

DOCTORATE OF EDUCATIONAL PSYCHOLOGY

RE-ORCHESTRATION OF THESE VOICES: An exploration of how an educational psychologist can make maximum impact when only minimum contact with the child or young person is possible.

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ABSTRACT

Although most children and young people hold similarly high aspirations, some groups are much less successful in translating them into reality in adult life. Children and young people recognized as having special educational needs, and who also experience disrupted life styles getting moved on from one locality to another, are one such group. This research focuses specifically on these children and young people, and explores the potential of the educational psychologist's [EP] role to rethink how to challenge persistent inequalities for their future outcomes.

The literature review explores debates about social justice and equalities with reference to the changing conceptualization and practice of special educational needs. More specifically, the person-centred approach to families and professionals working together, the impact of participants' emotion on meaning-making, and the ethics of the EP role are reviewed. I continue with examining cultural historical activity theory, and its relevance to informing types of multi-agency work team interaction and communication that can lead to expansive learning and transformational change.

The research is designed around a single-case study concerning a family fleeing extreme domestic violence. The research site is the 10-year-old child's person-centred Education, Health, and Care Plan process as this provides a brief meeting context for the family, the EP, and other professionals. The research methodology is informed by social constructionism, and takes a qualitative approach to data analysis including synthetic discourse analysis, content analysis, and an activity theory framework.

The research concludes with providing a theoretical model that explains why transformational change is more likely to occur through face-to-face conversation and negotiation between participants who seek to solve a problem together. This outcome indicates a central role for EPs working at a range of levels to challenge inequalities of outcome, including a single conversation if that was all the time available.

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LIST OF ACRONYMS

SEND	Special educational needs or disability
EP	Educational psychologist
EPS	Educational Psychology Service
EHC Plan	Education, Health and Care Plan
CHAT	Cultural historical activity theory
PAR	Participant Action Research
ELC	Expansive learning cycle
BESD	Behaviour, emotional and social difficulties
CAMHS	Child and Adolescent Mental Health Services

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1 INTRODUCTION

1.1 Research Aim

Although most children and young people hold similarly high aspirations, some groups are much less successful in translating them into reality in adult life. Children and young people recognized as having special educational needs, and who also experience disrupted life styles getting moved on from one locality to another, are one such group. This research focuses specifically on these children and young people, and explores the potential of the educational psychologist's [EP] role to rethink how to challenge persistent inequalities for their future outcomes. The central research question is: how can an EP maximize their impact by applying psychology in their day-to-day practice when only minimum contact with the child or young person is possible?

Overall, this is an area that encompasses wide-ranging discourses and debates about social justice, equalities and social inclusion. It also engages with the different psychological theories that might provide appropriate ways forward to investigate how effective change to inequalities of opportunity can be achieved. More specifically, informed in part by my own EP experience, the thesis uses the person-centred approach to families and professionals working together as the initial focus for exploring factors that can enable a supportive brief meeting context with the potential to challenge inequalities. In order to establish a clearer understanding about the EP role in promoting equality of opportunity, I go on to argue for the need to apply a multi-layered, social constructionist theoretical approach to the research including a focus on the impact of participants' emotion on meaning-making. Building on these outcomes, I use cultural historical activity theory to explore in more detail the types of participant interaction and communication that can support transformational changes in their ideas and actions.

The research is designed around a single-case study concerning 10-year-old child D. D has been identified as having special educational needs [SEND], and lives in a family fleeing

extreme domestic violence ¹. The case study site is the person-centred Education, Health and Care [EHC] Plan process held to discuss and plan support for D's future. It draws on interviews with D's mother and the professionals who participate in discussion together during the two planning meetings concerning D's future outcomes, digital sound recordings of the meeting discussions, and also on a number of supporting documents relevant to the case study. The research takes a qualitative approach to analysis of the data which includes synthetic discourse analysis, content analysis and an activity theory framework.

1.2 Rationale for this Thesis

D is the child at the centre of the case study for this research. Although his experiences so far can be considered to be extreme (Appendix F), any local authority EP will be familiar with many of the factors that define his life:

D is 10-years-old, and in his last year of primary school. He lives with his mother and two of his three older sisters. His family and teachers describe him as a kind hearted and helpful boy. He knows a lot about cars, and he likes gardening and roller skating. He can work hard and be enthusiastic when he wants to. His family is very important to him, but he says he has no friends.

D has changed primary school five times. Recently, the family suddenly moved several hundred miles away from the family home into undisclosed temporary accommodation to escape long term domestic violence.

D is recognised as having special educational needs. Currently his new school's special educational needs coordinator is applying for an Educational, Health and Care Plan so that he can receive additional resources to continue to support him in mainstream school alongside his peers.

It is difficult to be optimistic for D as he grows up to be an adult. Although most young people have similarly high aspirations concerning such issues as where they will live, what they will do and who they will live with, some groups are much less successful in translating their aims into reality in adult life (e.g. Aston, Dewson, Lukas, & Dyson, 2005;

¹ Simply for brevity, any child or young person referred to in this thesis as having been identified as having special educational needs or a disability will be described as a SEND child or young person. Please see Appendix D for a definition of SEND used here.

Goodman & Gregg, 2010; Morrow & Richards, 1996a). Factors such as having special educational needs or a disability, being looked after in public care, living in a low-income family, or experiencing a disrupted lifestyle like D can make a negative impact (e.g. Aston et al., 2005; Burchard, 2005; Furling, Cartmel, Biggart, Sweeting, & West, 2003; Goodman, Gregg, & Chowdry, 2010; Jindal-Snape & Miller, 2010). Finch and Gregg (2016)'s recent study found evidence that, despite additional support to eradicate inequalities of opportunity, more than half of workless households (54%) today include at least one disabled adult in the UK.

Like a stick of seaside rock, my career activities can be sliced through at any point and a concern with social justice – an uneasy and shifting regard for individual rights and collective needs - will emerge each time. My teacher-training in Greater London Council schools during the early 1970's was highly influenced by the struggle and turmoil at that time to modernise educational theory and practice for a changing, multi-national population (e.g. Coard, 1971) and the introduction of equalities legislation. Inequalities for some children and young people were vividly apparent. During one training practice experience in a mainstream primary school, three children came regularly to school without shoes. Another practice was in a special school, labelled at that time as for the 'Mentally Sub-normal'. The school's population included 33% African Caribbean boys (but no girls) at a time when only 3% of the inner London population was African Caribbean. Subsequently, I was employed for many years as a community-based teacher, engaged with parents – mainly single young women - living in extreme poverty. We worked together in community spaces and their own homes to promote their involvement with both formal and informal education (Easen, Kendall, & Shaw, 1992). These opportunities have provided the bedrock for the values and creative approaches to practice that have informed my more recent re-training and development as an EP. Although many improvements have occurred in terms of inequalities since the start of my career, significant disadvantages for many children and young people continue as indicated above for those like D with SEND and therefore the issue remains a core concern for the EP role.

During the planning phase of this thesis, I reflected across my whole career in education and have identified three key issues that have motivated my research and writing:

1.2.1 The impact of ongoing systemic inequalities on SEND children and young people with disrupted lifestyles

As described above, I have had a long-time concern with SEND children and young people who additionally, like D, have disrupted lifestyles and so little control over when or where they must change accommodation, school or locality. In addition to missing experiences available to their mainstream peers, these children and young people are also more likely than others to slip through the net of existing support systems (Pomerantz, Hughes, & Thompson, 2007). Waiting for a first appointment for a speech therapist or EP can take some time, as does the lengthy formal SEND assessment process that is the pathway to accessing higher levels of additional support. Whilst on a waiting list, a child taken into care for the first time or moving foster carers could be relocated across boundaries to live in another local authority. This then requires the referral process to support services or SEND assessment to start again. Or a child with a deteriorating complex disability or ill health may keep missing the appointments that are offered because of unplanned hospital admissions. Or when a family is waiting for a decision to their application for asylum, they may be taken with no warning into detention by UK Border Force authority in another part of the UK far from where they live. Apart from the interruption to their day-to-day lives, the family may then be rehoused somewhere else in the UK if they are not deported (e.g. Phillips, 2017). Even with careful planning and agreement, attendance at potentially helpful additional support such as a 10-week parenting course or a programme of counselling sessions can end up as being irregular or short lived for these families, children or young people. All these kinds of useful resources usually require turning up for a number of consecutive weeks, and sufficient stability and control over your own life to enable this to happen. Poor attendance at appointments can also lead to families becoming pathologised. Professionals can interpret absence as due to a lack of commitment or motivation by families themselves (Osgood, Albon, Allen, & Hollingsworth, 2013; Talmon, 1990), or construct labels to describe families who don't engage as hard to reach, chaotic or dysfunctional (Pomerantz et al., 2007). In contrast, one father told me that it was never hard for the police or the debt collector to reach the family.

Focusing on equality of access exposes how existing support systems and resources, such as EP services, are frequently structured in ways that in practice suit more stable family

lifestyles and the organisational systems themselves. Hughes (2007), working as a senior EP, commented that:

“Our services and ways of working are still not best suited to how children and families ‘are’. The context where the current popularity is for ‘customer-led’ services, reflecting a marketplace mentality seems to be predicated on beliefs about children and families who are willing and able to engage with help that is offered, whereas the reality for many professionals is quite the reverse” (p5)

The impact of disruption on SEND children and young people’s lives is given relatively scant attention in the literature (Pomerantz et al., 2007). However, there are examples of innovative professional practice that, although not designed specifically to support children and young people with disrupted lifestyles, may offer helpful service delivery to such families. For example, over the last two decades, EPs have widely taken to using therapeutic approaches such as Solution Focused Brief Therapy (e.g. H. Ratner, George, & Iveson, 1999) and Cognitive Behavioural Therapy (e.g. Graham, 1998). These are both examples of approaches which engage families much more briefly than, for example, the more traditional psychotherapeutic approach. Talmon (1990) revised his lengthy psychoanalytic programme of therapy to a single session therapy model in response to finding that a majority of patients opted out after one session. As a result, Talmon found that his patients were more skilled at self-assessing their recovery than professionals gave them credit for.

More specific to the EP role, Leadbetter (2004c)’s research showed that EPs who used a specific questioning approach in their consultative discussions with teachers made greater impact within a single session supporting teachers to develop their thinking and actions concerning SEND children and young people. Recently I have been working with the Family Group Conference model (Family Rights Group, 2014). Here, an independent facilitator (potentially an EP could carry out this role) works without other professionals within a single, structured session to support the family to plan by themselves how they could maintain their children at home rather than be taken in to public care. This way of working is found to be generally popular with participants and professionals but not yet supported by an evidence-base that indicates effective longer-term change. Boag-Monroe and Evagelou (2010) concluded from their literature review of the issue of ‘hard-to-reach’ families that complex issues like the impact of disruption and mobility on families’ lives require a diversity of complex solutions.

