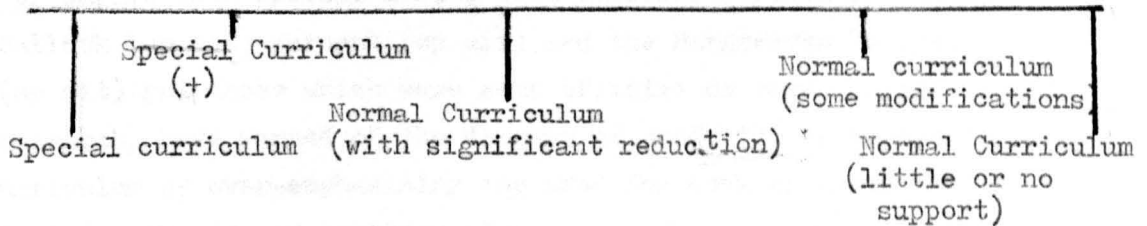


Fig 5: A model of the curriculum provision for pupils with special educational needs as a continuum. (Based on the evidence of Hegarty and Pocklington (op cit p.315) and Hodgson et al (op cit p.41-52)

Hegarty and Pocklington (op cit) also identified the three main models of curriculum content which may be found in the various options outlined above. These relate to

- (1) a basic curriculum (which concentrates on the acquisition of basic skills with pupils, relating to the traditional pattern of remedial work of the 1950's and 1960's).
- (2) the practical curriculum (relating to a curriculum programme which relies on features identified by Tansley and Gulliford (op cit) and Brennan (1974)¹. which included applied basic skills, citizenship, safety, health and hygiene, R.E/ Moral Education, leisure, vocational guidance and science).
- (3) the 'watered down' academic curriculum (so often offered to those pupils with special needs in the mainstream school and identified and discussed by Segal (1963)².

A similar categorisation has been identified by Brennan (op cit 1979) who linked them with the use of an objective model of teaching described by Bloom (1975)³, Ainscow and Tweddle (1979)⁴. and Cameron (1982)⁵.

1. Brennan W.K. : Curricular Needs of Slow Learners, London Evans and Metheun (1974)
2. Segal S : Teaching backward pupils, London Evans
3. Bloom B.S.: Mastery learning and its implications for curriculum development in Golby M, Greenwald J and West R (Eds.) : Curriculum Development, London Croom Helm
4. Ainscow M and Tweddle D.A. : Preventing Classroom failure Chichester Willey
5. Cameron R.J.: Curriculum development 1, classifying and planning curriculum objectives in Remedial Education vol 16 (iv) p.163-170

In relation to the format that the curriculum might take for pupils with special needs, both official reports including Bullock (op cit) Warnock (op cit) and the Hargreaves Report, (op cit) and those which were semi official or based on individual research, have warned of the dangers of producing an impoverished curriculum by over-emphasising the need for work on basic skills to the exclusion of anything else.

In this respect Golby and Gulliver, (op cit p.182) called for a common core curriculum for all pupils and that withdrawals, when/if necessary for specialist help should not be undertaken during this time. Brennan, (1979 p.168) argued similarly, pointing out that in a democratic society the aims of education should be universal and those aims which are not should be immediately suspect.

Golby and Gulliver, (op cit p.183) further argued that withdrawal time should be minimised for pupils for two reasons; firstly the dangers which are inherent by undertaking this in an institutionalised situation and secondly that if withdrawal is encouraged subject teachers in the school will not regard adapting materials for pupils with special needs as a central part of their job, thus placing an impossible burden on the specialist teachers. Hegarty and Pocklington (op cit) taking up this argument pointed out that the balance of the curriculum to be offered to pupils with special educational needs and their peers may well be different; so as not to expose the child with special needs to certain features of it and at the same time ensure that the needs of the child are met. Their research suggested (p.307) that such a balance was far from easy to make and that these difficulties have led to a great diversity of practice in attempting to find one.

Garnet, (op cit p.125-6) made a similar comment, pointing out that historically the feeling has been that for some pupils ('a special but significant minority') the ordinary curriculum has been thought to be inaccessible.

In a major survey of seven hundred and ninety one secondary schools Clunies Ross and Wilmhurst (op cit p.111) indicated

from their research the range of subjects offered to slow learners in years one to three. These figures (see fig. 6) showed that only fifty eight percent of pupils were offered the full range of subjects in their first year, a percentage which had dropped to thirty six percent by the third year. Further, these researches indicated that the subjects which they were least likely to be offered were foreign languages, science and the separate subjects of history and geography.

Year Group	No. of Schools				Total
	Full Range		Restricted Range		
	N.	%	N	%	
Year 1 11+	339	(58)	245	(42)	584
Year 2 12+	283	(45)	350	(55)	633
Year 3 13+	244	(36)	425	(64)	669

No response - 25 schools

Fig 6 : The Range of subjects offered to slow learners in years 1, 2 and 3 in Secondary Schools (from Clunis Ross and Wilmhurst (op cit p.111))

As part of the changing philosophy of special education, where radical changes are demanded, both Garnet (op cit p.125) and Hegarty and Pocklington (op cit p.15) have argued that a fundamental change of approach in the curriculum is essential.

Jones (op cit p.140) indicated, however, that difficulties can be expected in relation to how these changes might be made. She argued that because of the hierarchical structure of decision making in the school, a forum for discussion on such matters is not easily accommodated. Yet she pointed out despite this and the continued difficulties associated with the current economic climate (which have been discussed earlier in this study), some exciting developments have been undertaken; although an investigation of the evidence conducted for this survey indicates that many of these changes were related to the organisation within the school rather than curriculum content.

The evidence, prior to the publication of the Warnock Report indicated that there was much room for development.

For instance Brennan, (op cit 1979) felt that many departments were 'remarkably weak on curriculum' and Westwood, (1975 p.157) summarising the evidence of the D.E.S. Survey (op cit 1971) on slow learners in secondary schools writes of the time-table and curriculum being 'fragmented to the point of being incomprehensible' to them. Further to this Cameron (op cit 1981 p.163) argued that planning and organisation, although an essential part of business and industry had only reluctantly been adopted by schools.

In an attempt to develop a strategy for curriculum development for children with special needs Brennan, (1974)¹ argued for the appropriateness of the cyclical approach discussed by Wheeler (1967)². This involved the teacher beginning with an analysis of his aims, clarifying these into general objectives, refining them into curriculum content and method and following the process through by evaluation and feedback. By 1979 (op cit p.90) Brennan had refined this approach to the curriculum presented to such pupils being recognised, defined and followed through in relation to its relevance, realistic objectives and rationality. The Warnock Report (op cit) also refined the process, arguing for an approach which was related to the setting of curriculum objectives, the choice of programme material, the choice of teaching method and the appraisal of outcomes.

Brennan and his team, (1979) visited a variety of schools, both mainstream and specials, to investigate curriculum provision for the child with special needs. The survey indicates that provision in the secondary school was far from satisfactory (p.92). The investigators deemed, by the criteria they set themselves, of the 183 secondary schools visited only 49% of these were successfully providing a good curriculum programme (p. 91). The full table of results is reproduced in fig. 7

	Primary	Secondary	Special	Total
All project schools	196	183	123	502
Project schools assessed as successful	90	90	75	255
Successful schools as % of total	45.91	49.18	60.97	50.79

Fig. 7: Indications of successful curriculum provision for pupils with special needs (taken from Brennan (1979 p.94))

1. Brennan W.K : Shaping the education of slow learners, London Routledge
2. Wheeler D.K. Curriculum Process

Another table (op cit p.94) outlined the curricular areas where successful work was being undertaken on a subject-by-subject basis. Further, Brennan (op cit p.95-145) completed a subject-by-subject analysis of what their research evidence had shown. In this the data indicated that no subject taught to pupils with special educational needs was successful in more than fifty percent of secondary schools. The most successful were school-leavers' courses (43%) and English (31%), while seven subjects got less than a ten percent vote of confidence and French and History were seen as totally unsuccessful in curricular terms for pupils with special needs in every school visited.

This survey also indicated that success was greatest where a degree of separation is present which ensures that the problems of the pupils with special needs are recognised, defined and followed through (p.93).

Bailey (1981)¹ in a survey of twenty secondary schools was more optimistic. His evidence indicated an encouraging situation generally, while providing evidence of areas of specific weakness. These areas, concerned with relationships with parents, pupil interviews, staff questionnaires, working with fourth and fifth year pupils and with colleagues in a classroom, have led Widlake (1984)² to argue that they covered almost all that required doing in creating a learning environment for special education. Dyson (1981)³ was similar critical of current conditions. His working party produced evidence which indicated that what was being taught to this group of pupils was often inappropriate and that the structure of the school actually imposed that inappropriateness on teacher and pupil alike.

In relation to the difficulties in organising the curriculum in the mainstream school Clunies Ross and Wilmhurst (p.114) outlined three models of practice which they found in the fourteen schools they visited. They were

- (1) a special syllabus devised by the Head of the Remedial Department;

1. Bailey T.J. : The secondary remedial teachers' role re-defined in Remedial Education vol. 16 (iii) 1981
2. Widlake P : Beyond the false toothed curriculum in Remedial Education vol. 19 (1) 1984
3. Dyson A : Its not what you do : its the way that you do it Remedial Education vol. 16 (iii) 1981

- (2) close liaison between subject staff and specialist department staff, taught by the former but organised by the latter;
- (3) where the specialist staff had no curricular responsibility and it was left entirely to individual subject departments.

Their survey provided further evidence (p.116-117) also that classroom organisation and teaching methods used were determined by two important features; the composition of the group (mixed ability, setted etc.) and the size of the group. Further, their evidence indicated that the organisation of the teaching of the curriculum may take one of three approaches (p.117), 'one-off tasks', specific to individual pupils, 'individual tasks', associated with needs of specific pupils with small units of work and 'ongoing tasks', associated with continued teaching programmes. This research also indicated that pupils responded well to the first two of these, viz - 'one off' and 'individual' tasks, particularly if the tasks were clearly defined and in a readily identifiable unit. They did not respond even to 'ongoing' tasks nor lessons which lacked structure, where tasks were not clearly defined, where there were poor resources, and where the work was set at an inappropriate level (p.117-119).

On an individual subject basis there are indications of developments to make the curriculum more accessible to the pupil with special needs. Hinson and Hughes, (1982 p.105-226) undertook a major review of developments and demands of the main areas of the curriculum in the secondary school. Three major areas apart from maths and language development were singled out for particular attention. These were science, geography and history. They indicated (p.105) that those areas were chosen for two reasons : because they illustrate a wide range of demands in the middle years of schooling, and because, whether taught single or combined (under titles such as integrated studies or humanities) they comprised a 'substantial portion' of the basic academic curriculum of the secondary school

Apart from the continued development of techniques for

teaching reading, (Dobbins (1985)¹, Moyle (1982)², and spelling Cripps, (1979)³, Jones (1980)⁴, and Peters (1985)⁵) the literature indicates that work has also been undertaken on subject accessibility for pupils with special needs in the mainstream school in geography (Ciesla (1979)⁶, McKenzie (1981)⁷,) Maths (Blane and Englehardt (1984)⁸, and Whayman (1985)⁹,) Biology (Watkins and Lewis (1983)¹⁰, and History (Wilson 1985)¹¹.

Material has also been produced which will give teachers advice on how to adapt texts and materials for the least able (Harrison (1980)¹², and Hartley (1972)¹³,) and implementing individualised learning (Davies (1978)¹⁴, Henson and Hughes (op cit) p.150-51 give indications of a Schools' Council project 'Curriculum materials for pupils with learning difficulties which would provide information on adapting materials and reporting techniques developed by specialist teachers in the field, and which would be published as a series of short booklets embracing all main subject areas, This project was, however, lost in the closure of the Schools' Council by the Conservative Government in 1981.

1. Dobbins D.A.: How teachers can use the diagnostic remedial method to approve attainment in reading : an example in Remedial Education vol. 20 (ii) 1985
2. Moyle D : in Remedial Education vol. 17 (iv) 1982
3. Cripps C : Spelling, a safe account in Remedial Education vol. 14 (iii) 1979
4. Jones J in Remedial Education vol. 15 (iv) 1980
5. Peters M : Teaching the catching of spelling, London Routledge and Keegan Paul (1985)
6. Ciesla M.J.: Geography for slow learners in the secondary school in Remedial Education vol. 14 (ii) 1979
7. McKenzie J.C. : The teaching of Geography to children with learning difficulties in Remedial Education vol. 16 (iii) 1981
8. Blane D.C. and Englehardt V : Maths clinics the implementation for children with special needs in Britain Remedial Education vol. 19:3
9. Whayman R : A foundation maths scheme for children with learning difficulties in the secondary school in Remedial Education vol. 19 (ii) 1984
10. Watkins J.R. and Lewis S : examining children who have problems with reading and writing a case study of C.S.E. Biology in Remedial Education vol. 18 (ii) (1983)
11. Wilson M.D.: History for pupils with learning difficulties London Hodder and Stoughton (1985)
12. Harrison C : Readability in the classroom, Cambridge Cambridge University Press (1980)
13. Hartley J: Designing instructional text, London Kegan Pope (1978)
14. Davis W.J.K: Implementing individualised learning Council for Educational Technology (1978)

The philosophy behind these developments, apart from the development of good practice by subject departments for pupils with special needs, have been identified by Wilson and Broadhead (1979) in wider terms. They described a four 'item' curriculum model relating to the needs of the pupils outside and beyond the school. They argued that the aims of the curriculum for pupils with special needs should be to:

- (1) develop understanding and acceptance of a pupil's own distinguishing and disabling features,
 - (2) be sufficiently skillful to enable them to live as normally as possible in the community,
 - (3) have an adequate self concept,
 - (4) be able to seek, secure, perform and retain a job
- features, it could be argued, which are not that dissimilar to the aims of the curricular programme for any pupil in school.

A more recent, nationally-based project to aid the development of curriculum provision for the least capable forty percent of pupils, taking into account many of these aims, is that of the Low Attaining Pupils Programme (LAPP) which was inaugurated by the D.E.S. in 1982, to start in 1983. Initially thirteen local authorities were involved including some ninety schools, colleges of further education, and other centres. Since its inception four further L.E.A.'s have joined.

Harland and Welton (1987)¹ described this project as 'innovatory' in a number of ways, not only because of its approach to the curriculum, which the documentation² indicates has taken a number of different descriptions and a wide diversity of approaches in L.E.A.'s across the country, but also because it was the first major initiative to be managed directly by the Department of Education and Science.

An evaluation of this project has been undertaken by the National Foundation for Educational Research (1987)³. Other reports have been compiled by the D.E.S. (1986)⁴, individual

1. Harland J and Weston P : LAPP, Josephs Coat of Many Colours British Journal of Special Education vol. 14 (iv)(p. 150-152)

2. Network : D.E.S. L.A.P.P. Bulletin; Autumn 1984

3. As yet untitled

4. D.E.S. : Report by H.M.I's, A survey of Lower Attaining pupils programme

members of the project team Weston (1986)¹•, Harland and Weston (op cit), local evaluators (Haywood and Wooten (1987)²•, Holly (1987)³• and by individual schools taking part in the project (Batty et al (1987)⁴•). Each of these reports has spoken positively, if cautiously, of the work being undertaken.

Examples of the valuable aspects of the work include;

- (1) evidence of a considerable advance in examination success for many pupils involved in the project
- (2) its flexibility and its emphasis on the individual learner (Batty et al op cit)
- (3) the advantages of its project based curriculum;
- (4) the need, (because of its apparent success with the older age group) to re-think provision for similar pupils in the 11-14 age group as a lead in to it (Hayland and Weston (op cit)

Nevertheless, despite these developments and whatever the aims of the curriculum of the school are thought to be; the evidence reviewed in this subsection indicates that, although there has been considerable analysis and thought, particularly in relation to the development of a programme for the pupil with special needs, its style of approach and the most appropriate method of delivery, there is still much work to do and further development to be undertaken before the situation can be regarded as satisfactory. However, the literature indicates that there are positive signs. Clunis Ross (op cit p. 126) found that almost every school made some form of provision for pupils with special needs. This figure was confirmed by an H.M.I. survey (1988)⁵• which indicated that eighty five percent of the secondary schools in their sample made such provision. This was a much better position than that outlined in the D.E.S. survey (1968 op cit)

- 1• Weston P : If success has many faces : the lower attaining pupils programme. Forum vol. 28: (iii) p.79-82
- 2• Haywood R and Wooten M : The Gateshead L.A.P.P. : pre-vocational education in a cold climate Forum vol. 29 (iii) 82-83
- 3• Holly P : The Dilemma of the low attainer
- 4• Batty P et al Changing the curriculum at Peers British Journal of Special Education vol. 14 W (p.170-171)
- 5• D.E.S. Secondary Schools : an appraisal by H.M.I's. A Report based on inspections in England and Wales (1982-86)

Hinson and Hughes (op cit) p.152 are similarly positive stating 'the evidence from science, history and geography suggests that where there are clear objectives, flexible strategies, appropriate content, and regular monitoring, pupils with learning difficulties will make better progress'.

A further key factor in the development of curriculum provision for pupils with special needs is that of staff development throughout the whole school and this will be dealt with in the next subsection of this survey.

(iii) Staff development to meet the new organisational and curricular circumstances

Discussions relating to the development of provision in the mainstream school to meet the changing organisational and curriculum circumstances and their implementation for the pupil with special needs, needs to be aligned with similar discussion of the professional development of the staff within the school in order to cope with and participate fully in the new demands made upon them. The literature indicates that in the post-Warnock period there have been two separate aspects of this - the development of the role of the teachers working within the department concerned with the organisation of provision for pupils with special needs and, partially through their ability and influence, the development of the role of the head of department to meet the needs of the whole staff in the school in helping them to come to terms with these new demands.

Clear evidence of the need for both of these developments can be found. The H.M. Survey (op cit 1979) outlined many of the problems at the time of the Warnock Report. Many of the major indictments of their investigation have already been discussed earlier in this survey. The situation was best summarised by the indication of the inspectors that, although they recognised the difficulties in providing successfully for the pupils with special needs in the secondary school (3.16.5 p.40-41), they diagnosed a lack of appropriate expertise in the teaching staff for diagnosing and dealing with the problems

of many of them (11.4.5 p. 225)

The National Association for Remedial Education were not only aware of the situation but also had been calling through much of the 1970's for teachers working in the field to make positive moves to aid the situation. They called for remedial teachers 'to come out of the broom cupboard'¹ and take a greater interest and have a wider influence in the general decision-making in their schools. In the same period Golby and Gulliver (op cit p.184) described the attitude of many to special needs wherever they were to be found as being like an 'ambulance service' providing first aid and comfort to the "weak and wounded" rather than programmes of work which would help to develop their skills and talents.

In attempting to develop such guidelines Sewell (1982 p. 59)² produced a six-point plan that the good head of department might use in their school. The points included:

- (1) the training of subject staff in the teaching of reading
- (2) the inauguration of an English Curriculum group
- (3) the development of the capabilities of low expectation pupil in maths
- (4) the enhancement of the capability of staff in other school departments
- (5) the development of good links with the community
- (6) the support of staff who have good relationships and teaching ability with the children with special needs.

Another approach was mooted by Mc'Call (1980)³ who proposed what he described as 'a three-model development for the head of department'. This called for -

- (1) the identification of all pupils in the school with special needs)
- (2) the management of a special resource base in the school
- (3) the provision of support and advice to staff through 'key' teachers throughout the school.

¹. Stated by Widlake P. at N.A.R.E. annual conference (1975) and cited by Green (1976) in Remedial Education vol. II (iii) and used by Gains C in N.A.R.E. guideline no. 2 The role of Remedial teachers Stafford N.A.R.E. 1979 (p.1)

². Sewell G : Reshaping Remedial Education, London Croom Helm (1982)

³. Mc'Call C : Ways of providing for the low achiever in secondary Schools: Suggested advantages, disadvantages and alternatives Educational Review Occasional Publications No. 7 p.59-67

In many ways, however, these approaches were narrow and did not cover the entire role of the head of a special needs department in a comprehensive school. A wider perspective is taken by Gains and McNicholas (op cit) and the N.A.R.E. (op cit), who called for a much wider role for 'the remedial specialist' as they continued to call him. It was a role which would firstly place such a teacher in a position to become more closely involved in decision-making processes at the highest levels within schools and secondly provide long term benefits 'within the context of genuine team effort and co-operation', (N.A.R.E. p.4).

The teacher, in their view should fulfil several functions within the school to achieve this role. These were defined as:

- (1) the assessment of pupils,
- (2) the preparation and implementation of individualised programmes and school strategies for the least able,
- (3) a teaching/therapeutic role
- (4) a support role, with other colleagues,
- (5) a liaison role with other professionals

From this overall position adopted by N.A.R.E. other individuals have contributed to the debate with regard to the best organisation within the mainstream school. Bushell (1979)¹. argued for a five-point programme to develop provision in the school. Echoing many of the recommendations of the Warnock Report, he calls for

- (1) a positive approach through the suitable adaptation of school premises to meet the needs of pupils with physical difficulties,
- (2) careful curriculum planning,
- (3) the need to change the attitude of all the staff in the school,
- (4) generous staffing levels with well-qualified teachers to work with pupils with special needs,
- (5) the availability of resources

In many respects Bushell's recommendations, although themselves worthy, do not seem to get the development of provision

¹. Bushell R.S.: The Warnock Report and section 10 of the 1976 Education Act : integration or segregation in Remedial Education vol. 141 (i) 1979 p.27-29

for pupils with special needs much further. This is particularly the case in respect of his acknowledging that many of his ideas would need the commitment of extra finance resources and manpower (p.129) which the evidence, already outlined earlier in this study has indicated has not been forthcoming either from the Government or local authorities. This is a factor which presents major difficulties in achieving his proposals.

Nevertheless, it has been pointed out by Garnet (1983 p.147)¹. that, although the current economic climate may well have curtailed opportunities for developments in special needs, many have been undertaken.

McNicholas (1979)², Gains (1980)³, Widlake (1984)⁴ and Daniels (1984)⁵, while arguing for a broadly similar strategy to that proposed by Bushell (op cit) and similar in many ways to that produced by Gains and McNicholas (op cit) and N.A.R.E. (op cit) have indicated various important aspects which could be or have been developed without a major injection of finance. Gains, Widlake and Daniels called for an 'intervention policy' within each school to support both staff and pupils faced with difficulties, arguing that such pupils are the responsibility of all staff. Daniels called for close links with both the local Remedial Service and feeder schools and for the organisation of the department to be flexible in order to meet the needs of the pupils. As with Bushell, (op cit), he emphasised the need for good planning from the department and also for the department dealing with pupils with special needs in the school to adopt a much more central position in the organisational and decision-making processes. He stated (p.81) 'no longer should we consider ourselves as a separate department operating in isolation from the rest of the school. Instead we should realise our role as members of a team co-operating with all teachers in the school'.

Despite all the attempts to provide an overall strategy for the school to develop the ability of the teaching staff in the

1. Garnet J in Booth A and Potts P (op cit)
2. McNicholas J.A. in Gains C and McNicholas J.A. (Eds.) op cit
3. Gains C : Remedial Education in the 1980's in Remedial Education vol. 15 (i) p.5-9
4. Widlake P : How to reach the hard to teach
5. Daniels E : A suggested model of remedial provision in a comprehensive school in Remedial Education vol. 19 (ii) p.78-81

area of special needs, there is little evidence of much professional development work towards this end. Reid et al (1980)¹ and Patrick et al (1981)² have pointed out that in-service provision to acclimatise teachers to the new concepts is at best 'patchy' and that because of a shortage of resources and the general economic climate, teachers continued to be inadequately prepared for working with pupils with special educational needs. Thomas, (1985)³, writing of initial training courses comments that course planners face considerable difficulties in deciding just what to include and what to exclude in such courses.

Gains (1985)⁴ pointed out that in-service provision for all teachers has also to respond adequately to their needs in this respect also. He gave what he described as 'some guiding principles' (p.53-5) and argued that these courses must relate to the personal development of teachers, that they should be broad-based courses which are sensitive to the needs of teachers, that they should be school-focused and school-based, that they must be multi-disciplinary in concept, that they must include an input from the local education authority advisory team and that they must be innovative.

He further argued that any in-service school-based course relating to special needs can be undertaken using the model described by Warnatt (1983)⁵ based on a six step approach. These steps are concerned with teacher awareness, the ability to identify needs, the production of a written strategy, its implementation, its evaluation and the adoption of any necessary changes to the original strategy.

1. Reid K and Alaras B : Differences between the views of teachers and students to aspects of sixth form organisation at three contrasting comprehensive schools in South Wales Educational Studies 6.3 225-239 (1980)
2. Patrick H, Bernbaum G and Reid K: in an unpublished paper presented at U.C.E.T. Annual Conference, Oxford, November 1981
3. Thomas D : Initial training needs of special education teachers in Hopkins D and Reid K (Eds.) Rethinking teacher Education London Croom Helm (1985)
4. Gains C : Remedial Education : the challenge for the trainers in Smith C.J. op cit (p.50-58)
5. Warnatt W.I. : The staff development for school improvement in Edelfelt R.A : Staff development for school improvement: an illustration, National Centre for learning and teaching Eastern Michigan University

There is evidence of considerable interest by teachers of pupils with special needs in developing their skills and knowledge through in-service courses. Clunies Ross (1984 p.154)¹ in a survey of nearly fifteen hundred teachers involved with such pupils, found that in the five years up to 1980 just over half of them had attended one or more in-service course. Of these almost two thirds were concerned with remedial education, a few with specific elements of special education, and one third on topics not only relating to the teaching of children with special needs.

However in the context of the Warnock Report, teachers of special needs must not only be receiving information, they must also actively pass their knowledge and skills on to the rest of the staff in their school.

For many special needs departments to act as a primary agent of change and to be able to initiate and develop such a scheme would be a totally new venture for them. One which Lerner (1976)² argued very few have had any background and experience.

Widlake (op cit p.18) argued similarly stating 'passing on skills and techniques to colleagues is not an easy task'. Further, if the evidence of Jones and Gottfried (1966)³, the D.E.S. (1970)⁴ and Sampson (1971)⁵ and bearing in mind the points made more recently by N.A.R.E. (op cit), Bushell (op cit) and Daniel (op cit), is taken into account, it would prove to be a very difficult task for many staff involved in teaching pupils with special needs in the mainstream school to present themselves in this way because of the generally low status which is often accorded to them by the rest of the staff in the school.

Smith (op cit p.77-78) pointed out that as the mainstream school admits more handicapped pupils it is likely that specialist staff will be called on increasingly to share their knowledge

1. Clunies Ross : Inservice training for teaching slow learners in Remedial Education vol. 19 (4) 1984
2. Lerner J.W. : Children with learning difficulties
3. Jones R.L. and Gottfried N.W. The prestige of special education teaching in Exceptional Children vol. 32 p.465-468
4. D.E.S. : Diagnostic and Assessment Units Education Survey 9
5. Sampson O : Children in a World Apart? Special Education vol. 60 (ii) p.6-9

with other members of staff. He called for sympathetic, direct and practical responses and further he pointed out that the 'diplomatic' approach might be the most positive approach for the members of staff concerned stating, 'unsolicited advice is rarely welcomed and seldom followedempathy, respect and warmth are probably the most important characteristics for ease of contact' (p.75). An H.M.I. report (1984 p.30)¹ indicated that, in their view, there is much to be gained from such schemes. They provided examples of good practice of co-operation between specialist teachers of pupils with special educational needs and subject departments in the schools which they had visited.

It is arguable that this approach may be received differently in different departments within the schools and be individual members of staff, depending on their inter-personal relations with members of the special needs department. It may, for example be easier to obtain better responses from the English or Maths departments where often there is a longer history of contact and co-operation than from other subject departments.

Hinson (1985)² argued that one way of gaining access to such departments was through a teacher/pupil 'support' strategy. He stated, somewhat cryptically 'support is a way into departments where remedial education could not reach'.

The importance of the special needs department having a 'support' role was discussed by the N.A.R.E. (op cit p.3-4). They argued for the need for staff responsible to undertake this task in terms of a four-point structure. This included: advising colleagues on grouping and setting procedures with such pupils, ideas and techniques for all pupils with special needs, the range of materials and apparatus available to help to teach them, and remedial work across the curriculum. It is from these four functions that the concept of in-class provision for pupils with special needs has developed to facilitate specialist department staff to work alongside specialist subject teachers.

1. D.E.S. : Slow learning and less successful pupils in secondary schools

2. Hinson M in Smith C.J. (op cit)

Gulliford (1987 p.7)¹ has argued that such a system has developed from 'several converging influences'. Examples of attempts to organise such provision can be noted from the early 1970's and examples of such schemes are outlined by Rogers (op cit 1971) and Watts (op cit). A second influence is that of the Bullock Report (op cit) which pointed out that the teaching of pupils with reading difficulties would benefit from a much closer relationship with the work being undertaken across the curriculum. A third factor was identified by Gillham (1978)² and Hanks (op cit) who pointed to evidence of the influence of the changing role of the educational psychologist in the classroom from that of a 'therapist' to that of a 'teacher advisor'.

The most recent literature on the subject provides little information on the development of such schemes or their effectiveness within the mainstream secondary school. Clunies Ross (op cit p.70-71) however, indicated that such schemes were not widespread.

Individual L.E.A. policy documents³ outlining their overall strategy for pupils with special needs have emphasised the importance of extra provision within the mainstream school to accommodate them.

One method of approach commonly discussed, involves a greater resort to in-class support. However, the evidence indicates that much of this support may be ^{tacit} with no clear lead from the L.E.A.'s.

The literature indicates that such developments have been left to individual schools to initiate and despite the call from Fish (1985)⁴ for special needs staff to become involved in such programmes, there are few reports of school-based in-service training to help encourage these moves in the school. Hodgson et al (op cit) like Fish (ibid) argued for the importance of this. Their evidence (p.100) showed that not enough was being done in this area. They were able to cite only two examples of good practice from the observations which they had made.

1. Gulliford R : Meeting individual needs in Support for Learning vol. 2 (iv)

2. Gillham W.E.C.: Reconstructing Educational Psychology

3. cf Butt, (op cit) Northamptonshire C.C.(op cit) Humberside C.C. Education Act 1981 Special Educational needs a development plan, a consultative document, North Riding C.C. Education Act 1981 : Pupils with Special Educational needs, identification and informal assessment in primary and secondary schools and Lincolnshire C.C. Special Educational Needs: a proposed new strategy

4. Fish J : Educational Opportunities for all

Research which have been undertaken more recently by Hart (1986)¹•, Dyer (1988)²•, Davis and Davis (1988)³• and Garnett (1988)⁴•, despite indicating problems of a clear definition of 'support teaching' have however reported generally positive findings. Further their evidence indicates that often these developments have not been viewed as an end in themselves but as part of a continuing growth of provision.

Lupton (op cit) and Lavers et al (1986)⁵• in their reports indicated the close links which have been forged with other departments in their schools through undertaking such work. Further, they identified the need for an overall school strategy for pupils with special needs which must be discussed and accepted by the senior management team in the school. It is also pointed out, Lupton (op cit p.30), that if the school is to continue to develop a 'whole school' policy for children with special needs and if ordinary teachers are going to make the principles of it their own, then in-service training must be used as a forum through which the ideal might become the practicable.

Butt (op cit) an adviser in Cheshire, described the situation there similarly, stating 'undoubtedly subject teachers need help and the special needs staff with their knowledge have a part to play in helping to share this with the subject staff in the school'.

This Cheshire plan involved, in the secondary schools a 'whole school' approach to the problem. The Deputy Head teachers in the county's schools became the 'designated special needs teacher' whose role was to help and co-ordinate plans in their school. Butt outlined a county-based four day course which was organised for them and indicated some of the ways in which provision was developed afterwards. Some schools he tells us, approached a subject 'link' teacher in the style described by

1. Hart S : Evaluating support teaching, Gnosis vol. 9 p.26
2. Dyer C : What support? An evaluation of the term, Support for Learning vol. 3 (i)
3. Davis D and Davis P : Developing credibility as a support and advisory teacher Support for Learning vol. 3 (i)
4. Garnet J : Support teaching, taking a closer look, British Journal of Special Education vol. 15 (i) p.15-18
5. Lavers P, Pickup N and Thompson M : Factors to be considered in implementing an in-class support system within Secondary Schools, Support for Learning vol. 1 (iii)

Hargreaves (1984)¹, a move which must have necessitated some in-service provision. He further pointed out (p.15) that across the whole county demands for in-service courses on Special Needs had increased markedly.

Giles and Dunlop, (op cit) reporting on developments in a school in Coventry viewed the problem similarly as a 'whole school' issue. Echoing the words of Mc'Call (op cit) they described provision for pupils with special needs in their school as 'a vertical and horizontal concept where pupils carry their problems across the whole curriculum'. To help the staff cope more ably with the circumstances, they also appointed 'link' ('key') teachers in departments (as in the Hargreaves pattern (op cit)) who were responsible for liaison between the subject departments and the special needs co-ordinator. To allow these 'link' teachers to fulfil their role and for all colleagues to contribute to the ongoing discussions, some in-service work was organised. Their report indicated that the programme included workshops on adapting curriculum materials, talks by specialists such as educational psychologist, the school doctor, teachers of hearing or visually impaired pupils, discussion sessions on reading difficulties, spelling and working groups on difficult pupils (p.121).

A similar development has been described by Stakes (1988)² where a 'whole school' approach was developed and enhanced through a series of in-service programmes over a period of about four years with the help of department 'link' teachers and other interested members of staff. In his school these in-service courses were concerned with the development of an overall school strategy, a system of communication and with the 'link' teachers, aspects of work with children with special needs which the staff felt would be of value to them.

Much of this documentation, although outlining the positive developments which have been attempted in individual schools, give little or no indication of future developments which might be undertaken or of the difficulties which have been incurred through the period of implementation. Both of these are

1. Hargreaves D.H : Improving Secondary Schools I.L.E.A. London
2. Stakes J.R.: From the Remedial Department to Supplementary Education : An anatomy of change in special educational provision in a comprehensive school in School Organisation vol. 8 No. 1 (January-March 1988)

important aspects for discussion and investigation if there are to be continued developments.

(IV) An overview of the current position

The current position of special needs provision and its organisation has been well documented. Recent research in both classroom practice (D.E.S. 1988 op cit)¹ and also into the effectiveness of the procedures necessary to identify, assess and provide for such pupils. (Goacher et al 1986, 1988, op cit) has been completed.

These studies were extensive in both the number of schools involved and their nationwide locations.

Goacher et al (op cit, 1988 p.72) found that there had been a movement towards a mainstream education for pupils with special needs at secondary level. They recorded (p.77) that in seventy six percent of L.E.A.'s there had been an increase in the proportion of secondary children in this category being educated in mainstream schools since 1983.

Further they indicated that, despite the greater flexibility and awareness within the schools of the problems of pupils with special needs, they were still not able to offer the pupils what was needed. This, they argued was for two reasons. Firstly the schools lacked crucial resources and also because of the lack of attention paid to the environment of the school and its effect on the pupils (1986 p.182 and p.192). This latter point was also made by Stakes (op cit).

Goacher et al (op cit) concluded that the overwhelming impression gained through the research was that although those involved in all aspects of provision for pupils with special needs were fundamentally in agreement with the principles which underpinned the legislation and were attempting to put them into practice, nevertheless there was evidence of an inadequacy of resources available to carry out to the full the obligations to meet the needs of the pupils (p.194).

¹. D.E.S. : Slow learning and less successful pupils in secondary schools. Evidence from some H.M.I. visits

The report of the visits by Her Majesties Inspectors (1984) had perhaps less claim to be a reflection of the true situation. Although like those of Goacher et al (op cit) the H.M.I. were conducting a national survey, undertaken in secondary schools over a two year period (1980-82), two of its features make it arguably less valid. The first is the timing of the visits, which were undertaken at a time when the Warnock Report and the 1981 Education Act had had little time to have any real impact, and also the schools visited by the H.M.I's were 'selected' on the basis of their being able to exemplify 'a variety of approaches to work with such pupils' (p.3),

The criteria adopted in relation to this latter feature were related to a variety of features in the school which included: the links between the department responsible for pupils with special needs and other classes, the provision for 4th and 5th pupils, pastoral issues, the recording and assessment techniques used in the school and where it was felt that examples of 'good practice' in subject departments concerned with the teaching of science, practical subjects and rural studies could be identified.

The observations of the inspectors indicated that, despite a large increase in the numbers of pupils being taught in the mainstream school (Goacher et al op cit p.85) recorded a seventy six percent increase in pupils with special educational needs being taught in the mainstream school, there was a decline in the number of pupils being withdrawn from classes after the first year of their secondary education.

This (p.21) they indicated, was because of two factors; firstly staff time and effort was concentrated on the 11-13 year old age group and that this was so that pupils were as well prepared as possible to approach the next stage of the process of education in their 4th and 5th years.

At the 4th and 5th year stage the 'core/option' pattern of curriculum provision was the most common organisation adopted in the schools they visited (p.25). The teaching groups for the 'core' subjects, were more easily created while the 'option'

system provided much greater difficulties in accommodating many pupils with special needs (p.26).

In the light of the previous evidence cited by them, the inspectors indicated their continued support for the integration of pupils with special needs within the total life of the school. They stated (p.30) 'it was axiomatic that the pupils should remain integrated with their peer groups, learn alongside them, and be faced with the same expectations. In this respect they noted 'interesting examples of support work' (p.30-32) and (p.31) an increased co-operation between the staff in the schools towards this end. Further, they noted a pragmatic approach to this; observing that in many cases initiatives had developed through individual circumstances and that 'policy often followed practice'.

