**Action Research for ISEND**

**Action Research for Inclusion and Special Educational Needs (ISEND):**

**Templates Resource**

**Institute of Education, University of Derby**

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| **Reference for this guidance resource:**Codina, G., and Robinson, D. (2022) *Action Research for Inclusion and Special Educational Needs (ISEND): Templates Resource.* Derby, University of Derby. |

# Appendix 3: Example questionnaire (quality first teaching)

##

***Survey for: Headteachers, members of the Senior Leadership team, Teachers, Higher Level Teaching Assistants, Teaching Assistants.***

**Your name:** *Optional*

1. How would you define quality first teaching?

|  |
| --- |
| *Space for free text* |

1. Do you perceive there to be a link between quality first teaching and inclusion?

|  |
| --- |
| **Scale 1-5**  |
| **1= no** | **2= not really** | **3= somewhat** | **4= in the main** | **5= definitely** |
| *Space for free text* |

1. Do you perceive the embedding of quality first teaching to be an important school priority?

|  |
| --- |
| **Scale 1-5**  |
| **1= no** | **2= not really** | **3= somewhat** | **4= in the main** | **5= definitely** |
| *Space for free text* |

1. Reflecting on your own practice/or practice within your setting: what quality first teaching strategies do you perceive to be most effective **and** used most frequently?

|  |
| --- |
| *Space for free text* |

1. Do you perceive there to be any barriers/constraints to implementing quality first teaching within your setting?

|  |
| --- |
| **Scale 1-5**  |
| **1= a considerable number** | **2= quite a few** | **3= some** | **4= not really** | **5= no** |
| *Space for free text* |

1. Do you perceive there to be enablers and opportunities that facilitate quality first teaching within your setting?

|  |
| --- |
| **Scale 1-5**  |
| **1= no** | **2= not really** | **3= somewhat** | **4= in the main** | **5= definitely** |
| *Space for free text* |

1. Do you have school document(s) which refer to quality first teaching?

|  |  |  |
| --- | --- | --- |
| Yes | No | Not sure (I’d need to check) |

**If ‘no’ or ‘not sure’ go to question a.**

**If ‘yes’ go to question b.**

|  |
| --- |
| * 1. Do you think the setting should refer to quality first teaching somewhere within its documentation? Please explain your answer.

*Space for free text* |
| * 1. Do you think the document(s) in your setting which reference quality first teaching are appropriate/could be developed further? Please explain your answer.

*Space for free text* |

1. If quality first teaching was to be developed further in your setting, what do you think the focus should be?

|  |
| --- |
| *Space for free text* |

1. Would you find it useful to engage in further training about quality first teaching?

|  |  |  |
| --- | --- | --- |
| Yes | No | Not sure |
| Please explain your answer:*Space for free text* |

# Appendix 4: Action Research Ethics Checklist (**study-plan-do-review)**

To ensure you have developed an ethically appropriate research project check that you can select ‘yes’ or not applicable (NA) to each statement below.

**STUDY: Evidence base**

|  |  |
| --- | --- |
| The researcher(s) have ensured this project is underpinned by a credible evidence base and/or appropriate research literature. | **Yes/No/NA** |

**PLANNING THE RESEARCH: Information sharing**

|  |
| --- |
| The researcher(s) have shared information that clearly explains to the Headteacher/Principal, relevant school/college staff, and relevant parents/carers: |
| * the aims, purpose and methods of this research.
 | **Yes/No/NA** |
| * the timeframe for conducting the research (who, what, when, where, how).
 | **Yes/No/NA** |
| * the way that data gathered for this project will be stored.
 | **Yes/No/NA** |
| * the length of time that data will be stored.
 | **Yes/No/NA** |
| * whom the data will be shared with.
 | **Yes/No/NA** |
| * the names of the staff leading this research.
 | **Yes/No/NA** |
| The researcher(s) have shared accessible information about this research project with relevant children/young people? | **Yes/No/NA** |

**PLANNING THE RESEARCH: Informed consent**

|  |  |
| --- | --- |
| The researcher(s) have gained the consent of the Headteacher/Principal, relevant school/college staff, and relevant parents/carers to conduct this research? | **Yes/No/NA** |
| Using an accessible format, the researcher(s) have gained the consent of the children/young people to conduct this research? | **Yes/No/NA** |