As an outcome of my own professional experiences, I share Hughes (2007)'s view that SEND children and young people like D with disrupted lifestyles continue to be disadvantaged in terms of accessing additional support. There is also a strong argument currently being made in the research literature, as well as comment in mainstream media, that this situation is likely to be worsening due to the Government's austerity policy: more families are experiencing significant poverty, alongside a diminishing level of support available from local authorities due to their budget allocation being reduced (e.g. Goodman & Gregg, 2010; Walker, 2017; Women's Resource Centre, 2012). The first key motivating issue for this thesis is therefore to ask what the implications are for the EP role in terms of effectively challenging and transforming ongoing systemic inequalities. This focus includes the EP working to apply psychology not only in their own practice with families, but also within their own EP service as well as more widely across their local authority. What needs to happen so that an EP *can* reliably and effectively include D in their day-to-day practice even if they only have the opportunity to engage very briefly with him? This question is concerned with improving equality of access for SEND children and young people like D to additional resources so as to promote their successful outcomes as they grow up into adulthood. It is not seeking to answer how EPs respond more generally to working during an era of austerity and increasingly restricted resources.

1.2.2 Working with the person-centred approach

Personalisation - i.e. finding out from someone what is important to them concerning issues about their own life from their own perspective and developing creative future opportunities together – came to underpin my working approach as a community-based teacher. At the start of my career during 1970s, because my own life experiences and professional training didn't provide me with relevant answers or expertise in this role, I had to learn to work by default in a way where my 'not knowing' became an advantage (Easen et al., 1992; Freire, 1972). Because I didn't know, I had to ask people about their lived experiences and, because this was a genuine enquiry, I became trusted to work together with them in a personalised way toward achieving their aspirations for their children and for themselves. This background has strongly influenced my development as an EP.

As I outline more fully in Chapter 2, developments elsewhere over the last thirty years have established what is now called the person-centred approach as a central strategy for

SEND children, young people, their families and professionals to work briefly together in one or two sessions. Any person-centred meeting places the child's or young person's voice² at the heart of the discussion, with the aim of promoting better outcomes on their transition to adulthood including their full inclusion in society (Department for Education & Department of Health, 2015, updated 2015; Murray & Sanderson, 2008). Person-centred meetings and discussions are usually high energy, exciting, emotional, and, surprisingly, often fun to take part in despite the frequently complex or sensitive topics being discussed. I know from my EP experience that the approach can have an immediate positive impact on short-term planning and outcomes for children with significant additional needs (Kendall, 2012). Despite such limited engagement, I wanted to believe that the person-centred approach could be effective in enabling better long-term outcomes. However, like Family Group Conferences, I found very little research that backed up my own excitement and commitment. Thompson and Kilbane (2008) commented that unusually, despite this lack of research, there has been widespread take-up of the person-centred approach within the UK particularly at the point of transition planning from school to adulthood³ for young people with learning difficulties and disabilities.

In contrast to these examples of more formal research, I found that most of the person-centred literature that is available gives highly positive and hopeful anecdotal accounts rather than evidence of its impact on outcomes for these young people more longer term (e.g. Kilbane & McLean, 2008; Murray & Sanderson, 2008). Representative comments from parents I talked with following their first experience of a person-centred SEN Statement review mirrored these accounts (Kendall, 2012):

² A child's or young person's voice is referred to here as their right to express their views concerning matters that affect them, and due weight given to their views in decision making (Articles 12 and 13, UNICEF, 1989).

³ Transition to adulthood is referred to here as the gaining of culturally valued markers and symbols of social respect and status, inferring elements of power, independence and autonomy (Mitchell, 1999). In the UK these could include post-school training, employment, personal autonomy, independent living, social interaction and community participation.

“It was a new experience. I thought it was a good way to get everyone’s points of view on board...it can be the High and Mighty vs. families awestruck by people in authority; this is more relaxed” [parent].

“It’s so good for [son, aged 15 years] to see and hear this – not just the bad stuff – he can get so down about the future, but this reminds him of ALL the things he can do. And now I’ve got more ideas about what to talk to him about to help him at home” [parent].

School and support staff have described to me the first time they participated in a person-centred meeting as a ‘jump in the dark’ where sometimes their core beliefs have been challenged, but have also given overwhelmingly positive feedback when we have worked together in a person-centred way:

“I was a little sceptical about it, you know. Honestly, I was thinking is it going to be worth it! And I came out and I said straight away ‘That is spot on. That is so, so good. This is how it should have always been. They get something out of it, the parents do, the school does’” [class teacher].

“We’ve got to think of a way round it [the capacity and timetabling problem]...There’s too many good things that come out of it [person-centred approach] to say ‘No!’” [Senior teacher].

Kaehne and Beye (2013) echo my own curiosity about why the existing limited or negative research findings contrast starkly with the plentiful evidence of the enthusiasm and optimism expressed by families and professionals about the person-centred approach. Does this diminish the importance or trustworthiness of families’ responses that the person-centred approach could inform ways to make an impact on longer term outcomes for their children? Are we, families and professionals, simply expressing a ‘feel good’ factor that does not translate into longer-term, significant outcome change? Or does it indicate that for whatever reason researchers have not yet invested in this area? Were researchers asking the wrong questions? Or perhaps not using appropriate methodology to capture and analyse the range of data that could be important to show impact on longer-term outcomes for a young person such as D? These questions provided the second starting focus for this Doctorate research.

1.2.3 Ethical challenge to make a difference in the EP role

I also knew from the start that this thesis should aim to be relevant and useful in the future to other families like D's whose lives are disrupted. Just as Willig (2008) argues, I wanted my research to "move beyond critical commentary and towards an active engagement with social and political practice" (p1). This issue formed the third motivating focus for the thesis.

At the heart of their role, EPs seek to make a positive difference to children's lives through applying their psychology (Kelly, Woolfson, & Boyle, 2008). Respect for every individual and working without discrimination is part of the British Psychological Code of Ethics and Conduct (British Psychological Society, 2009). However, despite intention and effort by many people and institutions including EPs and EP services, inequalities of opportunity continue for children and young people with SEND. The reasons as to why this is so are contested. Competing grand discourses put the blame at different doors, and may influence where solutions can be sought. At one end of the spectrum, negative within-child, within-family or within-community explanations are given. For example, these explanations frame the current government's approach to social support such as the Troubled Families Programme of support (Department of Communities and Local Government, 2011). Alternatively, contextual explanations are proposed. For example, there is wide ranging evidence of the long term, pervasive impact of poverty on children's and young people's development and achievement into adulthood (Feinstein, 2003). Recently there has also been attention to the evidence of the influence of the widening wealth inequality gap itself between the richest and poorest families on developmental and success criteria (e.g. Feinstein, 2003; Friedli, 2009; Robinson, 2012; Wilkinson & Pickett, 2009). EPs and their organisations are therefore always working within a context of competing powerful ideologies. Some authors take the view that our thinking and actions are constructed by the influence of dominating discourses, and underpin our choices such as of the psychologies we use and how we apply them (e.g. Allen, 2010; Burr, 2003; Fox, Prilleltensky, & Austin, 2009; Hall, 2001).

A further question that motivated this research was therefore to explore how EPs might gain new insights in order to work ethically and continue to seek effective ways that can make a positive change to inequalities. Osgood et al. (2013) concluded from their study

of poor attendance by some families at therapeutic music sessions that to work successfully together rather than pathologise families:

requires space to think differently, to leave the grounds on which you think you stand, follow lines of flight, deteriorate, and disperse self (p218).

Is it even possible, within the very restrictive context of one or two sessions, for an EP to contribute to making a meaningful difference to the longer-term outcomes of SEND children and young people with disrupted lifestyles? How could an EP or EP service set about exploring this possibility?

1.3 Development of the thesis rationale, aims and design over time

Inevitably, my thesis design has taken a number of twists and turns during the five years it has taken me to research and write it, even after I had pinned down the core motivating focus areas outlined above. Redundancy from my local authority senior EP role interrupted direct contact with individual families part way through the research. In addition, ongoing developments in the wider world as well as my personal life, and new research emerging in the literature, have all played a part in either deflating or building on my interests and rationale and have informed the final direction I have settled with. There have been some disappointments, but, overall, I think this passing of time and unplanned shifting of opportunities have served me well. It has allowed me to move on considerably from first ideas concerned with what I now regard as potentially rather positivist descriptions of methods of working with the person-centred approach, to formulating a more open-ended and relativist exploration of the potential for the EP role to contribute to transformational change and to effectively challenge inequality. I am hopeful that this provides more thoughtful research and more useful findings.

In addition to the central influence of the three main areas of interest that have motivated this research outlined above, serendipity handed me one important opportunity that has been vital for how this research has come into being. When I was part way with developing my ideas, the UK coalition Conservative/Liberal Democratic Government in power at that time (2010-2015) introduced consultation for new legislation intended to promote, amongst other aims, improved outcomes for children and young people recognised as having SEND (Department for Education, 2012). This new legislation was

subsequently introduced into England and Wales on 1 September 2014. It included a revised SEND Code of Practice (Department for Education & Department of Health, 2015, updated 2015), which outlined a range of new policies and practice to replace current special educational needs [SEN] statementing procedures with a broader 'Education, Health and Care' [EHC] Plan process. This development is an example of what Daniels et al. (2007) refers to as the current "personalisation of public services" which:

"positions clients as co-producers of services with a central role in their design. Personalisation requires citizens who are capable of participating in dialogues about their needs and desires as well as their own interpretations of their current situation" (p526).

The revised EHC Plan process is underpinned by the person-centred approach. One aim of the new EHC Plan process is to focus on defining the outcomes that a child or young person aspires to as they grow up, so that plans for positive steps to achieving them as far as possible can be put in place. This process therefore responds creatively to the reality of children's and young people's lives, rather than to fitting them into existing resources. Overall, this change of legislation announces wide ranging challenges to both organisations and individual participants, through putting children's, young people's and families' voices at the centre of the planning process. For example, Daniels et al. (2007) argue that it questions how the most vulnerable children and young people and their families are to be prepared so as to participate in dialogue about their own futures.

The planning process is intended to be completed during possibly just one, or more likely two, meetings. I realised that by focussing on person-centred EHC Plan meetings I had the chance to study one specific type of short-term intervention. It is defined by legislation and so central to SEND policy and practice across all local authorities in England. It also links this research directly to the EP role, as an EP is required to submit an assessment report for each EHC Plan application as well as having the option to participate in the meetings.

1.4 Overview of This Research

Throughout this thesis I will be developing a social constructionist account of the potential of the EP role to contribute to reconsidering how a positive impact can be made on the learning, health and social outcomes of SEND children and young people, with a specific

focus on those who also experience disrupted life styles. Drawing on the rationale for this thesis, the central question concerns how an EP can maximize their impact by applying psychology in their day-to-day practice when only minimum contact with the child or young person such as D may be possible.

In order to present the results of my reading as coherently as possible, I have divided the literature review into two parts. In Chapter 2, I broadly explore the literature concerning the context within which an EP works. This includes an overview of the current evidence concerning transition into adulthood, an historical account of the development of the concept of SEND, and a range of discourses concerning social justice. I then briefly introduce person-centred theory and practice, and critique the limited and inconclusive research evidence of its effectiveness in promoting better long-term outcomes. Drawing on these results, I argue for the potential usefulness of taking a social constructionist multi-levelled approach to research. Within this discussion, I also explore the more recent literature that has introduced a turn to emotion and its additional possible impact on meaning-making. Finally, I review relevant literature concerning the ethics of the EP role and working to promote change.

I follow on in Chapter 3 with the second part of the literature review, with a more detailed focus on how participant interaction and communication could be optimised to support expansive learning and transformational change that may lead to long-term improved outcomes for SEND children and young people with disrupted lifestyles. After a brief overview of the development of a range of learning theories, I continue with explaining my choice to follow up more closely the development of cultural historical activity theory [CHAT] and its usefulness to research focusing on multi-agency teams and transformational change in the work place. The chapter closes with an overview of the very recent research that aims to extend CHAT to include the intra-individual level dimensions of emotion and agency as contributors to meaning-making within an activity.