They concluded (p.22) 'the schools visited were on the whole, well aware of the difficulties of providing appropriately for 4th and 3rd quartile pupils. All believed that through the particular organisation they had adopted, they could enable pupils to work at a suitable level according to their ability'. However, they did point out (p.22) 'generally speaking schools did not do well at helping teachers to understand that the organisation is merely a framework in which, it is hoped, they and their pupils will find it possible to reproduce their best work'. Often, they reported the teachers did not know how the organisation worked and that sometimes they even saw it as a constraining influence. Brennan (op cit 1982) also pointed out the importance of the influence of the individual teacher within the school. He stated (p.103) 'where good provision existed in the ordinary school, it often resulted more from the initiative of the teachers concerned than from positive or purposeful planning by the L.E.A.'. He also pointed out, the majority of children with special needs who were at risk could be found within the mainstream school where a specialist teacher may not be provided. In this respect he suggested, the quality of their education may be determined often by where they live and attend school.

Despite the generally positive indications in the available

literature of a healthy development of provision for pupils with special needs in the mainstream school since the publication of the Warnock Report (op cit), there are also serious misgivings in certain quarters. As well as the difficulties outlined earlier by Lerner (op cit) and Widlake (op cit) in relation to the role of the special needs department acting as a 'change-agent' in their own school, Ferguson and Adams (1982)¹ in a regional research project conducted in Scotland indicated some of the difficulties which may arise in both practical and personal terms once changes had been made.

In this project, (which produced contradictory evidence to that conducted by the Regional Authority at the same time)² undertaken in six secondary schools, Ferguson and Adams (op cit) found that the staff who were undertaking a team-teaching/'support' role were not regarded by their partners as equals (p.26). Nineteen out of the forty three subject teachers questioned indicated that the work the support staff had undertaken was unsatisfactory (p.22) and the project found that the specialist teacher was often willing to accept a 'passive' and 'understanding' role in the classroom (p.27).

Ferguson and Adams (op cit p.29-30) argued that in order for good working relationships to develop in this situation a number of issues needed to be resolved. These included the development of mutual trust, acceptance of intervention by the special needs teacher in the curricular programme offered to pupils with special needs in the mainstream classroom and ways of marrying more closely the child-centred approach necessary for these pupils with the organisational demands to be found in the mixed ability or mainstream classroom.

These are complex issues relating to the organisation, management and the development of confidence and good working relationships within the secondary school. These are issues which if they are not resolved, will aid in providing a framework by which pupils with special needs can maximise their potential and which will make the recommendations of the Warnock

1. Ferguson N and Adams M : Assessing the advantages of team teaching in Remedial Education : the remedial teachers' role, in Remedial Education vol. 17 (1) p.24-31
2. Taken from Booth T : Special Educational Needs E241 (14) Open University Course Eradicating Handicap p.45

Report and the legal requirements of the 1981 Act merely a bleak and empty shell.

3. Conclusions

The conclusions which can be drawn from the literature survey presented in this sub-section indicate firstly, that despite the criticisms which have been made of aspects of the Warnock Report (op cit) by a variety of individuals, organisations and both official and semi-official reports, it has nevertheless, since its publication, had an important impact on the development of provision for pupils with special educational needs.

Secondly, the five central themes which were identified at the outset of this literature survey have been shown to be important factors in developments which have occurred in provision for pupils with special educational needs in the mainstream school during the post- Warnock era.

As such these conclusions, like those in the two previous sections, will be subdivided to accommodate each of these five themes. However, initially a sub-section will be devoted to criticisms which were made of the Warnock Report (op cit).

i. Criticisms of the Warnock Report

Despite the general acceptance by many involved in teaching, the administration and parliament of the philosophical stance taken by the Warnock Committee at the publication of their report certain criticisms were aimed at five of its features. They were:

- (a) the financing of its recommendations which was criticised as being inadequately covered both by the major teacher unions (N.A.S./N.W.T.(1983,1986) and N.U.T. (1979,1980) and individually by Jones (1983), Bookbinder (1982) and Potts (1982).
- (b) the terminology 'special educational needs' which was criticised by Quicke (1981), Gordon (1983) and Hanco (1985).
- (c) the unsatisfactory curriculum provision and planning which were criticised by Richmond (1979), Gordon (1983), Bailey (1981) and Widlake (1984) and discussed at considerable length in the

wider context of provision for all pupils by Brennan (1979, 1985), Hargreaves (1982) and Hegarty and Pocklington (1981).

Other features which were criticised were the organisation of provision, by Quicke (1981) and Gordon (1983) and the lack of any investigation by the committee of the underlying causes of failure in pupils, by Richmond (1979) and Quicke (1981). These can however be easily dismissed because, as with the criticisms made of the financial implications of the Report, these were not part of the remit of the committee as laid down by Parliament.

(ii) Categorisation

The evidence, based on the use of the terminology special educational needs in both the relevant literature and research documents, indicates a growing acceptance of the term in the mainstream school in the period after the publication of the Warnock Report (op cit).

In this sense the change of categorisation which it called for, has had a major impact as it is now almost the sole universal term to describe both these pupils and the department responsible for them in the mainstream secondary school.

(iii) Identification

The new terminology and the re-organisation of practice for pupils with special educational needs in the post-Warnock period has led to a wider group of staff in the mainstream school being aware of and having a greater knowledge of the pupils, their needs and their difficulties.

The period also indicates, from the evidence produced by Giles and Dunlop (1986), Stakes (1987) and Hegarty (1982, 1987), a growing liaison between staff in the secondary schools towards mutual help in identifying the needs of these pupils. This has in turn helped to encourage the development of strategies, provision and organisational flexibility to help deal with this.

Further, there have been developments which will help the identification and teaching of pupils with special needs in specific areas. These have included reading; Dobbins (1985) Moyle (1982) and spelling; Cripps (1979), Jones (op cit 1985)

and Peters (1985), in subject areas across the whole school curriculum (e.g. Ciesla 1979) Mc'Kenzie (1981) and Wilson (1981) and in helping to make the curriculum more available to children with special needs, Davies (1978), Hinson and Hughes (1982) and Hartley (1978).

(iv) Arrangements

The strategies and the greater organisational flexibility outlined above to help develop and encourage good practice in the teaching of pupils with special educational needs have been undertaken in a variety of forms. These have included: -

(1) the special needs teacher as 'a consultant', discussed by Smith (1985), Hinson (1985) and the D.E.S. (1984): -

the development of a 'withdrawal' system of provision in the school described by Kelly (op cit), Hall (op cit): -

the use of 'link' teachers, described by Hargreaves (1984), Giles and Dunlop (1986), Stakes (1987),

(2) the concept of support teaching described by Golby and Gulliford (1985), Phinn (1983), Clunies Ross (1984), Bowie and Robertson (1985) Lewis (1984), Stakes (1987), Gulliford (1987), Lupton and Lavers (1986) and Butt (op cit),

(3) the development of a 'whole school' approach; outlined by Butt (op cit), Hegarty et al (op cit) Jones and Southgate (op cit), Lupton (1986) Gibbs and Dunlop (1986) and Stakes (1987).

There has also been a sharp increase in the interest of suitable curricular provision for pupils with special needs in the mainstream secondary school since the publication of the Warnock Report (op cit). These have taken the form of discussions on the wider implications of the curriculum policy of the school, the models available to do this, the type of provision offered and its balance and contents.

The literature further indicates that such developments, although of an individual nature, (Capron, Smith and Wood (1980 1983), Ferguson and Adams (1982) Phinn (1983), Butt (1986), Lupton (1986), Giles and Dunlop (1987) and Stakes (1988) are being undertaken and monitored nationally.

Examples of these include the Low Attainers Programme (LA.PP) (1982) and D.E.S. Surveys (1983, 1984). Such developments have been discussed by Hegarty et al (1982), Hodgson et al (1984), Brennan (1984), Ainscow and Tweddle (1979), Cameron (1982), Golby and Gulliver (1985) and Clunies Ross (1983).

Through these developments there have been changes made in the arrangements for the teaching of such pupils. Although it has been argued by Hargreaves (1967, 1982), Willis (1977), Hemming (1980), Esposito (1973) and Davis (1975) that streaming pupils by ability has a destructive and negative effect on children and Capron, Smith and Ward (1980, 1983) have suggested that mixed ability teaching groups were more satisfactory, research by Brennan (1979) and Clunies Ross et al (1983) indicates that this is not the best form of provision for teaching them most effectively.

The literature indicates, however, that a different organisational structure exists from that which pertained fifteen years ago to help pupils with special needs. The evidence of Hegarty and Pocklington (1981) indicates that the organisation is currently based much more on supporting such pupils or their withdrawal for a short period of time to provide specific help, rather than that outlined by Sampson and Pumphrey (1960) which indicated a much greater reliance on withdrawal and separate teaching arrangements.

(v) Integration

As the evidence presented above indicates, the discussions and changes which occurred in the secondary school after the publication of the Warnock Report (1978) and the Education Act (1981) have influenced the feelings of staff and the organisation within the schools to support and help more effectively those pupils with special needs.

There was however some evidence in the literature, particularly in that of Brennan (1979), Hodgson et al (1984), Clunies Ross (1983), Hegarty et al (1982), the D.E.S. (1987) and Goacher et al (1986, 1988) (all of which were national surveys) that there is a wide variation in the interpretation of the Warnock

Committee's views on the integration of pupils with special needs and in the implementation of these views.

In some cases the evidence indicates that the schools introduced two separate organisational structures, the remedial department, responsible for those pupils usually taught in the mainstream school, and a special needs department, responsible for those pupils who are placed in special units or classes on the site but who may be geographically separate from the rest of the school.

Certain features which have been identified to be of considerable importance in recent developments in the mainstream secondary school, have included - the greater acceptance by many staff for the need for pupils with special needs to be an integrated part of the mainstream school. Evidence to support this view can be drawn from the work of Hegarty (1982), Lowdon (1984) and the D.E.S. (1986)

- the need for planning to implement the changes necessary to accommodate and serve the needs of these pupils, discussed by Capron et al (1980, 1983), Hegarty and Pocklington (1981)
- the need for a relevant curriculum programme outlined by Brennan (1979, 1982, 1984) and Hegarty and Pocklington (1981).

Developments within the features outlined above have included a key statement by N.A.R.E. (1979) in relation to the internal organisation of the special needs department. This document also served as an important and influential model for the discussions undertaken by Mc'Call (1980) and Hall and Mitchell (1981)

(vi) The widening role of the special needs teacher

The continuing staff development which has been undertaken in the post Warnock era has shown the importance of the need for a wider and deeper understanding of the techniques and approaches in teaching the pupil with special educational needs. Work has been undertaken along these lines by N.A.R.E. (1979), Gains and Mc'Nicholas (1979), Bushell (1979), Widlake (1984) and Daniel (1984). These discussions have included topics such as the value of an interventionist policy, (Gains, Widlake and Daniel,

Inservice training (Gains, Fish (1985), Hodgson et al (1984), Giles and Dunlop (1987) and Stakes (1988) and the consultative role of the special needs teacher (Hinson (1985) and the D.E.S. (1984)

Despite the criticisms outlined earlier in this section (p 99-101) there is evidence from the literature of the post-Warnock period that the philosophical stance and the practical recommendations made in the report have been generally well received at all levels in the education service working with the secondary school and its pupils. As a consequence developments in recent years have been based on both these and the legal requirements made in the 1981 Education Act.

There is, however, evidence of considerable debate among classroom teachers and those responsible for the overall organisation of the secondary school in relation to the philosophy behind the report and the most appropriate useful and economic approaches to the development of good practice in the classroom.

Further, there has been no evidence of any national blueprint in relation to special needs provision for tackling its overall development. This was a feature which the Warnock Report (op cit) indicated to be important. There is considerable evidence of planning at L.E.A. level however, and many authorities have produced a document to outline their approaches to the issues. These documents indicate that there has been little guidance from the D.E.S. in their production and many show variance in emphasis within the boundaries set by the recommendations of the Warnock Report (op cit) and the 1981 Education Act.

The evidence further indicates that after considerable experimentation and a wide variety of approaches towards the organisation of provision for pupils with special needs in the mainstream secondary school, the main-line of development is currently directed towards what has become known as the 'whole school approach'. This has been described by Giles and Dunlop (1987), Stakes (1988), Butt (1988) and Mc'Call (1985) and is an approach which takes into account each of the three key areas discussed in this section : school organisation, curriculum and

staff development.

However, in attempting to implement this approach, the evidence indicates that there are three major sources of difficulty :

- a lack of overall staff commitment to such a stance
- the power vacuum within the mainstream school for staff working with pupils with such needs to influence and help bring about change in the internal organisation and procedures.
- the need to develop school-based in-service training to meet the needs of the staff to develop their own expertise and to aid the changes necessary to develop good practice.

The evidence makes it clear however that since the publication of the Warnock Report (1978) that developments have occurred in these three areas. The work of such as Mc'Nicholas (1979), Gains (1979, 1980, 1986), Clunies Ross et al (1982) Hodgson et al (1983) Daniel (op cit) and Butt (1985) and more recently the D.E.S. (1984) and Goacher et al (1987) indicates that both the school as a whole, through its administration and organisation, and the individual teacher are better prepared and equipped to meet the needs of pupils with special educational needs and further to enhance the development of good practice in the mainstream secondary school.

In the light of these conclusions a number of aspects of the development of provision for pupils with special educational needs have been shown to be important for further investigation in a small scale study which is to be undertaken in schools.

These can be listed under the following general headings :

- (a) the financing of special needs departments
- (b) the use of the term special education to describe the department concerned
- (c) the effect of the philosophy contained in the Warnock Report (op cit) and the Education Act (1981) on the development of curriculum planning and organisation for pupils with special educational needs.
- (d) the role of the special needs department in the school in relation to aspects such as the 'whole school' approach and

the use of 'link' teachers.

- (e) the organised use within the schools for teaching pupils with special needs
- (f) the development of in-service training for all teachers
- (g) future planning.

It is the intention in the next stage of this study to undertake a small-scale survey based around these seven points.

THE BACKGROUND TO THE SMALL-SCALE SURVEY

The evidence produced by the literature survey indicated that the prevalent issues in current thinking and provision in the area of special education in the mainstream secondary school are both many and complex. The recommendations of the Warnock Report (op cit), the requirements of the Education Act (1981) and recent developments in the mainstream school as a consequence of these and other factors discussed in the previous section have produced different demands on all staff working with pupils with special needs within the schools.

These demands, it can be argued from the evidence produced in section two of this study, have affected all the staff working in the school as the changing circumstances and attitudes has led to the introduction of new ideas and practices throughout the whole school.

It was therefore an important part of this investigation to examine the current provision which is being made in the mainstream secondary school in the widest possible context, in order to review these changes and developments and to make an assessment of the current situation.

So that this could be successfully undertaken it was felt that a variety of approaches would be necessary. The following were used for this purpose :

- (a) a survey of about two hundred secondary schools in three Local Authorities, by means of a questionnaire. This questionnaire was developed around the five key themes which formed the hypotheses used in the literature survey (which was outlined on p. 1-2 of this study).
- (b) the findings of this survey were validated by means of an analysis of both the raw data received from this enquiry and also through a statistical analysis of hypotheses which arose firstly as a consequence of the conclusions made from the literature survey and also those which arose through the analysis of the information received from the questionnaire.

(c) A further in-depth study was undertaken with a small group of schools which had participated in the survey outlined in (a) above and also discussions were undertaken with officers representing the local education authorities (L.E.A.'s) concerned. This phase was used firstly to elicit further information about the changes and development which had taken place in these individual schools during the period in question and secondly in the discussions with the L.E.A. officers, to gain an overall view from those with such knowledge of these developments.

(d) Conclusions and recommendations were made as a result of the analysis of these findings outlined in (a) (b) and (c) above.

SECTION 4 : THE METHODOLOGY OF THE SURVEY

(i) Introduction

Before discussing in any detail the methodological approach undertaken in the development of the survey which was an essential part of this study, it is important to outline and discuss the methods which have been used in previous investigations relating to the organisation of provision for pupils with special needs in the mainstream school.

This is necessary firstly, to indicate what methodological approaches have been used previously for research projects in this field and also by doing so to ascertain which method would be the most appropriate to use for this study

(ii) A review of previous projects

A review of the relevant material indicates that in the period since the Education Act (1944), which provided the legal framework for compulsory secondary education for all children, three main types of investigations have been conducted in relation to pupils with special educational needs who are over the age of eleven.

These are:

- (a) those which have been undertaken by an individual, usually into a particular aspect of provision in his/her school.
- (b) those which have been conducted at an official or semi-official level into the wider aspects of provisions by such agencies as the D.E.S., the Schools Council and the National Federation for Educational Research (N.F.E.R.) and which have been directly relevant to provision and organisation for many pupils with special educational needs throughout the country.
- (c) those official and semi-official reports, which although relevant to pupils with special needs, are mainly concerned with provision for a wider group of pupils in the mainstream secondary school.

Many of the individual investigations and reports mentioned in (a) above, and which provide information from small-scale surveys undertaken in one particular school, are descriptions of programmes or organisational changes which have been under-

taken there and are not concerned with empirical or statistical evidence.

These reports, although of considerable value in building up a picture of contemporary provision and providing an insight into the developing pattern of provision in the country, are of less value in this section of the study than the previous one and as such no major examination of them will be conducted at this point.

Examples of the second type of investigation outlined earlier in (b) (those directly relevant to the organisation, provision or assessment of circumstances relating to the pupil with special needs) include those undertaken by the Ministry of Education shortly after the 1944 Education Act into specific areas of importance to the development of provision for these pupils. These included health (which was outlined in the reports by the Chief Medical Officer at the Ministry of Education^{1.2.3.4}) and also reading development (which was surveyed by means of a test produced by the Ministry and administered in 1948, 1952 and 1956⁵.)

More recently these surveys have included those conducted by the H.M.I's (op cit 1971, 1984)⁶, the Warnock Committee (op cit), the Curricular Needs of Slow Learners project (op cit) and the D.E.S. (op cit 1987)

Those investigations and reports which fall into the third category include the Newsom Report (op cit), The Bullock Report (op cit) Aspects of Secondary Education (op cit) and the Schools' Council Enquiry 1 (1970)⁷.

An analysis of these investigations in all three of the categories outlined indicates that a variety of methodological approaches have been used to collect the data. These have included both the single method of enquiry (such as Schools Council (op cit 1970) observations, used by Her Majesties Inspectorate (op cit 1984) and those where multiple methods have been used as within the Report on the Curricular Needs of Slow Learners (op cit).

1.2.3.4. Report of the Chief Schools' Medical Officer : The Health of the School Child (1939-45)¹. (1946-47)². (1956-7)³. (1960-6)⁴

5. D.E.S. : Standards of Reading (Pamphlet no. 32)

6. D.E.S. : Slow learning and less successful pupils : H.M.I. Visits

7. Schools' Council : Enquiry 1

In what can be described as an essentially non-empirical, but nevertheless important study in 1984, Her Majesty's Inspectors published a report based solely on their observations of pupils with special educational needs and their teachers in the mainstream school. These observations had been collected on visits between 1980 and 1982 and the schools chosen had been selected because (p 3) 'they exemplified the variety of approaches to work with such pupils'. The philosophy behind the document was to produce not only a survey of current trends and good practice, but also to use these to encourage every secondary school to review its own organisation and practice in order to make whatever adjustments were thought to be appropriate and necessary.

In a survey conducted earlier in 1971 (op cit) the H.M.I undertook a similar review. This survey was directed towards the provision of special education in relation to both the social and academic needs of the pupils. As part of the brief this survey also probed certain specified areas in the one hundred and fifty eight schools visited. These included the availability of equipment, inset arrangements and the use of the local advisory service (p.13).

However at the same time as these visits were being made a survey based on a questionnaire and interviews with the head teachers was also conducted as part of this investigation.

In this respect the 1971 survey was different from that undertaken in 1980-82 but nevertheless it was more representative of the usual surveys which have been undertaken in the field. As indicated earlier in most cases a large variety of methods for collecting the information have been employed. These have included, questionnaires, interviews, the collection of oral and written evidence, comparative studies with other situations both in this country and abroad as well as visits to schools. Further these approaches have often been undertaken in phases as the project has developed and many of them have been conducted by teams of researchers rather than an individual.

The curricular needs of slow learners project (op cit 1979) is one example of this. The schools which were involved

in the survey were hand picked based on information which indicated that they were 'conducting successful curricular with slow learners' (p.12) success in this respect, was defined by the team on a subjective basis, by those who know the schools well.

The work was undertaken in four phases. In the first phase letters were sent to all chief education officers in all local authorities to 'invite them to nominate any of their schools judged to be conducting successful curricular work with slow learners' (p.13). A similar letter was sent to colleges and University Departments of Education and tutors of advanced courses in special education and to the main professional organisations who were also invited to nominate appropriate schools. The schools for the rest of the phases in the survey were selected through 'multiple nominations' collected from the information received from these bodies and organisations.

In phase two of this project those schools which had been nominated from the information collected in phase one were asked to complete a questionnaire on its background, curriculum and approach to teaching of slow learners and also to submit relevant documentation.

The third phase involved members of the project team visiting the schools and collecting further information. From this a 'master chart' was prepared to indicate comparisons between each in relation to their curriculum, school organisation, and teaching strengths.

In the fourth, and last phase of the project a small number of schools were selected for further detailed study. This phase was representative of all types of schools and curricular organisation. The range and type of school environment and the geographical spread were also taken into account. Each school was paid a second visit by other workers in the team to cross check the information already received.

In what the report describes as a 'wide ranging enquiry' (p.13) other contacts were made with teachers through their professional organisations and teachers centres to involve

them in discussion groups on the subject. In addition, other social political and industrial groups known to have a view were contacted, as were all Local Education Authority Careers Officers (who were asked to complete a questionnaire relating to the employment prospects for the slow learner and their ability to cope at work). Along with these activities, a survey of the relevant literature was also undertaken.

Similarly in a more recent report, produced by Goacher et al (1987)¹ through the University of London Institute of Education team at the commission of the D.E.S., was undertaken in phases.

Its purpose (p.1) was to investigate the implementation of the 1981 Education Act in relation to the procedures which Local Authorities had adopted for the assessment and provision of children with special educational needs. Provision for such pupils was detailed from five local authorities.

The five areas represented included very different geographical locations (some were urban, others rural). Differences in their social, economic, political and demographic composition were also important facets in relation to those which were chosen, as was the widely varying patterns of provision of schooling (p.33)

This research and the subsequent report was based on an original pilot study, also commissioned by the D.E.S. and undertaken by Wedell et al (1981)². This consisted of an investigation of the application of the circular 2/75 procedures in four local authorities. For this Goacher et al (op cit p.31) indicated, data was collected by means of 'some structured interviews' of professional and administrative personnel and of individual parents. Group interviews with parents were also conducted as part of this survey. Goacher et al (p.1) described the pilot study as being designed to seek to 'identify aspects of administrative and professional practice which needed to be taken into account in designing and implementing the proposed new legislative framework for special educational provision'.

1. Goacher B. et al : The 1981 Education Act : policy and and provision for special educational needs

2. Wedell K et al : The Assessment of Special Educational needs : Final report to the Department of Education and Science

The main project when originally commissioned, was conceived as a much larger survey of policy and practice than finally emerged. The original intention of the report as indicated (p.36) was to cover these aspects in all the local authorities in England. However because of a request from the D.E.S. to reduce the overall cost of the project this was reduced to only five authorities.

The survey was conducted with personnel from the education, health and social services in these authorities. A preliminary investigation was undertaken with these services in thirty seven local authority areas. This part of the study also centred round an examination of the documentary material produced by the local authorities in response to the requirements of the 1981 Education Act.

The main thrust of the research was conducted in order to probe a number of important aspects of provision. These included a detailed study of all five local authorities in the survey, interviews with individuals representing various interested bodies in each of the authorities (these included apart from the organisations already mentioned, the careers service, education welfare officers (E.W.O's) elected members of the authority and parents of pupils.

Following this part of the survey, a draft report was prepared and discussed with representatives of three of the five authorities. This was undertaken in order to check the accuracy and interpretation of the information received. The final document contained an element of cross-referencing of the research findings from all the L.E.A.'s involved.

During the later stages of the study, discussions with representatives from the D.E.S. indicated that they felt it would be helpful if attempts could be made to obtain what the report calls (p.37), 'more specifically focussed information' on certain topics. Three topics only were selected because of the short time available to the research team. These were: (1) the role of the administrator concerned with implementing the 1981 Education Act in the areas of education, health and social services.

(2) the involvement of voluntary organisations as a consequence of the Act

(3) the implications for the delivery of the services of implementing the Act in rural L.E.A.'s.

Discussions relating to these three items were tape recorded and a draft report was prepared and circulated for comment.

In addition to the items outlined above, this large scale research project also included (p.32) an analysis of L.E.A. returns to the D.E.S. indicating the number of pupils with a statement of special educational needs in both mainstream and secondary schools (Forms 7 and 7M), an analysis of publicity, available statistics on relevant local authority and other services, a study of findings from other relevant services and a survey of the relevant literature which appeared both before and during the research period.

Particularly since the publication of the Warnock Report (op cit) and the impact of the Education Act (1981), a number of team-based research projects have been conducted about the development of provision for pupils with special educational needs in the mainstream school. However, unlike the one described above, more of these have not been directly funded by the D.E.S., but through the auspice of the National Federation for Educational Research (N.F.E.R.).

Such projects have included those undertaken by Hegarty, Pocklington and Lucas, (op cit), Clunies Ross et al (op cit), and Hodgson et al (op cit). These investigations have also followed a phased pattern of organisation similar to that in researches described earlier in this section.

The first of these, undertaken by Hegarty et al (op cit) was a three year study of a variety of schemes which accommodated the education of children with special needs through a programme of integration in the ordinary school (p.60)

The research brief was outlined as 'to examine in depth current provision for handicapped children in ordinary schools and to identify those factors which make for successful integration....' (p.60). The principal task was to carry out

a detailed investigation of various integration schemes set up by the seventeen co-operative local authorities.

It was the original intention that a team of researchers would be set up in each authority for a comprehensive monitoring programme for the development of pupils in these schemes. In reality however this proved not to be feasible and so the study concentrated on structural and organisational factors. The report (p.60) however indicated that some data on individual pupils ~~was~~ collected. Further, (p.61) they indicated that although ~~this~~ data would allow provision in the field to be understood in terms of experience and ways of thinking of those directly involved, the theoretical issues and established ways of looking at things were not ignored. This part of the investigation was published in a separate document, also in 1981¹.

The project had a very wide-ranging brief and there were enormous variations within its framework. These were set out in terms of the range of special needs being investigated, the age range of the pupils (from nursery schools to secondary) and the size and organisation of the units. All categories of handicap were represented in the survey but the main concentration was on the E.S.N. and physically handicapped pupil.

The initial thrust of this research was through two questionnaires which were sent out to the schools. The first of these related to the teachers' experiences and perceptions and is outlined as Appendix C p.524-526). The second questionnaire was directed towards the child's emotional and social development and is outlined as appendix D of the report (p.527-533). The key areas under investigation in this second questionnaire related to the educational maturity, social competence, relationships, awareness and consideration of others.

The main research techniques after the information from the questionnaires had been analysed were through per-to-person interviews with both staff and pupils, by visits to the establishments, and by structured observations in four of the situations. This comprised a week's observations in both the classroom and in the playground by specialists in this technique

¹. Hegarty and Pocklington K : Integration in Action

at each of the locations.

Interviews which were conducted, the report indicated (p.63), were at first generally open-ended but they grew to be more specific as the project developed.

Among those interviewed (p.64) were teachers, the ancillary staff, educational psychologists, advisers, education officers, speech and psychotherapists, medical and careers officers, social workers and nurses (where appropriate).

Some forty two pupils who were interviewed had detailed case studies built up around them which related to their integration and programmes devised to this end. With this group of pupils their parents were also asked to complete a questionnaire and were also interviewed.

The projects by Clunies Ross et al (op cit) and Hogson et al (op cit) also initially employed the questionnaire technique used in the other projects described above.

In that done by Clunies Ross (and published in 1983 under the title 'The Right Balance') a two-phase scheme was undertaken. Phase one, which lasted about eighteen months between January 1979 and September 1980, was related to the design and administration of a postal questionnaire. This focussed firstly on the school's policy and organisation and secondly probed its size, staffing, pupil grouping and organisational structure. This questionnaire was sent to the headteachers of nineteen hundred and thirty one secondary schools which had been selected by computer to provide a random sample of some twenty percent of mainstream secondary schools in England and Wales.

This was followed by a second questionnaire which was sent to teachers of 'slow learning' pupils at the schools where the headteacher had completed the initial questionnaire and who had also indicated that they would be willing to consider further participation in the project.

Clunies Ross et al (op cit) had an 85% response to the first phase of the survey. In the follow-up section six hundred and sixty one schools were contacted. This in turn led to a 68% response by the heads of department.

Phase two of this project, which took about eight months, was what they described as 'a series of intensive case studies' in seventeen schools which were undertaken to 'exemplify the different ways which slow learning provision might be organised' (p.17).

The report by Hodgson et al (op cit) was also a two phase study. This was directed towards tasks of class teachers faced by the prospect of greater integral provision for pupils with special needs. The research was undertaken in a two year period starting in January, 1982.

In the first phase of the study, information was gathered about pupils with special needs who were being educated in the mainstream school. Sources of information included other research projects and published information. In addition information was gathered from a number of local authorities relating to the extent and nature of integration within their schools.

During this phase the team visited seventy six schools, both junior and secondary, in twenty one local authorities in England and Wales. These visits were used to explore their policy of integration and to observe pupils at work. The team also inspected adaptations, alterations and additions which had been made to accommodate such pupils.

In the second phase twenty six of the schools visited in the first phase were used to make individual studies. At this stage, the report indicated, the schools visited were those where pupils with special educational needs were, for at least part of the day, being taught alongside their peers. As in the first phase, the balance between junior schools and secondary schools used was kept. The purpose of this study was to investigate pupils at work in their schools, the provisions of special resources, document strategies used by teachers which they found helpful and also to allow discussions with ancillary staff and interested parties from external agencies.

However, in a number of investigations the work which was undertaken although similarly concerned with producing information from a variety of courses was sufficiently well-funded and

resourced for this to be undertaken, not by the phased process outlined above but for the different areas to be investigated simultaneously by a large team of researchers.

The Warnock Report (op cit) is one example of this. Further as has been argued earlier in this study it was the most important one, directly concerned with the provision for pupils with special needs. Other similar examples of this approach but which dealt with the wider context of provision in the secondary school included The Newsom Report (op cit) Enquiry 1 (op cit), The Bullock Report (op cit) and the survey by the H.M.I's 'Aspects of Secondary Education' (op cit 1979).

The evidence collected as part of the work of the Warnock Committee emanated from a wide variety of sources. These included (p.2-3) visits to certain schools, observations and questions, and discussions undertaken in schools throughout Great Britain, special surveys, the written evidence of over four hundred submissions and visits abroad to study how policy for such pupils had been implemented in a variety of European countries and in the United States.

As far as the mainstream school was concerned, the Warnock Committee concentrated one of their four special surveys in this area. The emphasis of this survey was to discover 'the views of the teachers in special and ordinary schools on special education'. A summary of its outline can be found in the Warnock Report appendix 8 (p.393-4).

This survey was related to aspects of provision for children with special educational needs. However, particular interest was shown in the areas of resources, supporting services and specialist advice and additional training which teachers felt would be most likely to improve their effectiveness of their work with children. A further aspect of the survey was concerned with reasons for the apparent failure of much educational research to influence significantly the practice of classroom teaching.

The first part of this survey was undertaken through a pilot study. Following this, questionnaires were sent out in May, 1976 to five thousand two hundred and forty teachers and

heads in all special schools and classes in the country and a sample of special schools, classes and units in England and Wales. This was followed in June of the same year by the questionnaire to the head teacher and one other teacher in each of the one thousand and eighty eight maintained primary and secondary schools in Great Britain.

This questionnaire, which comprised both open-ended and closed questions, to mainstream secondary schools probed the following areas :

- (a) the number of pupils ascertained as handicapped
- (b) the number and nature of special educational problems,
- (c) the availability and usefulness of advice and support from other professionals,
- (d) factors contributing to the good integration of pupils and its advantages,
- (e) any training or previous experience in the teaching of children with special educational problems.

The Warnock Report (op cit p.393), indicated that the response to this questionnaire was 'disappointingly low'. There was only a 49% return from the ordinary schools. A factor which it was felt may be responsible for this was the timing of the document. This was sent out to schools at the end of the summer term and because of the range of activities commonly taking place at that time the committee felt that many schools may have overlooked it, left it to be forgotten or lost it.

However, the Report (p.394) indicated that, even with this low response, the exercise could be regarded as worthwhile. An analysis of the returns, they argued, showed that this still represented a reasonable cross-section of the population of teachers in this sector of education.

Similarly, evidence obtained by those working on surveys more directly concerned with overall provision throughout the mainstream secondary school rather than concentrating solely on provision for pupils with special educational needs, has also been collected from a variety of sources by teams of investigators.

The Newsom Report (op cit p.183-84) indicated that four sources of information were used, a heads report, the results of the application of reading tests on pupils, questionnaires to pupils and questionnaires to schools which related to four areas, the timetable, staffing, the premises, and the examination results obtained by pupils.

The Schools Council Enquiry I (op cit p.2) used three sources for their information; individual interviews with a structured questionnaire, the assessment of pupils by their teachers, and information on the school collected from the head or from the D.E.S. records.

The Bullock Report (op cit pxxxiii) used four sources a survey (which included 392 secondary schools), written evidence from individuals and organisations it called upon which it felt could provide experience or expert knowledge, visits to schools. (100 were visited, but not all were secondary schools) and information was collected from visits and other sources of practice abroad.

The H.M.I's in their survey 'Aspects of Secondary Education' (1979 p.4-5) collected their data from two sources as they had in that conducted in 1971 and outlined earlier in this analysis. They firstly made observations within each school and latterly asked for the completion of a questionnaire relating to the character of the school, their staff and the curriculum provision in years 3 - 5.

(iii) Conclusions

This survey of methodological approaches used in previous surveys and reports in the field of provision for pupils with special needs in the secondary school indicated the following:

- (a) individual projects have generally concentrated on the development of provision in a single school situation and although these give valuable insight into contemporary provision they are of little value in any analysis of methodology.
- (b) where large scale investigations have been undertaken these have sometimes been conducted by developmental phases, often based on the development and distribution of an initial questionnaire and a further follow up survey which usually involved a

visit to a number of schools which responded to it. These visits have been undertaken to hold discussions with staff and other interested parties or to collect further data for analysis. Examples of this form of approach included H.M.I surveys (op cit), the Curricular Needs of Slow Learners project (op cit) and the survey conducted for the D.E.S. by London University (op cit) in certain more prestigious cases, the data have been collected simultaneously by a large team of researchers. However, in these cases also the approach used to do this has often been based around initial visits, a questionnaire and follow up studies.

In relation to the development of the survey for this study the analysis of the methodological approaches discussed above was taken into account. Three important constraining features emerged in this respect:

- (a) despite the wish for it to be conducted in as wide a field as possible it could only be a small scale survey
- (b) it was to be conducted by an individual rather than a group of researchers
- (c) the two features outlined above meant there were only limited resources, both in terms of time and finance available for this project.

In the light of these circumstances it was felt that initially the best and most appropriate method of approach to this situation would be by means of a well-constructed and wide-ranging questionnaire to the schools which had been asked to participate in the programme. This was the case because:

- (a) the constraints of time and accessibility imposed upon the author, this approach would allow him to contact a greater number of schools than any other method
- (b) if successfully constructed and conducted this approach would provide well organised and co-ordinated information on the subject.

Serious reservations have been expressed by Bell et al (1984)¹ and Walker (1985)² to the heavy reliance on using the questionnaire to elicit information for a survey. Wilson (1984 p.37)³, while accepting that the approach is cheap, and

¹. Bell J : Conducting Small Scale research in educational management

². Walker R : Doing research

³. M. Bell et al (op cit)

argued that it will provide easy access to a large number of potential respondents and allow easy comparison between answers, **Suggested** that such an approach may be superficial in measuring difficult or sensitive aspects of behaviour. The best approach the overall evidence indicates is to use a variety of methods of approach to collecting data because the strength of one may help to offset the weakness of another.

Bearing this in mind and particularly in relation to the potential length and complexity of the questionnaire to be used in this survey, this was seen as a two phase project and that after the successful completion of the initial questionnaire in the first stage it was more than likely some follow up work would be necessary, both to clarify information received and to elicit further information.

SECTION 5 : THE RESEARCH PROJECT

(1) Introduction

This part of the study was undertaken for two reasons;

(a) to provide information relating to the changes in organisation and provision which have occurred in the mainstream secondary school for pupils with special educational needs during the past five years

(b) to gauge any future developments which are proposed in the mainstream secondary school in the immediate future.

(II) Methodology

The organisation of the first part of this research project was centred round two distinct, yet closely related phases. The first phase was the pilot study which was conducted with the initial questionnaire which was drawn up for this purpose (see appendix 1 p314). This first phase also had two distinct and sequenced parts. These were undertaken with the co-operation of a small group of colleagues in mainstream schools in each of the proposed Local Education Authorities which were to be used in the main enquiry.

These colleagues were firstly requested to complete and comment on the initial questionnaire and secondly, in conjunction with other members of staff in their schools, they were questioned as to the validity and interpretation of the information which was received. Further, they were asked to comment upon the changes which had been made to the initial questionnaire in the light of the information which had been received.