**DOING THE RESEARCH: Data gathering**

|  |  |
| --- | --- |
| The researcher(s) have ensured the data collection methods used in this research are adequate and not excessive? | **Yes/No/NA** |
| The focus of this research is driven by a desire to improve the outcomes of children with SEND, honesty, transparency, and integrity are of paramount concern, as is the wellbeing of all those involved? | **Yes/No/NA** |
| Participants’ right to withdraw from the research is embedded as a principle. The date from which the research will be published (and participants cannot be guaranteed complete withdraw) will be clearly communicated by the researcher(s).  | **Yes/No/NA** |
| The researcher(s) have appropriate processes for storing and sharing the data (all data that identifies individuals will be stored in a password protected system, or in a locked cupboard).  | **Yes/No/NA** |

**REVIEWING THE RESEARCH: Analysis**

|  |  |
| --- | --- |
| The researcher(s) will only share data which identifies others, in accordance with their general professional standards.  | **Yes/No/NA** |

**REVIEWING THE RESEARCH: Dissemination**

|  |  |
| --- | --- |
| At the point of research dissemination, all data which identifies others, including an organisation such as a school/college will be anonymised (unless specifically asked not to do so, or with the explicit permission of the settings Headteacher/Principal). | **Yes/No/NA** |
| At the point of dissemination, the researcher(s) will utilise respectful language. | **Yes/No/NA** |
| The researcher(s) have secured consent to disseminate this research from the Headteacher/Principal, relevant school/ college staff, and relevant parents/carers. | **Yes/No/NA** |

# Appendix 5: Example Project Information Sheet

**Action Research: Quality First Teaching (QFT)**

**Project Information Sheet**

**Project Aim**

The aim of the project is to gain a greater understanding of Quality First Teaching (QFT) and the development of it in the City Secondary School.

**The Research Team**

This project is led by the SENCO, English Co-ordinator, and Maths Co-ordinator at the City Secondary School (see next page for more details). The project is being conducted with support of the school’s Headteacher Mr Brown and the senior leadership team.

**Arrangements**

This Action Research project is being conducted as part of the National Association for Special Educational Needs (nasen) [‘Universal SEND Services](https://www.wholeschoolsend.org.uk/blog/what-universal-send-services-programme-and-how-will-it-support-you)’ programme. Funded by the Department for Education (DfE) the research team will be taking part in six training sessions and disseminating the research findings.

This Action Research project has been divided into two phases:

* Phase 1 – the survey
* Phase 2 – actions post survey

Working together, the research team have developed an initial survey which focusses on staff opinions about quality first teaching. Following completion and analysis of the survey, the information gathered will be used as the basis for further actions that aim to share, consolidate, and enhance quality first teaching in our school.

**Phase 1 – Survey**

In phase 1 of the research (Spring term), a Quality First Teaching 365-Survey link will be sent to all senior leaders, teachers, and teaching assistants in the school. It is anticipated the survey will take approximately 20 minutes to complete; it is your choice whether you complete the survey anonymously or add your name. The research team are keen to hear your open and honest opinions, the information you provide will not be linked to the school’s performance management processes. The survey link will be sent to you on the week beginning 30th January, and will remain open for two weeks (the survey will close on the 13th February). The research team will review the responses together and then present an overview of the survey findings at the next available Senior Leadership team meeting. The survey findings will then be utilised as the basis for our Spring Inset day.

**Phase 2 – Share, Consolidate, Enhance**

Following the outcome of the Spring Inset day, the research team will work with the school to share best practice, consolidate, and enhance our quality first teaching offer. It is likely that additional data will be gathered during this phase of the Action Research Project; at this point, further information about data gathering and data use will be communicated with you.

**Dissemination**

A key component of this Action Research Project is dissemination and evaluation. The anonymised findings of our research will be shared in three ways:

1. Internally within our school
2. With one other school
3. As a written case study with accompanying video on a publicly available website.

As part of this project, you will be asked to complete an evaluation form. The data you provide in this evaluation will not include your name, and whilst you will be asked to include the school’s name this information will only be used for the purposes of checking the dissemination activities 1 and 2 (listed above) have taken place.

The evaluation data gathered will be utilised by the University of Derby as the basis for examining the efficacy of Action Research as a tool for improving the outcomes of children with special educational needs and disabilities. This anonymised data which will include no identifying features (i.e. no school names) will be shared with nasen who may choose to share it with the Department for Education.

**Using the Data**

The data gathered in Phases 1 and 2 of the research project will be discussed by the research team, the school’s senior leadership team and shared with the school. For the purposes of developing the project and gaining support, anonymised forms of the data may also be shared at the 6 twilight Action Research sessions. These sessions are led by Dr Geraldene Codina at the University of Derby and are attended by up to 30 staff from other schools/colleges who are participating in this project.