Chapter 4 concerns the methodology I have used. I outline the choice of research site and the reflexive approach that I have taken to this research. I then explain my methodological rationale, and the epistemological and ontological underpinnings of different research paradigms that have guided my choice of CHAT for this research. I continue by describing the research procedures I took. The subsequent section on my rationale for my data analysis describes my choice of a qualitative methods approach.

Following this, I discuss my rationale for data generation, and then finally outline the ethical considerations I took as a central part of my practice.

I present my empirical findings and discussion in Chapters 5 and 6. Chapter 5 gives the outcomes of the synthetic discourse analyses of the background documents and interview transcripts in terms of the social justice ideologies that participants draw on in their discussion.

Chapter 6 presents the outcomes of the second analytic method used for this research. This reports on the evidence from the qualitative content analyses carried out of participants' interaction and communication during D's planning meetings.

Finally, in conclusion in Chapter 7, I summarise my thesis. I present concluding suggestions about what the research results from both Chapters 5 and 6 could mean in terms of informing the EP role of ways of working to support transformational change and improved outcomes for SEND children and young people with disrupted lifestyles. I continue with my thoughts on how well this research aim has been achieved, and what limitations persist. This includes discussion of the contributions to knowledge that this research offers, and potential areas for further research.

2 LITERATURE REVIEW (Part 1)

2.1 Introduction

Chapter 2 discusses the research literature that centres broadly on the context within which an EP works.

I start this chapter with an outline of the literature search structure that I followed. Following this, section 2.3 is organised around evidence of inequalities of outcome and the literature on transition to adulthood. This provides a background for the thesis of the stark differences of outcome for SEND children and young people compared to their peers, which continue to be perpetuated today. I then widen the context by reviewing the literature on the historical development of the SEND concept, and an overview of the different influencing discourses of social justice. Drawing on this information, I continue with a brief overview and discussion of the person-centred literature and its relevance to this thesis. As part of this discussion, I explore the more recent turn to emotion in social psychology literature and how this could extend innovative multi-levelled research informing how inequalities may be challenged. In section 2.7, I discuss the ethical position of the EP role to making a difference to all children's and young people's outcomes as they grow up into adulthood. Finally, I summarise my conclusions for this chapter.

2.2 Literature Review Strategy

From the start of planning this thesis, it was important to me that it was researched in a genuinely exploratory way so that it went beyond the knowledge, experience, assumptions and pre-conceived ideas that I brought to the task. In order to build an argument, the search was designed to cover a wide range of issues, sometimes including those less obvious as well as those occurring across different disciplines and sources.

One of the initial ideas that motivated me to embark on this research centred on the person-centred approach and so I used this topic as the starting point of the literature search. My initial search strategy therefore started by inputting a range of key words (person-centred planning/approach/research) into the University Library advanced search

site. I repeated this with the Google Scholar site in order to cross-check with a wider range of both published and unpublished sources not available through the library search site. I initially skim-read abstracts that I retrieved from these sites, and used the rationale questions to help me filter those most relevant for full reading. I then extended the list of possible useful documents from browsing the reference sections of the books and articles I had fully read. With a smaller number of documents, which I considered having particularly relevance, I returned to the search sites and followed up citations in more current articles or books. Subsequently, I repeated versions of this approach for each topic that emerged as central to the thesis, such as transition to adulthood and cultural historical activity theory.

In addition, I kept up-to date by setting up weekly Google search alerts using the key phrases, and by reading online news and current affairs and noting relevant information. As another strategy I identified a few journals which I read regularly. I also joined a number of social media sites and used these in a limited way to pick up topics that might be relevant. I stored and managed all these references formally by using Endnote, and also more informally by making notes on the draft thesis document as I proceeded and on printed copies of articles or book sections.

In practice, the literature search was an iterative process. It was often quite fragmented and went to-and-fro over a number of years because, as time went on, I also found that I needed to seek much more detail about how theoretical concepts could work in practice. Particularly during the earlier period of reading, I ranged around the literature and other resources as widely as my imagination allowed me. By proceeding in this way, I aimed to stay as open-minded and responsive as possible to potentially interesting new ideas or references.

Unfortunately I had no budget and limited time available, and so was not able to attend or participate in conferences further afield. I compensated to some extent for this through reading papers and blogs posted online. I did, instead, make best use of local opportunities such as seminars and lectures presented at both universities in Newcastle and other local locations. Another significant limitation was the lack of a peer group of other EP colleagues completing their Applied Educational Psychology Doctorate in the same timetable as myself. Once again, I tried to overcome this by linking with PhD students more widely, and also through informal conversations with EP colleagues.

2.3 Transition into Adulthood

This opening section sets the backdrop for this thesis, with a focus on the period of transition for children and young people as they move on from school into adult life. It provides evidence of the very unequal outcomes for some individuals and groups, including for SEND children and young people compared to their peers. It then goes on to explore possible causes, and gives an overview of the research evidence which seeks to find solutions to inform practice and policy.

2.3.1 Evidence of inequalities of outcome at transition into adulthood.

That SEND children and young people are likely to grow up to experience much poorer outcomes across all areas of their lives than their peers is well evidenced (Burchard, 2005; Goodman & Gregg, 2010). There have been reports over many years giving evidence that inequalities for many children and young people continue to arise from birth and widen across the years despite the extensive knowledge and resources for additional support available. In order to give an overview of this complex situation in a way that is most relevant to this thesis, I have quoted the data from “Support and Aspiration: A new approach to special educational needs and disability - A consultation” (Department for Education, 2011b). This document was used to evidence the need for radical change to the previous SEN system and gave rise to the revised SEN Code of Practice 2015 (Departments of Education and Health, 2015) and recent introduction of the EHC Plan process. I have also used it as a supporting document analysed for this case study.

Education	61% of children without SEN and 21% of children at SEN Action level, achieved 5 or more A*–C at GCSE, including English and Maths in 2009. They are less likely to achieve well at school and are four times less likely to participate in higher education.
Exclusion	School Census data from the academic year 2008/09 show that 64 per cent of all permanently excluded pupils were pupils identified as having SEN without a statement and 8 per cent were pupils with a statement of SEN i.e. pupils at School Action Plus are 20 times more likely to receive a permanent exclusion and seven times more likely to receive a fixed-period exclusion than pupils with no identified SEN.
Young people not in education,	Young people with SEN are more than twice as likely not to be in education, employment or training.

employment or training (NEET)	Analysis in 2009 showed that 30 per cent of those who had statements of SEN at Year 11 and 27 per cent of those who were identified as SEN without statements were not in education, employment or training at the age of 18. This is compared with 13 per cent for those with no special provision at Year 11. This study also found that disabled young people are more likely not to be in education, employment or training at 18 than others.
Crime	Research suggests that young people with statements are over-represented in the population of young offenders: 15 per cent of young offenders have a statement of SEN compared with approximately 3 per cent of the general population.
Health and Wellbeing	Parents with disabled children have higher levels of stress and lower levels of wellbeing than parents with non-disabled children. Children and young people who report being disabled are less likely to say that they are happy (59 per cent said they felt happy compared with 67 per cent of other children and young people). A greater proportion of these children are worried about being bullied (38 per cent compared with 25 per cent of other children and young people) and are less likely to say they have friends (59 per cent compared with 92 per cent). SEN status is the strongest predictor of a deterioration in wellbeing for boys and girls.
Poverty	Children and young people with SEN are more likely to live in poverty than their peers. Free school meals eligibility is used as a proxy for deprivation, and, in January 2010, 28 per cent of children with an identified SEN were eligible for free school meals compared with only 13 per cent of children without SEN.
Looked-after children and young people	Looked after children are three-and-a-half times more likely to have SEN compared with all children.

Table 1: Inequalities of outcomes experienced by SEND children and young people (Department for Education, 2012, pp. 22-25)

The next section outlines research evidence which gives more detail about the inequality of outcomes for children and young people when they transition to adulthood, and some explanation of the complex ways in which inequalities develop or are exacerbated.

2.3.2 Research evidence concerning transition to adulthood

Historically, transition from childhood to adulthood in the UK has been viewed as a relatively straightforward process for young people – a linear route from the familiar context

of school and family home to achieving the unfamiliar markers that recognise 'adult statuses' such as employment, further education or independent living (Bakke & Obiakor, 2008). More recently, it has been recognised that this very often does not reflect the current realities of young people's lives in the UK. Greater attention is now being paid to regarding transition as complex for any young person (Jindal-Snape & Miller, 2010; Tuomi-Grohn & Engestrom, 2003) and particularly for those from least advantaged backgrounds (Morrow & Richards, 1996b).

A number of explanations have been put forward to explain why transition to adulthood can be difficult. Firstly, multiple simultaneous processes have been identified rather than a linear route (Townesley, 2004). For example, Jindal-Snape and Miller (2010)'s cross-cultural literature review of transition concludes that emotional factors, primarily a sense of self-worth, competence, and resilience factors are key to underpinning this process. Furling et al. (2003) comment that modern transitions to adulthood are also likely to be more extended, and "have come to be viewed as marked by discontinuities, uncertainties and backtracking" (p3). Further, there is a view that transition to adulthood should really be regarded as a life-long process for some young people with more complex needs (Townesley, 2004). These detailed, personalised distinctions should be taken into account as they can have important implications for policy and practice (Beresford, 2004). In response to this growing awareness, the Special Educational Needs and Disability Act (2001) outlined the requirement for a more holistic transition plan to be written for all young people with a Statement of SEN at National Curriculum Year 9, which would be updated each year until leaving school. This requirement continues today, now embedded within the EHC Plan process for all young people with SEND up to the age of 25 years.

As Jindal-Snape and Miller (2010)'s work has indicated, there is now growing evidence of how socio-cultural factors significantly influence the transition process. A number of authors (e.g. Aston et al., 2005; Goodman & Gregg, 2010; Morrow & Richards, 1996a) have shown that, although most young people generally have similarly high aspirations, some groups of young people are much less successful in translating their aspiration into reality as adults. Being disabled or having additional learning needs, being looked after in public care, or living in mobile or low-income families are significant factors here (Aston et al., 2005; Burchard, 2005; Goodman & Gregg, 2010; Jindal-Snape & Miller, 2010). In respect to family income:

“By the time young people take their GCSEs, the variation between groups as well as the gap between richest and poorest is substantial: for example, only 21% of the poorest fifth manage to gain five good GCSEs (grades A*-C, including English and Maths), compared to 75% of the top quintile – an astonishing gap of 54 percentage points” (Goodman & Gregg, 2010, p. 34)

The authors’ note an even more unequal picture emerges when what the majority of 16 year olds in the poorest families regard as likely rather than want to happen in adulthood is measured (Goodman & Gregg, 2010).