The overall aims of the pilot study were firstly to investigate the feasibility of the proposition, secondly to check on the suitability and appropriateness of the questions which were being asked and further to check on the accuracy of the information which they provided.

This phase was undertaken in the latter part of a Summer Term when the results of both parts of it could be reviewed and the necessary changes and adjustments could be made so that the second phase could be undertaken during the following Autumn Term.

The second phase involved the newly adjusted questionnaire being sent to the head teachers or their head of the special needs department (or the equivalently named department) in one hundred and seventy mainstream schools in three different local authorities in what were mainly, but not exclusively, rural areas in the north of England.

These locations were chosen because of the access which was provided by the local education authorities in order to conduct the survey, because of their convenient situations, and because of the organiser's good background knowledge of the areas involved.

(iii) Initial considerations

Because the hypothetical model which has been outlined earlier in this study (p. 1 - 2) had been constructed around a five-point analysis of the development of provision for pupils with special needs and the analysis undertaken in the literature survey had been centred similarly, the thinking in relation to the questionnaire which would be sent out to the schools, was also based around this hypothetical framework.

Further, these sections of the questionnaire were constructed to reflect the areas of development in mainstream provision indicated by Mc'Call (op cit 1978) and by Brennan (op cit 1982 p.102-109). These areas included issues such as the assessment of pupils, specialist teaching techniques, liaison between mainstream and special schools, curriculum development, the organisation of provision for pupils with special educational needs within the mainstream school, the role of the staff working with such pupils and the deployment of those staff in the school.

Certain of these features, outlined above will be open to further scrutiny through the development of a number of hypotheses which will be open to statistical analysis and validation through the use of the chi-squared method. These areas will include:

(a) the relationship between different types of school (either by age range or academic type) and the level of integration for

pupils with special educational needs

- (b) the overall pattern of teaching provision in the school in relation to the organisation used for the deployment of teachers working with special needs pupils
- (c) the relationship between staff with formal qualifications in this area of work and in-service training and the developments of 'link' teachers in the schools
- (d) the returns from the questionnaire with regard to the apparent changes in the attitude of staff in the school and to those of their pupils will also be analysed when taken into account with the academic type of the schools in the survey.

It is also expected that a number of hypotheses will be drawn up for validation emanating from the analysis of the data received from the returns to this initial questionnaire.

The second phase of the study would be used to talk with individual heads of departments in a small number of schools which had participated in the initial survey. This would allow for further confirmation of the information received and a deeper insight into the situation with regard to the provision of special education in the school, the context and circumstances which had helped or constrained this and also into the likely future developments in this area.

It was also planned that at this stage that interviews should be conducted with members of the participating local education authority advisory service. This, it was hoped, would give a valuable overview of the situation in their authorities and also provide the opportunity to gain further insight into the evidence which had been received in the earlier parts of this study.

(iv) The pilot study

(a) Outline

The initial questionnaire (see Appendix 1 p.314) which was used in the pilot study was constructed around fifty questions sub-divided into eight different sections, reflecting the framework outlined above.

From the outset it became clear that this would mean that

the document would be lengthy and complex. The initial questionnaire covered twelve pages of type script. Nevertheless, it was felt, despite the problems which this may present in terms of persuading the recipient teachers to complete it, this was necessary to elicit the appropriate information to provide as comprehensive analysis as possible. Further, this questionnaire was constructed in such a way as to allow those participating in the survey to be able to complete it, not only in a straight forward and relatively trouble-free way, but also for it to be sufficiently flexible to allow the individual differences of approach to the organisation of provision in the mainstream secondary school (which the literature survey indicated, would be present), to be outlined clearly and analysed successfully.

This flexibility, it was felt would be achieved by constructing the document around questions which, in some cases, were deliberately left as open-ended to allow as wide a variety of response as possible. At this initial stage ten of the fifty questions asked were constructed this way. By doing this and analysing the responses obtained, it was hoped that at least some of these could be developed as closed questions for the main study. However, it was clear even at this stage that some of the questions, mainly relating to internal organisation, would have to remain as open-ended questions, in order to cope with the wide variety of answers which could be expected.

The pilot study was used firstly to test the questionnaire which had been prepared and secondly to gauge what, if any changes needed to be made to it prior to the main study. Nine schools in the three local authorities where the main study was to be conducted were contacted to help at this stage.

These nine schools reflected, in part at least, some of the characteristics of those which would be contacted in the main study. These schools were composed of five 11-18 schools and four 11-16 schools. Their catchment areas were a mixture of rural (3/9) and urban areas (6/9). There was also a considerable variety in the size of the schools participating

at this stage; while no school had less than five hundred pupils, four of them had between five hundred and one thousand pupils, four between one thousand and fifteen hundred pupils, and one had a roll of over fifteen hundred pupils.

As indicated earlier the purposes of this first part of this study were two-fold. First, it was used in order to see if the information which it provided would prove to be reliable, valid, relevant and meaningful, so that any necessary changes could be made before the main study was undertaken. Secondly, it was seen necessary to make some judgement about the structure of the instrument and the response pattern which it could be expected to produce. This judgement was obtained by asking those heads of department who were participating in this part of the project, to comment on a variety of aspects of the instrument. These were related to its relevance to their departmental situation, the ease of completion, its clarity (or otherwise) and aspects of it which they felt to be ambiguous, misleading or apparent only by implication.

(b) Results

Of the original nine questionnaires which were sent out at this stage, all were returned completed. The response was generally positive to the instrument. The participants indicated that despite the length of the instrument (some twelve sides of typed A4 paper), it had proved to be reasonably easy to complete (some twenty minutes) and further that most features of the work of their department could be covered within the framework of the questionnaire with which they had been presented.

In relation to their individual comments relating to specific aspects of the questionnaire however, a number of changes had to be considered. These related firstly to the order of the questions between numbers thirteen and seventeen on the original questionnaire. Certain changes here, it was indicated, would lead to greater clarity of presentation and ease of completion. Secondly, question eighteen had proved difficult for the respondents to complete. This, they indicated, was firstly because part of the first section was on one page and part of

it on another, and secondly because of its overall presentation. This appeared to have caused some confusion to some of the respondents and further it had proved difficult to disseminate afterwards. Because of these difficulties this question was restructured and in the questionnaire which was sent out as the main survey, it formed two separate questions (numbers 20 and 21).

The first of these dealt with the pattern of organisation followed by the special needs department throughout the school. The second was concerned with the situations where support teaching or the withdrawal of pupils might be undertaken.

These questions were also listed, not only as first years second years etc. but also by age, 11+, 12+ etc. This was done so as to avoid any confusion in the mind of the reader in the schools in the survey where the initial intake was not at eleven years of age.

A further change was made for the questionnaire which was sent out in the main survey concerning the organisation of these questions. In the original pilot study each year group in the school was listed in sequence, one under the other from first to fifth year. In the final questionnaire these were organised in a box-matrix format. This was done because it was felt that this would make the completion of the questionnaire both simpler and easier. This was a feature which would be tested as part of a further, second phase of the pilot study.

A further suggestion was made by the respondents in connection with section C of the original pilot study which was a lengthy section concerned with the overall organisation and provision for pupils with special needs in the school. Some respondents had indicated that they felt it might be useful if this part of the questionnaire was sub-divided into three sections. These would be related to (i) staffing, (ii) pupils, and (iii) responsibilities and decisions.

However after some thought it was decided that this was not a necessary or useful sub-division to make at this stage as it may prove to be intrusive and irrelevant to the respondents who completed the main questionnaire. It was felt that these

sub-divisions may be of considerable value when the analysis of the information received was being undertaken.

After the completion of the pilot study an analysis was made of those questions which had originally been left as open-ended in the original questionnaire. This was done in order to see which of these (if any) could be reconstructed in a closed-answer format. However, when this exercise was completed it was felt that all of those questions which had originally been constructed in this way should remain in this form in the questionnaire for the main study.

This was done because firstly there was not sufficient information gained from the pilot study to reconstruct these questions effectively and efficiently, and secondly because to continue with the open-ended format would allow a wide variety of information to be collected for analysis and discussion.

After some consideration of the pilot study, it was however decided to omit one of the questions from the main study. This was question 17 which was concerned with the number of part-time or peripatetic staff who worked in the department. The initial study indicated that none of the schools had any help of this kind and it was felt that this would not be a common feature in the schools in the survey. Because of this, question 17 seemed inappropriate at the time of the study.

Another question also returned a totally negative response in returns in the pilot study. This was question 19 (which referred to special needs provision in the sixth form). However it was not felt it was appropriate to omit this question. The reasons for this were firstly, that less than half of the schools in the pilot study had any sixth form provision and the number was not large enough to make a valid judgement in this respect. Secondly, it was felt that it was important to survey sixth form provision for pupils with special needs, in order to draw whatever conclusions were appropriate in a comparison with the period of compulsory schooling.

A simple analysis of the information received from the completed questionnaire and discussions held with some of those who had helped with the pilot study also indicated that despite its already considerable length, it would be of value to the completion and totality of the study to add a number of other questions relating to important aspects which had not been covered fully. One of these was related to the criteria by which a pupil might be returned from the special needs department to participate fully in the normal classroom situation (question 11) in the final questionnaire. Another question which was added was concerned with the 'support' role of the department, to investigate how access to working in these departments had originally been gained. This question became number 16 on the final questionnaire. Finally it was felt that it would be appropriate if a new section was added to the questionnaire, related to the future plans of the department. This probed not only the future plans which were being discussed at the time, but also the views of the respondent (if there were any) as to the future role of the department in the school. This question was number 54 on the questionnaire which was sent out to schools.

An important feature of the questionnaire, it was felt, would be its presentation and layout. In the pilot study, in its original form, the presentation was such that the questions were well spaced with plenty of room between them. This, it was hoped, would help to minimise the difficulties for the respondents. Similarly, large gaps were left after the open-ended questions to allow plenty of room for the replies. This naturally increased the number of sheets used in the pilot study but it was felt at this stage to be the right approach and each of the schools which responded at this stage commented on its usefulness.

In the final questionnaire which was sent out to the schools in the main study, some of the spaces described above were foreshortened a little, particularly where the pilot study returns indicated that only short answers would likely to be elicited. The answers received in response to some of the questions in the

original pilot study were analysed in order to see if any of them could be made into closed questions. However the evidence drawn from the returned questionnaire indicated that this may not be the most useful approach to adopt as the vast majority of these open-ended questions produced diverse answers which would be difficult to categorise successfully. Further, this may also have given a restricted view of the expected answers in the minds of those replying rather than leaving them entirely free to decide what to write.

Finally, it was felt that the errors in transcribing the information received in the pilot study had been minimised by the use of numbered boxes alongside the place to answer the questions. This feature was therefore retained for the main study

(c) Responses to the proposed changes from the original questionnaire

For the changes which were made from the initial questionnaire (Appendix 1) sent out as the first pilot-study, it was not possible to check out the responses of all the schools contacted. However, a check was made on the responses to the changes which had been made in more than half of them (5/9).

This was done by presenting the new document to these staff and asking them for their comments and criticisms.

The reliability of the answers received and the interpretation placed on them was also checked on in these schools. This part of the survey was undertaken by face to face conversations with the relevant staff and discussing with them the interpretation which had been placed on the answers which they had provided.

In every school where this part of the project was undertaken the staff questioned said that the changed format suggested for the proposed questionnaire for the main survey was clearer than that on the original and therefore easier to complete. This, they indicated, was particularly the case with question 18 in the pilot-study which had been long and complex.

In the case of the additional questions which had been inserted in the second pilot-study, the respondents indicated

that these were of value because they allowed the provision of a fuller and clearer picture of their work and their thinking towards the future direction of their department. This would obviously provide valuable additional information for the survey.

(v) Processing the results

Some attempt was made at the pilot-study stage to investigate the most appropriate method of processing the results of the data which would be received when the main study was undertaken.

With only a small number of schools involved in the pilot-study it was possible at this stage to use 'a pencil and paper' approach in order to decide the best way of presenting the information and also to find the most efficient way of putting it all together.

At this stage importance was attached not only to results of individual questions which emerged but also to the possible cross-referencing of information between the questions. The possible ways of tabulating and the presentation of the results in the main study was also considered at this stage. These were features which it was felt would also be of considerable importance in relation to the analysis and ease of access to the information which would be received from the main study.

(vi) The reliability and validity of the questionnaire

A major function of the initial studies was to check on the reliability and validity of the questions which had been asked. The reliability in this study was mainly concerned with the constancy and dependability of the instrument in providing the correct information concerning the aspects of organisation and provision for pupils with special needs in the schools that were questioned.

This was checked in two ways. Firstly, the staff who responded to the pilot study were questioned as to their interpretations of the questions leading to the answers given. Secondly, other members of staff who worked in these schools were also asked about the overall picture of organisation and provision for pupils with special needs which the questionnaire presented.

This checking was undertaken informally by discussions in a person to person basis but away from the school site. It was unfortunately impossible to visit them 'on site' because of the constraints of time.

The validity of the study was related to the close connection between the original hypothesis, the literature study and the questionnaire. The original hypothesis (p.1-2) was concerned with an analysis of five themes which could be directly related to the development of special educational provision throughout much of this century. This validity can be tested through an inspection of the questionnaire which was organised in eight different sections, four of which were directly related to the themes outlined in the hypothesis. These themes related to the identification of pupils with special needs (section B of the questionnaire), the arrangements which the school has developed to meet the needs of their pupils, (section C), integration (section D) and the role of the staff who teach pupils with special educational needs in the mainstream school (section G).

B. THE MAIN SURVEY

(1) Introduction

This section will outline the findings of the main survey which was undertaken as part of this study. It will concentrate on the results of the questionnaires which were returned. These will be discussed on a section by section basis as presented in the questionnaire; viz : the school background, the pupils, the organisation of provision in the schools, integration, curriculum provision, practicability and cost, staff development and future planning and developments. An analysis of these data will be used to draw conclusions from the information received.

Before this is undertaken however, a description of the counties which participated in this survey will be given in order to indicate something of the type of schools which were involved and the age ranges of the pupils who attended them.

The counties used in the main survey

The three counties where this investigation was undertaken contained schools of widely different age ranges and types. However, each of the three counties had schools which had an intake of pupils in the 11 - 18 age range and the 11 - 16 age range. It was these two groups of schools which made up the largest number of schools in the survey. Apart from these types of schools, six other age ranges were to be found in the secondary school provision in the three counties (see fig. 9 p.176)

This can be accounted for by two factors. The first was caused by the changes in the overall organisational pattern in the counties in respect of the local government re-organisation in 1974. All three of the counties in the survey had had significant boundary changes at that time. This meant that they were now responsible for schools which had been previously controlled by different authorities and consequently organised on a different pattern from those which they had built. The second reason was by the different arrangements which had been made for within each of the counties for the provision of compulsory secondary education in the period after the 1944 Education Act. In general terms all three of the counties

contacted in this survey had originally organised a selective system of provision with Grammar (or Grammar Technical), and secondary modern schools in both the urban and rural areas. In one authority, however, comprehensive schools had been organised from the start of the building programme for secondary schools after the 1944 Education Act in parts of its rural areas.

At the time of the survey all the schools in one of the local authorities were comprehensive and here every mainstream secondary school was asked to complete the questionnaire. In two of the authorities however there remained areas where the selective system was still used. In one of these counties only the secondary modern and the comprehensive schools were asked to complete the questionnaire. This was at the suggestion of the officer of the local authority who had been contacted in connection with the survey. In the third L.E.A. the Grammar Schools (of which there were sixteen) were contacted.

Because the different types of secondary schools dealing with different age ranges of pupils might indicate different forms of organisation and provision for those with special educational needs, a break-down of the figures for the schools contacted by age group was felt to be important. This break-down (fig. 8) shows that the types of school and the numbers of schools in each group which were contacted in each of the three counties.

County A. (Humberside)

N = 61

Age Range	11 - 18	11 - 16	13 - 18	12 - 16	12 - 18
Number of schools	22	30	1	4	4

County B (N.Y.C.C.)

N = 56

Age Range	11 - 18	11 - 16	11 - 14	14 - 18	13 - 18
Number of schools	24	26	3	2	1

County C (Lincolnshire)

N = 53

Age Range	11 - 18	11 - 16	12 - 18	12 - 16	14 - 18
Number of schools	8	38	5	1	1

Fig 8 : A county by county breakdown of the number and types of schools contacted in the survey

This number of schools, as defined by their age range, in all three counties is shown in fig. 9

Age Range	11-18	11-16	11-14	14-18	12-18	13-18	12-16
Total no. of schools	54	94	3	3	22	9	5

N = 170

Fig. 9 : The total number of schools contacted and their age range

Within the totals outlined above it was felt to be important that individual schools should not be identified within the survey and hence no identification was undertaken. This was felt to be important, particularly in connection with schools who may not wish to be identified and who as a consequence may not have completed the documentation, leave it only partially completed, or even provide inaccurate information if they felt that this was likely to happen.

The intention not to identify individual schools was made clear not only to the officers of each of the L.E.A.'s when initial contact was made, but also to the individual head teachers of the schools contacted through the covering letter which was sent with the questionnaires.

(iii) Introduction to the analysis of the data

Of the 170 questionnaires which were sent out to the secondary schools in the three local authorities 97 (57%) were returned. However not every school had completed the questionnaire, some leaving questions within it incomplete. The reasons given for this were varied. Four schools returned the documents totally incomplete. This, they indicated, was for a number of reasons; including an unwillingness to participate in the survey, pressure of work, and internal school difficulties. The rest of the uncompleted questionnaires included one school which had changed its status during the period of the preparation of the material and no longer had pupils with special needs, and the rest were from Grammar Schools which also indicated they had no pupils with special educational needs. This, itself, was indicative of certain views about the nature of such needs.

In all, sixteen Grammar Schools had been contacted as part of the survey. Of these, eight returned the questionnaire incomplete: indicating they had no pupils with special educational needs. Of the rest, one Grammar School completed the questionnaire fully, three returned the documentation uncompleted but enclosed separate sheets describing how they had attempted to meet the needs of pupils with particular difficulties, and the rest (four) did not reply to the initial request.

Twenty one secondary modern schools also replied to the questionnaire by letter, without completing the form sent to them while two others completed only part of it.

When all the above-mentioned returns were taken into account this left eighty four questionnaires which had been returned and which could be used for analysis and discussion of the information

Even within these eighty four questionnaires not every question had been answered. There were three main reasons for this. In one case only part of the document had been filled in (the missing pages left incomplete in error) and as mentioned above, in some cases questions were left unanswered because these were inappropriate to the circumstances in the school. In a third category, some questions in the survey were left unanswered by the respondent for no obvious reason.

It is because of these reasons that the actual working sample was different for different questions throughout the survey and the analysis of the data reflects this for each question analysed. The number of responses to each individual question is provided with each table throughout the analysis that follows.

Nevertheless, despite these features outlined above, the returns from the questionnaire which was sent out provided information about the organisation and provision for pupils with special educational needs in eighty four secondary schools; approximately 49% of those originally asked to participate.

(iv) The background of the schools in the survey

This section will be used to outline the background information of the schools which took part in this survey by returning their questionnaire. It will also be used to the evidence of previous research to the issues which the information received in this section raised.

This background information is defined in terms of the age of the pupils there, the type of school which they were (Grammar, Comprehensive, Secondary Modern), their location (urban, rural), their size, their previous history as a school type, and the length of time for which provision for pupils with special educational needs had been made by them.

The ninety seven schools which returned their questionnaires represented a wide variety of types of secondary provision in relation to the age of the intake of their pupils, and also the length of time which they remained in the school.

An analysis of the types of school by the academic ability of their intake is shown in fig. 10.

Type of School	Grammar	Secondary Modern	Comprehensive
No. of Returns	12 ⁽¹⁾	21 ⁽²⁾	64

N = 97

Fig 10 : The types of school by academic ability, which replied to the questionnaire

The information received indicated the variety of academically different types of school which had participated in the survey. These included a small number of Grammar Schools (12) as well as secondary modern (21) and comprehensive schools (64).

The variety of types of school involved in this survey was also wide, when the age range of the pupils is taken into account. This information is presented in fig. 11

- (1) This figure includes three schools which replied to the questionnaire but had no provision for pupils with special educational needs.
- (2) This figure includes one school which replied to the questionnaire but had no organised formal provision for pupils with special needs.

Type of School	11-18	11-16	11-14	14-18	12-18	13-18	12-16
No. of returns	35	46	1	3	2	7	3

N = 97 ⁽¹⁾

Fig 11: The types of school by age group which responded to the questionnaire

The information presented in fig. 11 indicated a number of different forms of provision. These included the 'all through' eleven to eighteen secondary school, where a pupil would remain for the whole of his secondary education to the type of school where the pupil would be transferred at the age of fourteen and would remain at most for four years. In connection with the pupil with special educational needs, particularly those with learning difficulties and who would look for the first opportunity to leave school, these arrangements would make a considerable difference to the time which they spent at secondary school. For the pupil in the 11 - 18 school this would be a minimum of five years: for the pupil who moved school at the beginning of his fourth year the minimum amount of time (s)he may spend there would be eighteen months!

It is arguable that these differences may indicate considerable differences in the provision for such pupils and the stability of relationships between them and the staff. However, although there were a large number of returns from the 'all through' other types of school presented only small returns. Only two returns came from 12 - 18 school and one from a 11 - 14 age range school and so no valid or useful comparisons were possible in this connection.

Of the original questionnaires which were distributed, the majority (94) were sent to eleven to sixteen secondary schools. It was also from this group that the largest number of returns were made (46). This represents 48.9% of the total sent out to this group. The second largest group of questionnaires were sent to the eleven to eighteen secondary schools (54) and thirty five of these (64.8%) were returned.

One difficulty in relation to this analysis however was in connection with one group of schools in one part of one local

(1) These figures include all the schools from which replies were received. These include those which could not be used as well as those which yielded useful information for this analysis.

education authority which at the time of distribution was undergoing a re-organisation of its schooling. Part of this re-organisation involved former thirteen to eighteen high schools either being abolished or being re-organised to eleven to sixteen schools and separate sixth form colleges. This situation caused some problems in this survey not only in relation to the analysis outlined above, This was firstly because as the total number of schools in each age group contacted during the summer term was not the same total number when the returns were made and secondly because the actual number of schools who received a questionnaire was less than the number of schools for which one was prepared.

This situation meant that although the schools contacted in that L.E.A. was organised through one of their local offices and the questionnaires were directed to the correct schools, it is likely that because of this re-organisation (caused through falling roles) firstly the total number of schools contacted was somewhat less than one hundred and seventy, and also that in a small number of them the member of staff who completed the questionnaire did so as a teacher in a new type of school, working under new conditions with new staff.

Within the information presented in figs.10 and 11 there is one other important factor in connection with the background information of the schools. None of the three local education authorities (L.E.A.'s) has throughout its geographical area a consistent pattern of secondary provision for all its schools by age. Children living in one part of any of these three counties may go to a different type of school, at a different age from others living in the same county. Indeed the evidence indicates that in one county it was possible to change schools, depending on where one lived at the ages of eleven, twelve, thirteen or fourteen years!

As indicated earlier (p.174) this situation had been brought about because of the local government re-organisation in 1974 when each of these counties had been changed substantially by the boundary commission in its geographical area and had been

amalgamated with different parts of other counties with different systems of secondary school organisation. One of these L.E.A.'s had in 1974 been established from what had been five different authorities. It was this which had led that county to undertake the re-organisation of its schools in part of its area during the time when this survey was conducted.

The geographical location of these counties also meant that the schools drew their pupils from both rural and urban areas. Of the questionnaires which were useable in this respect (84) forty one schools (48.8%) indicated they had a mainly urban catchment area while forty three (51.1%) said they took pupils from a mainly rural area. Information relating to these figures is set out in fig. 12.

Type of School	No. of schools	N = 97
Rural area	41	
Urban area	43	
No return	13	

Fig.12: Information in respect of the nature of the catchment areas of the schools in this survey

A number of important pieces of information emerged from the data presented above. Firstly all the 13 - 18 schools which responded to the questionnaire were located in urban areas, all but one of them in one local authority. Secondly the most common form of provision surveyed was that where the pupils changed schools at the age of eleven to start the secondary education, of those schools which made a return to the questionnaire 72/97 (74.2%) had their initial intake at that age.

The other important feature in relation to the answers to this question concerned the rural schools. The survey showed that 43 schools which indicated they had a largely rural intake (95.3%) were either eleven to eighteen or eleven to sixteen schools.

Although these factors were not of any major importance to the whole survey, they are however interesting in two respect.

Firstly, they indicated that the provision for pupils with special needs at the secondary school in both urban and rural areas would generally be undertaken in a single school and secondly that in the rural areas this form of provision was prevalent.

The reasons for the prevalence of this type of provision is not part of this survey. However Pedley (op cit 1967 p.67) argued that the evolution of the 'one site' comprehensive school in rural areas was 'a matter of hard economics and practical efficiency' and had 'little to do with educational, social or political theories'. Further, and more importantly in relation to the geographical areas where this survey was conducted, two of the L.E.A.'s used were cited by him as good examples of rural areas where what he described as a 'common-sense rural organisation' had occurred.

Other questions in the survey concerned with the background information about the schools, were directed towards the origins of the school (question 3), its previous history (question 4) and the history of special needs provision in the school (question 5).

The responses to question 3 are outlined in fig. 13

Always comprehensive	No.	
Yes	6	
No	67	N = 97
N/A	24	

Fig. 13 : Information relating to the background history of the school

The information received indicated that only six (6.6%) of the schools responding had been purpose-built as comprehensive schools and that sixty seven (69.0%) had developed as comprehensive schools from what had previously been Grammar, Technical, Modern or Bilateral schools. An analysis of these figures indicated that thirteen (19.4%) had previously been Grammar Schools, five (7.4%) Technical Schools, forty six (68.6%) secondary modern schools and 3 (4.4%) Bilateral. This information has been

tabulated in fig. 14.

Previous status of school	No.	%
Grammar School	13	(19.4)
Secondary Modern	46	(68.6)
Technical School	5	(7.4)
Bilateral	3	(4.4)

N = 67

Fig. 14: The previous status of schools in the survey which were now comprehensive

The next question in this section of the questionnaire was related to history of provision for pupils with special needs within the schools that were surveyed. The aim of this question was to probe the number of years for which provision had been made. These were categorised in various time spans: the same as those given in fig. 15, where this information is detailed.

Length of time (in years)	No. of schools.
20+ years	13
15-19	21
10-14	20
5-9	9
1-4	2
0-1	1
No provision made	1
Not known	3
None, till this year	1

N = 71⁽¹⁾

Fig. 15: The length of time provision has been made in the schools in the survey for pupils with special educational needs

These figures indicate that the majority of the schools in the survey had made provision for pupils with special needs for a lengthy period. Fifty four schools (72.9%) had made some provision for over ten years while thirteen (18.3%) had made provision for over twenty years. This information

(1) This smaller number can be accounted for by a lack of information on this question, generally brought about through staff changes and a lack of information on the subject.

suggests that in many schools in the sample there was a long tradition of provision for pupils with special needs. The literature survey indicates through the evidence presented that this provision, during that time, had been particularly concerned with pupils with learning difficulties in the secondary school.

The Warnock Report, (op cit) however argued that the maintenance of tradition should not necessarily be a feature of contemporary provision for pupils with special educational needs, but rather the accent should be on innovation and change to best meet the needs of a changing population of pupils. The accent of this study is on how the secondary school has gone about changing their organisation and provision to this end.

The final question in this section investigated the size of the schools in the sample. The data relating to this ~~are~~ shown in fig. 16.

No. of pupils	No. of schools	
1500+	4	
1000 - 1500	23	N = 84
500 - 1000	34	
0 - 500	23	

Fig.16 : The size of the schools participating in the survey

These figures outlined in fig. 16 show a good spread of schools taking part in the survey across the whole spectrum in relation to size. Only four schools can be regarded as very large (over 1500 pupils on roll) but all the other categories are well represented.

The majority of the schools of between 1000 and 15000 pupils and those of 500 - 1000 pupils were comprehensive while those schools with less than 500 pupils were generally small secondary modern schools, although a small number in this category (4) were Grammar Schools.

(v) The Pupils

This section of the questionnaire was used to elicit information about the pupils with special needs in the secondary school. The questions related to seven aspects of provision, four of these which it was felt would affect all the schools answering the questionnaire, and three questions which might be completed, but which would be dependent on the responses to the first four questions.

These questions were concerned with :

- (i) the percentage of the pupils in the school who had been assessed as having special educational needs (question 7)
- (ii) the rise (or fall) of that number over a five year period (question 8)
- (iii) how and by what means these pupils had been assessed (question 9)
- (iv) the length of time that such pupils would be likely to remain with the care of the department (question 10)
- (v) the criteria (where this was appropriate) that were used to move a pupil from the special needs department to classes in the other parts of the school (question 11)
- (vi) methods and organisation used to place pupils into these classes (question 12)
- (vii) the decision making processes which were used within the school when such moves were made (question 13)

The information from the schools indicated a wide variance in the number of pupils who were assessed to be in need of special educational help. As fig. 17 indicates, while twenty two schools (28.9%) felt that less than five percent of their intake needed such provision, twenty schools (25.9%) felt that over fifteen percent of their pupils were in need of help.

No. of pupils (%)	No. of schools	
0-5%	22	
6-10%	19	
11-15%	16	
15-20%	20	N = 77

Fig. 17 : The percentage of pupils assessed to have special needs in each school in the survey

A similar differentiation between schools in this connection was also noted in surveys by Rutter et al. (1970)^{1.}, Rutter et al (op cit 1979), the Warnock Report (op cit p.37-41) and Clunies Ross et al (op cit). The evidence of these surveys and supported by this one indicates that although the evidence produced by Burt (op cit) and Schonell (op cit) indicated that some twenty percent of pupils are in need of special educational provision during their school life (a point reiterated by the Warnock Committee (op cit) that the number of pupils in each school needing this help is not necessarily the same and may in fact vary widely from one school to another, even in adjacent catchment areas. It can be argued that this would depend on a number of features within the schools, the most important of which is that the number of pupils identified as being in need of provision may be linked closely to the methods of identification used.

Further, the evidence of this survey indicates that the size of the problem cannot be related to the size of the school. A review of the data received indicates no connection in this respect. The evidence also leads to the view that the size of the problem in each school can similarly, not be related to its location as either a rural or urban school since again a review of the data shows no connection in this respect either.

It was not the purpose of this survey to investigate the issue in any detail but the evidence collected leads to the tentative suggestion that if these two facts, the size of the school and its geographical location, are of no significance in relation to the number of pupils perceived as needing special educational provision then it must be related to other factors.

Possibilities in this area could be:

- (i) the immediate catchment area (this was a point made by Clunies Ross et al (op cit p.60) although the evidence received in this survey would not support this view)
- (ii) the methods of identification used in the school and the perceptions of the staff as to which pupils have special educational needs
- (iii) the number of the pupils which the special needs department

^{1.} Rutter N et al : Attainment and adjustment in two geographical areas the prevalence of psychiatric disorders, British Journal of Psychiatry 126 (1975) p.493-509

feels it can help

(iv) the number of pupils which the department is expected to work with based on the perception of its role within the school

(v) the internal environment of the school which may create pupils with special needs as a consequence

However, it was felt that it would be useful to have some indication of the changes in the numbers of pupils with whom the special educational department had come into contact over the five year period outlined in the questionnaire (question 8). The results of this question are shown in fig. 18.

% of pupils	responses	
less	7	
about the same	29	N = 77
more	35	
don't know	6	

Fig. 18 : The changes in the number of pupils being seen by staff working in the special needs departments over the period since the enactment of the 1981 Education Act

These figures indicate a greater number of pupils are now being seen by special needs departments than in 1983. The evidence shows that in this survey this was the case in thirty five of the seventy six schools which responded (45.4%) whereas in only seven schools (9%) had the number of pupils decreased.

This evidence further indicates that these figures had nothing to do with the size of the school nor was there any real connection between the increase in the number of pupils needing special help and extra staffing in the department (question 15) as only 10/35 (28.5%) schools which had reported an increased number of pupils also indicated an increased amount of staff time to help with this. Further, some schools (10/35 22.8%) which indicated an increase in the number of pupils needing special help also indicated in their answer to question 15 that there had been a decrease in staffing to help with this.

Clunies Ross et al (op cit p.60-61) argued that the deployment strategy of the staff working with pupils with special needs can have a considerable impact on the organisation of the department responsible. They cited two examples of schools of a similar size where because of the strategies used, there was evidence of considerable differences in the number of staff used for this work in the school and also the number of pupils seen.

A further pointer to the increased number of pupils receiving special education in the mainstream secondary school is indicated by the policy documents issued by two of the local authorities taking part in this survey. County A in its consultative document on special educational needs (1987)¹ states 'There has been a significant shift towards more children having their special educational needs met in ordinary schools' (3.32 p.10) and also 'The 1987 projection shows approximately one third of in-county statemented pupils having their needs met in mainstream schools....the 1983 situation had only approximately 25% in mainstream' (3.34 p.11). A similar theme is also present in the consultative document issued by county C² which indicates that the officers were keen to place more pupils with special needs in their mainstream schools and to increase what they describe as the 'relatively low level of routinely available provision' (p.2)

In relation to this development it can be argued that these pupils may be accommodated in one of two ways, either in larger class groupings or through a more flexible organisation of the staff to meet the needs of these pupils.

The methods of assessing the pupils with special educational needs has been an important feature of the work of many departments looking after these pupils and information was sought on this (question 9). An analysis of how the schools in this survey set about this task is outlined in fig. 19

1. Humberside County Council : Education Act 1981. Special Needs Development plan A consultative document, Beverley (1987)
2. Lincolnshire County Council : County Council strategy for special needs (an unpublished discussion document from L.C.C.) (1987)

Approaches used	No. of schools	
Feeder school referrals	3	
Internal testing	0	
Internal recommendation	1	
a, b, and c above	68	N = 78
a and b above	2	
a and c above	2	
Some other method	2	

Fig 19 : How the pupils with special needs are initially assessed

These figures indicate clearly that the most used method of assessing pupils with special needs was through a combination of the use of feeder school referrals and liaison, internal testing procedures, and internal recommendations. In the replies received 68/78 schools (87.1%) used this approach. This multi assessment approach was recommended by Clunies Ross et al (op cit p.146).

Other points which are also apparent in the analysis of this question are that firstly, no school in the sample relied entirely on internal testing to make their assessments, and secondly when some method was used to make assessments than those provided by a, b and c above (and their combinations), this was undertaken through liaison with outside agencies (such as the school psychological service) and parents. This indicates in these circumstances an even wider perspective of views is being taken to provide an overall picture of the pupils.

As for the length of time which a pupil may remain in contact with the department, (question 10) the data collected are presented in fig. 20

Length of time	No. of schools	N = 77
Less than six months	4	
Up to 1 year	6	
Up to 2 years	7	
From 1 to 3 years	16	
Their entire school career	5	
Pragmatic	25	
N/A	14	

Fig 20 : The length of time spent with the special needs department for pupils considered to be in need of special educational provision

These figures indicate that most schools took what can best be described as 'a pragmatic' view in relation to transferring pupils from the special needs department to mainstream classes. In this category 25/77 schools (32.4%) took the view that pupils should be transferred at a time which was right for them because of the personal development which they had made.

As significant as this group were those fourteen schools (18.1%) which indicated that no transfer would be necessary as they were placed in mainstream classes already receiving whatever help they needed there, through mixed ability teaching with some form of extra support.

These figures show a considerable change in attitude towards the education of pupils with special needs, particularly those with learning difficulties, compared with the evidence of documents such as the Newsom Report (op cit para. 281 p.100) and the writings of Jones Davies (op cit p.54) more recently in 1975. The form of organisation described in this and other documentation related much more closely to 'class based' teaching groups for such pupils and which was evident still in only five (6.4%) of the schools in the survey.

These figures outlined in fig. 20 further indicate a growing flexibility of the approach towards meeting the needs of children with special needs and a growing pattern of child-centred

provision in the secondary school, thus preventing the apparent bitterness and antisocial attitudes of certain pupils. This has been discussed by Hargreaves (op cit 1967) and Willis (op cit). These authors indicated that feelings had built up through the continued pattern of class-based teaching for such pupils through their secondary school career. This, they argued, had left them with a poor self-picture, feelings of frustration about their life in school and had had a marked effect on their motivation and progress.

For some pupils successful progress in relation to their special educational problems means a transfer to another class group or promotion to another set or class and the criteria relating to this issue was raised in question 11. In the returns received this ~~was~~ the case for sixty of the schools in this study. The question asked what criteria would be used in these cases and fig. 21 gives some indication of the methods used.

Criteria	X used
Formal tests/assessment	16
Discussions with other staff	16
Progress with written work	22
Ability to cope	35
4th year options	1
Recommendations of staff	6
No answer	1

Fig. 21 : The criteria used when transferring pupils from special needs departments

It is arguable that many of the pupils who would be discussed in the terms of these criteria would be those with learning difficulties, the former 'remedial' children, rather than children with physical handicaps who would not necessarily be in these groups.

For those children under consideration in this context, the most used factors were their progress with written work (in 22

schools) and their ability to cope in the group above (35 schools)

Jamieson et al (1977)¹ argued that the use of the word coping is 'an umbrella term' (p.2-3) with a variety of meanings to the user. In their research there was some evidence that some teachers viewed coping only in terms of the academic work of pupils while others placed it in a much wider context of psychological and emotional behaviour.