In accordance with the General Data Protection Regulation (2018) all data will be: stored securely in password protected files; excessive quantities of data will not be gathered; participants have the right to ask for any data-set where they are named to be deleted at any time; participants can withdraw their active participation from the project at any time.

The date from which the research is to be anonymously published will be clearly communicated by the researcher(s). Data will be retained for a minimum of three years.

**The research Team**

|  |  |  |
| --- | --- | --- |
| Mrs Sarah SmithSENCO City Schools.smith@cityschool.uk | Mr Abdul KumarEnglish Co-ordinator City Schoola.kumar@cityschool.uk | Ms Lola MusaMaths Co-ordinator City Schooll.musa@cityschool.uk |

# Appendix 6: Project Information Sheet Proforma

**Action Research: Add your Research Focus**

**Project Information Sheet**

**Project Aim**

*What is the aim of your project, or your research question?*

**The Research Team**

*Who is leading the project and who are the research team (provide their contact details on the following page)?*

**Arrangements**

This Action Research project is being conducted as part of the National Association for Special Educational Needs (nasen) [‘Universal SEND Services](https://www.wholeschoolsend.org.uk/blog/what-universal-send-services-programme-and-how-will-it-support-you)’ programme. Funded by the Department for Education (DfE) the research team will be taking part in 6 training sessions and disseminating the research findings.

*Provide an overview of your Action Research project – how are you planning to conduct this action research project?*

**Phase 1**

*Provide information about what you are doing in Plan 1.*

* *Make sure you tell participants what their involvement will be, how long it will take, and what you will be doing with any information you gather.*
* *We recommend making a statement about the data gathered not being linked to the school’s performance management processes.*

**Phase 2**

*The nature of the Action Research cycle means you might not know exactly what you will be doing in plan 2 of your project. Share with participants whatever information is known and explain you will provide an update at the point when you are working on Plan 2.*

**Dissemination**

A key component of this Action Research Project is dissemination and evaluation. The anonymised findings of our research will be shared in three ways:

1. Internally within our school
2. With one other school
3. As a written case study with accompanying video on a publicly available website.

As part of this project, you will be asked to complete an evaluation form. The data you provide in this evaluation will not include your name, and whilst you will be asked to include your school’s name this information will only be used for the purposes of checking the dissemination activity 1 and 2 (listed above) have taken place.

The evaluation data gathered will be utilised by the University of Derby as the basis for examining the efficacy of Action Research as a tool for improving the outcomes of children with special educational needs and disabilities. This anonymised data which will include no identifying features (i.e. no school names) will be shared with nasen who may choose to share it with the Department for Education.

**Using the Data**

The data gathered in Phases 1 and 2 of the research project will be discussed by the research team, the school’s senior leadership team and shared with the school. For the purposes of developing the project and gaining support, anonymised forms of the data may also be shared at the 6 twilight Action Research sessions. These sessions are led by Dr Geraldene Codina at the University of Derby and are attended by up to 30 staff from other schools/colleges who are participating in this project.

In accordance with the General Data Protection Regulation (2018) all data will be: stored securely in password protected files; excessive quantities of data will not be gathered; participants have the right to ask for any data-set where they are named to be deleted at any time; participants can withdraw their active participation from the project at any time.

The date from which the research is to be anonymously published will be clearly communicated by the researcher(s). Data will be retained for a minimum of three years.

**The research Team**

|  |  |  |
| --- | --- | --- |
| Name RoleEmail  |  |  |

# Appendix 7: Example/Proforma Consent Letter

**Action Research: [your research focus]**

**Consent Form**

*Please read the following and use ‘yes’ or ‘no’ to indicate whether you agree or disagree respectively.*

|  |  |
| --- | --- |
| I have been provided with information about this research project which I understand. | Yes/No |
| I have been given the opportunity to ask questions and have had them answered to my satisfaction. | Yes/No |
| I understand that I can ask for all data in which I am named to be removed at any time. | Yes/No |
| I understand that I can withdraw my participation from this project at any time. | Yes/No |
| I understand how the data gathered from this project will be used. | Yes/No |
| *Delete as appropriate*I **agree** to take part in this Action Research projectI **do not agree** to take part in this Action Research projectName of participant……………………………………………………………………………..…………………….. Date…………………….. |

Once complete, please return this consent form to [your email address]