However, the Department for Education (2011a) report indicates how problematic it is to collect reliable data. It gives the example of the mismatch between government and individual local authority frequencies of young adults not in education, employment or training. This appears from the literature to be a pervasive difficulty for a number of reasons (Goodman & Gregg, 2010). It underlines the complexity of reliably identifying solutions to prevent inequalities in achievement of children’s and young people’ aspirations as they grow into adulthood. Overall, official government statistics would indicate that there has been some progress toward achieving greater inclusion of SEND children, and better outcomes for more children and young people (Department for Education, 2014). However, these statistics do not tell us in any more detail about whether all children and young people designated as having SEND are making progress equally, or about the wider context of their lives outside of their SEND label. The Equality and Human Rights Commission add a further comment relevant here that:

“Inequality and disadvantage don't come conveniently packaged in parcels marked age, or disability or gender or race” (Philips, 2010, p. 1)

Children are likely to experience multiple, overlapping and reinforcing disadvantages (Institute of Education, 2014), such as the finding that child disability is associated with family socio-economic disadvantage.

Another complicating factor in terms of categorisation and recording is suggested by Philips (2010). This point is not so clearly picked up elsewhere but is particularly relevant for this research. Philips says that a child or young person may score a number of statistically vulnerable factors such as a diagnosed disability, have African Caribbean heritage, or live in a

family that relies entirely on benefits for its income, but only the child's own lived experience can give evidence of what actually causes 'the problem' in achieving aspirations. The importance of taking account of the voice of the child and their family is identified. The author therefore strengthens the argument for viewing and discussing SEND issues in this thesis across a number of levels, taking account with equal importance of both individual as well as historical and socio-cultural contexts.

This fragility and complexity in achieving change in outcomes with young people appears to apply not just prior to or at the point of transition, but also into longer term employment. Furling et al. (2003)'s longitudinal survey of successful transitions to further education, training and employment by Scottish youth living in low-income families showed that similar barriers persisted once they had entered in to employment. Young people were particularly vulnerable in the early weeks after leaving school, and revised down their views as a result of their lived experience. Similarly, despite sometimes higher aspirations than their non-disabled peers on leaving school, Burchard (2005) found a significant slipping between the attainment and employment outcomes between the two groups at 26 years old. There was also a wide gap between their respective levels of self-esteem and hopefulness for future success.

By focusing retrospectively on research with adults from vulnerable backgrounds who have made successful transitions, a number of authors have put forward suggestions for promoting greater equality. Goodman et al. (2010) stated that the chances of reversing patterns of under-achievement become even harder by the teenage years. Although the authors express caution without more focused research, they conclude that policy aiming to reduce educational inequalities should support families in a number of areas including specifically raising their aspiration about higher education from primary school onwards, and belief that their own actions and efforts can lead to higher education. Furling et al. (2003)'s multi-level model included the need for young people to be not only aware of their own agency but also active in pursuing their aspirations in order to avoid revising down their plans.

2.3.3 Seeking solutions to inequalities at transition into adulthood

Putting forward approaches for change that are informed by inconclusive or unreliable research findings is clearly difficult. For example, successive governments have promoted

initiatives focused on raising children and young people's aspiration as a means to narrowing the achievement gap between different groups of young people. However, Todd (2012) concluded from her evaluation of recent interventions to raise young people's aspirations that there is no strong evidence to show that this focus does lead to improved attainment. Todd suggested like Goodman and Gregg (2010) that perhaps a more nuanced approach is needed. For example it may be necessary, whilst accepting that raising aspiration has a place, there also needs to be an emphasis on keeping aspirations 'on track' and 'switched on':

"A promising line of research would be to investigate the effectiveness of different combinations of interventions (and the role of offering them through area-based multi-strand initiatives) for maintaining and re-instating aspirations. An alternative model to explore is a more ecological approach; i.e. the way embedded supportive relationships in normal practice may help to bring about raised expectations at school (questioning the stereotypes of socio-economically disadvantaged young people and communities)" (p5-6).

More recently, the government has announced the Troubled Families programme as "a triumph" (Department for Communities and Local Government, 2015). This payment-by-results programme has put in resources since 2011 to incentivise and encourage local authorities and their partners to develop new ways of working with families which focus on lasting change. They maintain that, as well as getting children back into school and adults into employment or on a path back to work, the programme has also cut youth crime and anti-social behaviour across the whole household. These results would support Goodman et al. (2010)'s findings above. However, both the reliability of the data and the actual claimed impact on families' real lives have been questioned (Crossley, 2016). Huge claims were also made for the universal SureStart Children's Centre programme when it was first set up that it would reduce inequalities of opportunity and achievement for children and families which would follow through into adulthood, but after 12 years there had been limited evidence of successful longer-term outcomes. A BBC Radio 4 report (Abrams, 2011) quoted Sir Michael Rutter, Professor of Developmental Psychopathology at King's College, London, who said:

"The fact that the parents liked it - and I think by and large they did like it and do like it - is not enough...It was set up to improve the outcomes for children" (no page reference given).

The above few examples are influenced by diverse discourses and differ in their focus on individual and sociocultural factors. Research evidence of their efficacy is limited, and in some cases the research procedures are contested. But collectively they illustrate the high levels of attention to and investment in eradicating inequalities of opportunity and achievement that continue to be attempted. The reality is that positive results are limited and significant differences in outcome on transition to adulthood in the UK remain for certain vulnerable groups compared to the majority of their peers (e.g. Finch & Gregg, 2016). However, although the research evidence on transition to adulthood is not conclusive, it does indicate that it is a complex, multi-levelled learning process, and that it should take account of individual factors such as individual agency, identity, voice and emotional responses alongside sociocultural factors including relationship networks, empowerment and family income.

Reisch (2002) puts forward a wider point of view. He suggests that limited change to inequalities persists because there is a paradox with trying to achieve change for two reasons: firstly within a context that remains largely, if tacitly, keen to preserve injustice; and secondly where there is also a continuing struggle in the relationship between individual rights and individual shares of society's resources. In response to this, the relationship between the concept of SEND and changing discourses of social justice and its relevance to the thesis questions will be explored further in the next two sections.

2.4 Development of the Concept of Special Educational Needs or Disability [SEND]

The pursuit of social justice has been a core influence in the growth of education in the UK since the 18th century European Enlightenment period (Winzer, 2006). In order to map these changing historical and cultural contexts that make up the conceptual understanding of SEND with which EPs work today, I will start this section with a selective overview of key developments and influences on the definition of SEND. I will then link this in section 2.5 to

the range of contrasting discourses concerning social justice that continue to influence SEND today.

2.4.1 Brief history of change across SEND

Period	Beliefs	Examples of Outcomes
18 th century European Enlightenment period - 19 th century	<p>Ideas about equality and the human responsibility to take care of each other were promoted by reform movements for the 'insane', the 'mentally retarded' and the 'disabled'</p> <p>Perception of such groups as "different, deviant, and charity recipients" (Winzer, 2006, p. 25)</p>	<p>Aimed to educate those they regarded as 'curable' or 'teachable' and to put them to work so that "they are not a pecuniary burden to the state" (Knight, 1860, cited in Trent, 1994, p25) by placing them in institutions, asylums, farm colonies or training schools.</p> <p>A dual system of special and mainstream education became embedded at this early stage.</p> <p>Early 20th century: Introduction of psychometric testing carried out by early psychologists (Zimmerman & Schunk, 2003).</p>
1944 Introduction of universal education	<p>Every child's right to an education as a responsibility of the state rather than charities;</p> <p>Children regarded as having more significant additional needs continued to be defined in medical terms under eleven categories of 'handicap.</p>	<p>Majority of children in need of 'special educational treatment' educated in mainstream schools;</p> <p>Significant special educational treatment was provided in separate schools variously labelled as for the 'maladjusted' and 'educationally sub-normal' (Winzer, 2006).</p>
1960s-1980s	<p>Dominant discourse and legislation centred on children's rights including parents' participation and children's 'voice' about their education (Lindsay, 2003; UNESCO, 1994; UNICEF, 1989) leading to profound change e.g.</p> <ul style="list-style-type: none"> - the 1970 Education (Handicapped Children) Act 	<p>Introduction of inclusive education approach - common educational goals for all children regardless of their abilities or disabilities: namely independence, enjoyment, and understanding (Warnock</p>

	<p>secured the right of all children to schooling through eradicating the concept of ‘uneducability’ from the system and replacing ‘rehabilitation’ with a ‘right to education’;</p> <ul style="list-style-type: none"> - re-conceptualisation of special educational needs (Warnock Report 1974); <p>Introduction of National Curriculum (Education Reform Act);</p> <p>Equalities legislation (Government Equalities Office and Equality and Human Rights Commission, 2013 updated 2015).</p>	<p>report 1974; 1981 Education Act);</p> <p>Attainment results published, propelling state-funded schools into the market place giving parents the right to choose the ‘best’ school for their child;</p>
End of 20 th century - 21 st century	<p>Complex picture of competing discourses due to changing government ideology been: e.g.</p> <ul style="list-style-type: none"> - Existing equalities legislation extended to include further human rights (Hepple, 2010) - A contradictory discourse that achievement comes about through within-person effort and motivation rather than a focus on inequality of opportunity and resources (Department for Communities and Local Government, 2013); <p>Coalition Government calls for end to the ‘bias’ of inclusive education (2010);</p> <p>Increasing market place vision of education where parents have an ever widening choice of type and locality of schools (Husbands & Bridges, 2005).</p>	<p>Progressive attention to inclusion, parents’ and children’s rights, equalities, and increasingly to the impact of poverty on children’s and young people’s outcomes (GOV.UK, 2017);</p> <p>Progressive revisions of the 1994 SEN Code of Practice to reflect progressive ideas e.g. (Department for Education & Department of Health, 2015, updated 2015);</p> <p>Role of local authorities diminished quite rapidly from start of century (Gainsbury & Neville, 2015);</p> <p>Troubled Children’s Programme introduced in November 2011;</p>

		inequalities occur “Because they've got trouble in their souls, trouble in their heart, trouble in their head” (Wintour, 2014).
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Table 2: Brief history of the construction of the concept of SEND

2.4.2 Current SEND developments

The recently revised SEND Code of Practice (Department for Education & Department of Health, 2015, updated 2015) has therefore been introduced into this context of widely differing historical views, policies and legislation. The Code provides the operational changes brought in by the Children and Families Act (Department for Education, 2014). It aims to simplify the complex, fragmented and repetitive procedures that characterise current practice, and to focus on achieving child and family led outcomes rather decisions that are determined by existing provision and resourcing. Local authorities must now have regard to the views, wishes and feelings of the child or young person and their parents and to enable their participation, in order to support them to achieve the highest possible outcomes. The following principles are designed to support:

- “The involvement of children, parents and young people in decision making;
- The identification of children and young people’s needs;
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEND;
- Greater choice and control for young people and parents over their support;
- Successful preparation for adulthood, including independent living and employment.” (p12).

This legislation was the outcome of the consultation process put in place by the government green paper “Support and Aspiration: a new approach to special educational needs and disability” (Department for Education, 2012). Revised and new practice was developed by twenty selected and additionally funded local authorities through Pathway pilot research programmes and included the contributions of many families with children with SEND and voluntary organisations. One outcome of this legislation is that, from 1 September 2014, an ‘Education, Health and Social Care Single Plan’ [EHC Plan] will be

completed with each child or young person regarded as having significant special educational needs or disability:

“This is likely to be where the special educational provision required to meet the child or young person’s needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 providers” (p92).