They also made a further point that within this context, coping was variously described by teachers to mean anything from the distinct progress or success of a pupil to that of his/her survival in any situation. Jameison et al (op cit p.3) argued that in this respect the concept of 'coping' and that of 'success' had become, in the eyes of many teachers synonymous with each other.

No evidence was received in this survey which would indicate that the respondents had anything but a similarly diverse concept of the word.

The evidence collected further suggests that the criteria used when discussing the transfer of pupils can be divided into three different categories, the use of formal testing procedures, informal discussions with staff, and the pragmatic approach through the work and attainment of the child.

Formal testing procedures and end-of-term tests were used in fifteen schools and only three schools used these as the sole criteria, the rest (thirteen schools) combining whatever form of testing they used with other criteria, usually, progress with written work or the ability to 'cope'.

Twenty two schools used some form of informal discussion to help them in this decision-making process and again here only a very small minority of the schools (2/60) used this as the sole criteria. Indeed the main feature of the answers to this question was that as with the assessment procedure (question 9) it was usually a combination of criteria which was used to help staff make their recommendations about promotions.

In connection with the process of transferring pupils,

1. Jamieson M, Partlett N and Pocklington K : Towards integration: a study of blind and partially sighted children in ordinary schools (taken from Swan W (Ed.) op cit p.2-12)

the criteria used ~~is~~ not the only important issue and the next two parts of the questionnaire were used to probe two other aspects of this. Question 12 was concerned with the mechanisms used to help pupils when they had been placed into mainstream classes and question 13 with which staff constituted the decision making team. The results of question 12 are tabulated in fig. 22 and question 13 in fig. 23

Approaches used	No. of schools used in
Support by department staff	21
Promotion	19
Promotion with support if possible	5
Monitoring of progress	4
Information passed on from H.O.D.	2

Fig. 22 : Approaches used to aid pupils who have been promoted from special classes for pupils with special educational needs

The evidence indicates that five possible forms of support may be available to the pupil when leaving the special needs department. An analysis indicates that this can lead to three possible outcomes for the promoted pupil. These are:

- (a) the use of 'physical' support from a member of the special needs department team to help the pupils when or where necessary (and by which formal arrangements to check on the work and progress of pupils could be undertaken)
- (b) the monitoring of the pupils' progress conducted by the staff of the department informally from outside the pupils new teaching groups.
- (c) where the promotion of the pupil is an end in itself for the special needs department and all subsequent contact and responsibility is lost or relinquished.

The returns from the schools indicated that the most frequent form of support was that of 'physical' support with more than one teacher working together in a classroom with the child, usually the subject teacher and a member of the special needs department.

Twenty six schools indicated that they used this approach, although five of these stated that they did so only if support was possible 'physical' support however was not always possible. The returns indicated that this was for two reasons, either the internal organisation of the time table with the school could not accommodate it, or the feelings of the staff in the mainstream classes would not allow it to be undertaken.

'Informal' arrangements were noted in six schools who replied and in nineteen schools promotion meant the end of any formal responsibility or contact with that pupil by the department.

The normal pattern which emerged from the answer to the question was that only one method of approach to this problem was used although in a very small number of cases (3) two approaches were apparent.

Finally, in relation to this question it is important to report that in one school no such mechanism existed as promotion from that class, the respondent stated 'had never occurred'.

The team of staff who were involved in making the decisions about the promotion of pupils to other classes was, however, a more complex affair involving a whole series of different staff in different schools, and was based on the individual circumstances of each school. The results of the data on this question (no. 13) are displayed in fig. 23.

Staff involved in the decision making process	No. of schools	N = 66
H.O.D. only	10	
H.O.D. with subject dept. and H.O.Y.	14	
H.O.D. in conjunction with H.O.Y	5	
H.O.D. in conjunction with H.O.D. Maths & English	15	
H.O.D. in conjunction with subject teachers	12	
H.O.D. and Deputy head	2	
H.O.D. and Head of English	1	
H.O.D. Deputy Head and Head	1	
Head teacher	2	
Special Needs Co-ordinator and H.O.Y	1	
H.O.D. and Head of Lower School	1	
Head of English Dept.	1	
Head of Maths Dept.	1	

Fig. 23 : Staff involved in the decision making process when promoting/moving pupils with special educational needs

An analysis of the data in Fig. 23 indicates that the information can be placed into two categories. The first category contains those decision-making teams where the head of the special needs department is directly involved as a member (10) and the second category is where he is not a member of that team (4).

The table also points out the complexity of these teams. In only 10/66 schools (15.2%) did the head of the special needs department have the sole responsibility for this. In five schools (7.5%) he had no responsibility at all, while in 77% he shared that with someone else.

The people with whom he most often shared this were the heads of subject departments (12/66 cases 18%) and these heads of department plus the head of year (14/66 cases 21.2%). Other combinations of staff involved in the decision making process also illustrate the historical perspective by which special needs departments used to work, through contact essentially with the Maths and English departments in the school. In fifteen (22.7%) cases consultations took place between the head of special needs and these heads of department and in one case merely with the Head of English.

Where the decision-making process excluded the head of special needs, again the head of English (in one case) and the head of Maths (in another) took the decision. (In the other two cases it was taken by the Headmaster).

The information received not only indicated the historical perspective with much of the work being done by special needs departments in conjunction with the English and Maths departments, but also showed the contemporary complexity in relation to how decisions are made to promote pupils into mainstream classes. However, it can also be argued that the data may indicate the future pattern, in that ten schools returned questionnaires that showed that such discussions were no longer necessary as they had moved over to mixed ability teaching.

(vi) The Organisation of provision in the school

Most of the questions in the document which was sent out to the schools were concerned with the organisation of the provision for pupils with special educational needs. Questions in this section were directed towards the following issues:

- (i) the staffing of the department,
- (ii) the organisation of provision in the school in relation to both the methods used to gain access to the pupils and the length of time this approach had been in use,
- (iii) the name used to describe the department in the school,
- (iv) the sources and influences relating to changes ^{that} had been made for the provision for pupils with special educational needs in the school
- (v) specific changes which had been made in provision both within the department and also in the whole school in the five year period
- (vi) the organisation of the circulation of information about pupils with special educational needs,
- (vii) the name used to describe the department.

Because of the number of questions relating to the organisation of provision and their complexity, it was felt that it would be appropriate in analysing the data received if initially this section was sub-divided into three separate but yet closely-linked areas relating to the organisation of the pupils, the staffing arrangements in the school for helping pupils with special needs, and the background decision-making which had helped to promote change within the school.

(a) The Staffing Arrangements

This first subsection was concerned with three aspects: the number of staff working in the department (question 14), the changes in relation to staffing in the department over the last five years (question 15), and the amount of time tabled time each member of the special needs department spends with his or her pupils (question 16).

The data received in relation to question 14 are outlined in Fig. 24.

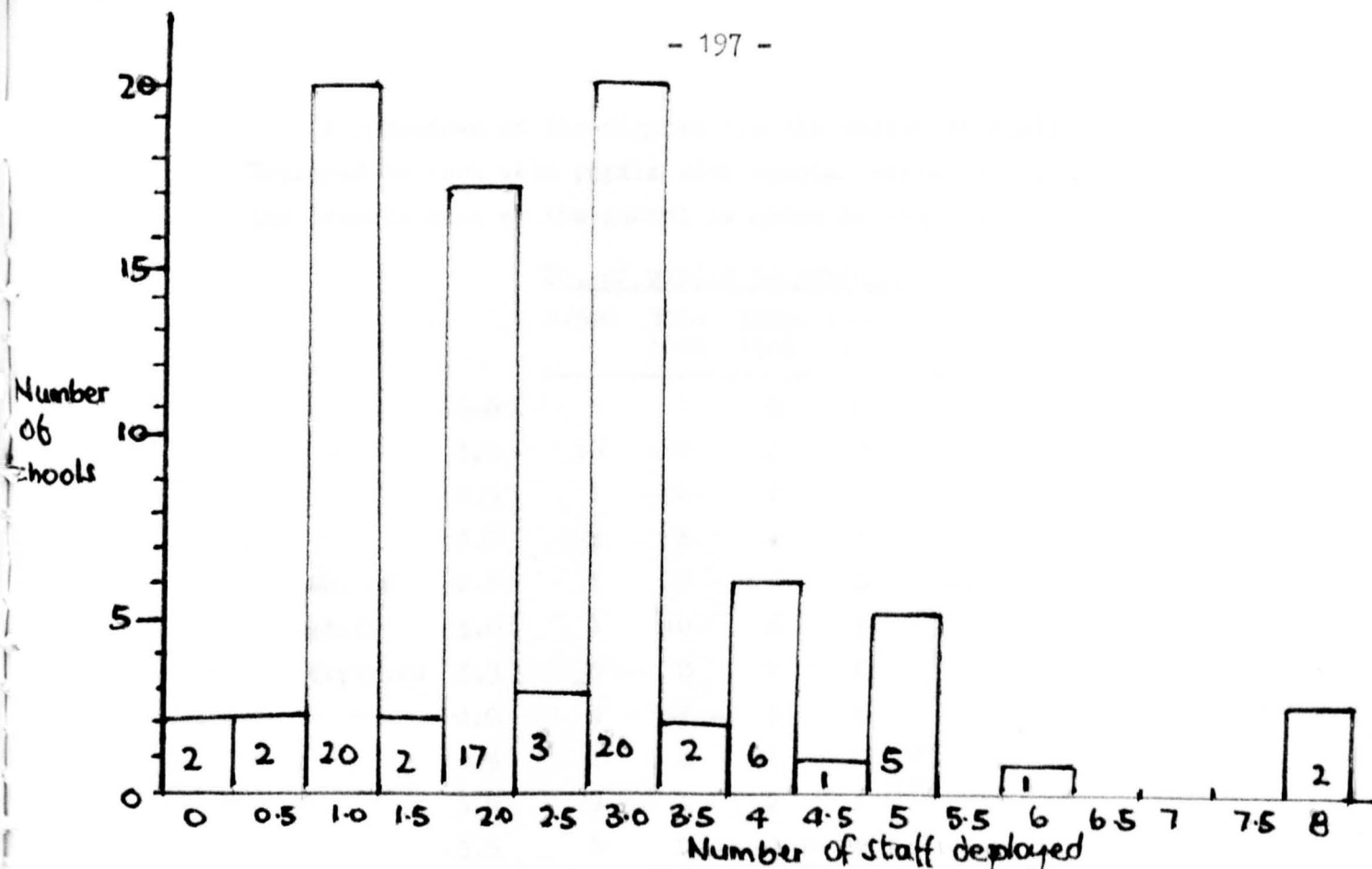


Fig 24 : The numbers of staff deployed to special needs provision

These results indicate the large variety in the numbers of staff who are deployed in the secondary school to work with pupils with special needs. As the graph above indicates, one school had no staff in its department at all, just the co-ordinator who was responsible, as just part of his specified job, for the organisation of provision. At the other end of the scale two schools each had eight members of staff in the department. Significantly neither of these schools were among the largest group in relation to their size nor to the percentage of the pupils in the school which were helped. One of them was a school of some 1000 pupils of whom between 11 and 15% were seen and the other was a school of some 1500 pupils which had between 5 and 10% of the pupils in contact with the special needs team.

The analysis which was undertaken indicates that the most likely number of staff in the department would be either one or three with twenty schools appearing in each of these categories. The mean average of staff to be found working in the special needs departments of the comprehensive schools surveyed was 4.83.

A breakdown of the figures for the number of staff deployed to work with pupils with special needs according to the overall size of the school is shown in Fig. 25.

		<u>No. of pupils in school</u>			
		0-500	500-1000	1000-1500	1500 +
No. of staff deployed	0-0.5	1	1	0	0
	1.0	10	8	2	0
	1.5	1	00	1	0
	2.0	4	8	4	1
	2.5	1	2	0	0
	3.0	1	10	6	3
	3.5	0	0	1	0
	4.0	0	3	3	0
	4.5	0	0	1	0
	5.0	0	3	2	0
	5.5	0	0	0	0
	6.0	0	0	1	0
	6.5	0	0	2	0
					N = 80

Fig. 25 : The number of staff deployed to work with pupils with special needs in relation to the overall size of the school

These figures indicate no clear overall pattern of staff deployment in this area. No school of over 1500 pupils, the survey indicated, used more than three teachers to work with pupils with special educational needs while schools less than half their size commonly used two members of staff for this job.

Within each of the sub categories outlined in Fig. 25 there is a similarly diverse use of staff for this task. A school of less than 500 pupils may deploy between 0.5 and three members of staff.

Similarly wide ranging differences can be seen in the schools of between 500 and 1000 pupils (ranging between 0.5 and four members of staff; the most common being two), those between 1000 and 1500 pupils (ranging between one and eight staff the most common figure being three) and those of more than 1500 pupils

(which varied between having one and three staff to undertake this work). However the sample here was so small (only four schools) that nothing of any consequence can be reported about this category.

Taking into account the information received in response to question seven (p.185) and the widely varying numbers of pupils, indicated in fig. 25 to be seen in the various sizes of schools which responded to the questionnaire, an analysis of the deployment of staff by the percentage of pupils seen by the department was also undertaken. This is outlined in Fig. 26.

		% of pupils seen by staff			
		0-5	6-10	11-15	15+
No. of staff	0.5	2	0	0	0
	1.0	8	7	4	2
	1.5	0	3	0	0
	2.0	3	2	3	9
	2.5	0	0	0	2
	3.0	1	7	5	6
	3.5	0	1	0	0
	4.0	1	1	2	1
	4.5	0	0	0	1
	5.0	2	1	1	1
	6.0	1	0	0	0
	7.0	0	0	0	0
	8.0	0	1	2	0
N = 80					

Fig. 26 : The relationship between the number of staff working with pupils with special needs and the percentage of children so categorised

As with the information outlined in fig. 25 there is no overall pattern of provision here either and a similarly wide ranging number of staff can be seen to be deployed to help pupils with special needs in schools with widely differing numbers of pupils with special needs. In the schools meeting under five percent of their total number of pupils in this category the number of staff used ranged from 0.5 to six. Those seeing between six and ten percent of pupils ranged from one staff to

eight of them. A similar range was noted in departments meeting between eleven and fifteen percent of the total school population: while in schools meeting more than fifteen percent of their total population used in one case no staff at all on a full time basis to those which deployed five staff on a more permanent basis.

A large variation in the number of staff deployed to work in the special needs department was also noted in the research undertaken by Clunies Ross et al (op cit) which showed, on a much larger sample of schools than in this survey, that the number ranged between one and thirteen (p.61). Again, in their survey they found little correlation between the number of staff deployed in the school for the work and the overall size of the school. They related this issue to that of the needs of the school because of its location and its catchment area (p.60). This was a point which has already been made in connection with the analysis of question seven earlier in this survey.

The philosophical stance taken in the Warnock Report (op cit) and the indications of the documentation of the counties used in this survey might suggest that with the increased number of pupils with special needs, either with or without statements, who are receiving their education in the mainstream schools, an increased number of staff would be necessary to teach them. Question 15 was used to investigate this and the results have been tabulated and shown in fig. 27

Number of staff	Schools	
Less than five years ago	22	
More than five years ago	18	N = 83
About the same as five years ago	32	
Don't know	2	
N/A	9	

Fig 27: The number of staff deployed in the departments responsible for pupils with special educational needs compared with the number five years previously

This question was answered by a larger number of schools than many of the previous questions (83). Of these, nine schools indicated that the question was not applicable because of changes in the nature of the school or the internal organisation and one respondent did not know, as he was only a newcomer to the school.

Of those schools which did provide a response (73), thirty two of them indicated that staffing in the department was similar to that five years ago. This was a figure which represented 43% of the schools in the survey. Twenty two schools (30%) indicated that there had been a decrease in staffing while only eighteen of them (24%) recorded an increase.

It is hard from the information received to account for these changes but speculation leads towards the view that this may have been caused by a number of factors. Possibilities include a change in the nature of the school, a decrease overall in the number of pupils with special needs (although information from the county administration in this survey would contradict this), a different way of using the staff available in the school; falling roles and the greater use of staff not necessarily attached to the special needs department but giving only part of their time tabled time to this work.

Whatever the reasons, the evidence offers no real revelation as to how or why this considerably uneven pattern had emerged.

A further insight into the deployment of all the staff in the school and their involvement with teaching pupils with special needs might be gained through investigating the number of staff who worked only part of their time in the department. This it was felt would be illuminating both in relation to the overall number of staff in the school involved in the work, and also the overall deployment of the special needs departments staff. The results of this (questions 16 and 19) are shown in figs. 28 and 29

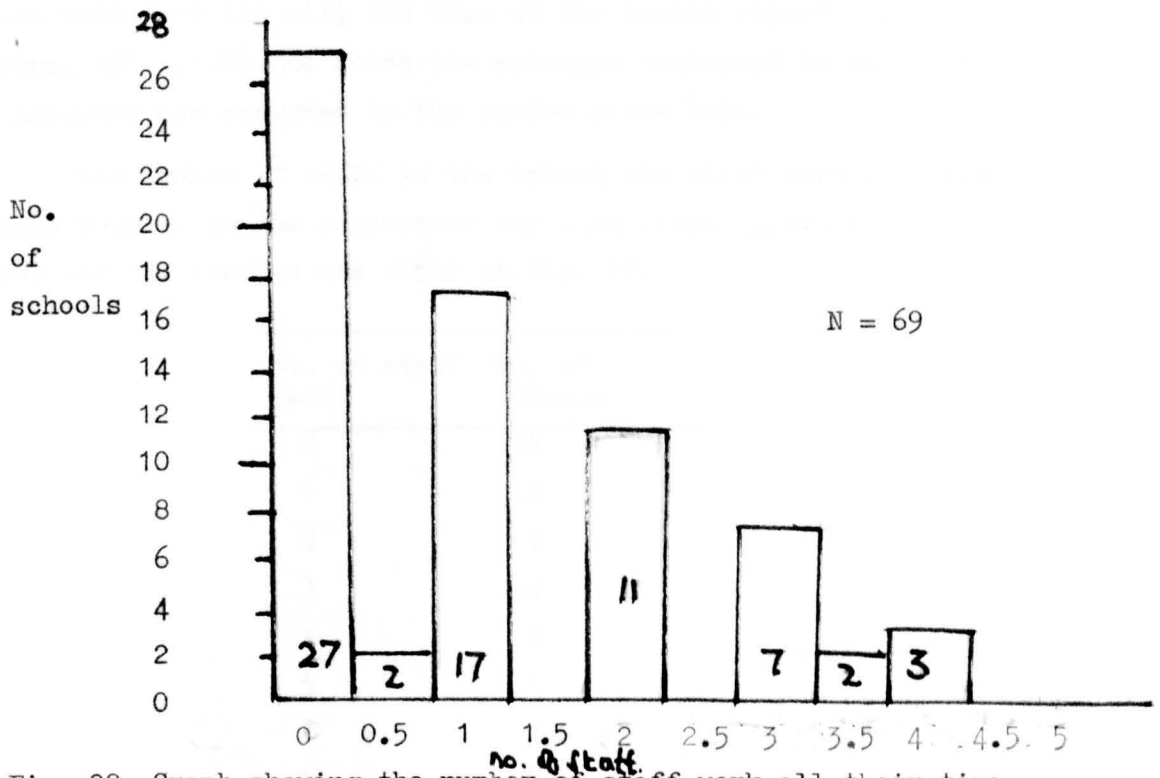


Fig. 28: Graph showing the number of staff work all their time-tabled time in the special needs department

The figures show that of the sixty nine schools who responded to this question, none of them had more than four members of staff who worked all their timetabled time in the department, and that in twenty seven of them (39.1%) no member of staff spent the whole time teaching pupils with special needs. Further the mean average of members of staff who spend all their time in the department was 1.0. In relation to this analysis a number of points can be made. Firstly, although the number of staff who work all their time with pupils with special needs is as high as four in some schools in the survey, this is by no means as many as the total number of staff who were attached to the department (see question 14, fig. 24 p.197). Again in this respect the average number of staff deployed full time in the department (1.0) is an average less than half that of the total number of staff in the department (2.5).

These factors indicate that the department staff now are much less likely to be based within the special needs department for all of their teaching time and will now have a much greater opportunity to undertake a wider range of work throughout the

school. The need for such development was argued by Tansley and Gulliford (op cit) and also in the Newsom Report (op cit para. 281 p.100) and which the evidence collected in this survey indicates has occurred in the period since then.

The number of staff in the school who spend part of their time working in the department was also investigated (question 19) and the results are given in fig. 29.

No. of staff used	No. of schools	
0	18	
1	10	
2	5	
3	4	
4	5	
5	1	N = 52
6	4	
7	2	
8/9	0	
10	2	
11	0	*
12	1	1.

Fig. 29: The number of staff who are used for part of their time tabled time in the special needs department

The figures given in fig. 29 show a great variation in the number of staff in the school who give part of their time tabled time to the work of the department. Of the fifty two schools who provided a response to this question, the largest number (18, 34.6%) had no commitment from staff outside the department to this work. Yet in other schools it was clear that a much larger number of staff ~~was~~ involved in this work.

The questionnaire did not seek to find out any further information in this area and as such no other evidence was collected. However, it is possible to suggest that the large variations of the members of staff involved in the work from one

* 1. Other schools, not included in this table, included one school which used 18 staff in this way, another which used 12 and one which used 30. Other schools expressed the number of staff involved as a percentage and numbers here varied between 30% and 50% of the total staff. In one case the indication was as a word - 'many!'

school to another may be dependent on such features as the overall commitment of the staff towards this work, the organisational structure of the special needs department to deal with the complexities which this would involve, and the overall philosophy with regard to the time tabled provision within the school.

If the replies for this question are taken in conjunction with those received for questions 14-16 (figs. 24, 25, 26) then a number of other suggestions can be made on the basis of the evidence which they provide.

The total number of staff used in many schools to work with pupils with special needs does not equate with the total number of pupils who need help. These figures indicate that a large number of extra departmental staff are involved in this aspect of school life. This, it can be argued, is a situation which will allow for the greater chance of the integration of pupils with special needs into the mainstream school as they will know a wider group of staff and that these staff may have a better understanding of such pupils. It can also be argued that this is a comparatively more flexible situation than that outlined in the Newsom Report (op cit para. 281, p.100) and shows a clear trend away from class-based teaching only.

The next questions in this section were concerned with the organisation and deployment of the staff of the special needs department in provision for pupils across the curriculum areas of the whole school. Question 17 was concerned with the subject areas in the school where 'support teaching' was undertaken for pupils with special needs, and question 18, related to how access to do so in these departments was gained.

'Support' teaching, as outlined earlier in the literature survey, is a comparatively new concept of provision for pupils with special needs in the mainstream school.

The results of the questions relating to this issue are drawn up in figs. 30 and 31. The first of these shows a list of subject areas which the responses indicate have been opened up for the department responsible for pupils with special needs to provide support in the classroom environment.

Subject areas	No. of schools	
English	48	
Maths	44	
History	27	
Geography	25	
Science	26	
Technical subjects	8	
HE/Practical subjects	8	
Languages	7	
Art	5	
Social Studies	3	Number of schools responding = 54
Environmental Studies	1	
Games/P.E.	3	
Community Education	3	
R.E.	4	
Music	2	
Computer Studies	2	
Keyboard skills	1	
P.S.D.	2	
Humanities	1	

Fig. 30: The subject areas in which special needs departments indicated they had gained access to give support to pupils

At first glance the evidence indicates a wide variety of subject areas where support is available for pupils with special educational needs. However, it is clear from the questionnaires returned that this question (number 54) had been perceived differently from the way it had been answered in the original design of the instrument. In some replies the question of support had been interpreted as a teaching commitment and the returns showed that some schools had perhaps listed areas of the curriculum where members of the department were involved in class teaching with groups of pupils rather than providing support for particular children.

Nevertheless, this was not true in all cases and the overall

impression gained was that special needs department staff were now able to provide support for pupils across a wide range of subject areas in some schools where this method of approach had been introduced.

The evidence indicates that the philosophy of providing in-class support is a comparatively recent one. The need for such schemes have been argued by Brenman (op cit 1982 p.64-65), the H.M.I. report on special educational provision in the secondary school (op cit p.44), and Hodgson et al (op cit p.24-32) where various approaches to the issues involved are discussed.

The evidence collected from this survey indicates that it is the traditional subject areas associated with special needs provision which receive most support from departmental staff. The incidences of English and Maths departments receiving support in this way are almost double those of the next group, History, Geography and Science.

It is perhaps hardly surprising that this group of subjects receive significantly more time (70%) than the rest of the subjects on the time-table. This is a point also noted by Clunies Ross et al (op cit p.92-3). The reasons behind this, it could be argued, are two fold; firstly these are the 'literate' subjects where much time is spent with reading and writing, and secondly because as the previous research indicated that the subject expertise of many of the staff in special needs departments is in these subjects.

Further, it is important to report that of those schools who replied to this question, only one indicated that where such a scheme had been started, it had failed to become viable.

Question 18 was concerned with how access to working in these departments was gained and the results of this are shown in Fig. 31.

How access was gained	No. of schools	
Department approached by individual staff	16	
Policy in school after staff discussion	6	
Liaison with H.O.D.'s	14	N = 49
Personal time table	8	
Through 'link' teacher	1	
Others	4	

Fig. 31: The methods used to gain access to departments across the school

This question of access was felt to be important as the concept of support teaching, as indicated earlier, is a relatively new concept in the field of special needs provision. There has been little guidance or information on this although it has been argued by Hegarty (op cit 1987 p.78) and Robinson and Thomas (1988)¹ that many mainstream subject centred colleagues may be sceptical or even disinterested in accepting other members of staff whose status they would question and whose knowledge of their subject may be minimal, into their classroom.

This question was, of course, not applicable to all the schools who responded to the questionnaire but of those which did (49), the information received indicated that sixteen (32%) had gained access to other subject departments in their schools through being approached by individual members of staff asking for help. A further fourteen schools (28%) had become involved through liaison in the schools with the heads of other departments.

However, being 'invited' was not the only method of approach used. In eight schools (16%) work had been undertaken through the personal timetable of the members of staff being organised to ensure that this occurred and in six schools (12%) such development had taken place as part of the overall policy in the school after discussions with the staff.

Examples cited in aiding the development of such a policy included; the use of departmental 'link' teachers and changes

1. Robinson O and Thomas G : Tackling learning difficulties

made at the time of the reorganisation of the school on comprehensive lines. Further examples given included changes being undertaken at the time of the appointment of new staff, the personal initiative by staff in the department and through directives issued by head teachers to move towards such a policy.

What is probably the most significant feature of this data, however, is the number of schools where forms of support were most being undertaken. Those forty nine schools who replied to the question represent fifty three percent of the total number of schools in the sample returned. This, it can be argued, is a far greater proportion of schools than would have been participating in a similar scheme five years earlier.

(b) the pupils

The use of support teachers to help pupils with special needs was only one form of provision within the mainstream secondary school and it was felt to be important that some attempt should be made to gain an insight into the various types of organisation of this provision for these pupils which was available in the schools as part of this survey. In the two questions which dealt with this, the respondents were asked to outline how provision was made for pupils with special needs throughout their school (question 20), and also where in-class support was provided in their school, in what type of overall pattern of teaching groups this was organised (question 21).

The complexity of the nature of the questions and the complexity of organisation that was likely to emerge from the data received, suggested that this question would be best presented so that those completing the questionnaire could do so on a year-by-year basis as the pupils progress through the school. By presenting it this way, it was hoped that as clear a pattern of organisation as possible would emerge. The results of this analysis are presented in figs. 32 to 36 based on the information received on each year group.

Type of Organisation	No. of Schools	%
Support teaching only	6	9.0
Support teaching and withdrawal	24	36.4
Support and class teaching	6	9.0
Class teaching and withdrawal	7	10.6
Class teaching and withdrawal and support	12	18.2
Class teaching only	8	12.1
Withdrawal groups only	3	4.5

N = 66

Fig. 32: The pattern of organisation for the provision for pupils with special needs (yr. 1 Age 11+)

Type of organisation	No. of Schools	%
Support teaching only	7	10.3
Support teaching and withdrawal	20	29.4
Support and class teaching	8	11.8
Class teaching and withdrawal	9	13.2
Class teaching and withdrawal and support	12	17.6
Class teaching only	8	11.8
Withdrawal groups only	4	5.9

N = 68

Fig. 33: The pattern of organisation for the provision for pupils with special needs (yr. 2 Age 12+)

Type of organisation	No. of Schools	%
Support teaching only	8	10.5
Support teaching and withdrawal	18	23.7
Support and class teaching	11	14.5
Class teaching and withdrawal	10	13.2
Class teaching and withdrawal and support	11	14.5
Class teaching only	15	19.7
Withdrawal groups only	3	3.9

N = 76

Fig. 34: The pattern of organisation for the provision for pupils with special needs (yr. 3 Age 13+)

Type of organisation	No! of schools	%
Support teaching only	9	11.7
Support teaching and withdrawal	12	15.6
Support and class teaching	4	5.2
Class teaching and withdrawal	9	11.7
Class teaching and withdrawal and support	11	14.3
Class teaching only	19	24.7
Withdrawal groups only	4	5.2
Other forms of organisation	9	11.7

Fig. 35: The pattern of organisation for the provision for pupils with special needs (yr. 4 Age 14+)

Type of organisation	No. of schools	%
Support teaching only	10	12.9
Support teaching and withdrawal	11	14.3
Support and class teaching	4	5.2
Class teaching and withdrawal	9	11.7
Class teaching and withdrawal and support	11	14.3
Class teaching only	19	24.7
Withdrawal groups only	4	5.2
Other forms of organisation	9	11.7

Fig. 36: The pattern of organisation for the provision for pupils with special needs (yr. 5 Age 15+)

These figures provide some indication of the changing pattern of provision which was made within the whole of the five year period of secondary school for pupils with special needs.

The data give some information concerning the variety of types of provision which are available for use in the school. In the first three years this, the survey indicated, could be made in one of six ways. The fourth and fifth year pupils may be accommodated in up to eight ways.

These figures point to the view that a much wider variety

of forms of provision are now available for helping pupils with special needs than indicated in the Newsom Report (op cit), Westwood (op cit), Sewell (op cit) and by Clunies Ross (op cit p.14) who more recently indicated that in the main only four types of provision were available; the slow learner class, the slow learner set, the option group, and the withdrawal group. However, that research also indicated (p.18) that in many schools more than one type of provision was available for pupils in each year group.

Clunies Ross et al (op cit p.15) further found that the most popular and widely-used approach for providing extra help for pupils in the secondary school was through withdrawing them from the normal mainstream classes. This was a method used in 85% of the schools which they surveyed.

The present study found similarly. Firstly, in the schools which responded to the questionnaire, the statistics outlined in figs. 30 - 34 show that many of them used a multi-level approach to provision for pupils with special needs. Of the three main methods: support teaching, withdrawal and class teaching, some 75% of schools questioned used a combination of these approaches in the first year while 57% of them continued to do so in the fifth year.

Because of the newness of the concept of 'support work' and the special needs department staff working alongside their subject-orientated colleagues (outlined earlier (p.207)), there is little evidence in previous research of either its organisational base or its validity within the mainstream school although a recent H.M.I report¹ (p.59-60) indicates that the main methods of provision for pupils with special needs was by withdrawal, classroom support or by class based teaching

Wheldall and Congrere (1980)² in their research on teacher attitudes indicated that there was considerable reluctance, even resistance, from many classroom teachers to the idea of 'support work'. Clunies Ross et al (op cit p.70-71) found that only three percent of schools at the time of their survey, were using

1. D.E.S. Secondary Schools : an appraisal by H.M.I., a report based on inspections in England and Wales (1982-86)

2. Wheldall K and Congrere S : The attitudes of British teachers towards behaviour modification in Educational Review 32 (i) p.53-65

such an approach.

However, the evidence collected from this survey indicates that this form of provision is much more widespread. Of those schools which responded to this question, nine percent use this approach solely in their first year. This was a number which increased to twelve percent in the fifth year. The use of 'support' teaching in combination with other approaches was also more often reported. 72.6 per cent of pupils with special needs received some form of in-class support during their first year in the secondary school, while 46.7% of them continued to receive it during their fifth year.

The evidence of previous research by Hargreaves (op cit 1983 p.51,67) and Holt (1978 p.116)¹ was that the organisation of the time table and the curriculum provision within the comprehensive school often took little account of the needs of pupils with educational difficulties. Although it was not the purpose of this present study to probe this area specifically, there is some evidence to indicate that more care and interest ~~are~~ now being taken in this area.

One example of this, it can be argued, is the evidence of an increased variety of possible ways in which provision was now being made shown in this study, compared with those completed earlier, indicating a more flexible approach overall to the problems involved.

The changing pattern of provision for pupils with special educational needs within the secondary school is indicated clearly by the change in percentage terms between the most common forms for first year pupils (some form of support teaching and withdrawal in 36.4% of schools) compared with that in the fifth year (where this form of provision had decreased to 14.3%). The evidence indicates that at that age the most popular form of provision was the traditional class teaching approach, 24.7% of schools using it.

These figures show further that where support teaching was the only form of provision in the first year (in 9% of schools), this remained a fairly constant figure throughout all the five

¹. Holt M : The Common Curriculum

years (rising to 12.9% in the fifth year).

It can be argued that the forms of provision available for pupils will be undertaken in three distinct phases. This will be based on the first and second year programmes (which the evidence indicates are often organised on similar lines), the third year where the form of provision is changed to some extent, and the fourth and fifth year, which the figures indicate will be organised in a markedly similar pattern to each other, but distinctly different from those encountered in the first and second year of that in the third year.

Apart from the increase in class-based teaching in the fourth and fifth year and the decline in the use of the combination of support teaching and withdrawal, the data collected also indicate a decline in the combination of support teaching and class teaching. Again, as pointed out earlier, this helps to strengthen the view that there is likely to be less flexibility about the arrangements for teaching pupils with special needs in their fourth and fifth years than in their first and second years.

A further question in the survey was related particularly to the issue of the organisation of the teaching groups in which pupils with special needs may find themselves. This question (21) was originally directed towards those schools which provided in-class support for pupils with special educational needs and its intention was to elicit in what type of teaching group it was undertaken. It was felt originally that this support may be undertaken in four types of classes within the secondary school organisation; mixed ability, setted, streamed, and banded. The respondents were asked to indicate on a year-by-year basis (as with question 20) how this in-class support was undertaken.

The data received, however, indicated that a larger number of schools than those providing in-class support (64/93 68.8%) had answered the question and as such the question provided much more detailed information. The data received also indicated clearly the complexity of organisation and the nature of the changes in the internal teaching arrangements for all pupils in

the secondary school and suggests that this could well become the source of some research in its own right.

In the general overview which was undertaken here, however, the information points to the view that the general pattern of provision is one which does not remain consistent for pupils throughout the five year period of secondary schooling. In the sixty four schools which answered this question eleven (17.1%) had a consistent pattern of teaching group organisation throughout the five year period.

A further break down of these eleven schools indicated that as far as the pupils with special needs was concerned the provision for them was through setted, 'class based' groups in the style which had been discussed with some concern in the Newsom Report (op cit p.100).

The data received also indicated that of those eleven schools four were comprehensive and seven secondary modern schools. Those seven secondary modern schools represented 43% of the total number of that type of school in this survey.

In the rest of the sixty four schools in the survey, fifty three of them (82.9%) indicated that they had some change in the pattern of organisation of their teaching groups during the five year period from the age of 11-16.

In general terms many of the pupils with special educational needs would start the secondary school careers in mixed ability classes in their first and perhaps also during their second year. However this provision is gradually superseded by setted, streamed or banded teaching groups as they moved through the school. The evidence further indicated that in some schools all of these organisational features could be found operating in the same school as the pupils moved through the schools dependent on the views of the various departmental heads. In a small number of schools all of the four possible systems could be found working in a year group simultaneously and the child with special educational needs might find himself in any one of the types of teaching groups, dependent on the subject or later in his school career on the option choice which they had made in the upper school.

In those schools where some form of in-class support was undertaken by the department responsible at any time during the five year period (36 schools), there were indications that this might be given in any of these circumstances and that the staff would be available to work with pupils in any type of teaching group where there was a need for them to do so. This was dependent on their relationship with the subject department or members of staff concerned, rather than the internal organisation of the school.

The Warnock Report (op cit) and its associated legislation indicated the need for change in the organisation of the school to provide for pupils with special educational needs, and another question in this survey was devoted to ascertaining for how long these arrangements outlined in question twenty one above had been in operation in the school. The results of this question are shown in fig. 37.

Years pattern of organisation in place	No. of schools	
0 - 1 yr.	17	
1 - 2 yrs.	16	
2 - 3 yrs.	4	N = 57
3 - 5 yrs.	8	
5+ yrs.	12	

Fig. 37: The length of time the present pattern of organisation for provision for pupils with special needs has been in operation in the schools

These results indicate a considerable change of organisation in many of the schools for the teaching and helping pupils with special needs over the last few years of the fifty seven schools which replied to this questionnaire forty five of them (78.9%) had seen changes in the way they had operated during the previous four years. This, it can be argued, is a reflection of the wider and deeper knowledge and understanding of the needs those pupils with special needs in the secondary school on the part of the staff in the schools, and their attempts to meet them

successfully. It is perhaps not realistic to suggest that these changes have been made entirely at the behest of the special needs department but have been made in the context of change in the organisation of the wider school through the development of new courses or through the influence of subject advisers or documentation produced by the D.E.S.¹ or H.M.I's².