It will replace the current Statement of Special Educational Needs document and procedures (Department for Education, 2012). Significantly, the revised planning process is underpinned by the person-centred approach, and it now includes young people up to the age of 25 years (previously 19 years) and so has great relevance for transition into adulthood. The focus of the plan is to establish a child or young person’s aspirations for their future. These then guide the planning process, and also shape the actions to achieve these outcomes on transition into adulthood. A multi-agency team works together with the family to complete the EHC Plan. As noted in Section 1.3, every Plan is supported by an EP assessment and report, and the EP may also attend the Plan meetings. The National Development Team for Inclusion (2017) state that:

“Local authorities must find creative ways of establishing children and young people’s needs and aspirations, and use this to develop outcomes across education, health and social care. There should be a golden thread’ running through EHC plans, linking aspirations, needs, outcomes, and provision. Outcomes should be person-centred, holistic, supportive of aspirations and be SMART (specific, measurable, achievable, relevant and timed) (p1).

The final SEND Pathway local authorities’ evaluation report of the first three years of the development and implementation of the EHC Plan process finds some positive change in terms of its aims (SQW, BPSR, MORI, & OPM, 2015). However, these are often incremental rather than significant, and mainly reflect increased satisfaction with the process. The survey found little evidence in terms of improved parent or child outcomes. The authors suggest that this could reflect that further time is needed for change to filter through. However, they also state that this lack of evidence may be because both systems and practice differences designed into the new process so far may not have been sufficiently

different to effect the expected changes. The report recommends that there is an ongoing job for the Government, local authorities and others to continue to take the reforms forward and to refine them. Norwich (2014)'s case study of one secondary school found that, despite the EHC planning process being described as a radical approach involving aspiration, change was marginal in the school. He suggests that that is the result of "commitments to markets and small government" (p403). Very recently, the National Development Team for Inclusion (2017) noted that although a degree of culture change could be noted in a sample of Pathway local authorities, there continued to be a lack of buy-in at a strategic and service level, and that children and young people were not consistently included in developing their plans.

This brief overview illustrates that the given meaning of SEND is an outcome of dominant discourses at a point in time. Meaning varies over time and from one context to another, as are the subsequent actions that are taken during that time period. This process of change is summed up by (Winzer, 2006):

"The complex dilemmas of con-temporary special education did not emerge in a vacuum; rather, they arose from almost two centuries of social, legal, and educational changes that have left a storehouse of unre- solved issues....a field always vulnerable to the caprice of changing fashions, politics, and fads, and characterised by fervent appeals to new philosophies and paradigm shifts" (p22).

I now continue with a discussion of different discourses concerning social justice in its different forms. This aims to provide a focus on understanding some of the drivers for change to SEND practice and how Winzer's idea of complex dilemmas are constructed.

2.5 Discourses of Social Justice

Reisch (2002) argues that there is no agreed understanding of social justice, and that today:

"our understanding of social justice is inextricably connected to our definition of terms like equality and freedom, and to sweeping policy questions about the relative responsibilities and obligations of individuals and society...Today, proponents of diametrically opposed visions of society, secular and religious, march under the banner of social justice...As it has been for millennia, the concept of social justice is now used as a

rationale for maintaining the status quo, promoting far-reaching social reforms, and justifying revolutionary action” (p343).

The author summarises key themes emerging from developments of the concept over time:

“The evolution of this concept [social justice] reflects, in part, the shift toward a secular and materialistic culture [in Western societies], and the changes that this transformation produced in people’s fundamental assumptions about human nature, society, and the state. As the meaning of social justice changed, it became increasingly complex and conflict-ridden, both as an idea and in its applications” (p343).

Christensen and Dorn (1997) classify changing attitudes to social justice into three main categories. These help to filter this possible complex and conflict-ridden range of meanings of social justice:

2.5.1 Individualistic philosophies of social justice:

Individualistic philosophies of social justice are characterised by two contrasting approaches that can be traced across the history of SEND (Rawls, 1971):

Liberal individualistic philosophies of Social Justice	Meritocratic individualistic philosophies of Social Justice
<ul style="list-style-type: none">• focusses on egalitarian issues of fairness and the distribution of resources;• allows for the unequal redistribution of resources where it would improve the situation for the least advantaged and redress imbalances.	<ul style="list-style-type: none">• assumes the entitlement of individuals to benefit from their own wealth, health or cognition;• emphasises the importance of a balance between rights and responsibilities of the individual.

Individualistic attitudes and assumptions impact on SEND practice in a range of ways. For example, all individualistic beliefs in social justice require a model of the ‘normal’ child and categories of difference in order to redistribute, or to practice entitlement. This gives rise to a deficit model where difference is regarded as ‘within child’. The Warnock Report (Department of Education and Science, 1974) introduced the formal term of student with special educational needs [SEN] in an attempt to indicate that the problem was not wholly within child. However, rather than transforming the system by taking account of wider issues, the term was largely co-opted by the system and reduced to another within-child

descriptive term 'special educational needs child'. This muddled situation is maintained today with an updated alteration to 'special educational needs or disability' [SEND]. Issues of labelling and terminology are highly contested and merit wider discussion (e.g. Lindsay, 2003; Tomlinson, 1982) but what is directly relevant here is that all these terms continue to share a regard for children not only as different but also as "inherently needy" (Christensen & Dorn, 1997, p. 182). This has continued to reinforce a deterministic view of SEND children, young people and their families.

A further example of individualistic philosophies is the 20th century emphasis on individual rights which has formalised ideas of inclusive education. It has also promoted the right for all children, young people and their parents to have their voice heard. This has influenced the increasing personalisation of SEND practice today which was enshrined in the Children and Families Act (Department for Education, 2014b). This legislation introduced the under-pinning of the EHC Plan process by the person-centred approach. One egalitarian outcome of this is that it disrupts the presumed expert position held by professionals, such as teachers or psychologists, established by their roles in assessment of SEND and gives individual parents, children and young people potentially increased power and position to question or challenge professionals. More specifically, the current SEND Code of Practice and the complex formulae for the redistribution of today's local authority education budgets is largely underpinned by liberal individualistic ideological aims.

In contrast, the current Conservative Government's renewed, but recently thwarted, enthusiasm to return to the traditional grammar schooling system as a mainstream policy across England and Wales (Pells, 2017) is an example of meritocratic individualistic views. Similarly, the ideology underpinning the Troubled Families Programme is also solidly meritocratic.

Overall, Burton and Kagan (2006) argue that the belief in individual human rights negatively dominates SEND values, policy, and practice. In their view, individual rights prioritize individual market choices at the expense of broader rights such as everyone's right to health or civic participation. Further, say the authors, this view of SEND encourages:

"an uneasy amalgam of unvoiced neoliberal assumptions and a romanticism about learning-disabled people" (p304).

The continued use of the National Curriculum (Department of Education, 1988) provides an example of this view. Although it was introduced partly to ensure that each child is provided with an equal standard of education, James and James (2004) argue that such initiatives reflect a discourse that promotes the deficit model of the 'standardised child'. This model then:

“emerges as the measure against which all children’s progress must be measured. In such a context, any difference risks reconstruction as deviance” (p136).

This discourse, say the authors, diminishes regard for young people’s agency and diversity, marginalizes groups that don’t fit the standard, and would be likely to augment the power differential of adults over children. These non-standard groups of children then may become defined as having SEND. In addition, its market place approach is likely to advantage the best-resourced families thus reinforcing an individualistic meritocratic view of social justice. It could also be argued that the voice of better resourced families will also be likely to be heard louder than others, and therefore change put in place to their advantage, encouraging an unfair redistribution of resources.

2.5.2 Communitarian philosophies of social justice

An alternative set of views is put forward by communitarian philosophies :

Communitarian philosophies of Social Justice (Walzer 1983)

- regard the individual as embedded within a social context;
- concerned with social justice as articulating the existence of the shared beliefs that adhere a social group;
- seeks to define social justice in terms of a balance between individual rights and responsibilities towards others in the social group.

Walzer (1983) maintained that the aim of social justice is to reduce dominance in society, and that this can be achieved through 'complex equality':

"In formal terms, complex equality means no citizen's standing in one sphere or with regard to one social good can be undercut by his standing in some other sphere, with regard to some other good" (p19).

Both Reisch (2002) and Christensen and Dorn (1997) criticise communitarianism for lacking clearly articulated principles of justice, about what is understood by social equality, or quite how the balance between rights and responsibilities can be achieved or maintained. A vague appeal to and reliance on communal virtue does not in their view reliably underpin social equality. Christensen and Dorn (1997) also criticise communitarianism for giving such weight to collective belief as this could trample on the rights of minority groups, as it does not explain how unjust values can be altered.

A summary of the discussion of SEND and social justice so far suggests that its influence continues to be complex and conflict-ridden. It indicates that concepts such as SEND are socially constructed and dependant on the historical and cultural context in which they originated and are practiced. Reisch (2002) tries to move beyond this unresolved situation where social justice ideas are applied to policy and practice without much clarity. He outlines two wider fundamental problems. Firstly, as noted earlier in Chapter 1, the author comments that there is a paradox with trying to achieve this "within a political, economic and social context based largely, if tacitly, on the preservation of injustice" (p345). As the brief history of SEND shows, the continuing inequalities of outcome for SEND children and young people as they grow into adulthood today could be viewed as a pertinent current example of Reisch's paradox.

Reisch's second fundamental criticism concerns the continuing struggle of the relationship between individual rights and individual shares of society's resources, and the need to address group needs and group concerns. It reinforces and is reinforced by the first problem. Because discrimination and discriminatory practice continues to be deeply-rooted in in our political, economic and social systems, this requires ongoing dialogue "over the nature of social relations, the concept of community, the structure of the economy, and definitions of what constitutes the public good" (p345).

These are global, big picture concerns, but they shape day-to-day SEND practice with families. The newly introduced SEND system largely requires decisions to be taken in the interests of individual children. However, the education budget is finite, and so final decisions are more complicated. Local authorities have policies for this redistribution, but inevitably there is a difference in cost for each individual presentation of SEND. In my experience, strong interest and campaign groups exist for some types of SEND but not others, and some parents have more confidence, knowledge, financial, or legal resources to bring to bear in the best interests of their own child. On a more individual level, subjective judgements by participants in the decision-making process of the worth and worthiness of different children and young people will reflect the current discourses they are exposed to. It is inevitable say Christensen and Dorn (1997) that meritocratic influence will continue to some extent without very radical systems change. It is not difficult to understand how families with disrupted lifestyles like child D's family might fail to benefit from Rawls (1971)'s idea of fair redress.

Christensen and Dorn (1997) propose a third category of philosophies of social justice which aim to bring together different approaches to broaden meanings of social justice, which I will go on to outline here.

2.5.3 *Relational philosophies of social justice*

Christensen and Dorn (1997) suggest that there needs to be a reorientation away from both individualism and communitarianism toward a philosophy rooted in the history of SEND. The authors recognise the emphasis that Communitarians put on regarding individuals within a social context, and also the structures such as legal human rights that individualistic ideologies promote. However, what they consider is missing from both individualistic and communitarian theoretical stances on social justice is both how transformational social change can be explained, and also how it can happen. They advocate a multi-levelled approach, giving Bronfenbrenner's ecological approach (Bronfenbrenner, 1979) as an example:

“Social justice is the active search for better sets of relationships, at both the individual and family level (where we call it intervention) and at some larger level (where we call it change). The process of social change begins by removing the sense of inevitability in a specific set of structures and pointing to some better alternative” (194).