Thirty three schools (57.8%) indicated that changes in provision for pupils with special educational needs had been made within the previous two years. This, it can be argued, indicates that because the reorganisation has been so recent, that there is little way of the school being in a position to tell if what alterations to the arrangements they have made have been effective and more successful or appropriate than those used previously.

Much of this section on organisation has dealt with that in place for pupils in years one to five but it is the case that not every one of them leaves school at sixteen; some stay on into the sixth form. In this connection it was felt to be important that an enquiry should be made into the form of provision (if any) that was made for pupils at this stage. As has been outlined earlier in this survey (fig. 9), not all of the schools had a sixth form and as such were unable to answer this question. In the schools where this was possible the results are outlined in fig. 3⁸

6th form provision		No. of schools
YES	14	N = 46
NO	32	

Fig. 3⁸: Schools with provision for pupils with special needs in the sixth form

Forty six schools replied to the question indicating they had sixth form provision and of these fourteen (30.4%) indicated that some form of help for pupils with special needs was available. This is a figure close to that found by Clunies Ross et al (op cit p.16 and p.31) who found that 26% of schools with a sixth form

1. Examples of these would include the documents produced for discussion for individual subject areas, such as English from 5-16 (1984) Mathematics from 5-16 (1984), Science from 5-16 (1985) or those on the overall curriculum policy in a school such as Aspects of Secondary Education in England (1979), A view of the curriculum (1980), A framework for the School curriculum (1980) or The School Curriculum (1981)
2. Examples of these would include Education Observed 1 (1984) and Education Observed 2 (1984)

made some attempt at provision in this area. Goacher et al (op cit 1988) in their research indicated that there was no provision for pupils in this category in forty two percent of sixth forms, while thirty six percent had made changes in their provision since the implementation of the 1981 Education Act on April 1, 1983.

These figures indicated clearly that for pupils with special educational needs in the sixth form there was often little or no extra formal provision for them.

(c) Responsibilities

In order to explore the changes which were expected in the organisation of provision for pupils with special educational needs two questions (nos. 26 and 27) were asked in connection with the mechanisms by which this had been undertaken in the schools. The first of these (question 26) was concerned with eliciting information on those staff who had been involved in the decision making process and the second question (no. 27) with the sources of those changes. The information on first of these has been tabulated in fig. 39.

people involved in decisions	No. of schools	
The head of department only	1	
H.O.D. and the head teacher	15	
Consultation with senior staff	16	N = 69
Discussions with all staff	36	
Timetabling	1	

Fig. 39: Staff involved in the decision making process in the schools in relation to changes which have been made to the provision for pupils with special educational needs

These data indicate that in most cases (67/69 97.1%) the decision-making process to change the provision within the school for pupils with special needs involved more than one member of staff. In fifteen schools (21.7%) this involved discussions between the head of the special needs department and the head teacher before changes were made. In a further sixteen schools (23.1%) the decision-making process involved the head of the

special needs department in consultation with the senior management team in the school and in thirty six cases (52.1%) these discussions involved all members of staff in the school who wished to participate.

Many of the schools in the study indicated that there was a pattern of decision-making within their school which started through the initiation of discussions between the Head of the Special Needs department and the Headteacher as to the future role of the department in the school. This discussion was then widened to involve firstly the senior management team and deputy headteachers, senior teachers etc., and then through the internal hierarchy of the school - heads of department and heads of year of houses, to discussions with all the staff in the school. In this way everyone was given the opportunity to contribute to the development of provision. This is a situation, which it can be argued, will allow not only everyone's views to be heard but also will allow the most satisfactory arrangements for that individual school to be made.

The changes which this study indicates have been made and the basis on which the decisions were taken within the school could be related to various sources of information or influence and a question was asked on this aspect also. The data received indicated that these sources can be divided into three different areas, those internal to the school, those external to the school, and those which were part of the legal requirements of the 1981 Education Act.

The information based on this analysis has been tabulated in fig. 40.

<u>source of change cited</u>	<u>No. of responses</u>	
Internal influences	72	
External influences	8	N = 85 ¹ .
Statutory requirements	2	
No changes	3	

Fig. 40: Sources of change cited relating to the changes which have been made for pupils with special educational needs

1. This figure refers to the number of responses received. In fact 26/74 schools who replied to this question indicated a variety of sources of change in relation to this question.

These figures indicate that by far the largest number of courses which have been cited were those based on internal developments (72/85 84.7%). The sources which were cited included the introduction of support work, general staff room discussions, the head of the special needs department, the head teacher, the senior staff in the school, timetabling arrangements and the special needs co-ordinator. External sources included the L.E.A. advisory services and lecturers from local colleges. The legal requirements included the demands of the recent Education Acts since the publication of the Warnock Report (op cit) and the policy adopted by the local Education Authority.

In order to analyse more carefully the important aspects of these internal sources of influence, a further question was asked (no. 28) in relation to the organisational changes which had been made for the provision for pupils with special needs since 1983. This question, in order to assist this analysis, was sub divided into two sections, those changes made in the special needs department and those made in the wider school.

From the point of view of the changes made by the special needs department, a wide variety of items were cited. These included the introduction of support work (mentioned in forty four cases), the greater integration of pupils and the disbandment of remedial classes (both mentioned by seven schools), better facilities and resources and the change of name of the department (both mentioned six times) and the introduction of courses aimed at pupils with special needs (mentioned by eight schools).

Other items which were mentioned included better school communication on pupils with special needs, the higher profile of the department throughout the school, greater access to the wider curriculum and examination entry, the introduction of mixed ability teaching, better information from feeder schools on the pupils with special needs, better record keeping, greater staff time devoted to the problems of pupils with special needs and the input from the local advisory and ancillary services.

In the context of the wider school the development of support work was again cited as an important development (21

mentions in this section). Other aspects which were mentioned by many schools included the higher profile of the department throughout the school, new curriculum developments for pupils with special needs (e.g. B. Tec., City and Guilds and non-examination courses were among those most often mentioned) cross-curricular strategies, better diagnostic and screening process, the departments responsibility for all pupils in the school, greater staff awareness, link teachers schemes, and in-service training, were among those factors most commonly mentioned.

This information indicates that in the philosophy outlined in the Warnock Report a much wider emphasis is now given to the work of the Special Needs Department in the secondary school. As the report itself pointed out (p.37), before its publication the phrase special education was, in the traditional sense, usually a reference to pupils and their schools which were separate from those in mainstream education. Those pupils in the mainstream school, the evidence cited earlier Tansley and Gulliford (op cit) Westwood (op cit) Gains and McNicholas (op cit) Brown (op cit) Newsome (Chairman op cit), indicates were often described as remedial or slow learners.

The Warnock Report (op cit) encouraged the amalgamation of the description of all pupils needing extra or special provision under the term 'special educational needs'. The next question (no. 24) was concerned with the term that was currently in use in the schools to describe the department. This question was asked to see if the term special needs (or a similar equivalent) was now in wide spread use in the mainstream school to describe the work of the department responsible for these pupils. The results of this question are tabulated as fig. 41.

Name of the department	No. of schools	
Special Needs Department	50	
Complementary Studies Dept.	1	
Supplementary Education	1	
Support Dept.	9	n = 73
Assessment, Language & Resource Unit	1	
Remedial Department	9	
No Dept.	2	

Fig. 41: The names used to describe the department responsible for pupils with special needs

These figures indicate an overwhelming number of schools in the survey now use the term Special Needs Department to describe their activities in the school. Of the seventy one schools who responded to this question, fifty (68.4%) indicated that this was the name of their department. Conversely only nine schools (12.3%) continued to use the word remedial as part of their departmental title.

It can be argued that the evidence of this question when related to that provided by questions 20 - 22 suggest that not only has there been a change in the name of the department concerned with the provision for pupils with special needs, but also there has been a change in emphasis as to how that department will respond to the needs of the pupils in the school and to play its role in the life of the school.

The next question in this section of the questionnaire was concerned with the timetable and the person(s) within the school responsible for its organisation and the arrangements made for pupils with special needs. The results of this question (no. 25) are shown in fig. 42.

The person(s) responsible for the timetable	No. of schools	
The Head of Department	29	N = 75
The Deputy Head	25	
The H.O.D. and the Deputy Head	16	
Senior Teacher	4	
Head Teacher	1	

Fig. 42: The person in the school responsible for the organisation of the timetable for the department working with pupils with special needs

These figures, although suggesting that the timetable arrangements for the department responsible for working with these pupils may be undertaken by five different arrangements, indicate that the main people in the school responsible for its organisation will be either the head of department, the deputy head or a combination of both these people. In the largest number of cases

(29/75, 38.6%) the arrangements were made by the head of department, while in 25 schools (33.3%) this task was undertaken by the deputy head teacher who ~~was~~ responsible for the organisation of the overall school timetable. In a small number of cases (16, 21.3%) these two people worked in conjunction with each other to produce the departmental time-table.

The last question in this section (question 29) on the organisation of provision in school was related to the methods by which information about pupils with special needs was circulated throughout the school.

The importance of this has been outlined by Clunies Ross (op cit p.145) and the need for the formality of circulating information was also drawn to the attention of schools by Her Majesties Inspectorate (op cit 1984 p.34) who pointed out that 'casual meetings between teachers did not always convey information as efficiently as was sometimes claimed'.

The response from the schools in this survey indicated that a variety of methods were used to convey information about pupils with special needs in the schools. The data received have been tabulated in fig. 43.

Methods used	Times Mentioned
Written reports	5
School bulletin	11
Oral information	13
Dept. files/information sheets	12
Meetings with year heads	11
Notice board	12
Information to Deputy Head and H.O.D.	4
Departmental meetings	2
Memos	13
Staff meetings	23
Discussions with staff	19
Link teachers	2

Fig. 43: Methods used to distribute information about pupils with special educational needs to all staff throughout the school

An analysis of this information indicates that the methods used can be divided into two major categories - formal and informal. The formal methods include written reports, the use of the school bulletin, department records and files, meetings with year heads, notices on the staffroom board, departmental meetings, and memos to staff. It can be argued that the informal methods include discussions with staff and the use of "link" teachers (who may meet formally but have no real source or outlet for the information which they have received).

Because of the lack of evidence of how the staff meetings in the responding schools were organised it is hard to suggest if they are formal or informal methods but nevertheless the evidence collected indicates that they are the most important and certainly the most likely platform for information to be circulated to staff in the school about pupils with special needs. It is also difficult to know how much of this information is formally written down or minuted and therefore able to be referred to at a later date and how much is provided orally and therefore more likely to be forgotten or misunderstood.

Again, as with the previous question, the number of times a method of approach was mentioned in the replies as being used does not refer directly to the number of schools who responded to the question. Seventy seven schools responded and of those only nine (11.6%) indicated that they used only one method of approach to distribute information on the pupils with special educational needs in those schools. From the rest of the schools involved in the project the indication was that a variety of approaches was made to this. In some cases up to four different approaches were outlined. (The average was between 2 and 3). Many schools used a mixture of formal and informal sources to aid the effective distribution of information.

(vii) Integration

This section of the survey was used firstly to probe the feelings of the respondents on the possible development in the educational climate for the integration of pupils with special needs in their schools, and secondly to investigate the development

of any links which may have been made with pupils and their teachers in special school and in units in their locality.

In the first two questions in this section (nos. 30 and 31) the respondents were given the definition of the levels of integration outlined in the Warnock Report (op cit p. 100-101) in terms of locational, social or functional integration. Further they were asked, in the light of the present provision for pupils with special needs in their school, to indicate in which category they would place their school. The second question was used as a comparative exercise with the information above as they were asked to indicate which category would have best described the provision for pupils with special educational needs five years previously.

It can be argued that for both questions the answers received may be subjective and to some extent unreliable, but nevertheless it was felt to be a valid exercise as it would provide at least some insight into the views of the staff who had answered this question.

The data received from both these questions ~~are~~ presented in figs. 44 and 45.

type of integration	No. of responses from schools	
Locational	3	
Social	7	N = 78
Functional	68	

Fig. 44: The category of integration (as outlined in the Warnock Report) which the schools in the survey placed themselves at the present time

These figures indicate that the staff felt that the provision for pupils with special needs in their schools was generally being organised in functional lines, as described in the Warnock Report (op cit). This form of provision is described (p. 101) as where there is a form of integration for pupils on both a social and an academic level. Sixty eight of the seventy eight schools (87.1%) which replied to this question, indicated

that the internal organisation of their schools provided pupils with special needs with such opportunities.

Because of the nature of the way the question was posed, as outlined above, this information can be viewed as a totally subjective view of their position and as such unreliable or invalid. Certainly the evidence indicates that there was a considerable difference in both the organisation and the provision among many schools where a functional level integration had been declared and it can be argued that one schools' perception of this form of provision was not necessarily the same as that to be found in another school.

What may be of more importance in the context of the figures produced in fig. 44 is the view of the school in the change in the type of provision over a period of five years. The respondents were asked to indicate in which category they would have placed their school five years ago in relation to the definitions given in the Warnock Report. The results of this question (31) are produced as fig. 45 in this survey.

type of integration	No. of responses from schools	% change from fig. 42	
Locational	10	- 9.0	
Social	28	- 25.3	N = 78
Functional	40	+ 35.2	

Fig. 45: The category of integration (as outlined by the Warnock Report) which the schools in the survey placed themselves five years ago

The figures presented in fig. 45 need to be considered alongside those presented in fig. 44. These show the shift, in the view of those staff who completed this question, in the level of integration for pupils with special needs at their respective school.

As with fig. 44, the views of the staff may be regarded as subjective and again to some extent unreliable. Despite this, however, what they do indicate quite clearly is the direction of change which has occurred in these schools in relation to the level of integration of pupils as outlined by the Warnock Report.

A comparison between the two sets of figures relating to locational integration; where pupils with special needs are placed on the same site as their peers but never meet formally, show a drop from ten schools where this occurred five years ago to three schools now (a decrease of 10% overall). For schools which five years ago described themselves as operating on a social level of integration; where pupils with special needs were on the same site as their peers and met on social but not academic terms, these figures indicate a drop from twenty eight to seven (a decrease of 75.0%). The third category; relating to the functional level of integration, the most desirable level according to the Warnock Report, showed an increase from forty schools to sixty six where this had occurred (an increase of 65.0%)

In respect of the definition laid down in the Warnock Report, the evidence collected in this survey indicates that there is much more likelihood that pupils with special educational needs will have provision made for them within the context of the whole school, both academically and socially, than was the case five years ago and that they are now less likely to find themselves segregated into special classes than was formally the practice.

This was not, however, the only context by which the Warnock Report argued that the integration of pupils with special needs can be judged. It also argued (p.35, p.112) that integration must also be seen whenever possible in the context of the integration of those pupils in special schools and in units. It was therefore felt important to question the schools on their links with both of these types of provision and the results of these questions (nos. 32 and 33) are outlined in figs. 46 and 47.

schools with links	19	N = 80
schools without links	61	

Fig. 46: Mainstream schools which indicated that they had links with units.

The data outlined in fig. 46 show that relatively few schools have links with units. Of the seventy eight schools which replied to this question, only nineteen (23.7%) had any links with them.

The questionnaire did not attempt to determine what these links were, nor indeed the locations and types of units with which links existed. However, some of the replies indicated that links had been built up with some on-site units for pupils with learning difficulties, and others indicated that the links were with units which dealt with the behavioural problems of present pupils or those who continued to remain on their register but had been excluded for various reasons.

Links between the mainstream school and special school also showed that in many cases there was little or no contact. The figures for this question are shown in fig. 47.

schools with links	14	N = 80
Schools without links	66	

Fig. 47: Mainstream schools which indicated they had links with special schools

As with the question on links with units, seventy eight schools responded to this question on links with special schools. The figures indicate only 14/80 (17.5%) had any links with the special schools in their area.

In most cases these links were when pupils from the special school came into the mainstream school for part of their timetable. Usually the number of pupils involved were small (one or two in each case). However some schools indicated the number of pupils participating in this way was as large as six.

The questionnaire was not able to investigate the details of how these links had been formed, how successful they were or if they involved the exchange of staff but the data indicates that such links were not widespread and that in the terms described by the Warnock Report the integration of pupils, particularly from the special schools (which may be easier than from some units) was progressing only slowly. Further, the

questionnaire did not enquire into the number of schools which had had links five years previously and it is arguable that there would have been an even smaller number then.

This state of affairs is perhaps not surprising. Brennan (op cit 1982 p.16 and p.25) has pointed out some of the difficulties in connection with the integration of pupils from special schools in particular. He argued that provision is rarely satisfactory in mixed ability groups, that the curriculum is often inappropriate, there is a lack of teachers to work with the pupils and a lack of systematic planning and continuity for them. He also reports that in some cases, at that time, there were two separate organisations to deal with pupils in the school, the remedial department for some pupils and an E.S.N.(M) department for others. One example of where this occurred is given by Roberts (in Jones Davies op cit p.95-104).

These are features which Brennan (op cit 1982) argued must be changed to avoid pupils with special needs in the ordinary school continuing to be disadvantaged, compared with those supported by the permanance of the special school (p.16).

Other recent research however indicates that important links are being established between the mainstream and the special school. Jowett et al (1988)¹ indicated that of two hundred and sixty eight special schools questioned, one hundred and ninety seven (73%) had developed links between both their staff and pupils and mainstream schools. A further twenty six (10%) indicated that they were in the process of establishing such a link. This situation has been described by Hegarty (1988 p.51)² as 'a significant development in provision for pupils with special needs'. The large discrepancy between the evidence outlined above and the data collected in this survey cannot be satisfactorily explained.

(viii) The curriculum and social organisation

This section of the survey was used to investigate the availability and the width of curriculum access for pupils with special educational needs in the participating schools.

1. Jowett S et al : Joining forces : A study of links between special and ordinary schools

2. Hegarty S : Supporting the ordinary school British Journal of Special Education vol. 15 (ii) 1988

The questions in this section were related to:

- (i) aspects of restricted curriculum practice throughout the school (questions 34-36 and question 39),
- (ii) the availability of separate courses for pupils with special needs (question 37),
- (iii) the philosophy of the school relating to entering pupils with special educational needs for external examinations at sixteen (question 51),
- (iv) the social organisation for pupils with special educational needs, particularly in relation to the organisation of tutor groups (question 38),

The evidence cited in the literature survey and that taken from the Warnock Report (op cit) and subsequent research undertaken by Hodgson et al (op cit) and Clunies Ross et al (op cit) indicated that for pupils with special educational needs restricted access to the total curriculum of the school, both in relation to its content and to choice was common in the secondary school.

The D.E.S. (op cit 1981) however charged schools with the duty to prepare pupils, regardless of their ability, creed, social or economic background, ethnic origins or sex, for all aspects of adult life (para. 53). This, as indicated earlier (p.99), should be done through eight areas of experience which should be available to all pupils as part of the secondary school curriculum.

Hinson and Hughes (op cit p.8) argued that this philosophy was the 'best opportunity, so far, to secure a curriculum which gave equal consideration to all pupils with special needs and who have received such scant attention in the past'. Significantly perhaps, in this respect they added that teachers of pupils with special needs will 'find their idealism strained to the limit' in persuading some of their colleagues the value of this.

The first question in this section of the survey (no. 34) was concerned with any form of curriculum restriction which might be placed on pupils with special needs in the first three years in the secondary school. The question was concerned not only with any curriculum restrictions which were in operation in the

school but also with the areas in which these occurred. The results of the first part of this enquiry are shown in fig. 48

	schools	
curriculum restriction in yrs 1 - 3	34	N = 73
no curriculum restrictions in yrs. 1 - 3	39	

Fig. 48: Curriculum availability for pupils with special needs in the first three years of secondary education

The evidence indicates that of the seventy three schools which replied to this question, thirty four of them (46.3%) had some form of curriculum restriction in the first three years while thirty nine of them (53.4%) had no form of curriculum restriction for pupils with special needs.

In a similar, but much more detailed survey, undertaken by Clunies Ross et al (op cit p.110-128), there were indications of a similar likelihood of curriculum restrictions for pupils with special needs than those indicated in this survey. In their study they found that 42% of first year pupils with special needs were offered a restricted curricular programme. This was a figure which rose to 55% in the second year and to 64% in the third year.

Direct comparisons between the two studies are not easy in the circumstances but it would appear that overall these figures are very similar and that many pupils with special needs are not offered a full range of curriculum provision in their first three years in the secondary school as the rest of the pupils there.

This survey also showed that the most likely subjects that would not be offered to pupils with special needs at this stage of their schooling were foreign languages. Twenty schools (some 27.3%) indicated that this was their practice while a further five indicated that while they allowed pupils with special needs to undertake one foreign language, they were not allowed to undertake a second. In relation to the pupils in the school who are usually given this opportunity (those who

are linguistically the most able), this is perhaps hardly surprising. This however is a much lower percentage than that found by Clunies Ross et al (op cit p.111) who indicated that not only was modern languages the most likely subject area to be restricted to pupils with special needs but also that forty one percent of schools in their survey had this restriction in the first three years.

Other subjects which were restricted to pupils with special needs in years 1 - 3 included history, geography and music (where a humanities course was often substituted) and single subject science (where general science was usually substituted). Again, as with the report by Clunies Ross et al, approximately five percent of schools in this survey restricted the curriculum for pupils with special needs by two or more subjects. However, the evidence of both this survey and that by Clunies Ross et al (op cit) contradicts, at least in this respect, the findings of the H.M.I. survey (op cit p.25) which indicated that 'nearly all schools offered a common curriculum in terms of subjects to all pupils in the early years' (of secondary education). This is a finding which cannot be justified in this survey.

Similar questions relating to the curriculum provision for pupils in the 4th and 5th years were also posed. The nature of the difficulties, for many pupils at this age has been well documented by its research of Willis (op cit), Hargreaves (op cit) Wall (1968)¹ and Coleman (ed. 1979)², and acknowledged by official documentation as far apart as the Newsom Report (op cit) and H.M.I. visits and observations (op cit)

The results of the survey relating to curriculum restrictions in the fourth and fifth year (question 35) are shown in fig. 49

	schools	
Curriculum restrictions in yrs. 4 and 5	46	N = 73
No curriculum restrictions in yrs. 4 and 5	27	

Fig. 49: Curriculum availability for pupils with special needs in years 4 and 5 of their secondary education

1. Wall W.D. : Adolescents in School and Society
2. Coleman J.C. (Ed.) : The School Years

These figures indicate that 46/73 schools (63.0%) of those which replied had some form of curriculum restriction placed on pupils in their fourth and fifth year while 27/73 (36.9%) had no such restrictions. Eleven (18%) schools however reported that, although in theory they had no curriculum restriction on pupils in the fourth and fifth year, at the time when options were chosen many of the pupils were positively 'guided' or 'counselled' towards various subject areas or away from others.

The issue of the choice of options for pupils with special educational needs was one that had been researched before. The provision of separate courses for these pupils has been outlined by Edwards (1975)¹, Roberts (1975)², McNicholas (1979)³ and Brennan (op cit 1979). This latter example, in a wide-ranging survey of provision for pupils with special needs, noted (p. 102) that in the secondary curriculum 'there are more frequent attempts to construct a special curriculum for slow learners'. The H.M.I. report (op cit 1985 p. 26) indicated the value of such 'packaged' courses, but at the same time noted the difficulties which these courses engender in the minds of pupils who were not doing examination work or not likely to be entered for examination subjects. Stakes (op cit 1986) points out that for many pupils with special needs in the fifth year, particularly those who are academically less successful to be entered for an examination produces an increase in personal confidence and status. Further, the research indicated that for these pupils, ^{it is more important} to be entered for an external examination than the result.

A more recent H.M.I. survey (op cit 1988 p.50) indicated that in only about one quarter of secondary schools were all pupils able to choose freely from the subjects and courses available. Similarly, Clunies Ross et al (op cit p.131) indicated that in some two-thirds of the secondary schools which they surveyed the 4th and 5th year pupils with special needs were undertaking courses specially designed for them. Some of these courses, they found, led to external examinations.

1. Edwards R : A remedial department in the West Midlands in Jones Davies (op cit p.80 - 94)
2. Ibid p. 95 - 104
3. McNicholas: Lifeskills: A course for non-academic fourth and fifth year children in a comprehensive school in Remedial Education: vol. 14 (iii) (p. 125-129)

The information received from this survey suggests that a similar number of schools are involved in this way except that the external examinations would now be G.C.S.E. Because of the timing of this survey the effect of the introduction that this examination has had, has not been able to be considered.

The next questions (numbers 36-37) on the questionnaire were related to the access to individual subject areas; foreign languages (question 36) and a school leavers programme (question 37).

The results of the first of these questions (number 35) are shown in fig. 50 and the second of them in fig. 51.

Schools		N = 79
Yes	41	
No	38	

Fig. 50: Schools which allow their fourth and fifth year pupils the opportunity to undertake a foreign language

These figures indicate that 41 schools (51.8%) in theory give pupils with special needs the opportunity to continue with a foreign language during their fourth and fifth year. However further evidence from the questionnaire indicates that in 16 (39%) of those schools this was not likely to occur in practice since in many if not all cases those pupils would be 'counselled away' from such a choice.

Yes	15	N = 79
No	64	

Fig. 51: Schools which provided a school leavers course for pupils in their 4th and 5th year

The use of special 'school leavers' courses has been part of the provision for pupils with special needs and other scholastic difficulties over a period of many years. Such examples have been cited by Edwards (op cit), Roberts (op cit) Brennan (op cit) and Clunies Ross (op cit). Brennan (op cit 1979 p.94) indicated in the Schools Council survey on the curriculum provision for slow learners that the schools leavers' courses were the most

successful part of any secondary school programme which the team had observed. However, despite this, considerable criticism of such courses were made by McNicholas (op cit).

The evidence from this survey indicates that only 15/79 schools (18.9%) attempted to provide any such course. The survey, however did not probe the length of time each week that these courses might have been offered. From the information received in relation to previous questions in the survey, it can be argued that the majority of pupils with special needs receive such information concerning careers, personal development and work experience (areas outlined as key parts of any school leavers' programme by Brennan (op cit 1979 p.109-110) in the wider life of the school, with the support being provided by the department responsible for them when and where possible.

The issue of examination entry for G.C.S.E. or 16+ courses for pupils with special needs has already been touched on above. In this connection it was felt to be of importance to probe more deeply the philosophy of the school on its entry policy for this and also the criteria by which such entries might be made. The replies to the first part of this question (no. 51) are outlined in fig. 52

Schools		N = 74
Yes	61	
No	13	

Fig. 52: Information received relating to the philosophy of entering pupils with special needs for external examinations

These figures show that 61/74 (82.4%) of the schools surveyed indicated that they had a philosophy of entering pupils for at least some external examinations at the end of their fifth year. This is a figure which compares unfavourably with those outlined by Clunies Ross et al (op cit p.132) which indicated that over ninety percent of pupils with special needs were entered for public examinations.

As has been pointed out earlier in this study (p.232),

the emphasis for entry to external examinations for pupils with special needs, particularly those with learning difficulties, is as important in terms of their status within the school as for any other pupil, and it can be argued that it is seen as one of the ultimate indications of success in the secondary school.

The evidence collected in this survey indicates that although a large number of schools had an overall philosophy for entering pupils for external examinations, there were large variations in the way this was approached and the criteria which were used. Thirty six schools (59%) which sent positive returns to this question indicated entry was by merit on a subject-by-subject basis, so that if the pupils was felt to be good enough to enter for the examination and motivated to do so they would be entered.

In other schools the circumstances were different. In ten (16.3%) there was a general entry for all pupils regardless of their ability or their special needs problem. Two schools organised special 'leavers' courses which had an external examination as part of the course. Nine schools entered pupils in specific subject areas, particularly English and Maths, where a formal qualification was felt to be a valuable asset for the pupil. Many entries were made in such subjects as art, craft textiles or C.D.T. Other schools made the distinction by entering pupils for all examination courses with certain specific exceptions. One school for example entered all pupils with special needs for all subjects except for general science, rural science and in some cases maths. In another school pupils with special needs were undertaking courses where there was no external examination at the end of it. These included community care, leavers courses and some further education link courses at the local Technical Colleges.

Evidence from previous questions, relating to the types of courses and options available for the pupils with special needs indicates that not all of them were related to examinations taken at C.S.E. or 16+ levels but a number (eleven) schools indicated these were related to examinations leading to such

qualifications as the B.Tech courses or to those organised by the Royal Society of Arts, the A.E.B. (Basic test series) or other vocational examination bodies.

This was a point also made by the H.M.I. survey of practice in this area (op cit p.25) which noted a great variety of courses leading to examinations were being designed for pupils with special needs, particularly those pupils well below the level for which the examinations were originally intended (a point also made by the Cockcroft Report (1982) para.442)¹. in relation to external examination entry in mathematics for pupils aged 16+).

The question of external examination entry and the best policy adopted for pupils with special needs is currently under much discussion and examination. The low attaining pupils programme (LAPP) (op cit) inaugurated in July 1982 is one such programme with 'an underlying aim to find ways of providing a more effective education for these pupils in their fourth and fifth year of secondary schooling for whom the current system of public examinations was not designed'². This pilot scheme is one which the H.M.I's (1984 p.27) have expressed a hope will 'provide experience on which future work can be built'.

(ix) Practicability and cost

The Warnock Report (op cit), although making no real proposals nor indications as to the cost of implementing its recommendations, did however suggest (19.3 p.325) that substantial extra finance would be required 'over the next few years and beyond'. It seemed therefore both necessary and desirable for this survey to investigate the financial position of the department responsible within the secondary school and also its position during the five-year period outlined. The questions in this section related to both the finances available to the department (questions 40 and 41) and also to how, if it was felt desirable, extra money might be raised (question 42).

The replies to the first of these questions ~~are~~ outlined in fig. 53.

1. D.E.S. Mathematics Counts (The Cockcroft Report) H.M.S.O.
2. D.E.S. Lower Attaining pupils programme (LAPP) issues for Discussions D.E.S. London (1986)

	Schools	
Yes	29	N = 75
No	46	

Fig. 53: Figures relating to the increase in the financial allowance for the department responsible for pupils with special needs over a five year period.

These figures indicate that nearly two thirds of the schools which had responded to the questionnaire 46/75 (61.3%) had had no increase in the allowance for the department responsible for pupils with special educational needs, beyond the rate of inflation during the five year period outlined in the question.

This figure is important when taken in the context of the findings made by Goacher et al (op cit 1988 p.81) which indicated that in ninety one percent of English L.E.A.'s gross spending on provision for pupils with special needs had increased since 1983. In fifty four percent of these there had been an increase greater than the rate of inflation while in twenty nine percent of L.E.A.'s the amount spent had kept pace with it.

Further to the information outlined above, information received in connection with question 41 indicated that in nearly fifty percent of the schools who replied to the questionnaire (34/75 45.3%) there was no more money available to the department than that provided annually through the allowance from the head teacher. Answers to this question are displayed in fig. 54.

	Schools	
Yes	36	N = 75
No	34	
Never asked	1	
Sometimes	2	
No response *	2	

Fig. 54: Figures relating to the question is extra finance available to you beyond that of the normal capitation?

* Did not respond to this question but did so to question 40 above.

Where extra finance was available this was derived from a number of sources. Thirty two of the thirty six schools stated they were able to get extra money through internal school mechanisms, which usually involved asking the headteacher for further funding. Twenty schools indicated that they could normally receive extra money from the Parent's Association. These two sources were the main contacts when extra money was desirable but other sources in some schools included sponsored events (five schools), industrial contacts (four schools), the school fund (one school), local awards through the County Council and the S.C.D.C. (one school) and through the efforts of the individual department to raise money through selling food or holding jumble sales in school themselves (one school).

The overall impression given is that the expectations of the Warnock Committee in terms of extra financial in-put for departments in secondary schools for pupils with special needs has in many cases not occurred and is at best patchy. This point was also made by Hegarty (op cit p.178) who argued that 'provision in this area has been under-resourced for many years'.

(x) Staff development

An important theme of the Warnock Report (op cit) was concerned with the continued and continuing staff development in the area of special education. This section of the questionnaire was related to various aspects of this. They included:

- (i) the development of a 'link' teacher system within the school (question 43),
- (ii) in-service training for all staff in the school (questions 44-47),
- (iii) the qualifications of members of the special education department staff (questions 48 and 49),
- (iv) the feelings of staff relating to the changes and developments which had been made in the school in the five year period (question 52).

The first of these questions dealt with the development of a system of 'link' teachers in other departments in the school. The idea behind the use of teachers in this way has been outlined

by Hegarty (op cit p.107-122) Giles and Dunlop (op cit) and Stakes (1987, op cit). The philosophy behind such schemes is however open to different interpretation. Hegarty (op cit) describes link schemes between special schools and their mainstream counterparts in terms of staff, resources and pupils. Giles and Dunlop (op cit) and Stakes (op cit), however, describe a similar scheme which was organised internally in their own mainstream schools. The philosophy behind this is that these 'link' teachers are individual subject specialists working in their department but who have both some interest and a growing expertise and knowledge in relation to pupils with special educational needs. Stakes (op cit p.38) described them as acting as a 'focal point of reference' for special needs activities in their department'. This, he argues, was valuable as 'it was felt that this was the best way forward because these teachers were the specialists who could most effectively talk to and respond to the other members of their department' in their work with pupils with special needs.

The results of question 43 are given in fig. 55

	school	
Yes	27	N = 77
No	50	

Fig. 55: Responses to the question 'does your school have a system of 'link' teachers?'

Seventy three schools replied to this question, twenty seven (35.0%) of which indicated that this form of organisation had been developed in their schools. A further three schools indicated that they were in the process of developing this structure.

The concept of the 'link' teacher in each of the subject departments in the mainstream school was linked by many schools in the survey with other recent innovative developments; forms of 'in-class support' teaching (see question 17) and to a 'whole school' approach to provision for pupils with special educational needs. It is in the combination of these three features which

have been described by Giles and Dunlop (op cit) and Stakes (op cit 1987) in contemporary descriptions of the development of provision in the mainstream school for pupils needing such help.

The ideas behind these developments have been described as 'contraversial' by Hegarty (op cit p.75) and he, Clunies Ross et al (op cit) and Hodgson et al (op cit) have argued for a major thrust in in-service provision for the staff who are involved in such work. Questions forty four to forty seven in this survey were related to such developments in the secondary schools questioned.

The data received with regard to the question relating to schools which have undertaken some form of in-service provision for staff ~~are~~ outlined in fig. 56.

Schools		N = 75
<hr/>		
Inset provision over the last 5 yrs.	37	
<hr/>		
No inset provision in last 5 yrs.	38	

Fig. 56: Figures relating to inset provision for staff concerned with pupils with special educational needs over the past five years.

These figures show that 37/75 schools (49.3%) had made some form of in-service provision in connection with staff development for teaching of pupils with special needs. These figures are difficult to compare with others as previous research has not made any enquiries in this field. The evidence of earlier research also suggests that other developments in provision for such pupils had previously not been sufficiently undertaken to warrant such an enquiry.

However, present figures indicate that there has been a considerable increase of provision in this area which was seen as of importance by the Warnock Report (7.54 p.118) in order to develop the expertise of all the staff in the mainstream schools who are likely to come into contact with pupils needing special educational help. Further, these figures illustrate that despite the misgivings of those such as Clunies Ross et al (op cit)

Hodgson et al (op cit p.91), Brennan (op cit 1982 p.65) and Hegarty (op cit p.138-9), many mainstream secondary schools have managed to begin to overcome the difficulties described by Lerner (op cit) Widlake (op cit), Jones and Gottfried (op cit), D.E.S. (op cit 1970), and Sampson (op cit 1971) relating to the development and organisation of such courses by their own colleagues.

In this connection the H.M.I. observations (op cit 1984 p.47) point out that the implications for in-service training for staff working with pupils with special needs remain 'considerable' and that the heads of faculties and subject departments must initially 'require and wish for in-service help'.

The evidence of the research conducted for this survey indicates that many schools were organising their own in-service training rather than waiting for direction from their L.E.A. Twenty eight schools from all the L.E.A.'s participating in this survey indicated they had proceeded in this way while only one of the L.E.A.'s¹ had a policy document responding to the 1981 Education Act which encouraged such developments in its mainstream schools. This county was only at the consultative stage of its planning.

As a further aspect of the development of this survey it was felt to be useful to elicit what aspects of special educational provision had been discussed on these courses (question 47), which staff had attended them (question 46), and who had been involved in their organisation (question 44).

The topics which were discussed varied widely, both in their content and in their variety. The most popular topics were concerned with what might be described as the more practical aspects of classroom performance and delivery. These include:

- (a) teaching styles and approaches to helping pupils with special needs (in 16 schools)
- (b) the readability of materials and the adaption for use by staff with the pupils with special needs, particularly those who were academically less successful (in 15 schools)

¹. Humberside County Council: Education Act 1981 Special Educational Needs development plan, a consultative document
3.31 p.10 (1987)

Other prominent topics were difficult pupils and strategies for helping them, the implications of the 1981 Education Act and the policy outlined by the L.E.A. for the schools, assessment procedures, and the role of the 'link' teacher. Further items mentioned by some schools included the communication of information about pupils with special needs throughout the school, mixed ability teaching techniques and the function of the department responsible for pupils with special needs.

Perhaps most interestingly in connection with this list was that four schools indicated the agenda for these meetings had been set by the staff who were to attend the course rather than the department responsible or outside influences such as the L.E.A. or local advisers. This, it can be argued, is an indication of the growing confidences of the staff of departments responsible for special needs in the mainstream secondary school to work with all the staff in the school and also, and of no less significance, the growing confidence of the whole of the staff in the department responsible.