The authors suggest that a focus on three key criteria is required:

Relational Philosophies of Social Justice

- *A focus on just relationships.* At an individual level a concern with for example emotional links and social skills. At a wider level, relationships must be informed by an understanding and explicit acknowledgement of power differences that cause inequalities;
- *A focus on the need for structure.* The structures required to shape relationships, including family rules, laws, and current discourses should be transparent and made explicit: “The creation of individual rights is an ingenious way of formalising a general prescription for relationships: that we are all equal, and that we all have some voice and protection of self that the majority cannot trample” (Christensen and Dorn 2007, p194);
- *A focus on the fluidity of justice.* Change is always possible. What is needed for change to occur is the disruption of a sense of inevitability about a specific set of structures, and the indicating of some better alternative.

Christensen and Dorn (1997) propose that, by rooting policy and practice of SEND in relationships, structures and the possibility of change alters how SEND is understood. It can refocus attention away from, for example, how to divide up limited additional resources as the central issue to the need to plan and action creative change that has a reasonable opportunity to support a young person to achieve improved outcomes. This discussion is informed by individual rights and needs, and also the social and wider political contexts thus highlighting issues such as agency and power. Reisch (2002) also concludes his argument with proposing the need for a multi-levelled approach, citing different approaches including Marxist, feminist and post-modern theoretical frameworks. He says, in reference to social policy, although in my view it is equally applicable to how we might view educational (and thus SEND) policy, that:

“A social justice approach to social policy would acknowledge the connection in the design and delivery of social services between people’s need for economic assistance and the supports agencies provide. This would reflect the goals of empowerment...and should stress multiple forms of helping and multiple means of providing access to services and

benefits in order to recognize that needs and helping are defined differently by different groups in a multicultural society” (p5).

The literature review of the first three main sections of this chapter has emphasised the complexity of the transition process into adulthood, and evidenced the persistent inequalities experienced by SEND children and young people with disrupted lifestyles amongst other groups. In part this is contributed to by the changing discourses concerning social justice, and how this influences the understanding of the concept of SEND and where solutions are sought. Research across all these areas indicates that a multi-levelled approach, attending to both micro- as well as macro-level factors, is likely to be helpful in order to gain a more comprehensive insight into the complex problem of how to challenge inequality of outcome.

At an individual level, the person-centred approach is one response to tackling persistent outcome inequalities that has been widely applied during the period of transition for SEND young people. I will now draw on the discussions in the previous sections of this chapter so as to continue with an exploration of the theory and practice of the person-centred approach and how this might provide an entry into a fuller understanding of a multi-levelled approach to challenging inequality.

2.6 The Person-Centred Approach

The person-centred approach is a way a person, their families, and professionals can work together, based on what is important to and for the person from their own perspective, and contribute to the person’s full inclusion in society (Murray & Sanderson, 2008). The approach originated in the USA in the 1970s with the development of a range of person-centered planning frameworks for disabled adults. It collected information both historically about a disabled adult’s life, as well as about their current lived experience and future aspirations. The approach was introduced in to the UK early in 2000, initially with the aim of transforming adult learning disability support services (Department of Health, 2001), and then more recently into schools to support transition planning at the end of formal schooling (Council for Disabled Children, 2011).

The person-centred planning process has been developed over time. Versions of the original planning approach have been revised and used as frameworks for a range of different kinds of discussions and meetings that review a person's progress and plan for their futures (O'Brien & O'Brien, 2001). Importantly the approach also provides a mechanism which enables information about individuals' needs, and the resources that can provide effective outcomes for them, to be used to inform organisational change and commissioning of services. Services can then be designed in response to people's requirements and preferences rather than fit into the systems and resources that are currently available.

In order to clearly distinguish person-centred activities from other ways of working, Kilbane and McLean (2008) outline four key components:

- Active listening: attention and intention (to understand, to know, to support, etc.) given toward people so that it becomes possible to say what really matters about who we are and what is important to us;
- Shared power: power balances between people with additional needs and professionals are challenged, so as to enable self-determination and full take-up as citizens;
- Responsive action: openness by professionals to change the way things are done so as to lead to full citizenship;
- Connection with citizenship: shift in political location for people with additional needs from needy recipients to equal citizens.

A fuller description of the format of a person-centred meeting is included in Appendix G.

2.6.1 Evidence-base of the efficacy of the person-centred approach

Some limited short term effects of the person-centred approach have been found, but its longer term potential either to positively challenge outcomes for individual SEN children, young people or adults, or to systemically change service delivery have been disputed (e.g. Claes, Hove, Vendevelde, Loon, & Schalock, 2010; Corrigan, 2014; Council for Disabled Children, 2011; Kaehne & Beye, 2013; Robertson et al., 2007). Croke and Thompson (2011) working in USA noted that the approach was most successful where the facilitator "probed for more information, clarification, and offered suggestions and insights" (p7), and included the young person's previously unvoiced aspirations and ideas in the action plan. Michaels

and Ferrara (2009) regard person-centred planning as “an ideal vehicle for promoting collaboration and problem-solving to ensure that transition plans are created that are meaningful and student centred” (p287). However, despite it being popular with participants, they found actual practice often lacked rigour. This, they suggest, is because of lack of training and limited understanding, or sometimes a lack of enthusiasm or belief in the approach by facilitators thus creating “poor fidelity of implementation” (p295). The authors also noted that person-centred planning was frequently a bi-product of organisational systems and legal requirements rather than central to the transition process. Kaehne and Beye (2013) suggest that this lack of conclusive evidence:

“leaves person-centred planning in a much more diminished role in the context of individualised and personalised services. In effect, researchers may have to come to re-appraise the potential and capacity of person-centred planning for improvements of service delivery and conclude that person-centred planning approaches may, above all, lead to temporary improvements in planning pathways for users into conventional structures” (p. 4).

More critically, Burton and Kagan (2006) comment that the promotion of person-centred planning, with its emphasis on change at the individual level, only reinforces difficulties in achieving wider systems change. They cite Emerson and Stancliffe’s comment (2004 p25):

“We too foresee a real danger that system-wide adoption of PCP will be characterized by overzealous “selling” of the purported benefits without sufficient attention to the difficulties and without necessary changes to the system architecture to ensure that those involved in PCP have the authority or resources to achieve the plan’s goals” (p306).

Mansell and Beadle-Brown (2004) conclude from their study that:

“The diversion of large amounts of time, effort and money into switching from existing planning systems to person-centred planning may not be justified if this turns out to be ‘more of the same’” (p4).

2.6.2 Recent research approaches

So as to avoid some of the methodological difficulties and confusion identified in previous research, other authors have taken this discussion forward by shifting their focus. For example, Kaehne and Beye (2013) researched specific and clearly defined components of person-centred planning in order to examine them in more detail. Small, Raghavan, and Pawson (2013b) have reviewed the limited methodologies that have been employed to research person-centred working. They argue that:

“PCP is transposing an individualist ideal to a group of people whose needs might best be pursued via privileging interdependence” (p286).

Instead of focusing on the person-centred approach, the authors explore the possibility of re-considering transition from a whole system approach. They emphasise the need to improve the impact of transition planning on the structures that prevent the implementation of individuals’ choices. This appears to reject an individualistic liberal philosophy of social justice, but instead draw on a communitarian philosophy defined in terms of a balance between individual rights and responsibilities towards others in the social group. It also links with Christensen and Dorn (1997)’s first criteria of relational philosophies of social justice. They applied Bronfenbrenner (1979)’s ecological approach to transition, recognising the two-way influences between the individual and different social levels.

Rather than reject the person-centred approach altogether due to limited evidence of its efficacy and suitability, Michaels and Ferrara (2009) also propose the need for a paradigm shift from person-centred research that is most commonly informed by positivist epistemology, to using a social constructionist approach:

“The lesson that person-centred planning potentially offers to the research community is that reality is created and that reality exists in community and social interpretation (i.e. within a social context). In other words, reality is not a fixed entity, but a fluid process of social construction” (p306).

Therefore, by applying a social constructionist lens, the person-centred approach could perhaps be found to contribute more than more of the same in its potential to challenge inequalities of opportunity. It could help to understand how the approach can support the constructing of different types of relationships between participants. This could enable

discussion that identifies and develops the various discourses of social justice that participants might draw on which can inform meaning-making (Heine 2006). This would suggest the need to go beyond putting the voice of SEND children and young people and their families at the centre of the discussion, and to consider for example how participants interact and communicate in ways that can promote new ideas and actions that can lead to more equal outcomes. This search for a theoretical approach that can take a more complex account of change will be the focus of Chapter 3.

As part of this search, I will now review the literature on emotion and introduce ideas about its relevance to both research methodology and wider meaning-making. I noted in Section 1.2.2 that the frequent emotional presentation of participants during our person-centred work together was almost always a significant element of the meetings. However, I found no comment or reference to this in the existing research literature (Kendall, 2012).

2.6.3 Participant emotion

Traditional mainstream psychology treats processes such as personality, gender, cognition, identity and emotion as natural, discoverable, and therefore measurable. This makes for an essentialist view of people, where humans share a basic set of emotions (Stearns & Stearns, 1985). In addition, Hepburn and Jackson (2009) note that the realist and objectivist assumptions of within-person explanations of people's emotional behaviour ignore wider information about people's lives. As a consequence, this encourages a tendency toward taking Western world categories of emotion as 'what emotion is' and thus the lens through which all cultures become viewed:

"By locating 'causes' of behaviour inside people, psychologists often miss the deeply situated, social, political and cultural contexts in which human behaviour is produced" (p176).

The 1980s saw a turn to language (Gergen, 1985) in psychological research as a response by some to what they considered the limitations of traditional psychology. This has given rise to the development of a range of language-based approaches to research such as conversation analysis, discursive psychology and Foucauldian discourse analysis. Subsequently, a more recent turn to emotion (Clough, 2009) has gathered pace and gained attention within socio-psychological research such as the example given by Small, Raghavan,

and Pawson (2013a) above. More attention is now being paid to the possible impact of people's different emotions - such as shock, shame, terror or an eruption of anger – on meaning-making leading to influencing the kind of decisions people make or actions they take. Cromby (2012) comments that qualitative research has tended to take for granted that meaning is constructed through language, but the turn to emotion draws attention to the idea that:

“meaning is always the product of multiple, dynamic, contingent sign systems....Because our experience is always embodied experience, these signs of language are always accompanied by others, generated by embodied sign systems” (p91)

i.e. both language and emotion may play a part in meaning-making and in turn influence each other.

As a result of what she describes as her “reading marathon” (p4) into emotion, feeling and affect across a number of disciplines, Wetherell (2012) finds a potentially confusing map with a complex and sometimes contradictory range of theoretical approaches and diverse epistemologies within this research. The author critiqued all the various approaches and sought to develop clear descriptions by building on what she viewed as helpful ways forward from different disciplinary strands. She acknowledges that the terms emotion, feeling and affect have often been used interchangeably across this new development in research.

Cromby (2012) proposes the following definitions as relatively constant in current usage:

- *Emotions* are relatively stable, culturally recognised configurations of affect and feeling, patterned body-brain responses normatively tied to local moral orders and to expectations of expression and activity;
- *Feeling* is the momentary experience of phenomenological states of the body-brain system;
- *Affect* can be understood as bodily needs, intensities or impulses that originate outside of awareness but nevertheless structure activity.