The survey also indicated that in many cases (23/64 43.7%) the staff in the school had been solely responsible for organising and running courses and that in only sixteen cases (25.8%) had this been left to the L.E.A. advisory service (see fig. 57). In eighteen cases however, they had been organised jointly between the L.E.A. team and the staff of the school concerned.

	Schools	
L.E.A. advisory service	18	
L.E.A. and school staff	18	N = 64
School staff only	28	

Fig. 57: Responsibility for organising school based courses on pupils with special educational needs

Further to the information outlined above, it can be argued that these figures may be taken as an indication of the growing confidence of the members of the staff within the school to work more closely with each other to provide a better service for pupils with special needs. This, in turn, will leave the

staff in the special needs team less isolated than the evidence outlined in earlier literature would indicate.

Not so many replies were received to the question relating to teachers attending the courses described above. An analysis of the figures received from the thirty two schools who replied is shown in fig. 58.

	Schools	
Co-ordinator only	1	N = 32
Department staff	4	
Link teachers only	4	
Open to all staff	23	

Fig. 58: Staff to whom all school based courses in the schools were open

The figures show that in 23/32 (71.8%) of the schools where some form of in-service provision had been made, all the staff were invited to attend. These figures do not indicate just how many staff in the school did attend in fact but in isolated examples which were given, schools indicated that between one half and three quarters of the staff had done so. Further, in one school where considerable time and thought had been placed on the importance of in-service training after two sessions where all staff had been invited to attend and a decision had been made to inaugurate a 'link' teachers scheme in all the departments, the link teachers (who were recruited voluntarily) had attended a further series of in-service courses to develop their own expertise.

The Warnock Report (op cit chapter 12) argued that a further important aspect of the development of a more professional approach to the provision of special education in the mainstream school was through the development of the skills and expertise of the staff in the department directly responsible for it in the schools. In order to survey this development, a series of questions was asked along these lines in this survey. These questions were concerned with the formal qualifications held by the members of the special needs department (question 48), the nature of these qualifications (question 49), and the point at

which this qualification was obtained (question 50).

The responses to the first of these questions are given in fig. 59.

Schools	
Staff with specialist qualifications	60
Staff with no specialist qualifications	18
N = 78	

Fig. 59: Indications of the number of schools with staff who had specialist qualifications in the teaching of pupils with special educational needs

These figures indicate that 60/78 (76.9%) of the schools in the survey had at least one member of staff who had formal specialist qualifications in the teaching of pupils with special needs. In some schools (6) the returns indicated that more than one member of staff was qualified in this respect. These figures can be compared with those given by Clunies Ross et al (op cit p.90) which indicate that some sixteen percent of staff working in the field had additional qualifications.

The importance of such additional qualifications was advocated by the Warnock Committee (op cit 12.2 p.226) as 'vital for those teachers who have a defined responsibility for children with special educational needs'. The committee envisaged extra training at a variety of levels: initial training, in-service training, and post-graduate research level. A summary of provision at each of these levels was outlined by Hegarty (op cit p.127-140).

The evidence received from question forty nine indicates that the specialist qualifications of departmental staff were at all of these levels. A breakdown of this information is given in fig. 60.

Qualification	No. holding it	
Certificate in special needs	16	
Diploma in special needs	45	
Higher Degree (M.A./M.Ed.)	4	
B. Phil.	1	N = 76
Certificate in behavioural problems	1	
College of Preceptors Course	1	
O.U Course	1	

Fig. 60: The types of additional qualifications held by members of staff working with pupils with special needs in the secondary school.

These figures show firstly the large variety of possible types of additional qualifications which were held by the staff involved in working with pupils with special educational needs. Secondly, they point clearly that the most popular type of course taken by the staff was the Diploma course run by local universities, Polytechnics and colleges of Higher Education. Forty five out of the seventy four (60.8%) teachers with a formal qualification in special needs had gained a diploma. The next most popular qualification was the certificate in special needs which was held by sixteen of the staff (21.0%).

Previous evidence on this aspect of staff development is hard to find. Clunies Ross et al (op cit p.90-93) undertook a similar survey of qualifications as part of their research findings but from the information they provided little direct comparison is possible. However, apart from the small number of teachers discovered to hold extra qualifications, it did indicate that these qualifications were held by staff at similar levels to those in this survey; certificate, diploma, graduate and post graduate levels.

One reason for this, it can be argued, can be seen in connection with the replies received to question 50, which related to the length of time these qualifications had been held by the staff. The returns showed that of the sixty schools

which had replied positively to question 48, forty two of them (70%) had staff who had gained these qualifications during the past five years.

The Warnock Report (op cit p.226) indicated that the training of specialist staff was not enough and that other staff in the schools would need to be informed of the new circumstances of the 1981 Education Act and their experience and expertise with children with special educational needs developed. Goacher et al (op cit 1988 p.82) indicated that this has been regarded in most L.E.A.'s as a 'top-down' model in order to introduce the Act to teachers. Their evidence (p.83) indicates that in the mainstream school eighty percent of head teachers and seventy one percent of specialist special needs staff had been given specific training to help implement the Act with only fifty eight percent of other teachers having had this support.

The last question in this section (question 52) was used to attempt to elicit the overall impression the respondents had of the effect the changes in special needs provision had had on the pupils and the staff.

Using the premise pursued by Hargreaves (op cit) Willis (op cit) N.A.R.E. (op cit) The Warnock Report (op cit) and others, it was suggested to the schools concerned that previous research had indicated that the position of the staff who work with pupils with special needs and also that of the pupils themselves had been generally one of low status in the secondary school, and further it encouraged feelings (amongst the pupils at any rate) of poor esteem and anti-social attitudes. The respondents were asked if the changes which they had indicated had been made in their school in relation to special needs provision, had produced any marked change of attitude amongst both the staff and the pupils. The results of these enquiries have been outlined in figs. 61 and 62

Feelings expressed	Schools	
Positive changes	51	
No change	10	
Not sure	10	N = 76
Can't tell yet	3	

Fig. 61: Changes in attitude relating to the feelings of the staff in the whole school after the changes in provision during the five year period indicated

Feelings expressed	Schools	
Positive changes	39	
No change	13	
Not sure	20	N = 76
Can't tell yet	4	

Fig. 62: Changes in attitude relating to the feelings of the pupils with special educational needs after the changes in provision during the five year period indicated

These figures relating to both the staff and the pupils indicate that the developments which have been made in the provision of special educational needs have been largely positive. Replies expressed this new point were received from 51/76 (67.1%) of the schools in respect of the feelings of the staff and from 39/76 (51.3%) of the schools in relation to the feelings of the pupils. On the less positive side of this issue only 10/76 (13.1%) of schools indicated that there had been no change in the feelings of the staff, while 13/76 (17.1%) of them suggested that the feelings of their pupils had not changed for the better. Where this was the case, eight schools indicated this for both the feelings of the staff and the pupils. However, some of the respondents were more reluctant to commit themselves over the feelings of their pupils. In twenty returns (26.3%) the staff indicated their uncertainty in this respect, while in the question of the reaction of the staff to the changes made, only 13.1% of them were unsure.

These figures, it is arguable, are hardly surprising. It is conceivably easier for the members of the special needs department, through their personal relationships and good management, to change the view of the staff in the school than those of the pupils. Further, the real views of the pupils are harder to assess because as the evidence of Hargreaves (op cit), Willis (op cit), Waller (1932)¹ and Bordieu (1967)² indicates they are more likely to be affected by such features as staff-pupil relations, institutional factors and their own self-image to a much greater extent than the staff.

Two other points are also relevant to any analysis of this question. Firstly, in connection with the way the question was presented, no category was inserted to allow the respondents to indicate that the feelings of the staff or the pupils had deteriorated because of the changes which had been made. This, it was felt (perhaps naively), would be unnecessary as the staff in the school would not have made changes which would allow this to happen. Secondly, the category outlined as 'can't tell yet' in figs. 57 and 58 were responses from those schools in the survey which had undergone re-organisation at the beginning of the term when the survey had been conducted and as such was an accurate reflection of the current conditions. It is also important to point out that the analysis of these questions (as with those concerned with the level of integration within the schools (questions 30 and 31, figs. 42 and 43)) is dealing solely with the subjective judgements of the staff who made a return.

The staff were questioned as to the main factors which they felt had most contributed to the changes in feelings which they had outlined in the question discussed above. The most common replies to this question (no. 53) included greater staff awareness of pupils with special needs (indicated by 16 schools), the use of support teachers (15 schools), the introduction of a whole school policy for pupils with special needs (11 schools), improved attitudes of the staff towards pupils with special needs (15 schools), the curriculum development for such pupils which had taken place (9 schools), and the influence of the senior

1. Waller W : Sociology of Education

2. Bordieu P : Systems of Education and systems of thought in M.F.D. Young (Ed.) Knowledge and Control : new directions in the Sociology of Education

management team on the school on the issues involved (9 schools). To a lesser extent the ability to influence the senior management team was also cited by a number of schools as an important factor affecting changing attitudes. Other factors which were also mentioned included the increased status of the head of the special needs department and of the department in general, the fact that it was no longer easy to identify pupils with special needs as a specific group in the school, in-service training, the improved attitude of pupils, extra capitation, the use of 'link' teachers, and the influence brought to bear in the school by outside agencies and the local advisory service.

This wide-ranging list takes into account some of the features which have been outlined and discussed earlier in this survey. Further it re-affirms the view expressed earlier that different factors can be weighed in different ways in different schools according to the needs, goals, and acceptable parameters of operation within the individual school.

(x) Future developments

The final section of the questionnaire was concerned with future developments and plans in the school in connection with the provision for pupils with special educational needs. It was felt that it would be most appropriate if this were an 'open-ended' section where the respondents could indicate those proposed developments (if any), and as such the analysis of this section would be undertaken to draw out some of these. It was felt also that this was an important question to ask not only because it would give some indication of the line that such developments might take, but also it would allow for an analysis of the most important features which might be open to discussion and debate within the schools concerned.

In all, sixty two schools in the survey gave some indication of their proposed future plans. This represented sixty three percent of the returns and can be regarded as a healthy return on the question. A large number of items were recorded and a total of nineteen different developments emerged.

It would be difficult, even futile, to attempt to categorise these but the most popular of these were:

- (a) the development of a system of support teaching (mentioned by fifteen schools)
- (b) the development of a 'link' teacher scheme (mentioned by ten schools)
- (c) the development of the professional expertise of the staff through school-based in-service courses (eight schools)

Other items which were mentioned regularly in the returns were:

- (a) the development of alternative curriculum arrangements for pupils with special needs
- (b) the development of withdrawal work for such pupils
- (c) the development of a whole school approach to provision
- (d) the use of new technology
- (e) working with the most able pupils
- (f) the development of a special needs resource centre for staff and pupil use
- (g) closer links with local special school
- (h) the development of techniques for helping pupils with special educational needs in mixed ability teaching groups.

The list of items indicates developments in many schools related to those which had already been undertaken in other schools in the survey. There were no real indications of innovative developments beyond those already indicated and discussed in this review. What was, however, apparent in the responses to this question was that those developments which were being discussed and considered, were based on the needs of staff and pupils and the constraints and parameters laid upon them by circumstances in individual schools, rather than those imposed on them from elsewhere.

SECTION 6 THE STATISTICAL ANALYSIS

(1) Introduction

As was outlined in the introductory section to the small-scale survey (p.146) an important part of it would be directed towards a statistical analysis of the data received to a number of hypotheses which had been drawn up. These hypotheses, as outlined earlier, had been developed firstly as a result of the evidence outlined in the literature survey and secondly from the conclusions which were drawn from the analysis of the results of the small-scale survey. This section will be used to present the results of these statistical analyses.

The analyses were conducted by means of the chi square (χ^2) test. Information with regard to the procedures and correct use of this test was taken from Siegel (1956 p.110)¹ and The Schools Council (1976)². Because the theoretical frequency in some of the categories was less than five, it was necessary in certain of the hypotheses, to make what Siegel (op cit p.110) called 'the correction for continuity'. This was done by the use of Yates correction procedure, described by Cochran (1954)³ and recommended by Siegel (op cit) and Garnett (1965 p.258)⁴.

As is the usual practice, each hypothesis will be analysed and discussed individually in this section and a statement will be made in respect of the findings.

(a) An analysis of the hypotheses drawn up as a result of the evidence outlined in the literature survey

Hypothesis 1 : that the level of integration, as outlined in the Warnock Report (op cit p.100-102), for pupils with special educational needs in the mainstream secondary school can be related to its size.

This first hypothesis dealt with the proposition that the size of the secondary school could be related to the levels of integration outlined in the Warnock Report (op cit) which the respondents to the questionnaire had indicated to exist in their schools.

Evidence collected from the replies to question 6 (the size of the school) were compared by chi-squared (χ^2) analysis with

1. Siegel S : Non parametric statistics for behavioural scientists
2. Schools Council/C.E.T. : The χ^2 test
3. Cochran W.G. : Some methods for strengthening the χ^2 test
4. Garnett H : Statistics in psychology and education

those responses collected to question 30 (the views expressed as to the level of integration which existed there) from the completed questionnaires.

In all the replies from seventy eight schools were used for this analysis. The results are shown in fig. 63,

<u>Type of Integration</u>	<u>Size of school</u>				
	0-500	500-1000	1000-1500	1800	
Locational	0	1	1	0	(2)
Social	4	4	0	0	(8)
Functional	13	30	21	4	(68)
N = 78	(17)	(35)	(22)	(4)	

Fig. 63: An analysis of the size of the school population and the level of integration for pupils with special needs, as indicated by the returns to the initial questionnaire

For statistical reasons it was felt to be appropriate to collapse the information outlined in fig. 63 in order to conduct the chi (χ^2) analysis. This was done by concentrating this analysis on the responses to the social and functional provision for pupils with special needs and concentrating the size of the schools into two categories: those of less than five hundred pupils and those with more than this number. This information is displayed in fig. 63b

<u>Level of Integration</u>		<u>Size of school (pupils)</u>		
		less than 500	500+	
Social		4	4	(8)
Functional		13	55	(68)
		(17)	(59)	
		N = 76		

$$\chi^2 = 2.35$$

Fig. 63b : The 'collapsed' figures from the information displayed in fig. 63

The χ^2 analysis indicated that the data received cannot be regarded as significant at the 5% level and that the hypothesis cannot be sustained.

Hypothesis 2: that the integration of pupils with special educational needs can be related to the academic type of the school

A further hypothesis was investigated in connection with the levels of integration, as defined in the Warnock Report (op cit). In this case it was the connection with these levels and the academic type of the school. (i.e. secondary modern or comprehensive) to discover if they may have provided any significant difference in relation to the level of integration indicated by the respondents to the initial questionnaire.

An χ^2 analysis was conducted from the data collected from the relevant questions (nos. 3 and 30) from the questionnaire. The results of this analysis are shown in fig. 64.

		Type of school		
		Sec.	Mod.	Comp.
Type of integration	Locational	1	1	(2)
	Social	5	8	(13)
	Functional	13	56	(69)
		(19)	(65)	
N = 84				

Fig. 64: An analysis of the relationship between the academic type of the schools in the survey and the level of integration for pupils with special needs

As with the previous hypothesis it was necessary for statistical reasons to 'collapse' certain categories of information outlined in this fig. and to concentrate the analysis on the social and functional levels of information only. These data are presented in fig. 64b.

		Type of school	
		Secondary Modern	Comprehensive
Level of integration	Social	5	8 (13)
	Functional	13	56 (69)
		(18)	(64)
N = 82 $\chi^2 = 1.46$			

Fig. 64b: The collapsed figures from the information presented in fig. 64

The χ^2 analysis of the information in fig. 64b indicates

that the data received from the questionnaire cannot be regarded as significant as the 5% level and the hypothesis cannot be proved.

However, by displaying the evidence collected on this issue (fig. 64) it does help to point certain differences in the levels of integration for pupils with special needs between those who responded from the secondary modern and the comprehensive schools.

Of those secondary modern schools which replied thirteen of them (68.4%) indicated that they were operating at a functional level of integration while fifty six (86.1%) of the comprehensive schools felt this was the case.

It is important to point out however that this was only a small sample of schools and this cannot be taken as anything more than an indication of feelings.

Hypothesis 3 : That the proposals made in the Warnock Report (op cit) and the Education Act (1981), with regard to the changes in the provision for pupils with special educational needs, have produced a significant change in the financial arrangements for the department responsible for them.

For this hypothesis an analysis of the responses made to question 40 (related to the overall capitation of the department) was linked to those made to question 41 (relating to raising extra finance). The results of this analysis are shown in fig. 65

		Other sources of money			
		Yes	No	Sometimes	
Increase in departmental capitation	Yes	18	4	0	(22)
	No	24	26	2	(52)
		(42)	(30)	(2)	
N = 74					

Fig. 65: An analysis of the relationship between an increase in departmental capitation and other sources of income to the department responsible for pupils with special needs

As with the χ^2 analysis conducted with the previous hypotheses it was again necessary to collapse the information presented in fig. 65 in order to conduct this analysis. The analysis was conducted only on definite answers which were collected. This information is outlined in fig. 65b.

		Other sources of money		
		Yes	No	
Increase in departmental capitation	Yes	18	4	(22)
	No	24	26	(50)
		(42)	(30)	
$\chi^2 = 5.72$				N = 72

Fig. 65b: The collapsed figures from the information presented in fig. 65

The result of this χ^2 analysis indicates that the data are significant at the 5% level and that the hypotheses can be sustained. This indicates a link between those departments which had received extra capitation in the period and who had also received extra money from elsewhere, compared with those schools who had received no extra capitation and also had no other source of extra finance.

As a further part of this hypothesis an analysis of the relationship between the experiences of the secondary modern schools and the comprehensive schools was also undertaken to ascertain if any of similar statistical significance could be obtained. The results of this are outlined in fig. 66

		Extra capitation		
		Yes	No	
Type of school	Secondary Modern	4	12	(16)
	Comprehensive	21	37	(58)
		(25)	(49)	
		N = 74		
		$\chi^2 = 0.29$		

Fig. 66 : An analysis of the relationship between the extra capitation available and the types of schools on the survey

The results of this χ^2 analysis indicate that the data

is not significant statistically and the hypothesis cannot be sustained.

Hypothesis 4: that acquisition of further professional qualifications by the staff responsible for teaching pupils with special educational needs will have raised both their status and led to the development of school based in-service courses for other staff

The responses received to question forty eight (fig. 56) in the original questionnaire indicated that a large number of staff working with pupils with special needs had obtained formal qualifications in this field. The responses to question fifty also indicated that seventy percent of these staff had obtained their qualifications during the five year period since the 1981 Education Act.

It could be argued that the acquisition of these qualifications should lead to changes in the overall provision in the school, to a development of school based INSET work and to a rise in the status of the teachers with special needs in the school. A series of χ^2 analyses was organised to test these hypotheses.

These analyses were directed towards a statistical analysis of questions 43 and 44 on the questionnaire which had been sent out to the schools. These related to the development of departmental 'link' teachers by the special needs department (as this could be argued to be an important co-operative cross-curricular activity) and also the provision of any school-based INSET courses (as again this could be regarded as an important end-product of any formally acquired qualifications by the special needs department staff). The results of the first of these propositions is shown in fig. 67, the second in fig. 68

		Formal Qualifications		
		Yes	No	
Link	Yes	18	5	(23)
Teachers	No	38	14	(52)
organised				(56) (19)

$$N = 75$$

$$\chi^2 = 0.04$$

Fig. 67: An analysis of the relationship between the formal qualifications of teachers of pupils with special educational needs and the organisation of departmental 'link' teachers in the schools

The results from the above analysis indicates that these data are not significant at the 5% level and as such the hypothesis cannot be sustained.

The results relating to the hypothesis concerned with those special needs departmental staff with formal qualifications and the provision of school based INSET is outlined in fig. 68

		<u>Formal Qualifications</u>		
		Yes	No	
School INSET provision	Yes	26	7	(33)
	No	26	15	(41)
		(52)	(22)	
		N = 74		
		$\chi^2 = 2.06$		

Fig. 68 : An analysis of the formal qualifications of teachers of pupils with special educational needs and school-based INSET provision

The χ^2 analysis indicates that the data presented here are not statistically significant at the 5% level and that the hypothesis is not sustained.

Again, a note of caution must be introduced here, as it is possible that in some schools where in-service provision has been undertaken there was no desire to organise a 'link' teacher scheme and as such this would invalidate the base on which the judgement for the original premise had been made.

Hypothesis 5 : that the relationship between the numbers of pupils assessed as having special educational needs can be related to the total pupil population of the school

An χ^2 analysis was undertaken comparing the results of question 6 (the total population of the school) and question 7 (the number of pupils assessed as having special educational needs). The results of this are shown in fig. 69.

	No. of pupils in school				
	0-500	500-1000	1000-1500	1500+	
% of pupils in 0-5	9	2	3	0	(14)
school with 6-10	5	5	4	2	(16)
special needs 11-15	3	8	4	2	(17)
15+	4	9	5	0	(18)
	(21)	(24)	(16)	(4)	
N = 65					

Fig. 69 : An analysis of the relationship between the number of pupils in the schools in the survey and the percentage of pupils with special educational needs

In order to conduct the χ^2 analysis for the information presented in fig. 69 it was necessary to collapse the information received. The percentage of pupils with special needs was outlined in two categories, those schools with less than ten percent of their population described in this way and those with more than

ten percent so described. Similarly the size of the schools was categorised into two types only : those with less than one thousand pupils and those with more than this number. This information is displayed in fig. 69b

		<u>Size of school</u>		
		Less than 1000	More than 1000	
pupils with special needs	less than 10%	21	9	(30)
	more than 10%	24	11	(35)
		(45)	(20)	
		$\chi^2 = 0.09 \quad N = 65$		

Fig. 69b: The collapsed figures from the information presented in fig. 65

This analysis indicates that there is no statistical significance at the 5% level and as such the hypotheses is not sustained.

However, it was felt that an χ^2 analysis of this issue, relating to the academic type of the school and the age ranges taught would also be valuable. This was undertaken as hypothesis 6.

Hypothesis 6: the extent of the relationship between the percentage of pupils who have special education needs and its academic type

The results of this hypothesis, again based on a breakdown of the information in question 7 (the % of pupils with special educational needs) and questions 3 and 4 (the academic type of the school). The results are shown in fig. 70

		<u>percentage of pupils with special needs</u>				
		0-5	6-10	11-15	15+	
Type of school	Grammar	9	0	0	0	(9)
	Sec. Mod	4	5	2	6	(17)
	Comp.	15	16	17	6	(54)
		(28)	(21)	(19)	(12)	
		$N = 80$				

Fig. 70: An analysis of the relationship between the academic type of the schools in the survey and the percentage of pupils with special educational needs

Again it was necessary for statistical purposes for this analysis to collapse the information received. The responses from the grammar schools were taken out and the percentage of pupils with special educational needs were reduced to two categories : those with less than ten percent of its pupils defined in this way and those with a number which the survey indicated was greater than this figure. This information is displayed in fig. 70b.

		<u>percentage of pupils with special needs</u>	
		<u>less than 10%</u>	<u>more than 10%</u>
Type of school	Sec. Mod	9	8
			(17)
	Comprehensive	31	23
			(54)
		(40)	(31)
		$\chi^2 = 0.11$	$N = 71$

Fig. 70b: The collapsed figures from the information presented in fig. 70

These results indicate that there is no statistical significance at the 5% level and the hypothesis cannot be sustained.

The figures outlined in figs. 70 and 70b that the number of pupils with special educational needs in the secondary modern schools and those comprehensive schools in the survey can vary widely and that the likely number of pupils in each is not determined by type. The returns from the secondary modern schools, where it can be argued that there is likely to be a much larger number of pupils with special needs (especially learning difficulties), are a case in point. Four of the seventeen schools in this category (23.5%) indicated that less than five percent of their school population had been assessed in this way, while six of them (35.3%) indicated that this population was over fifteen percent.

Hypothesis 7: that the percentage of pupils who have special educational needs can be related to the age range of the schools

This hypothesis arose as a consequence of the analysis of the answers to question 7 (the percentage of pupils with special educational needs) and question 1 (the type of school, by age range which they attended). It was felt that a χ^2 analysis of this information would be valuable.

The results of this analysis are shown in fig. 71.

		% of pupils with special needs			
		0-5	6-10	11-15	15+
Age range	11-16	10	9	9	11 (39)
of pupils	11-18	4	10	9	5 (28)
	11-14	1	0	0	0 (1)
	12-18	1	0	0	1 (2)
	13-18	1	0	0	5 (6)
	12-16	1	0	1	1 (3)
	14-18	1	0	0	0 (1)
		(19)	(19)	(19)	(23)
N = 80					

Fig. 71: An analysis of the relationship between the age ranges of pupils in the schools in the survey and the percentage of pupils with special educational needs

Because of the small number of schools involved in many of the categories outlined in fig. 71 for the purposes of the analysis those schools with age ranges of 11 - 16 and 11 - 18 were used. Again as in previous analyses the percentage of pupils with special educational needs was reduced to two categories : those schools with less than ten percent in one category and those with more than ten percent in the other. This information is displayed in fig. 71b

		<u>percentage of pupils with special needs</u>	
		less than 10%	more than 10%
Age range	11-16	19	20 (39)
of pupils	11-18	14	14 (28)
		(33)	(34)
		$\chi^2 = 0.00$	N = 67

Fig. 71b: The collapsed figures from the information presented in fig. 71

The χ^2 analysis indicates that the information presented in fig. 71b is not statistically significant at the 5% level and the hypothesis cannot be sustained.

The breakdown of the information between the age range of

the pupil population and the numbers of them who were in need of special educational provision (fig. 70) although not statistically significant did however point out one further interesting feature, about pupils in schools with an age range of 13 - 18. Of the returns made, five schools (83.3%), indicated they had a population of over fifteen percent of pupils receiving special educational help. This number of schools, is, of course, a very small sample (six schools of this type responded) and little, if anything may be read into this. In this connection it is also worth pointing out that all of these five schools with this number of pupils receiving special educational had urban catchment areas. Again, although this is a point which was worth noting, because of the size of the sample its importance must be regarded with some scepticism.

An analysis of other hypothesis drawn up as a result of the data collected from the schools

As a result of the analysis of the data from the initial questionnaire, further hypotheses arose. Those which have been subjected to an analysis by the use of a χ^2 test were :

Hypothesis 8 : that there is a relationship between the curriculum choice available for pupils with special educational needs and the type of secondary school which they attend

This hypothesis is based on the data received from questions 34 and 35 (relating to restricted curriculum access in the school), questions 3 and 4 (the type of school which they attended), and question 1 (the age range of the school).

The χ^2 analysis of the information received from question 34 and questions 3 and 4 is shown in fig. 72.

		Type of school		
		Sec.	Mod.	Comp.
Curriculum restrictions in yrs. 1-3	Yes	8	26	(34)
	No	8	31	(39)
		(16)	(57)	
N = 73		$\chi^2 = 0.10$		

Fig. 72: An analysis of the relationship between the academic type of the schools in the survey and the curriculum restrictions on pupils with special educational needs in years 1-3 (11 - 14 years)

The analysis of this data indicates that the χ^2 test was not significant at the 5% level and as such the hypothesis cannot be sustained.

A breakdown of the information received about those pupils in years 1 - 3 (11 - 14 years) in conjunction with the overall age range of their school was also undertaken. This is shown in fig. 73.

		The age range of the school					
Curriculum		11-18	11-16	13-18	12-18	12-16	14-18
Restrictions in yrs. 1-3	Yes	12	24	3	1	0	0 (40)
	No	15	14	1	0	1	1 (32)
		27	38	4	1	1	1
N = 72							

Fig. 73: A breakdown of the age ranges of the school populations, compared with the curriculum restrictions for pupils with special needs in years 1-3 (11-14 years)

The χ^2 analysis for this information had to be collapsed as the number of schools in all categories except the 11 - 16 and 11 - 18 age ranges were too small to be of value. This information is shown in fig. 73b.

		The age range of the school	
		11-18	11-16
Curriculum restrictions in years 1 - 3	Yes	12	24 (36)
	No	15	14 (29)
		(27)	(38)
		$\chi^2 = 2.2$ N = 65	

Fig. 73b: The collapsed figures from the information presented in fig. 73

The information received from the χ^2 analysis was found to be not statistically significant at the 5% level and the hypothesis could not be sustained.

However, a further breakdown of these figures indicated that schools with the age ranges of 11 - 18 and 11 - 16 years old (where the numbers were sufficiently great to make such comparisons) support those findings indicated earlier in this study (p.230-3)

of a certain restriction of curriculum choice for pupils with special educational needs. Twenty four schools out of the thirty eight analysed (63.2%) with pupils between the ages of eleven and sixteen restricted this choice for pupils in the first three years. Twelve of the twenty seven schools (44%) with the age range from eleven to eighteen years had similar restrictions. It is difficult to suggest reasons for this beyond those already outlined earlier (p. 232) but on further suggestion may relate this to the number of extra staff available because of the weighting of the ratio for pupils over the age of sixteen which may allow extra flexibility and therefore a greater freedom of curriculum choice for all pupils.

For the second part of this hypothesis (relating to pupils in the 4th and 5th year (14 and 15 year olds) the figures are set out similarly to those above and are shown in tables 74 and 75.

		Type of school		
		SM	CS	
Curriculum	Yes	10	36	(46)
Restriction	No	6	21	(27)
		(16)	(57)	
				$N = 73$
				$\chi^2 = 0.00$

Fig. 74: An analysis of the academic type of the schools in the survey and the curriculum restrictions on pupils with special educational needs in years 4 and 5 (14-15 years)

This information was again found to be of no statistical significance at the 5% level and the hypothesis could not be sustained.

		Type of school (by age)						
		11-18	11-16	13-18	12-18	12-16	14-18	
Curriculum	Yes	17	34	3	1	0	1	(56)
restrictions	No	10	13	1	1	1	0	(26)
		(27)	(47)	(4)	(2)	(1)	(1)	
$N = 82$								

Fig. 75 : An analysis of the breakdown of the range of the school populations in the survey, compared with the curriculum restrictions on pupils with special needs in years 4 and 5 (14 - 15 years)

For the purposes of this analysis the information in fig. 75 had to be collapsed and the χ^2 analysis was restricted to those schools in the 11 - 16 and 11 - 18 age range only. This information is outlined in fig. 75b.

Curriculum	<u>Age range of school</u>		
	11-16	11-18	
Restrictions in 4th and 5th year.	Yes	17	34
	No	10	13
		(27)	(47)
	$\chi^2 = 0.71 \quad N = 74$		

Fig. 75b: The collapsed figures from the information presented in fig. 75

Neither of the analyses of the data in figs. 74 and 75 can be shown to be statistically significant at the 5% level and as such the hypothesis cannot be sustained for this age group. However, as with the information outlined in figs. 72 and 73, these data also helped to underline the overall lack of curriculum choice for some pupils with special educational needs at the end of the third year of their secondary school (14 years of age). A breakdown of the figures for pupils in the 11 - 16 schools shows a 21.3% increase in restricted curriculum options at this stage, while those in the 11 - 18 schools show a 18.5% increase.

Hypothesis 9 : that varying changes in attitude may have occurred in the staff from different types of schools as a consequence of the developments contained in the Warnock Report and the Education Act (1981)

This hypothesis arose as a result of an analysis of question 52 (related to changes in attitude of the staff) and questions 3 and 4 (relating to the type of school). This was concerned with the differences (if any) between the responses of those staff working in secondary modern and comprehensive schools. The results of this analysis is shown in fig. 76.

	Change of attitude			
	Yes	No	Not sure	
Sec. Mod.	7	5	5	(17)
Comp.	44	5	7	(56)
	(51)	(10)	(12)	
N = 73				

Fig. 76: An analysis of the relationship between the change in attitude of staff working with pupils with special educational needs and the academic type of the school

For the purpose of this analysis the figures were collapsed so that the no and not sure categories were placed together. Because these could both be regarded as negative responses it was felt that this was appropriate. This information is displayed in fig. 76b.

		<u>Change in attitude</u>		
		Yes	No & not sure	
Type of school	Sec. Mod	7	10	(17)
	Comp.	44	12	(56)
		(51)	(22)	
		$\chi^2 = 8.67$		N = 73

Fig. 76b: The collapsed figures from the information presented in fig. 76

The χ^2 analysis indicates a statistical significance at the 1% level and as such the hypothesis can be sustained. Further, this analysis confirms the point made earlier (p.248) of the generally positive attitude of the staff working with pupils with special needs to the changed circumstances in their schools since the Warnock Report (op cit) and the Education Act (1981). An analysis of the evidence indicates particularly the case in the comprehensive school where 44/56 respondents (75.6 per cent) indicated a positive response to this issue.

The secondary modern schools, however indicated a less positive response. In this small sample seven schools (41%) indicated a positive response. The majority of them were divided between replying negatively or being unsure about this issue. In the light of some of the other findings in this

survey, which have also indicated less positive or less flexible circumstances in the secondary modern school compared with those to be found in the comprehensive, this was not so surprising.

Hypothesis 10: that because of the apparently different rate of changes in the types of schools in the survey, there would be consequently, differences in the attitude of pupils in these types of school

This hypothesis, as hypothesis 9, arose as a result of the analysis which had been undertaken to the responses to question 52 (the changes in attitude of the pupils on this occasion) and questions 3 and 4. Again a comparison was made between the replies of pupils attending the secondary modern and the comprehensive schools. The result of the initial analysis is shown in fig. 77.

		Changes in attitude			
		Yes	No	Not sure	
Type of school	Sec. Mod.	5	7	5	(17)
	Comp.	35	6	15	(56)
		(40)	(13)	(20)	
		N = 73			

Fig. 77: An analysis of the changes in attitudes of the pupils with special educational needs (as indicated by their teachers), compared with the academic type of the schools in the survey

As with the information received about the attitudes of the staff and displayed in figs. 76 and 76b that collected about the attitude of the pupils had to be similarly collapsed for the purposes of the analysis. This information is presented in fig. 77b.

		Change of attitude		
		Yes	No & not sure	
Type of school	Sec. Mod.	5	12	(17)
	Comp.	35	21	(56)
		(40)	(33)	
		$\chi^2 = 4.53$ N = 73		

Fig. 77b: The collapsed figures from the information presented in fig. 77

This χ^2 analysis indicated a statistical significance at the 5% level for the data received, and as such the hypothesis can be sustained. As with the analysis of the hypothesis of the staff attitudes undertaken earlier (p. 268) this directed at their pupils indicates that the secondary modern schools again displayed less positive attitudes than their comprehensive school counterparts.

It is important to point out that any conclusions drawn from the statistical analysis of this hypothesis must be taken with caution. Although the χ^2 analysis is statistically significant, it is based only on a reported view of a third party (the teachers) and it is possible that the returns for question 52 may have been heavily influenced by their feelings.

It can be argued that these findings must be related to the analysis of the findings of the attitude of the staff (hypothesis 9). An analysis of the data indicates that of those staff who reported a negative attitude among staff in their own schools, eight of them (66%) also reported a negative attitude among their pupils.

It is also important to relate the findings of hypothesis 10 to those of hypothesis 1 (p. 251) and to point out that again it is likely that some of the responses may also have been either over-stated or under valued, dependant upon the attitude of the member of staff who completed the questionnaire.

For both hypotheses 9 and 10 the respondents were asked to generalise for the whole body of the pupils and the staff. This is a difficult task and although both hypotheses have been shown to be proved this must be taken with caution. Nevertheless, even taking this into account this overall more positive feeling about the staff and their pupils is an important finding in this study and it can be taken to indicate an improved, more positive attitude particularly amongst those staff who are directly responsible for teaching those pupils with special educational needs in the mainstream secondary school and who completed this questionnaire.

SECTION 7 : THE FOLLOW-UP STUDY

(i) Introduction

During the period when the questionnaires which had been completed by the schools were being analysed, it was confirmed by these returns that further valuable information might be obtained if certain aspects of provision which had been made in some schools, could be investigated further and if this information could be compared and contrasted with what was happening in other schools.

The purpose of this phase of the study was two-fold:

- (a) to undertake the investigation in the small group of schools of points which the analysis of the data already received indicated had either been left inconclusively or which had not been satisfactorily illuminated by means of the initial postal questionnaire
- (b) to discuss these findings with an adviser from one of the local education authorities participating in the postal survey the information from this follow-up phase and to give him the opportunity either to confirm or to deny its validity, and also to comment on the findings in the light of his knowledge of the schools in the area.

The specific areas for which further information was sought related to the following features:

- (a) functional integration (question 30 on the questionnaire)
- (b) the decision-making process in the schools (question 26)
- (c) staff attitudes (question 52)
- (d) the dissemination of information about pupils with special needs in the schools (question 29)
- (e) a clearer definition of what the staff in the schools meant by 'coping' (relating to the data received in reply to question 11, where the issue of promotion into the set or stream above had been raised).

(ii) Methodological outline

As outlined earlier in this section, the use of a postal questionnaire would have been of little value for this stage

of the survey as this may have led to further generalised data being collected, rather than focussing on deeper, more specific answers from certain schools. It was felt that the best approach to conducting this part of the study was by interviewing people, mainly heads of department, working with pupils with special needs, individually on the features outlined above.

Following this decision it was clear that an outline framework relating to these interviews should be drawn up as this would help to focus more clearly on the areas to be covered and would help in the overall conduct of them. An outlined questionnaire to serve this purpose was produced (see appendix 3). However, it is important to state that this was to be used only as a basis for discussion of the issues involved, and that the main emphasis at this stage was on conducting individual interviews with the heads of the special needs departments in order to allow them to describe their individual school circumstances.