From these definitions, emotions and feelings may not always be recognised by those experiencing them, and then not be spoken of. Affect, by its very nature, cannot be directly reported on and used as linguistic data in qualitative research in the sense of being talked *about*.

Psychodynamic-influenced approaches have largely been assumed to be the route to take in order to access how emotions, feelings and affect can be understood (Cromby, 2012; I. Holloway & Todres, 2003; Wetherell, 2012). However, Frosh and Baraitser (2008) are critical of the application of an approach to research that has come out of a therapeutic setting. They maintain that the contexts are so different that it becomes invalid as an epistemological approach to overcoming the gap between language and emotion adequately. Other authors take a range of different views. For example, Massumi (1996) and Thrift (2008) privilege affect over emotion and take a view that affect studies are potentially creative and radical whereas discourse is not thought to have any further original ideas to contribute. A number of other authors (e.g. Edley, 2001a; S. Taylor, 2014; S. Taylor & McAvoy, 2015; Wetherell, 2012) suggest that discourse analysis can make an important contribution to this developing area of study. Wetherell (2005) argues from a discursive psychology perspective, in response to W. Holloway and Jefferson (2000)'s psychoanalytic-based work, that the processes that they describe in psychoanalytic terms are not needed as it isn't necessary to go beyond the scope of discourse analysis of language. Language itself can provide a sufficient range of resources to account for emotion. In support of this idea, McAvoy (2009) quotes Edley (2006)'s view that the problem with comparing the different assumptions made by psychoanalytic and discourse theories about the theory of language is that:

“To some extent at least, psychoanalysis is predicated on the very model of language that discourse theory has served to destabilise” (p604).

This very brief overview of emotion research indicates innovative routes to research into how person-centred working might contribute more than more of the same in terms of challenging inequalities. Working in a person-centred way and enabling every participant's voice to be heard, could provide the context which makes possible a better appreciation of how their emotion also contributes to meaning-making, decisions and actions. I will return to this discussion in the exploration of an appropriate theoretical basis for this thesis in Chapters 3, and again in discussing the methodology and my choices of analytic approaches in Chapter 4.

2.7 Ethics and the EP Role

The final section of this chapter turns attention to exploring a further motivating issue concerning the role of the EP to facilitate outcome change with a focus on multi-levelled working. I begin with the ethical position of the EP role, and then continue with how professionals such as an EP might engage with change, with an emphasis on facilitating a supportive brief meeting context.

2.7.1 Challenging inequalities of outcome and the EP role

All EPs employed by a local authority must comply with the vision and values statement concerning equalities and diversity that is included on all local authority websites. This document aims to underpin all employees' thinking and practice. For example, Essex Council state that no group should be disadvantaged when accessing services (Essex County Council, 2016). More specifically, the British Psychological Society clearly outlines EPs' responsibilities in terms of equality and diversity issues for all psychologists in their Code of Ethics and Conduct (British Psychological Society, 2009). Under its first of four values, Respect, it states that:

“Psychologists value the dignity and worth of all persons with sensitivity to the dynamics of perceived authority or influence over clients, and with particular regard to people's rights including those of privacy and self-determination” (p10).

Further reference is made to the need to “respect individual, cultural and role difference” and to “avoid practices that are unfair or prejudiced” (p10).

The British Psychological Society Code of Ethics and Conduct says more generally that “thinking about ethics should pervade all professional activity” (p5). EPs generally undertake a range of activities. These can include working at organisational, group and individual levels, for example facilitating consultation in schools concerning an individual child or a wider issue, assessment of an individual child's development, or working to change organisational systems and policies (Friedrickson, Miller, & Cline, 2008). Recently the profession has had to weather some strong criticism concerning its on-going relevance (e.g. Farrell et al., 2006; Wood, 1998). For example, the profession has been questioned by some authors about its lingering adherence to earlier positivist, simplistic approaches and its slow

appropriation of social theories compared to other disciplines such as anthropology and sociology. For example, Stringer, Elliott, and Fraser (1996) critique educational psychologists' continued use of statistical assessment procedures to identify SEND children and young people.

Allen (2010) says more straight forwardly that the ethical code should require EPs to create "critical space" (p389) for themselves so as to be able to keep challenging and questioning the evidence that underpins their practice. Devlin (2012) explores similar ideas drawing on the work of Foucault (Foucault & Couzens Hoy, 1986). He introduces the phrase to "trouble and disturb the [EP] tradition" (p22) so as to support the EP to be continually reflective and analytic and thus to 'problematize' and 'critique' their role. Devlin describes the meaning of these terms:

"Problematization and critique are simultaneously methods of analysis and self-forming activities...Problematization made problematic that which otherwise goes unchallenged in practice. Adopting a critical attitude involved showing what appeared to be obvious or natural was a historical and social artifact" (p22).

The point of problematizing the EP role would be to create a dissonance so that:

"...they 'no longer know what to do', so that the acts, gestures, discourses which up until then had seemed to go without saying become problematic, difficult, dangerous" (Foucault, 1978, p. 235).

Devlin reframes the possible outcome of this state of 'not knowing' in regards to his own EP role in the following terms:

"In the prior state, when the practitioner believed that they knew what to do, there was no need to think. In addition, when I am not sure which way to turn at least I am looking" (p22).

The EHC planning process is new and intends to be far reaching in its vision. Its current introductory period could, in my view, offer EPs an opportunity to take time to reflect on and problematize their current practice so as to rethink how they can contribute to achieving better outcomes for SEND children and young people within a restricted meeting context. By opening up the necessary critical space, they could disrupt their everyday

professional habits and beliefs and, as Devlin (2012) says, start to look for different kinds of understanding and practice even if they didn't know where to turn.

Allen (2010) goes on to suggest that one reason that an EP may not engage with creating a critical space and explore opportunities for change is that we suffer from what she calls "a passion for ignorance" (p118). This describes our tendency to ignore or fail to acknowledge how our practice maybe be implicated in promoting or maintaining exclusion of some families. This, she says, is not borne out of a lack of compassion but the outcome of current dominant discourses and complex ontological and epistemological positions that underpin and influence their own and their EPS's professional identity and practice. Therefore, despite ethical employment and professional policies intended to positively influence and motivate a pursuit for fairness, achieving professional practice aspiring to such aims can be complex. The following section explores the relevance of discourses on the EP role working with the person-centred approach.

2.7.2 Impact of psychological approaches and social justice discourses on the EP role

Both essentialist and more relativist psychologies can be identified as underpinning the person-centred approach (Taylor-Brown, 2012). For example, person-centredness can be shown to be rooted in humanistic psychology and the therapeutic model of Carl Rogers (Rogers, 1985), and also Bandura (2006)'s social cognitive theory of human development. In terms of social justice, it was noted in section 2.5.3 that personalised approaches such as the person-centred approach largely draw on either or both individualistic liberal and meritocratic ideologies of social justice. These may support better outcomes into adulthood for some individual children and young people, but can also disadvantage others by not taking account of the needs of the wider group as a whole. Humanistic psychology supports this focus on the individual, but would not emphasise EPS' and wider social or organisational factors as influencing a child or young person's future. Social cognitive theory takes a broader view of change by attending to individual change within a social context. Both approaches regard skills and abilities as residing to some extent within the individual.

However, with reference to the earlier discussion on competing ideological approaches to social justice and their impact on how SEND is understood and resourced, Christensen and Dorn (1997) and (Reisch, 2002) both argue for the need for SEND and social policy to be informed by more complex relativist ideas of social justice. This suggests that, as Michaels

and Ferrara (2009) proposed, it might be helpful for EPs to view working with SEND children and young people from a social constructionist theoretical position i.e. a position that is multileveled and can take account of individual, social, cultural and historical factors. Michaels and Ferrara (2009) make the point that with this lens reality is not a “fixed entity, but a fluid process of social construction” (p306). Meaning-making can be understood as constructed for example through discussion during person-centred meetings by taking account of these much wider sources of information. In contrast to either humanist or social cognitive theories, the social constructionist approach can give a place for participants’ ideological views such as concerning social justice or psychology to be included and explored as part of the bigger picture within which planning occurs. It could also include attention to participants’ relationships and the opportunity for each individual to have their voice heard and included, such as promoted by working together in a person-centred way. In addition, intra-individual participant factors such as emotion, feeling and affect can be regarded as possible contributors to meaning-making and so can also influence decisions and future actions.

The literature therefore indicates that EPs could usefully reflect on their own and their EPS’ ongoing views of social justice, and how these impact on what psychology they draw on and apply in practice. How does their view promote or hinder the EP role in contributing to improving outcomes for SEND children and young people when only brief engagement is possible? For example, does the EP role enable relationships between participants that both puts the voice of individual families at the centre of discussion, as well as take account of social, cultural and historical factors? Does the EP role enable creative new thinking to take place so as to lead to decisions and actions that go beyond the habitual or inevitable through working at different levels?

2.8 Summary of Chapter 2

Across Chapter 2, I have reviewed and discussed the literature broadly relevant to the context within which an EP works.

Children and young people identified as having SEND continue to experience significant inequalities of outcome on transition into adulthood relative to their mainstream peers. Contemporary Western views on transition suggest that various contextual factors such as poverty, ethnicity, mobility, SEND and agency can influence success in adult life.

Why such inequalities persist despite a long history of recognition and efforts to compensate for differences remains contested depending on the dominant discourses present at any point in time.

As an outcome of the overview of different discourses concerning social justice, I have argued that a multi-levelled relational philosophy of social justice and its subsequent application to social policy and practice might more successfully challenge inequality (Christensen & Dorn, 1997; Reisch, 2002). This requires an active search to establish different kinds of relationships between people to enable ongoing dialogue concerning both individual and social needs. The approach is also characterised by creativity and fluidity so as to dispel a belief that it is inevitable that existing structures need to be retained.

This need for a more complex understanding of how to promote effective change is a recurring theme that echoes across the literature review. As a starting point for further investigation, I have taken the person-centred approach as an example of a model of brief working that has been widely used over the last 20 years in England to overcome inequality of outcomes for SEND children, young people and adults. However, evidence is inconclusive in terms of comprehensively promoting reliable benefits in the shorter term for all families, and as yet no research is available for longer term outcomes. The approach is also criticised for its emphasis on the individual which may introduce bias toward more resourced families, as well as inhibit system-level support within an organisation such as an EPS or local authority (Burton & Kagan, 2006; Mansell & Beadle-Brown, 2004). Overall, I share Michaels and Ferrara (2009)'s optimism that working in a person-centred way might more effectively, with further development, make a difference to SEND children's and young people's outcomes. This might include a better understanding of how participants' interact and communicate, as well as take account of the historic, cultural, social and emotional context of participants' discussions.

The literature review has further explored the ethical codes which shape the EP role. This lead to the suggestion that the introduction of the revised SEND Code of Practice (Departments of Education and Health, 2015) offers the EP an opportunity to pause and create a reflective and critical space for herself or himself. This could allow them to examine how their practice meets the ethical requirement to be inclusive of all SEND children, young people and their families, including those with disrupted lifestyles.

In conclusion, I suggest two areas of development which are relevant to the aim of this thesis and the EP role. These will be followed up in the second half of the literature review that follows in Chapter 3. Firstly, I propose to explore the relevance of social constructionist theoretical approaches, including the role of intra-individual factors, to research concerned with challenging inequalities of opportunity. The second development will seek more specific information about the types of interaction and communication that can best promote different kinds of relationships between people to enable expansive learning and transformational change.