Within this context and in the light of the five areas to be investigated in this part of the survey, the following questions were seen as being important as the framework around which these discussions might take place.

Functional integration

- What is meant by the phrase 'functional integration' in your school?
- How has this been effected over the past five years?

The decision making process

- Who is involved in the decision-making in your school?
- Who is crucial within this? Who has to be influenced in the process to get things done? Who is the most influential person within it?
- What tactics did you/do you employ to help make the changes you have made?
- What constraints (if any) have been/are imposed on the changes you have made?

How does the decision-making process in your school operate?

At which stage in this process are the key decisions taken?

What tactics (if any) did you employ to aid the changes you have made?

What constraints (if any) did you feel have been brought to bear in relation to the changes you would have liked to have seen?

Have all the changes you have made over the past five years been planned?

This led the conversation into the area of changes in the staff attitudes. The conversations then took the following format:

What is the current situation over the attitude of the staff in your school towards pupils with special educational needs?

What has affected these attitudes over the past five years?

Can the attitudes of staff be placed into certain groups?

What chance is there of changing the attitudes of staff now?

What, if it is possible to state, has been the single most important change you have made to change the views of the staff over the past five years?

The next section discussed was that of the dissemination of information about pupils with special needs in the school.

The conversations took this pattern:

What is the source of information about these pupils in your school?

How is it gathered?

How is it disseminated?

What difficulties are there in your school in using this method?

How effective is the method(s) used?

How do you judge this effectiveness?

The question of pupils 'coping' in different teaching groups was raised with both of the schools in the pilot study as both of them used this approach. The conversations took the following format:

What does the word 'coping' mean in the context of the answer provided in the postal questionnaire in your school?

What are the 'key' areas which are discussed when the question of 'coping' is raised?

Are you happy about the present definition of coping as you have described it?

As pointed out earlier (p.270) the first of these issues - the meaning of functional integration in the context of the school questioned followed two different anatomical patterns. In the first school the following pattern emerged:

What is functional integration in terms of your school?

Definition of the pupils in the school. (There were two groups of pupils with special needs, remedial and slow learners)

- Have the changes you have made in the last five years all been planned?

Staff Attitudes

- What consciously have you done to change the attitudes of the staff during the past five years?

- What is the current situation? Can you categorise staff attitudes in any particular way?

- What possibilities are there currently for changing the attitudes of staff towards pupils with special educational needs? Is there anything further to be done in this area?

The Dissemination of information

- Which methods are used to disseminate information about pupils with special needs in your school?

- Is the/are the method(s) you use effective?

- How can you determine effectiveness? What criteria do you use?

'Coping'

- What did you mean by 'coping' in reply to question 11 in the postal questionnaire?

- What factors are taken into account when this word is used?

- Is there any balance in these factors in the decisions which are made?

(iii) The Pilot Study

(a) Method

For the pilot study of this part of the survey two schools were used. These two schools were chosen from an initial list of ten which had been selected. The selections were made on the basis of the individual returns which had been made to the postal questionnaire. Within the context of the purpose of this phase of the study, certain features within the school had to be present for them to be asked to participate. These were :

(a) indications that they felt that the pupils with special needs in their school had been functionally integrated in terms of the definition in the Warnock Report (op cit p.100-101)

- (b) indications that changes in provision for pupils with special needs had been effected over the past five years
- (c) as far as possible the term 'coping' had been applied when concerned with promoting pupils from one set to another

In the pilot study all these factors were present although in the main phase of this follow-up study not every school contacted promoted their pupils from one group to another and as such the question of 'coping' could not be pursued with these.

The two interviews which were conducted in this pilot study were undertaken in different circumstances. One of them was conducted on a face-to-face basis while the other was undertaken over the telephone. It was apparent at this stage that because of personal circumstances, the geographical location of some of the schools to be used in this follow-up study and difficulties with the time available, at least some of the interviews would have to be conducted by telephone. A trial run of both situations was, therefore, an important part of this pilot study.

The basis of both of these interviews generally followed the pattern outlined earlier in this section of the study (p. 4-6). The topics were introduced in this same order. The anatomy of the conversations held followed exactly the pattern outlined earlier for items (b), (c), (d) and (e). For question (a), however, the anatomy of the conversations was different for the two schools. This was necessary because of individual features outlined by the heads of department as the conversation progressed.

In relation to question on the decision-making process the conversation held took the following form:

Who is the crucial person in the decision making process in your school?

How has this person affected the changes which have been made to special needs provisions during the past five years?

Definition of the organisation of both these groups.

How are these pupils integrated into your school?

What changes have occurred during the past five years in relation to the integration of these pupils?

In the second school the following pattern was revealed:

What is functional integration in terms of your school?

What changes have occurred during the past five years

What do you mean by a child 'functioning' in this sense?

What changes have been made in relation to providing small group teaching, for these pupils as compared with their integration into the school?

(b) Conclusions

The conclusions to this pilot study fell into certain main areas. These can be outlined as the following:

- (a) The format used would provide useful information further to that gained in the initial postal questionnaire.
- (b) There was much greater difficulty in relation to conducting a 'phoned interview than one that was face-to-face. This could be related to the following factors:
 - (i) it was difficult in copying down what was said by the respondent and much time was spent in covering the points which had been made more slowly so as to do this properly
 - (ii) there was no way of referring back to the key points which had been made once the 'phone had been put down.

(iii) If the person at the other end was not known to me and this presented problems, particularly at the beginning of the conversation even though this person had been contacted earlier, asked to participate, and supplied with a list of questions to be discussed

(iv) it was not always easy to keep the respondent to the point

(v) it was difficult not to take 'a line' and pursue it based on the information already received from others taking part

(vi) the 'phone was not always the most convenient or hospitable medium for conducting this type of interview, either for myself or the person being questioned

(vii) it was clear that each of the interviews which would be conducted would have an individual flavour, each would have a different emphasis, each would lead to different questions being asked which would be dependent on the individual taking part, his school and what he wanted to let me know. It was more likely, the evidence indicated, that there would be more similarity between the conversations relating to items (b), (c), (d) and (e) in this follow-up study than item (a) - functional integration, where different interpretations and values in individual schools would lead to different topics being discussed.

(viii) it was clear from this pilot study that more information would be forthcoming from those taking part by asking the initial question and remaining quiet, to let them speak and for the questioner to intervene only occasionally rather than to try to set the pace and not allowing enough time to provide a considered response.

(c) Nevertheless, despite the difficulties outlined above, the idea of this follow-up study was worth pursuing as the information which would be collected may provide useful additional evidence to that already collected.

(iv) The main phase of the follow-up study

Taking into account the conclusions drawn above, the main part of this follow-up study was conducted in six other secondary schools drawn from all three local authorities where the postal survey had been conducted.

As pointed out earlier in the pilot study (p.27), these

schools were selected on the basis of the information they had returned in response to the original questionnaire. For this main study eight schools were selected to participate. The field was narrowed to a large extent as the postal questionnaire had guaranteed anonymity to the schools sending returns and many schools had made their responses without revealing their identities. Because of this, although many of them indicated they had developed interesting strategies for their pupils with special needs, their individual identification was unknown and no further contact was possible.

Of the eight schools asked to participate in this stage, two declined to do so. One head teacher replied indicating he felt the Head of department had not got the time; the other was concerned about retaining its anonymity. This left six schools with which to conduct this part of the survey. However the information received from the pilot study was felt to be valuable in adding to the body of knowledge in this inquiry. As few changes were to be made to the outlined of the study, it was decided to incorporate these results with those of the main study.

Each of the eight, participating schools (the two in the pilot study and the six others) were comprehensive. This was not deliberate: two grammar schools were contacted but both declined to participate. The participating schools were drawn from all three local education authorities where the postal questionnaire had been completed, one from one L.E.A., two from a second and five from the third. The adviser who was questioned worked for the L.E.A. from which the five schools originated.

The age range of the pupils attending also varied; three of them took children from 11 - 16 while five were 'all-through' 11 - 18 comprehensive schools. Similarly, there was a spread between the rural and urban schools. Three of them were rural and five urban. The three which were rural were not all 11 - 16 schools nor had all the urban schools an 11 - 18 age range. Again, the L.E.A. advisers area included

both 11 - 16 and 11 - 18 secondary schools in both rural and urban areas and thus some degree of balance was also kept in this respect. Finally, there was a wide range in the length of time that the heads of the special needs department had been in their present jobs, ranging from the shortest of three years to the longest of over fifteen years.

From this information it can be seen that despite the random nature of the selection of the schools in this phase of the survey and the difficulties encountered in making it, there was at least, in part, a balance similar to that found in the postal survey.

The schools which were asked to participate, were initially contacted by telephone to ascertain their willingness. Those six who were willing were then sent a list of the questions and an outline of the proposed conversation so that some preparation could be done by those involved. A date was also fixed for the interview.

In five cases these interviews with the schools had to be carried out by 'phone and only one was conducted on a face-to-face basis. Nevertheless despite this, and taking into account the lessons learnt in the pilot study, the outcome was felt to be satisfactory and much useful information was collected.

The adviser was interviewed face-to-face after the school interviews had been conducted and the results of the data collected had been analysed so that he could give an impression of the overall findings.

As with the pilot study the conversations on the topics (b), (c), (d) and (e) followed similar patterns to those described earlier. For topic (a) however, as also had occurred in the pilot study, conversations with individual schools were undertaken in different ways and different items were discussed with each school. This was dependent on individual organisations and the internal developments in provisions which had occurred.

(v) The Results

(a) Functional integration

The information received on this question indicated that there was a variety of definitions of the term 'functional integration' in the schools. Further, it showed that because of this variety of definitions and understanding of the term, the concept of functional integration varied widely from one school to another. The data indicated that functional integration was perceived in two essentially different ways in the schools. These have been defined for the purpose of this analysis as 'pragmatic' and 'philosophical'.

In the schools where a 'pragmatic' approach had been adopted, this was based on two further features relating to organisational and interpretive factors.

Where the organisational factor was emphasised, this usually involved fitting those pupils with special needs (wherever possible) into the mainstream classes, based on aspects such as the flexibility within the school meeting the situation, the availability of staff and the provision of support teaching. The evidence indicated that where there was a lack of provision in these areas or an unwillingness to provide it, this would inhibit the level of integration for pupils with special needs.

The interpretive factor was based on the views within the school of the interpretation of the phrase 'functional integration'. Here the emphasis was on the word 'functional' in the sense of the pupil with special needs being able to function (i.e. cope) in certain subject areas.

The evidence indicated that this interpretation was often determined by the subjective views of the department staff most closely concerned with pupils with special needs who often based these views on their knowledge and perceived knowledge of the rest of the school or their personal contact with it.

The 'philosophical' concept of functional education was based on the view that functional education means total integration which in turn means mixed-ability teaching with support for pupils with special needs. This was a view prevalent in three

of the eight schools in the survey. In these schools the Heads of the Special Needs Department questioned, indicated that they felt it was part of their responsibilities to persuade other members of staff to this view. The evidence collected also indicated that difficulties had arisen with this concept of integration because some members of staff in the school did not accept this philosophy and further did not want support teachers in the room with them and by implication were having to cope themselves.

Other features which emerged from the research on this question included the indication that, because in many schools 'functional integration' (in whatever sense it had been organised) demanded the greater use of 'support' teachers, many staff were contributing part of their time in this way as subject specialists without any specific training for the role.

Further, even when pupils in some schools were to some extent integrated physically within the school, there were indications that there continued to be a reluctance by some departments or individual staff to accept them within their lessons.

One school indicated that there had been pressure put on it by the L.E.A. to change its organisation and provision for pupils with special needs in what the head of department described as 'certain directions'. This involved the abandonment of specific classes for the remedial children and putting them into mixed ability teaching groups with teacher support. This, the head of department indicated, would, in the views of the local adviser 'help the process of integration in the school'.

As this had happened only recently (within weeks of the interview), the effect could not be measured. The head of department felt this would not be helpful for two reasons, firstly it had 'antagonised certain staff by its implications and the way it had been done', and secondly this form of integration had been tried some years before and had 'failed miserably'. The head of department was not optimistic about its possibilities on this occasion either.

Discussions with the heads of department also made it

clear that much more emphasis was placed on pursuing, in whatever form it was felt to be appropriate for their schools, an integrated provision for the pupils in their first and second years (age 11 - 13) compared with those in the fourth and fifth years (age 14 - 16). At this stage it was suggested by every head of department questioned, the form of integration provided was determined by different features. These included the demands made by the timetable, option choices (or 'guided' option choices, as was the case in five of the schools questioned), examination entry and setting/grouping procedures.

Finally on this question, discussions which occurred relating to the purposes behind the process of functional integration left a clouded picture. The evidence collected indicated that little thought had been given to this by the schools involved. The clearest views were obtained from those schools where a 'pragmatic' approach had been adopted. Here they could relate their views to specific examples of either changes which had been made or to individual pupils. One respondent stated 'it gives the pupils a better chance of being integrated', while another argued that the retention of class-based small group teaching 'gave every child a better chance of individual help and making progress'.

It was, however, not clear how functional integration in the schools could be related to the definition provided in the Warnock Report (op cit), nor could satisfactory answers be gained as to its real purpose.

The views of the adviser on this question were firstly that the research 'reflected well the variety of possible views of functional integration in the schools in his area'. He added that 'although the idea of functional education is clearly defined in the Warnock Report in practice it is less so'.

'Functional integration', he argued, 'will be locational and dependent upon the needs of the child and on the circumstances within each school'.

Further, the adviser felt that much of the evidence collected 'reflected a subtle shift in emphasis from the pre-

Warnock period' where the remedial teacher at the time wished to dictate circumstances for the child. The present position, he stated, was 'much more open to negotiation where we are all teachers of special education (sic) and the specialist staff must influence others in their ways of teaching and in their choice of material'.

The school where information had been gathered which implied that L.E.A. pressure was being brought to bear to enforce change was in this adviser's area. He was asked to comment on this. He refuted the suggestions which had been made stating 'no pressure was being put (on the school)' and added 'schools are responding to the consultative documents and taking initiatives for any changes'.

(b) The decision making progress

The results of the questions asked on this subject showed that the head teacher was the key figure in relation to the changes which had been made. The heads of departments' comments included 'you cannot do anything without a committed head' and 'without his (the heads) support we'd have got nowhere'.

The importance of the headteacher was further shown that in six of the eight schools he was the only person with whom the Head of the Special Needs Department had any discussion while in another it was the Head of department, the Head Teacher and the Head of Lower School who were involved in decision-making. In only one school was the headteacher not the key figure; here it was the deputy head in charge of timetabling with whom the Head of Department had immediate contact in connection with recent policy changes.

Further, the influence of the head teacher can be seen in that in one school the head had set the department up himself and in two schools it was the head, not the head of department, who had initiated the recent changes in the organisation for pupils with special needs. The evidence indicated that the changes in organisation were largely dependent upon the views and perceptions of the headteacher.

In every case the changes which had been made in the schools over the five year period had been planned and the procedure which had been followed was largely similar to that described in the responses received to the questionnaire (q.26 p.217 to 218). These indicated that discussion usually in the first instance, involved the headteacher and the head of department (as outlined above). The proposals were then discussed at heads of departments meetings, at pastoral meetings, or at both, and then after these views had been considered, with the whole staff. At this stage, the evidence indicated the changes were outlined to the staff rather than discussed openly. Thus as the more staff become involved, the opportunity to change the proposals become more limited.

As with the question on functional integration, the adviser felt that the evidence collected on this question was 'a fair reflection of the situation'. Further, he felt that the decision-making process as it affected the changes made to special educational provision in the schools, was 'an indication of the normal management style to be found there'.

(c) Staff Attitudes

For this question, the key areas for consideration were the current situation with regard to the provision for pupils with special educational needs in the school, the most important decisions or changes which have had a major impact on the attitude of the staff and the potential for changing attitudes within the school.

It was felt initially that many of the schools would be affected in connection with the replies to this question by the definition of functional integration which was operable there, and also by the decision-making process in the school by which changes had been made. In the event many of the interviews with the heads of departments led quite naturally from these topics to that of staff attitudes and in this connection this feeling was confirmed.

The answers to the questions indicated firstly that

within the schools there had been a gradual acceptance by the staff of the requirements made by the 1981 Education Act and the philosophy embodied in it by the recommendations of the Warnock Report (op cit).

Every school interviewed in this part of the survey felt that there had been movement in this direction, comments such as 'the staff are generally more positive now' and 'I feel we have made a lot of progress in this area' were just two examples of this. The amount of change could be related to the individual school and to the individual developments which had been made there.

Some of the factors which these interviews indicated had been important in this area were:

- the acceptance by the rest of the staff of the knowledge and expertise of the staff of the special needs department in their work with pupils

- the commitment of the department staff to their work with pupils and the essential child-centred nature of it

- improvements in personal relations among the staff

- the commitment of the head teacher to the changes which gave the staff in the department increased credibility and status. (In one case the headteachers' commitment to change and the way this had been undertaken without any real discussion with the head of the department or other staff in the school had led to his colleagues to exonerate the Head of Department from any responsibility for the consequences. Their feelings, he reported, were generally summed up as 'its not your fault mate!').

In another school the changes had been required had led to 'panic by the staff'. The Head of Department in this school stated that although many of the staff were happy enough to see pupils with special needs around the school, they did not really want to come into contact with them. Their attitude, she said, was 'keep them happy, but keep them away from me'.

Further features related to the developments undertaken by the heads of the special needs and their departmental staff

in the schools. These included: in-service training (in two schools), talking to staff (in three schools), the development and encouragement of 'good practice' (in one school) and the commitment of the department staff to the work and philosophy of the Warnock Report (op cit) and the 1981 Education Act (in two schools). Consistently the tactical approach to encouraging the changes of view of the staff in the schools was based on the process of long-term conversation. Two heads of department described their tactics as 'dripping water' and another as 'Chinese torture, just keep going'.

In this connection this phase left the questioner with a feeling of the deep commitment of those heads of department questioned to the philosophy of the Warnock Report (op cit) and the requirements of the 1981 Education Act. Although this was not part of the survey and no specific questions were asked on this topic, not one of those questioned showed any doubt about this. It was not only as if there was a considerable tacit agreement about the Warnock Report but also that they saw as one of their main tasks in their school to convert other members of staff there to this way of thinking. It was however clear that not all developments were being undertaken in every school along the same lines and, as has been indicated from the information concerning the definition of functional integration discussed earlier in this section, not all schools perceived the need for change in the same way. When the heads of department concerned were questioned on this, the evidence indicated that such developments were based on previous practice used to meet the needs of pupils with special educational needs in the school, and also through their own perceptions of the direction which these changes should take in conjunction with those of the head teacher. These perceptions were based on factors which could be found within their own schools. These included the organisation, the willingness (or otherwise) of the whole staff to participate, and the relationship between the department and the rest of the staff.

The adviser felt, on this particular question, that the information received also 'reflected clearly the current position'.

Particularly, he stated 'this was the case with the three groups of staff to be found in the secondary school; the sympathetic staff, the indifferents and those who were against any further involvement with those pupils with special needs.

Further, he indicated that he felt that in general more staff were now more sympathetic to those pupils with special needs than five years ago. However, he was not able to provide any figures which would have confirmed this view.

The adviser also felt that the outline L.E.A. planning document produced by his county had "helped to encourage an overall appreciation of a change of attitude".

(d) The dissemination of information

The data received on this question indicated that the original and most important source of information about pupils with special needs was through some form of contact with the feeder junior school. This was the case with every one of the schools contacted in this phase of the survey.

This form of contact varied from school to school; mostly (in seven cases) this involved the head of special needs department visiting each of the feeder junior schools to receive both the objective test scores and the subjective comments, based on the feelings of the staff there, about these pupils.

The number of schools visited to collect this information varied from three to twelve, depending on the location of the schools. These visits were made either by the head of the department on his own or in conjunction with the head of the first year pupils who would attend in connection with receiving information on a wider basis for the intake for the new group.

In the schools where no junior school visits were undertaken, information about the incoming pupils with special needs was derived from the record cards completed by the junior school teachers before the pupils transferred. The other schools in this stage of the survey also used these cards but as a secondary 'back-up' source of information.

In one school further information about the pupils was gathered from internal testing completed shortly after the transfer had been made. In this school the head of the special needs department was (and had been for over ten years) responsible for screening all the new first year intake and disseminating this information to the appropriate teachers in the school.

The information received on this question confirms that collected from the returned questionnaires in the previous stage. They also indicated a heavy reliance on information from junior schools but not to the exclusive extent of that revealed in this phase of the study.

The data received from the schools in this part of the study confirmed that information was disseminated in a number of ways in the secondary school. The most common ways were by word of mouth with individual members of staff in either formal or informal situations. In one school the information received was "passed on to only certain members of staff.....only those who could be trusted".

Another important method was through a open-access filing system. The staff were told that the information was there and for them to use at their own discretion. This method was used in four out of the eight schools. In two of these however, some form of collective information was prepared and distributed to all staff, while in another this method was also used, updated annually by the Head of the Special Needs Department, but without the open access filing system. Another method included the use of 'link' teachers (one school had this and another was in the process of changing to it). In one school all information about pupils with special needs was distributed by the Heads of year, thus being taken out of the hands of the Head of the Special Needs Department. In another school information was passed on at meetings which were held regularly each week where all staff could attend and the departmental staff were expected to do so. Finally in one school, where all information was disseminated by the Head of the first year, the head of the special needs department used a notice-board in the staffroom

and memos to individual staff for this task when any item of special importance needed to be disseminated.

The effectiveness of the methods used were related to a subjective consideration by the head of department to the good working knowledge about pupils with special needs by the subject department staff. They indicated that, in their view, relatively few staff were uninformed or unable to discuss the pupils with special needs which they taught, although they were less knowledgeable about other pupils with special needs in the school. This view was expressed by every head of department questioned. They indicated, in general terms, the methods they used were efficient and effective. Two spoke of the need for constant vigilance on the subject and another suggested that although he felt the situation in his school was effective, 'there were weaknesses' in it which he was currently discussing with other heads of department in the school. When questioned further on this matter, he stated 'there is nothing specific to which I can relate this'....(its) 'just a gut feeling'.

On this question the adviser indicated that the evidence collected 'reflected a lack of formal organisation for the dissemination of information which was found in other research on the subject'. This was a point made earlier in this study (p. 223),

Further, he felt that over the past five years the information sent out by special needs departments was now 'linked far more closely to what was relevant to other members of staff.... based on information which they could both understand and use'. This was a feature which he argued could be "linked to the change in emphasis which he had spoken about from the pre-Warnock position".

(e) Coping

The last question in this phase of the study was related to a clearer definition of what the respondents to the postal questionnaire had meant by the term 'coping' when discussing

the transfer of pupils to other teaching groups in the school. The evidence of the postal questionnaire indicated that, as with the definition of functional integration outlined earlier, this may mean different things in different schools.

A survey conducted in the eight schools used in this phase of the enquiry indicated that only four of them transferred pupils out of the special needs department into the mainstream classes, and one of them was in the process of changing this system. This meant that only half of the total number of schools used in this phase could participate in the investigation of this question.

The information received however, confirmed that of Jamieson et al (1977)¹ of variations in meaning when the word 'coping' was used in school. Similar to the findings of Jamieson et al (op cit), there was a commonality in this study among the staff between the use of the words 'coping' and 'success'. In every school questioned this study also found the main thrust was towards the competence and success of the child in the class to which they were going. This was related primarily to their academic ability. In two schools however, this was taken in conjunction with the social competence. In these cases judgements were taken in conjunction with other staff in the school (usually heads of departments), not just those working with children in the special needs department, with regard to the ability of the pupils proposed for promotion to cope socially with others in the group and usually in a much larger group of pupils where less individual attention and support would be provided. In every case each of the heads of department questioned indicated that the main concerns of the staff involved in these discussions was the success of the pupil in their new environment and to ensure that would be no question of any return to the previous class. One of the heads of department stated that he saw this procedure as 'a second test that each child had to pass before being promoted'. Nevertheless, he felt that this was important not only from the child's point of view but also from that of his own

¹. Jamieson M, Partlett M and Pocklington K : Towards Integration; a study of blind and partially sighted children in ordinary schools in Swann W (op cit)

credibility and that of his staff in the school.

The adviser felt that these findings 'reflected an accurate picture of the situation' in schools where this form of transfer was used. However, he also felt that it did not accurately reflect one important feature, what he called 'the numbers game' where the transfer of pupils to the group above or to a mixed ability class was dependent not only on the child's ability to cope (in whatever meaning of the term) but also on the places available in that class or on the number of pupils to be transferred to the special needs department. He stated that the decisions taken in this respect were 'often based on numbers not needs'.

Finally, in a comment on the overall findings of this follow-up study, the adviser felt that the five areas which had been selected for further investigation were 'key areas of debate in current provision' and that there was a need for 'much further discussion', not only within each school but at L.E.A. and national levels also. These discussions were necessary, in his view, in order to investigate the patterns, approaches and methods of operation which are emerging currently in these five areas. He also felt that it was only by undertaking such an exercise that the current developments could be assessed and further changes in provision made.

SECTION 8 : CONCLUSIONS

(1) Introduction

This section will deal with the conclusions which can be drawn from the information received from the postal survey which was conducted in the three local education authorities of the current provision for pupils with special educational needs in the mainstream secondary school.

These conclusions will reflect both the themes identified in the hypothesis discussed at the start of this study and also the features incorporated into the overall organisation of the questionnaire. In this respect this section will be divided into the five sub-sections of the hypothesis :

- the categorisation of pupils with special needs
- the identification of these pupils
- the development of arrangements to accommodate and teach them in the school
- their integration into the mainstream school
- the widening role of the specialist teacher to help in their education and development

Initially, however, these conclusions will make reference to the data received about the background of those schools which participated in this survey.

Finally, consideration will be given to information received with regard to the future developments of special educational provision which was indicated by those participating schools.

(2) The background of the schools

The schools which made returns to the postal questionnaire proved to be a good cross-section of the types of secondary schools to be found anywhere in the country. This was the case for the following reasons:

- (a) they had widely different ranges of the initial intake of their pupils
- (b) the schools were representative of both rural and urban areas.
- (c) there were considerable differences in the pupil

population of those schools represented in the survey.

(d) the sample included the three main types of secondary provision found in the country, grammar, secondary modern and comprehensive schools.

(e) there was no consistent pattern of provision in any of the counties represented, a feature of a large number of local authorities in the country.

(f) there was a considerable difference in the sample of schools with regard to the length of time during which provision for pupils with special needs had been made in the schools. These varied from those schools which had little or no current provision for this group of children to others which had been undertaking the work for over twenty years

(3) The Categorisation of pupils

The evidence of this small-scale survey indicates that the term special educational needs is now commonly used to describe both the relevant pupils and the work of the department most closely responsible for them.

The data collected indicated that the majority of the departments concerned (50/73) described themselves as the special needs department, with relatively few (9/73) called remedial departments and none now called the slow learner departments.

These data, further confirmed the evidence of the literature survey provided by Brennan (op cit) Hegarty and Pocklington (op cit), Hegarty (op cit), Clunies Ross et al (op cit) and Hodgson et al (op cit) of this trend.

(4) The identification of pupils

The evidence of the survey confirmed that provided by the Warnock Report (op cit) and outlined much earlier by Burt (op cit) and Schonell (op cit) that the population of children with special educational needs was not a static twenty percent of the school population in every school but it varied according to the individual circumstances in each school.

The survey indicated that there were widely differing numbers of pupils who were regarded as having special educational

needs in each school. These varied from less than five percent in 27/77 schools to over fifteen percent in 20/77. There was no obviously apparent reason for this from the data received or from the statistical survey and this could not be related to the individual catchment areas of the schools, their feelings about coping with the problem, the size or type of school or their age range.

At this stage it was not clear how this occurred and the follow-up survey did not provide any clear answer to the problem either.

The follow-up survey did, however, confirm the evidence of the postal questionnaire that the most important source of information about pupils with special needs was the feeder junior school which provided this on transfer.

Changes which were made during the time in secondary school to the pupils perceived in this way was dependent, in pragmatic terms, upon the number of pupils which the department felt they were able to see and on the progress of the pupils in question. There were indications that the number of pupils receiving help from the department responsible for pupils with special needs had increased in the schools taking part in the survey over the five year period in question. The evidence indicated that, although in many schools there had been an increase in the total numbers of pupils seen (35/77), this did not reflect a major shift in the ability of pupils in the school but was rather an indication of an increased awareness by the staff to the identification of such pupils.

The survey indicated that the pupils who had been assessed as having special educational needs had been identified by three methods. These were information from the feeder schools, internal testing and by recommendations from subject staff. By far the greatest number of schools in the survey used these methods, usually in conjunction with each other.

(5) The development of arrangements to accommodate and teach pupils with special needs

The main thrust of the questionnaire was related to the changes in the development of provision for pupils with special needs over the five year period. Because of this it was felt necessary to sub-divide this section into three separate, yet closely-linked parts. These will be related to :

- (a) the staffing arrangements in the schools in relation to the provision
- (b) the organisational changes made in relation to the pupils
- (c) the effect of the organisational structure of the school on the provision for pupils with special needs.

The first of these sub-sections will deal with such features as the deployment of the staff, the development of support teaching, and the time-tabling arrangements.

The second section will be concerned with the provision made for pupils, their transfer (where necessary) to other teaching groups in the school, the curriculum provision available for them and the organisation of information about them in the school.

The third section will be concerned with the decision-making process in the school, the effect of the overall philosophy of the school and the development of special educational provision, the entry policy for external examinations and the financial arrangements for the department responsible for them.

(a) The staffing arrangements

From the analysis which was undertaken, the following conclusions can be drawn :

Deployment of staff

There was a considerable variety in the number of staff deployed to work with pupils with special needs in the schools where the research was undertaken. These numbers ranged from a department which had no full-time members (only the co-ordinator) to departments with eight members of staff working. The range in these numbers could not be linked to the numbers

of pupils in the school who had been designated as having special educational needs, but rather with the deployment of staff according to the individual feelings and approaches within each school.

A comparison between the number of staff in the school presently deployed in the department provided little conclusive evidence to indicate changes compared with five years ago. The largest grouping of schools in the survey (32/83) reported that the number of staff working in the department now was similar to that five years ago. Further, the evidence indicated that the changes in numbers where this had occurred could not be related simply to the number of pupils with special educational needs but to other factors such as the overall deployment of staff in the school, falling roles and changes in the nature of the school.

The number of staff deployed full-time in the departments also showed a great variety. These varied from schools (26/79) where no member of staff worked full-time with these pupils to schools where four members of staff were doing this work full-time. In general, the pattern of deployment meant that in the large majority of schools questioned, the staff who were regarded as being specialists in teaching pupils with special needs spent part of their time-tabled time outside the department teaching children with no special educational needs. This is an organisational arrangement which fulfils the recommendations made in this respect in the Newsom Report (op cit para. 281 p.100).

The numbers of staff who were attached to the special needs department on a part-time basis were similarly wide. These varied from no staff being used in this way in one school to the eighteen in another. Some schools provided this information as a percentage and again this indicated similarly large variations. Some schools indicated that up to fifty percent of the staff were deployed in this way. Again, as with the answers to the question relating to the number of staff working full-time with these pupils, the reasons for

the variety in these numbers was not part of the original questionnaire but this may be explained by factors such as the overall organisation of the school, the attitude of the staff in the school towards participating in this way, and the overall philosophy towards the use of staff in the school.

Support teaching

In connection with the development of support teaching in the school by members of the special needs department, there was evidence of a wide variety of subject areas where such work might be undertaken. In some schools (16/40) the staff undertaking this work had access to all the subject departments in the school to work with pupils while in others this was restricted, even non-existent. The most popular departments where access had been gained were Maths, English and humanities subjects.

The replies received, however, indicated that in some cases the respondent had confused the idea of support teaching with that of the normal teaching commitment in the wider school by members of the special needs team and because of this, there may be some inaccuracy in replied to this question. Nevertheless, the data indicated that there is a much greater depth of support available throughout the whole of the subject areas in the secondary school than indicated in previous research projects by Hegarty et al (op cit), Clunies Ross et al (op cit) and Hodgson et al (op cit). Access to provide support work in subject departments across the school, the evidence indicates, was most commonly gained by invitation from the relevant member of staff or through discussions with the head of department.

One third (27/77) of the schools in the survey indicated that they had introduced some form of 'link' teacher scheme between the special needs department and other subject departments in the school. Other schools indicated that they were presently in the process of thinking through or organising such developments.

Time-tabling

The survey showed that in the secondary school there was no clear-cut pattern of who was responsible for the time-tabling arrangements of the department. Three different arrangements emerged from the data received :

- (a) The head of the special needs department had sole responsibility for this (in 29/75 cases).
- (b) The head of the special needs shared this responsibility with the deputy head or other senior member of staff who organised the timetable for the whole school (in 16/75 cases).
- (c) The senior member of staff responsible organised the timetable for the special needs department without any direct reference to it (in 30/75 cases)

The pupils - provision

The survey showed that a variety of approaches were used in the secondary schools to help those pupils with special needs. The most common of these were class teaching, a system of withdrawal for extra help from other lessons or during registration time, and in-class support. This indicated that the variety of approaches shown in the most recent literature from such as McNicholas (op cit), Gains (op cit) Butt (op cit) and Giles and Dunlop (op cit) has continued to develop.

The way in which this provision was made, was generally varied and complex according to the needs of the pupil population and the flexibility of the organisation in the individual school to meet them.

The data received indicated that in a small proportion of schools (less than twenty percent) pupils with special needs continued to be taught on a 'class based' format similar to that undertaken in the primary school. The evidence further indicated that this form of provision would be most commonly found in the secondary modern school.

The information received indicated that the overall pattern of organisation was generally based on the year group in which the pupils were. It suggested that forms of support teaching were most commonly used with first and second year

groups (in about half of those schools which responded) while class-based teaching was somewhat more common with fifth year pupils (in about sixty percent of cases). The methods used with the third year pupils with special needs was often a transitory stage between these two.

The evidence from those schools which had sixth form provision indicated that at this level some specific provision was being made for those pupils with special needs. The data indicated that although this was still not widespread (mentioned in only 14/46 schools), it was a little more than that recorded in the research of Clunies Ross et al (op cit) although not so large as that indicated in more recent research by Goacher et al (op cit 1988)

Transfer

The criteria used when the decision to transfer a pupil to another class (in the schools where such a move might be made) were based primarily on his/her ability to cope in there. There was however, no definition of what was meant by coping in the returns which were received. This was an issue which was investigated further in the follow-up study. The data collected about how these pupils coped after they had been transferred into their new teaching groups indicated that one of three things might occur. These were :

- (a) some form of support teaching and continued assessment may be provided by the department responsible for pupils with special needs in some, if not all of these pupils' lessons
- (b) informal monitoring and contact would be continued through staffroom discussions and through staff meetings
- (c) there would be no further contact by the special needs department with the pupils because, since they had been transferred all links had been severed

The most frequently-involved members of staff in the decision to transfer pupils in the schools where this was relevant, also varied widely both in number and composition. Those most likely to be involved were the head of the special needs department with the heads of some subject departments

(most commonly English and Maths) or the pastoral staff responsible for that child.

The results provided particularly interesting information in this respect. They indicated that while in some schools (9/65) the decision as to which, when, and by what criteria, pupils may be transferred was left entirely to the head of the special needs department. In other schools (3/65) he had no involvement in the process at all! In one school, where the decision was made through this latter process, it was taken by just one member of staff without reference to anyone else.

Where others were consulted, they may be the head teacher, the deputy head teacher, or the head of department responsible for English or Maths.

Curriculum

For many pupils with special educational needs a form of restricted curriculum access in the secondary school was common-place. This confirms the findings of Clunies Ross et al (op cit).

In the first three years of secondary school the data collected indicated that almost half of the schools (37/77) had some form of organisational structure which prevented some pupils from participating in a variety of curriculum areas. These included foreign languages, the single science subjects, and history and geography as single subjects. For individual science subjects the evidence indicated general science was often substituted and humanities took the place of history and geography.

Similarly in the fourth and fifth years, most schools (40/77) had some form of curriculum restriction. Again single subject science and foreign languages were the most common subjects not available for pupils with special needs, particularly those with learning difficulties. Almost half of the schools questioned could not accommodate their pupils with special educational needs in foreign language subjects.

The organisation of information

The questionnaire and the follow-up survey both indicated

that a whole range of methods had been developed in the schools in order to transmit information about those pupils with special educational needs. These approaches can be divided into the formal and informal methods.

The formal methods of passing information included meetings with other staff, general staff meetings, departmental meetings, pastoral meetings and case conferences.

The informal methods included staff room discussions and informal 'chats'.

Twelve schools indicated they had a system of formal documentation of information either through a departmental or a pupil filing system and most schools (68/77) used a variety of methods to provide what they regarded as the best way of disseminating information in their school.

The effectiveness of this dissemination in the eyes of the rest of the staff was not however a suitable topic for inclusion in this type of survey.

(c) The effect of the organisational structure of the school on the provision for pupils with special needs

This section draws conclusions in connection with the organisational changes which had occurred in the school since the enactment of the 1981 Education Act, the changed role of the department in the school, and changes which have affected the organisation of those pupils with special needs in the school.

Organisational change

The data received indicated that the responsibility for the decisions to make changes in the organisation and provision for pupils with special needs usually involved more staff than those working in the department responsible for their day-to-day welfare.

A hierarchical pattern of decision-making emerged with the first moves often being made by the head of the special needs department in conjunction with the head teacher. Discussions then took place with the senior management team;

the feelings of the whole staff being sought after this.

The follow-up study also serves to confirm this finding. It showed that the key figure was the head teacher and also that the more distant the discussion was from the senior members of staff in the school, the less chance there was of influencing changes. The sources of information and influence in relation to the philosophy adopted within each school was derived from three different areas : external influences, (such as advisers), H.M.I.'s, local college lecturers and the literature written on the experiences of others), internal influences (such as the views of the head teacher, or the senior management team), and thirdly the feelings and experience of the head of the special needs department and his/her staff. The ability to make changes, the evidence indicated, was based on the perceptions of the staff to the needs of the pupils in that school and the willingness and ability to make changes.

Some of the changes which were indicated by the respondents as having been important in developing provision for these pupils included new courses, better facilities and resources, better internal communication of information throughout the school, greater access to the wider curriculum of the school, and the introduction of in-class support.

The role of the department in the school

The survey also suggested that the notion of the work of the department had changed in this period with many of the staff responding to a wider role within the school through their involvement in such features as mixed-ability teaching, 'link' teacher schemes and support teaching.

The pupils

As with the information collected about the way the department responsible for pupils with special needs was operating in the mainstream secondary school, a similar complexity was indicated about the organisation of provision for pupils throughout the whole school and the variety of

teaching group into which they may be placed.

Some schools provided evidence where the type of grouping used was dependent on the views of the heads of the individual subject departments. These included mixed ability, setted, streamed or banded groupings. In these schools the pupil with special educational needs will find that the type of teaching group which he attended will vary from subject to subject and from year to year, depending on the subject being taught. There was however no evidence that these organisational strategies were related to the individual needs of the pupils.

This study indicated that in comparison with the evidence of previous studies fewer schools now maintained only class-based teaching groups constituted by ability, and that the pupil with special needs was now much more likely to find himself in a variety of teaching groups with a larger cross-section of his peers.

The evidence further indicates that very few of the schools questioned organised special 'leavers courses' for their pupils with special educational needs, although some schools (15/79) did provide part of their time tabled time each week to activities where pupils with special needs may be selected for or directed towards certain activities. These included science at work courses, learning for living, environmental studies and humanities. Generally these were non-examination courses and were regarded as being of low status by both the pupils and the staff in the school. This confirmed the evidence provided by McNicholas (op cit) and Gordon (op cit).

The returns indicated that those schools which participated in the survey generally had a policy of entering pupils with special needs for external examinations in the fifth year whenever this was feasible. Less than twenty percent of the replies received had no policy in this respect. These returns also indicated that entry to these examinations was based on the merit of the individual pupil in individual subjects, or on the school policy to enter all pupils in the fifth year for external examinations.

It was further revealed that external examination entry would be restricted for some pupils with special needs because the subjects which they had chosen in their fourth and fifth year had no end-of-course examination which was externally moderated or marked.

Departmental finance

The evidence indicated that almost half of the special needs departments in the survey (34/75) had had no increase in their departmental allowance during the five year period considered. This was felt to be a surprising feature, particularly as the evidence of Goscher et al (op cit 1988) indicated that the largest percentage of L,E,A.'s in England and Wales had increased their funding for special needs provision in this period and that many of these had done so in line with inflation.

Half of the schools indicated that their annual departmental allowance was the only source of finance available to them.

The other fifty percent of schools indicated that extra finance for the special needs department was raised from a variety of sources, both internal and external to the school. Internally these included extra money from the school reserve fund and organised sponsored events while externally funding might come from local industry sponsorship.

The statistical analysis which was conducted indicated that there was a significant relationship between those schools which had had an increase in their capitation in the period since the Education Act (1981) and who also had the availability of further sources of finance. This statistical significance could not be linked to the academic type of the school and it must be concluded that the availability of extra money dependent upon internal factors in each school.

6. Integration

The evidence indicated that generally most of the schools in the survey (68/78) felt they had moved during the preceding five year period towards a pattern of 'functional' integration

as defined in the Warnock Report (op cit). Relatively few of the secondary schools felt that provision was undertaken in 'locational' or 'social' terms. However, as with those conclusions drawn about support work (p. 296), there was a question over the interpretation given to the concept of 'functional' education by the respondents. Quite how each individual had interpreted the definition outlined in the Warnock Report (op cit p. 100-1) could not be determined by the answers provided in the questionnaire.

The χ^2 test indicated that it was unlikely that the comprehensive school would have been more likely to have moved towards a degree of functional integration than its secondary modern school counterpart.

Further the level of integration in the schools in the survey could not be determined by the size of the school population,

The follow-up survey was, however, able to probe the question of the respondents' definition of these levels of integration more deeply. The evidence collected at this stage indicated that the term 'functional' integration' has been interpreted in the schools in two different ways. The first of these was a more 'pragmatic' interpretation of the term; where the pupils fit into the mainstream teaching groups wherever possible. This interpretation would be based largely on the flexibility of the organisation of the school much more than the needs of the child.

The second category was based on a philosophical interpretation of the phrase. This category can be sub-divided into two sorts. The first is where functional integration is seen as total integration for all pupils and total mixed ability teaching arrangements are adopted, with support from staff for pupils with special needs wherever possible. The second is based on a linguistic interpretation of the phrase, with the emphasis on the idea of how well a child can function in a certain situation. These interpretations, the evidence indicates, were often based on the subjective views of the

staff in the special needs department.

The follow-up phase of the survey indicates that support teaching when that was provided for pupils who were integrated into lessons, was often undertaken by staff who were not specialist members of the special education department.

The information received indicated that links between the secondary school and special units were relatively rare. Few schools (19/80) had developed such link and in nearly all cases where they existed (14/19), they were with units where pupils from the mainstream school involved had been placed on a temporary basis. Examples of these were with behavioural or assessment units.

Similarly there was little evidence from the survey of formal relationships between the mainstream schools and special schools with only a small number (14/80) indicating any such links.

These data confirm those of Hodgson et al (op cit) and Clunies Ross et al (op cit) which indicated that little had been done in this area.

7. Staff development

This section draws conclusions from such features as the provision of in-service training which has been undertaken in the schools, the formal qualifications of those staff working with pupils with special needs, and indications which the respondents perceived with regard to the views of the whole staff's view about the changing nature of the organisation and provision for pupils with special needs in their schools.

In service training

Half of the schools (37/75) indicated that some form of in-service provision had been made during the five year period considered in relation to helping all the staff in the school to develop their expertise with pupils with special needs.

The pattern which emerged showed that this provision had been organised internally by the schools, rather than through

the L.E.A. There was evidence that the L.E.A.'s had provided advice and that on some occasions the local advisory service or the psychological service had contributed.

The topics discussed were generally of a pragmatic nature. They included teaching styles and approaches, the readability of materials, the adaptation of materials, dealing with difficult pupils, and the implications of the 1981 Education Act on the school

There was no evidence that the in-service provision had been used as a forum to discuss the policy to be adopted in the school.

In most cases these in-service courses were open to all members of staff in the school who wanted to attend.

The formal qualifications of staff working with children with special needs

Compared with evidence collected by Clunies Ross et al (op cit), the evidence from this survey indicated a large increase in the number of staff in the school who had formal qualifications in special education (some 60/78 schools indicated this), approximately three quarters of the staff working in this area had gained these, the large majority of them during the last five years.

Most commonly the qualification gained was a diploma in special educational needs (45/76) or a certificate in the subject (16/76), although it ranged from P.G.C.E. initial training content to, (in a small number of cases (4/76)) a higher degree.

The χ^2 test indicated that the data collected showed a statistical significance in relation to the acquisition of formal qualifications by those staff working with pupils with special educational needs and the opportunity to develop school-based inset-courses for other staff.

Any increase in the amount of influence they had throughout the school was however left in some doubt. There was no statistical significance in the χ^2 analysis conducted into

the relationship between the acquisition of formal qualifications and the organisation of departmental 'link' teachers in the schools. It could be argued that the use of 'link' teachers may be taken as an indication of such influence. However it may also be argued that a lack of such a development cannot be used as a measure of a lack of influence, if the school had undertaken other measures than this to encourage liaison if not, at the time of the survey, thinking on such a scheme was not sufficiently developed.

The development of the 'link' teacher may be only one way of measuring the widening influence of the special needs department in the schools, but it was only measure available through the questionnaire which was sent out to schools to guage this.

The views of the whole staff

The evidence collected from the original questionnaire and from the individual interviews, along with the statistical analysis which was undertaken, indicated generally more positive views of all staff in the schools in connection with working with pupils with special educational needs during the period indicated by the question on this subject.

However, it is important to point out that this judgement is based on the subjective views of those members of staff who completed the questionnaire and this may not reflect the complete picture very accurately.

It was felt that this was an issue which needed to be probed further in the follow-up stage of the survey.

The results of this indicated that there had been a gradual acceptance by many colleagues in the secondary schools of the requirements of the 1981 Education Act and the philosophy of the Warnock Report (op cit). This change, the respondents indicated, had been brought about by a number of factors which derived from both personal commitment, that of the department and the influence of the head teacher. The influence of the head had given the necessary changes both

creditability and status.

Those questioned indicated they felt most of the support which they were receiving from their own staff to the new philosophy had already been given and those staff who were still unconvinced would remain so.

Further, they felt that the crucial developments which had been made, had been based on the internal institutionalised factors which operated within their own schools. As part of these developments the heads of department had employed tactics to achieve their aims based on long-term objectives.

Similarly to the feelings expressed about the staff, the returns to the questionnaire indicated that the pupils were now responding more positively than they had done five years previously. This was indicated in 39/76 of the returns made. This was attributed to the changes which had been made in the organisation and provision in the school. However, as with the question relating to the views of the staff and bearing in mind that these staff completed this question on behalf of their pupils, it can be argued that the best way of probing this issue is not by questionnaire and that the views expressed were made more 'in hope than reality!'

8. Future Developments

The survey provided clear indications of the continuing development of provision for pupils with special needs in many schools. Some two-thirds of them indicated that they were currently in the process of reorganising or thinking through their present organisation in this area of the school.

The most popular potential developments which were outlined included the development of a system of support teaching in the school, the development of departmental 'link' teacher schemes, and the continued professional development through the provision of in-service courses for the staff.

Other areas mentioned included the introduction of alternative curricular activities for pupils with special needs (particularly in the 4th and 5th year), the development

of withdrawal work in the school, a 'whole school' approach to the provision for these pupils, and working with the most able as well as the least able pupils.

(1) There is need for planning to ensure that the objectives of the school are met, and that the school is able to provide for the needs of all pupils. This involves a range of factors, including the school's curriculum, its resources, and its staff. The school should also be aware of the needs of the community in which it operates, and should seek to meet these needs as far as possible.

(2) The school should be able to provide for the needs of all pupils, and should be able to do this in a way that is consistent with the school's objectives. This involves a range of factors, including the school's curriculum, its resources, and its staff. The school should also be aware of the needs of the community in which it operates, and should seek to meet these needs as far as possible.

(3) The school should be able to provide for the needs of all pupils, and should be able to do this in a way that is consistent with the school's objectives. This involves a range of factors, including the school's curriculum, its resources, and its staff. The school should also be aware of the needs of the community in which it operates, and should seek to meet these needs as far as possible.

(4) The school should be able to provide for the needs of all pupils, and should be able to do this in a way that is consistent with the school's objectives. This involves a range of factors, including the school's curriculum, its resources, and its staff. The school should also be aware of the needs of the community in which it operates, and should seek to meet these needs as far as possible.

(5) The school should be able to provide for the needs of all pupils, and should be able to do this in a way that is consistent with the school's objectives. This involves a range of factors, including the school's curriculum, its resources, and its staff. The school should also be aware of the needs of the community in which it operates, and should seek to meet these needs as far as possible.

(6) The school should be able to provide for the needs of all pupils, and should be able to do this in a way that is consistent with the school's objectives. This involves a range of factors, including the school's curriculum, its resources, and its staff. The school should also be aware of the needs of the community in which it operates, and should seek to meet these needs as far as possible.

SECTION 9 : RECOMMENDATIONS

The following recommendations can be made based on the analysis of the data which have been received during this study.

- (1) There is need for planning to encourage liaison between the officers of the local authorities who have responsibility for special educational needs provision and those responsible in the school, to ensure that there is a co-ordinated development of provision, a consistency of approach (where necessary) throughout the authority and also to monitor the changes which have been made.
- (2) There must be continued INSET provision for all members of staff in the schools in order to develop their techniques and strategies for provision for pupils with special needs. These would include both personal development strategies and those concerned with the overall provision. This would ensure the continued development of good practice in the field.
- (3) By the encouragement of the INSET provision described above, it is hoped that closer working relationships between the department responsible for the provision for pupils with special educational needs and the rest of the teaching departments in the school would ensue. This would encourage the mutual support of staff at all levels and further encourage the development of sound practices.
- (4) There is a need to encourage a closer relationship between the mainstream school and the special school or unit in order to develop good practice and for the exchange of ideas and techniques between both types of school.
- (5) A similar closer relationship must be encouraged between the mainstream secondary school and the other professionals involved with working with pupils with special needs outside the school. It is only through developments of this kind that the barriers between them can be lowered for the mutual benefit of both the professionals and the pupils..
- (6) There is a need for further resources to aid the developments outlined above. These resources must be both financial and human. There must also be a review of the resources provided currently by both Government and the L.E.A.'s

to ensure that they are being distributed and used efficiently.

(7) There must be an encouragement of greater organisational flexibility and understanding of the problems of the pupil with special educational needs in order to meet the demands posed by the changing circumstances in the secondary school. Integration must not be seen merely in locations, teaching groups or curriculum choice but on meeting the needs of individual children throughout the whole school.

Organisational flexibility is a particularly important feature of the construction of the school timetable for both the pupil with special educational needs and for those staff whose task it is to meet these needs and also ensuring the development of good practice with their colleagues throughout the school.

(8) Developments are essential in order to aid the access of pupils with special educational needs, particularly those with learning difficulties, to mainstream curriculum provision. Similarly, continued development is necessary of the courses and type of provision made for 4th and 5th year pupils who exhibit special needs at that stage of their education and who need time for further specialist teaching. Consideration must be taken of the balance in the timetable between this provision and that which they must also receive with their peers in the mainstream classes.

(9) Thought needs to be given to the most efficient and effective way of distributing information about pupils with special educational needs to all relevant staff. The study indicated that much of this information was gathered effectively, but that the distribution in the large secondary schools remained, at times, haphazard and on an informal basis. In the changing circumstances of functional integration, the 'whole school' approach and mixed ability teaching the dissemination and interpretation of information about pupils with difficulties is essential.

(10) There is need for a review of provision in the post-sixteen sector for pupils with special needs who may wish to attend the sixth form. The survey indicated that in far too

many cases there was far too little provision at this level.

(11) There is a need for continued research in the whole field of special education to elicit and monitor the developments which have been made and what problems arise or continue to exist for both the pupils and their teachers. This is particularly the case in such a period of rapid change which is currently facing both of these groups in the secondary school at this time. The effect of such innovations and changes as the national curriculum, the changes brought about by the G.C.S.E. and the effects of records of achievement on pupils with special educational needs in the secondary school will need to be closely investigated during the next few years.

List of Appendices

Appendix 1 : The questionnaire used in the pilot study for the postal questionnaire

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Appendix 1 : The questionnaire used in the pilot study

QUESTIONNAIRE: THE DEVELOPMENT OF PROVISION FOR PUPILS WITH SPECIAL NEEDS IN THE SECONDARY SCHOOL.

A. SCHOOL BACKGROUND

1. What type of school do you teach in?

11 - 18

11 - 16

12 - 16

13 - 18

1	
2	
3	
4	

2. Has your school a mainly rural or urban catchment area?

rural

urban

1	
2	

3. Has your school always been comprehensive?

yes

no

1	
2	

4. If it has not always been a comprehensive school what was it previously?

A Grammar school

A Technical school

A Secondary Modern School

Other (please specify)

1	
2	
3	
4	

5. For how long has your school made provision for pupils with special learning difficulties?

over 20 years

between 15 and 19 years

between 10 and 14 years

between 5 and 9 years

between 1 and 4 years

less than one year

no special provision

1	
2	
3	
4	
5	
6	
7	

B. THE PUPILS

6. How many pupils are there in your school?

more than 1500

between 1000 and 1500

between 500 and 1000

less than 500

1	
2	
3	
4	

7. How many pupils in your school have been assessed by your department in connection with special needs problems?

over 15%

between 11% and 15%

between 6% and 10%

less than 5%

1	
2	
3	
4	

8. Is the percentage in question 7 (above)

less than 5 years ago

more than 5 years ago

about the same as 5 years ago

don't know

1	
2	
3	
4	

9. How are the pupils in your school assessed to be in need of special help?

junior school referrals

internal testing and assessment

internal recommendations

a,b,c, above

a,b, above

a,c, above

some other method (please specify)

1	
2	
3	
4	
5	
6	
7	

10. What percentage of pupils considered to be in need of special help in your school remain within the department for

less than 6 months

up to 1 year

up to 2 years

from 1 to 3 years

their entire school
career

1	
2	
3	
4	
5	

11. How are pupils fed back into the mainstream school (eg with support from dept., staff, promotion from one set or band to another)

--

12. Who makes the decision to transfer pupils into the mainstream classes? (eg heads of department, head of department in connection with deputy head, head of English or maths departments)

--

C. THE ORGANISATION OF PROVISION IN THE SCHOOL

13. How many staff are there in the special needs (or equivalent-ly named department?

--

14. Is the number of staff working in the department

more than 5 years ago

less " " " "

about the same " "

1	
2	
3	

15. How many staff in the school work all their timetabled time with pupils with special needs?

--

16. In what subject areas do staff work specifically with pupils with special educational needs outside that timetabled in the department?

English	1		Maths	2	
History	3		Geography	4	
Art	6		Science	5	
Technical subjects	7				
Practical lessons	8		Others	9	

(Which)

17. How many part-time or peripatetic staff work in the department with you?

--

18. What is the pattern of organisation for special needs provisions in the school?

a. In year one

support teaching only

support teaching and withdrawal groups

support teaching and class teaching

class teaching and withdrawal groups

class teaching only

mixed ability

social

streamed

1	
2	
3	
4	
5	
6	
7	

banded

support teaching, withdrawal
groups and class teaching

another form of organis-
ation (please specify)

8	
9	
10	

b. In year 2

support teaching only

support teaching and
withdrawal groups

withdrawal groups and
class teaching

support teaching and
class teaching

class teaching only:

mixed ability

setted

streamed

banded

a combination of support
teaching, withdrawal groups
and class teaching

another form of organis-
ation (please specify)

1	
2	
3	
4	

5	
6	
7	
8	

9	
10	

c. In year 3

support teaching only

support teaching and
withdrawal groups

support teaching and
class teaching

withdrawal groups and
class teaching

class teaching only

mixed ability

setted

streamed

banded

1
2
3
4
5
6
7
8

19. Do you have any provision for special needs in the school?

a combination of support teaching, withdrawal groups and class teaching

another form of organisation

9	
10	

d. In year 4

support teaching only

support teaching and withdrawal groups

support teaching and class teaching

withdrawal groups and class teaching

class teaching only:

mixed ability

setted

streamed

banded

1	
2	
3	
4	

a combination of support teaching, withdrawal groups and class teaching

5	
---	--

another form of organisation (please specify)

6	
7	
8	
9	
10	

e. In year 5

support teaching only

support teaching and withdrawal groups

support teaching and class teaching

withdrawal groups and class teaching

class teaching only:

mixed ability

setted

streamed

banded

1	
2	
3	
4	

a combination of support teaching, withdrawal groups and class teaching

5	
---	--

another form of organisation (please specify)

6	
7	
8	
9	
10	

19. Is there any provision for pupils with special needs in the sixth form?

Yes

No

1	
2	

20. What name is used to describe the department?

21. Who in the school has the responsibility for organising the time-tabling arrangements of the department?

22. How have the necessary decisions to make changes in relation to the organisation and working of the department in the last few years been taken?

by the Head of dept. solely

by the Head of dept. in conjunction with the head teacher?

through consultation with the senior staff

through discussions with all the staff in the school

1	
2	
3	
4	

23. Please outline the source(s) of the changes (Head of dept. initiative, Head teachers initiative, Advisory service, other staff in dept., other staff in the school.)

--

24. What changes have been made in the provisions for pupils with special needs since 1983?

a. In the special needs department

--

b. Throughout the school

--

25. How is information about the pupils with special needs circulated in the school?

--

D. INTEGRATION

26. The Warnock Report outlined different levels of integration (p100 - 101)

LOCATIONAL: Where the pupils with special needs were on the same site as their peers but never met formally

SOCIAL: Where the pupils with special needs were on the same site as their peers and they met through social arrangements or in tutor groups but were not taught together.

FUNCTIONAL: Where there was a form of integration on both a social and an academic level.

In the light of the present provision in your school, which category would you place it in relation to this definition.

- a. locational
b. social
c. functional

1	
2	
3	

27. In relation to question 26 please indicate which category would have best described the provision five years ago.

- a. locational
b. social
c. functional

1	
2	
3	

28. Does the department have any links with pupils placed in a unit/units?

Yes

No

If yes how many?

1	
2	

29. Does the department have any links with pupils placed in a special school/special schools?

Yes

No

If yes how many?

1	
2	

--

E. THE CURRICULUM

30. Does the school operate any form of restricted curriculum access for pupils in years 1 - 3?

Yes

1	
2	

No

If Yes what subjects are restricted for them?

31. Does the school operate any form of restricted curriculum access for years 4 and 5?

Yes

1	
2	

No

If Yes how does this work?

32. Do all pupils have the opportunity to opt for a foreign language in years 4 and 5?

Yes

1	
2	

No

33. Do you run a 'school leavers' programme which is restricted to certain 'selected' pupils?

Yes

1	
2	

No

34. How are pupils with special needs assigned to tutor groups?

mixed ability

form groups by
ability

alphabetical
order

other (please
specify)

1	
2	
3	
4	

35. Is the pattern of organisation in question 34 above consistent throughout years 1 - 5?

Yes

1	
2	

No

F. PRACTICABILITY AND COST.

36. Has the departmental allowance increased above the general rate of inflation over the past five years?

Yes

1	
2	

No

37. Is extra finance available to you beyond that of the normal capitation?

Yes

1	
2	

No

38. If yes (no. 37 above) how is the finance raised?

asking for further funding through the normal school channels

1	
---	--

the parents association

2	
---	--

sponsored events

3	
---	--

other means (please specify)

4	
---	--

G. STAFF DEVELOPMENT

39. Does the school have any system of 'link teachers' recognised in other departments with knowledge of special needs in their subject areas who are used as department contact for other staff?

Yes

1	
2	

No

40. Has there during the last five years been any school based 'in service' training courses relating to the development of special needs provision?

Yes

1	
2	

No

41. In relation to question 40 (above) how have these been organised?

through contacts with the lea advisory service who have contributed

1	
2	

purely through staff in the school

42. Who attended this/these courses?

co-ordinator

1	
2	
3	
4	

Departmental staff

'link'/key teachers

open to all staff

43. What were the key topics discussed?

--

44. Is any member of the department or on the staff formally qualified with a certificate/diploma in the teaching of special educational needs or a higher degree in this area of work?

Yes

1	
2	

No

45. What are these qualifications?

--

46. Has this/these qualifications been obtained during the last five years?

Yes

1	
2	

No

47. Does the school have a philosophy for entering pupils with special educational needs who might benefit by it for GCSE examinations?

* Yes

1	
2	

No

*If Yes please explain the policy

--

48. Previous research evidence indicates that the position of the staff who work in the special needs/remedial department is one of low status within the organisation of the school and similarly that pupils within the ~~ae~~egis of the department develop feelings of poor esteem and anti-social attitudes during their secondary schooling.

Do you feel that the changes outlined above which have been made in your school in connection with the organisation and provision for those with special needs has changed the attitudes and perceptions of others in the school.

a) the staff

Yes

1	
2	

No

b) the pupils

Yes

3	
4	

No

49. Please explain briefly the main factors which have helped to change these attitudes?

--

50. Would you be willing to participate in any further phase of this research project?

Yes

1	
2	

No

*THANK YOU FOR YOUR HELP IN FILLING IN THIS QUESTIONNAIRE.

Appendix 2 : The questionnaire used in the postal survey

QUESTIONNAIRE:

THE DEVELOPMENT OF PROVISION FOR;

"PUPILS WITH SPECIAL NEEDS IN THE SECONDARY SCHOOL"

a) SCHOOL BACKGROUND NB: Please :/: the relevant box :1:/ :

1. What type of school do you teach in?

11-16 YRS :1: : 11-18 YRS :2: : 12-16 YRS :3: :

12-18 YRS :4: : 13-18 YRS :5: : OTHER * :6: :

IF OTHER PLEASE SPECIFY * ____ yrs

2. Has your school a mainly rural,
or urban catchment area?

Rural :1: :

Urban :2: :

3. Has your school always
been comprehensive?

Yes :1: :

No :2: :

4. If it has not always
been a comprehensive
school, what was it
previously?

A Grammar school :1: :

A Technical school :2: :

A Secondary Modern School :3: :

Others (Please specify) * :4: :

* _____

5. How long has your school made
provision for pupils with
special learning difficulties?

20 + yrs :1: : 15-19 yrs :2: : 10-14 yrs :3: :

05-09 yrs :4: : 01-04 yrs :5: : 00-01 yr :6: :

No :7: : *
special
provision

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b) THE PUPILS

6. How many pupils are there in your school?

000-500	:1:	:	500-1000	:2:	:
1000-1500	:3:	:	1500+	:4:	:

7 How many pupils in your school have been assessed by your department, in connection with the special needs problem?

00-05%	:1:	:	06-10%	:2:	:
11-15%	:3:	:	15+%	:4:	:

8 Is the percentage in 7 (above)

Less than 5 yrs ago	:1:	:	More than 5 yrs ago	:2:	:
About the same as 5 yrs ago	:3:	:	Don't know	:4:	:

9. How are the pupils in your school assessed to be in need of special help?

(a) Junior school referrals	:1:	:
(b) Internal testing & assesment	:2:	:
(c) Internal recommendations	:3:	:
a,b,c, above	:4:	:
a,b above	:5:	:
a,c , above	:6:	:
some other method (please specify) *	:7:	:

*

b) THE PUPILS

10. How long do special need pupils in your school remain within the department?

00-06 mths	:1: :	06-12 mths	:2: :
12-24 mths	:3: :	24-36 mths	:4: :

11. What criteria are used to move a pupil from the special needs department? *

* _____

12. How are pupils fed back into the main stream school? (eg with support from dept., staff, promotion from one set or band to another)
PLEASE SPECIFY: *

* _____

13. Who makes the decision to transfer pupils into the mainstream classes? (eg heads of department, heads of department in connection with deputy head, head of english or maths departments)
PLEASE SPECIFY: *

* _____

c) THE ORGANISATION OF PROVISION IN THE SCHOOL

14. How many staff are there in the special needs department? PLEASE SPECIFY * * : :
(or equivalently named)

15 Is the staff working in the department. Less than 5 yrs ago :1: :
more than 5 yrs ago :2: :
About the same as 5 yrs ago :3: :

16. How many staff in the school work all their timetabled time with pupils having special needs? PLEASE SPECIFY : : :

17. In what subject areas do staff work specifically with pupils having special needs outside timetabled in the department?

English	:1: :	Maths	:2: :	History	:3: :
Geography	:4: :	Science	:5: :	Art	:6: :
Technical subjects	:7: :	Practical	:8: :	Others	:9: : *

PLEASE SPECIFY: * _____

18. How was access to to work in these departments gained?

PLEASE SPECIFY _____

19. How many staff work part of their timetabled time in the department with you? : : :

$$(A) \quad (1) \quad 17 \times 8$$

$$\underline{76}$$

$$(3) \quad 17 \times 68$$

$$\underline{76}$$

$$(2) \quad 59 \times 8$$

$$\underline{76}$$

$$(4) \quad 59 \times 68$$

$$\underline{76}$$

the following results were obtained:

$$(B) \quad (1) \quad 1.79$$

$$(2) \quad 6.2$$

$$(3) \quad 15.21$$

$$(4) \quad 52.79$$

(C) When the data outlined in the original table of information were taken from the results obtained in (B) above the following results were obtained:

$$(1) \quad - 2.2$$

$$(2) \quad 2.21$$

$$(3) \quad 2.21$$

$$(4) \quad - 2.21$$

Because of the size of the numbers in two of the boxes of data in the original table being five or less, it was necessary to use the Yates correction for this analysis. For this 0.5 was taken from each of these four values. This left totals for

(C) as

$$(1) \quad - 1.71$$

$$(2) \quad 1.71$$

$$(3) \quad 1.71$$

$$(4) \quad - 1.71$$

(D) These numbers $(-1.71, 1.71)$ were squared to give the answer 2.92

$$(E) \quad \begin{array}{ll} \text{The results of } D/B = 1.63 & 0.47 \\ & 0.19 \quad 0.006 \end{array}$$

(F) The sum of the four answers in (E) $= 1.63 + 0.19 + 0.47 + 0.006 = 2.35$. This is a number, when checked on the χ^2 table of distribution and calculating the degree of freedom (where x is one axis of the data outlined and y the other) as $(x - 1)(y - 1)$, which indicates that at the 5% level this is not sufficiently large to suggest that the hypothesis is proved.

The other calculations to analyse the hypotheses using the χ^2 test were performed in a similar way to that outlined above.

c) THE ORGANISATION OF PROVISION IN THE SCHOOL

21. If class support is provided by the special needs department; in which of the following situations does it occur, when:?

*** (by form year strata) ***

	(a)	(b)	(c)	(d)	(e)
	yr 1	yr 2	yr 3	yr 4	yr 5
	age 11	age 12	age 13	age 14	age 16
1. Mixed ability classes	:	:	:	:	:
2. Setted groups	:	:	:	:	:
3. Streamed classes	:	:	:	:	:
4. Banded groups	:	:	:	:	:

22. For how long has the pattern of organisation outlined in question 21 been in operation?

00-01 yr :1: : 01-02 yrs :2: : 02-03 yrs :3: :
 03-05 yrs :4: : 05+ yrs :5: :

23. Is there any provision for pupils with special needs in the sixth form?

Yes : : : No : : :

24. What name is used to describe the department?

25. Who in the school has the responsibility for organising the timetabling arrangements of the department?

c) THE ORGANISATION OF PROVISION IN THE SCHOOL

26. How have the necessary decisions to make changes in relation to the organisation, and the working of the department in the last few years been taken?

By the head of department solely? :1: :

By the head of department in conjunction with the head teacher? :2: :

Through consultation with the senior staff? :3: :

Through discussions with all the school staff? :4: :

27. Please outline the source(s) of change; (Head of dept, Head teachers, Advisory service, other staff in the dept., other staff in the school.)

28. What changes have been made in the provisions for pupils with special needs since 1983?

(A) The special needs department: _____

(b) Throughout the school: _____

29. How is the information about the pupils with special needs circulated in the school?

d) INTEGRATION

The warnock report outlined different levels of integration (p100-101).

LOCATIONAL: Where the pupils with special needs were on the same site as their peers, but never met formally.

SOCIAL: Where the pupils with special needs were on the same site as their peers and they met through social arrangements or in the tutor groups, but were not taught together.

FUNCTIONAL: Where there was a form of integration on both a social and academic level.

30. In the light of the present provision in your school, which category would you place it in relation to this definition?

Locational :1: : Social :2: : Functional :3: :

31. In relation to question 30 please indicate which category would have best described the provision 5 yrs ago?

Locational :1: : Social :2: : Functional :3: :

32. Does the department have any links with pupils placed in a unit/units?

Yes :1: : No :2: :

33. Does the department have any links with pupils placed in a special school/schools?

Yes :1: : No :2: : If yes How many :3: :

e) CURRICULUM

34. Does the school operate any form of restricted curriculum access for pupils in yrs 1-3?

Yes :1: : No :2: :

If yes: What subjects are restricted?

1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

35. Does the school operate any form of restricted curriculum access for pupils in yrs 4 & 5?

Yes :1: : No :2: : If yes how does it work? _____

36. Do all pupils have the opportunity to opt for a foreign language in years 4 & 5?

Yes :1: : No :2: :

37. Do you run a school leavers programme which is restricted to certain selected pupils?

Yes :1: : No :2: :

38. How are pupils with special needs assigned to tutor groups?

Mixed ability :1: :

Form groups by ability :2: :

Other (please specify) :3: :

39. Is the pattern of organisation in question 34 consistent throughout years 1 - 5?

Yes :1: : No :2: :

f) PRACTICABILITY AND COST

40. Has the departmental allowance increased above the general rate of inflation - over the past (5) years?

Yes :1: : No :2: :

41. Is extra finance available to you beyond that of the normal capitation?

Yes :1: : No :2: :

If "YES" to no "37": How is the finance raised?

42. Asking for further funding through normal school channels. :1: :

The parents association. :2: :

Sponsored events. :3: :

If other means (Please specify) :4: :

g) STAFF DEVELOPMENT

43. Does the school have any system of 'LINK' teachers recognised in other departments with the knowledge of special needs in their subject areas who are used as department contact by other staff?

Yes :1: : No :2: :

44. Has there during the last (5) years been any school based 'in service' training courses relating to the development of special needs provision?

Yes :1: : No :2: :

45. In relation to question (44) how have these been organised?

Through contact with L.E.A advisory service who have contributed. :1: :

Purely through staff in the school :2: :

Who attended this/these courses?

46. Co-ordinator :1: :
Departmental staff :2: :
'Link'/key teachers :3: :
Open to all staff :4: :

47. What were the key topics discussed? PLEASE SPECIFY.

48. Is any member of the department or on the staff, formally qualified with a certificate/diploma in the teaching of special needs or a higher degree in this area of work?

Yes :1: : No :2: :

If the answer to (48) is yes What are these qualifications?

49. -----

50. Has this/these qualifications been obtained during the last (5) years?

Yes :1: : No :2: :

51. Does the school have a philosophy for entering pupils with special educational needs who might benefit by it for G.C.S.E. examinations?

If yes please explain! Yes :1: : No :2: :

Previous research evidence indicates that the position of the staff who work in the special needs/remedial department is one of low status within the organisation of the school and similarly that pupils within theegis of the department develop feelings of poor esteem and anti-social attitudes during their secondary schooling.

52. Do you feel that the changes outlined above have been made in your school in connection with the organisation and provision for those with special needs has changed the attitudes and perceptions of others in the school?

Staff :	Yes	:1:	:	No	:2:	:	Not sure	:3:	:
Pupils:	Yes	:1:	:	No	:2:	:	Not sure	:3:	:

53. Please explain briefly the main factors which have helped to change these attitudes?

h) FUTURE DEVELOPMENTS

54. Please indicate any future plans for the development of the department in the school, which are currently under discussion.

(Questionnaire (C) R.STAKES. July 1987)

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Appendix 3 The Chi (χ^2) analysis

The χ^2 analysis were conducted on information received from the work of Fuller et al (1976). A full breakdown of the analysis of hypothesis 1 is outlined below.

This hypothesis stated that the level of integration, as outlined in the Warnock Report (op cit p.100-102), for pupils with special educational needs in the mainstream secondary schools can be related to the size of the school.

Information for this analysis was collected from that received from questions 6 and 30 in the initial questionnaire which was sent out to schools (fig.16 p184 and fig.44 p224). A table outlining the information to be analysed was produced (fig. 63, p.252).

For statistical reasons it was felt it would be appropriate to collapse certain categories of this information because of frequency problems. This was done by excluding the information received on those schools which indicated they had a locational type of integration for pupils with special needs. (There were only two of them in this category). The information was further collapsed by reducing the size of the schools to two categories: those of less than 500 pupils and those of more than 500 pupils. This produced the table of information shown in fig. 63b, (p.252) and reproduced here.

		<u>Size of school (pupils)</u>	
		500 -	500 +
<u>level of integration</u>	Social	4	4
	Functional	13	55
		17	59

N = 76

Using the formula for χ^2 calculations to show goodness of fit

$$\chi^2 = \sum \frac{o - e}{e} \quad (\text{where } o = \text{observed}$$

values and e = expected values the following calculations were done :

$$\begin{array}{r} \text{(A) (1) } 17 \times 8 \\ \hline 76 \end{array}$$

$$\begin{array}{r} \text{(2) } 59 \times 8 \\ \hline 76 \end{array}$$

$$\begin{array}{r} \text{(3) } 17 \times 68 \\ \hline 76 \end{array}$$

$$\begin{array}{r} \text{(4) } 59 \times 68 \\ \hline 76 \end{array}$$

the following results were obtained:

$$\text{(B) (1) } 1.79$$

$$\text{(2) } 6.2$$

$$\text{(3) } 15.21$$

$$\text{(4) } 52.79$$

(C) B - A provided the following results:

$$\text{(1)- } 2.21$$

$$\text{(2) } 2.2$$

$$\text{(3) } 2.21$$

$$\text{(4) } -2.21$$

$$\text{(D) those numbers squared } (2.21)^2 \text{ or } (-2.21)^2 = 4.88$$

$$\begin{array}{rcl} \text{(E) the results of D/B} & = & 2.73 \quad 0.79 \\ & & 0.32 \quad 0.09 \end{array}$$

$$\text{(F) the sum of the four answers in E} = 3.83$$

This is a number, when checked on the χ^2 table of distribution and calculating the degree of freedom (where χ is one axis and y another ($\chi - 1$) ($y - 1$)) which indicates, that at the 5% of level this is significantly large to suggest that the hypothesis is proved.

The other calculations to analyse the hypothese using the test were performed in a similar way to that outlined above.

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