3 LITERATURE REVIEW (Part 2)

3.1 Introduction

The previous chapter presented a review of the literature and put forward critique and discussion relevant to the context within which an EP works.

Chapter 3 develops the outcomes of these discussions in terms of the theoretical basis of this research. It takes a more detailed focus on how participant learning, interaction and communication can be developed so as to impact positively on the long-term improved outcomes for SEND children and young people with disrupted lifestyles.

The chapter opens with a brief overview of the development of mediated approaches to learning. This section leads on to a review of how one particular mediated approach to learning, cultural historical activity theory [CHAT], has the capacity to accommodate the dialogue that takes place between multiple voices and perspectives, and thus to explain how transformational change can take place through application of the expansive learning cycle [ELC] with groups of two or more participants working together. A link is made between CHAT-based research into work place change and the Education, Health and Care [EHC] Plan process. Included here is a particular focus on three specific issues concerning the expansive learning cycle which may provide helpful information to inform the EP role – the concept of boundary crossing, the different types and levels of interaction and communication that occur during boundary crossing, and how change can be promoted through greater attention to participant emotion and agency.

3.2 Development of Learning Theories

Traditionally, learning theories have tended to focus on how an individual changes their behaviour through acquiring new understanding or skills from a more knowing and competent teacher. Just as with the historical view of transition to adulthood, what is to be learned and by whom within an organization is generally assumed to be linear, relatively stable, and able to be well-defined ahead of time. However, some authors (e.g. Beach, 2003; Engestrom, 2001; Konkola, Tuomi-Grohn, Lambert, & Ludvigsen, 2007) are critical of this separation of cognition from the social world. Greater attention is now paid to the

unique nature of every new learning context, with a growing focus on socio-cultural theories of learning in psychology, principally since the translation in the 1990s into English of the earlier work of Russian psychologists led by L.S. Vygotsky (Daniels, 2001).

Vygotsky's approach to learning is underpinned by a number of concepts, four of which have particular relevance to this thesis:

- *Concept of mediation by cultural tools*

Vygotsky understood that an individual person develops their thinking and understanding through communicating together with others i.e. the person's development is influenced by the social context, which in turn is altered by the actions of the person (Cole, 1996). Socio-cultural processes do not influence a person's mind directly, but require mediation by cultural tools such as "language [verbal and nonverbal]; various systems for counting; works of art; writing; schemes, diagrams, maps and mechanical drawings; all sorts of conventional signs" (Edwards, 2005, p. 8). Vygotsky distinguished between technical and psychological tools as mediators, regarding psychological tools as enabling the development of higher psychological functions. A particular cultural context and moment in time therefore affords us certain repertoires of ways of thinking or being. Engestrom (2001) asserted that:

"The individual could no longer be understood without his or her cultural means; and the society could no longer be understood without the agency of individuals who use and produce artifacts. This meant that objects ceased to be just raw material for the formation of logical operations in the subject as they were for Piaget. Objects became cultural entities and the object-orientedness of action became the key to understanding human psyche" (p. 134).

- *Concept of the zone of proximal development*

Vygotsky described his dual model of learning and development, of a person shaping and being shaped through culture, as a dialectical process i.e. a 'both-and' perspective. Change can be understood as an outcome of the contradictions that can arise between different viewpoints. Daniels (2005) observes that:

"Vygotsky often seems to be concerned with a ZPD as a space where the learner is brought into the 'knowing' of the other. The emphasis is on multiple voices engaged in

the construction of a form of meaning which is not necessarily located within the individual characteristics” (p.14)

- *Concept of emotion*

Vygotsky rejected the prevalent view at that time that only certain, more observable emotions could be taken account of and analysed. Instead, he argued for a dialectical relationship between all concepts (Vadeboncouer & Collie, 2013, p. 206). He regarded the separation of intellect and emotion:

“as subjects of study [was] a major weakness of traditional psychology, since it [made] the thought processes appear as an autonomous flow of ‘thoughts thinking themselves’, segregated from the fullness of life, from the personal need and interests, the inclinations and impulses of the thinker” [Vygotsky 1934/1986 p10 quoted by Roth and Lee (2007)p186].

Vygotsky, therefore, took the view that social relations are the hub from which all psychological functions originate and take shape including emotional expressions. We are the outcome of our interactions with others, indeed of:

“the totality of societal relations, shifted to the inner and having become functions of personality and the forms of its structure” (Vygotsky 2005, p1023 quoted by Roth (2015), p222).

- *Concept of double stimulation*

In a complex problem situation, Vygotsky referred to a person’s first engagement with the problem as the first stimulation (Sannino, 2015). With the support of mediating tools (the second stimulation), the person then has the opportunity to collaboratively analyse and reconceptualise the problem situation. As noted above, mediation enables the movement of individuals’ own perspectives toward developing a shared collective perspective and envisioning new possibilities.

3.2.1 *Development of cultural historical activity theory [CHAT]*

Broadly two different traditions of mediated learning theories have emerged, though both link historically with Vygotsky’s work and offer accounts of learning as a mediated process. The first are sociocultural theories of learning which give greater emphasis to

mediation through signs and symbols, and particularly with speech (Greeno, Moore, & Smith, 1993; Wenger, 1998, 1998

; Wertsch, del Rio, & Alvarez, 1995). Although these authors go some way to providing a richer explanation of learning in the real world, their theoretical approaches have been criticised including for not allowing for the wider historical continuity of human life from the past, through present, and on into the future (Sannino, Daniels, & Gutierrez, 2009a).

In response to such criticisms, Y. Engestrom has proposed cultural historical activity theory as a broader, more multi-dimensional and multi-directional view of how expertise is developed (Tuomi-Grohn & Engestrom, 2003). CHAT has built on and developed the earlier defining work of the Russian School and the subsequent developments outlined above. In doing so, it has moved through a number of evolving and increasingly complex and comprehensive forms.

Initially, Vygotsky's learning theory became regarded as the 'first-generation' of activity theory. It problematized knowledge as something that could be regarded as discrete or simply acquired by individuals through mediation (Roth & Lee, 2007). Vygotsky's pupils in the Russian school went on to distinguish between *action* and *activity*. Leont'ev (1978) defined a person's activity as what the person is directly aiming to achieve i.e. their motive. However, a person's action is what she or he does as part of this activity but in itself may not achieve the overall activity's aim as other people's actions are also required to do this. This development creates a shift of focus that understands activity as occurring within a real social system, and has subsequently led to the development of the second generation model of CHAT as described in Figure 1 below (Engestrom, 1987). What now marks CHAT out as different from sociocultural theoretical approaches is that it takes activity as its basic unit of analysis of how mental functions are performed, rather than mediation. The activity system as a whole is characterized by participants' motivation and goals (Daniels, 2010):

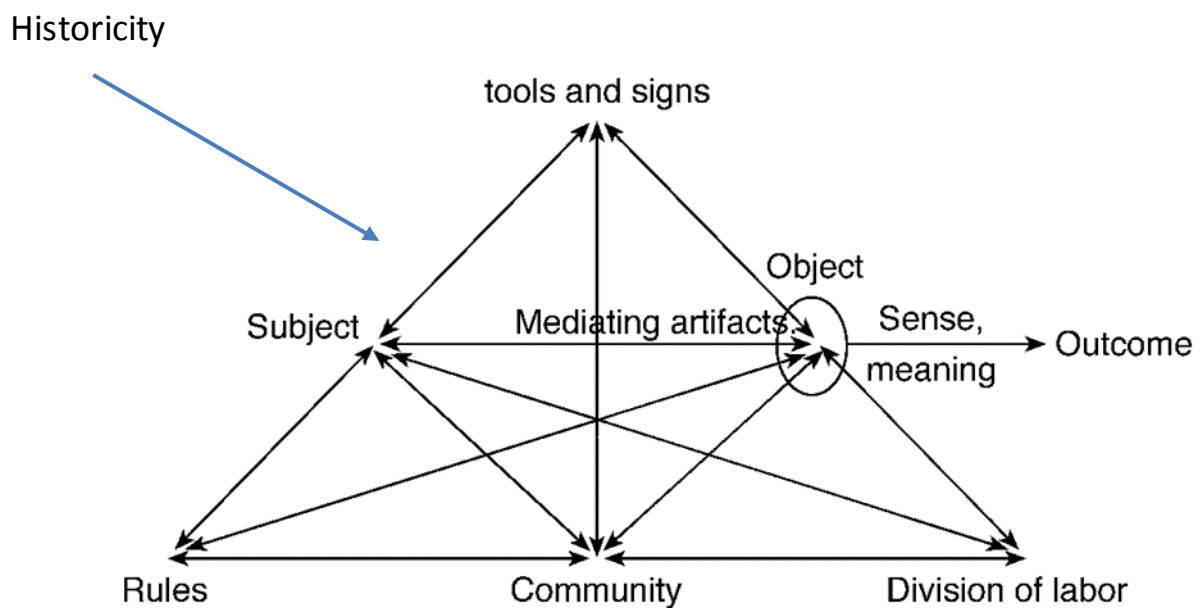


Figure 1: Second generation CHAT activity system model (Y. Engestrom 1987 cited in Engestrom, 2001, pp. 135, and adapted using N. Fire and W.J. Casstevens 2013, p2049).

Engestrom (1987) describes the top triangle of the model as “the tip of the iceberg” (p. 134). This represents actions by either individuals or groups (the Subject). The ‘Object’ is the issue or thing that is being acted on and has the capacity for ongoing change and development i.e. it is the focus of the activity. Because a number of participants work together within a shared activity system, they will bring different views, motives, expectations, needs, histories and goals to the discussion. Therefore the Object is “always, explicitly or implicitly, characterized by ambiguity, surprise, interpretation, sense-making and potential for change” (Engestrom, 2001, p. 134).

Psychological artifacts can then be used in discussion to explore and expose these differences and contradictions between participants. Contradictions differ from problems or conflicts in that they represent the structural tensions that build up over time within the system but cannot be observed directly. By including the idea that contradictions and struggles are part of the make-up of the system, this in turn promotes the possibility of analysis of the impact of power and control within the developing activity system. This process also influences the development of participants’ individual thinking and subsequent actions as well as their interactions together (Engestrom, 2001b). In this way:

“An activity is mediated socially; in other words, every successfully performed activity depends on co-operation with other persons, and every successfully performed co-operation with others is based on the use of signs such as speech signs representing a meaning that is shared between those involved” (Holodynski, 2013, p. 15).

The base of the triangle includes the complex interactions between the Subject and their context and culture. The ‘Community’ is the wider group of people – individuals or groups - who are also concerned with the same Object. The ‘Division of Labour’ refers not only to the difference between the tasks carried out between participants in this activity, but also to the difference in their status. The ‘Rules’ of the activity include all the regulatory principles that that guide or determine how participants act and interact. Table 3 below illustrates a possible activity system for the child or young person’s EHC Plan process:

CHAT CRITERIA	EHC PLAN PLANNING ACTIVITY SYSTEM
SUBJECT	Participants may include child or young person, parent or carer, other family members, school staff, support staff, LA officers .
OBJECT	To complete the child’s or young person’s EHC Plan planning format.
MEDIATING ARTIFACTS	Language; questions; EHC Plan planning framework; dominating discourses.
RULES	Time available; participants’ availability; family and school rules; family and professional beliefs; government legislation and policy; LA policies and procedures; EHC Plan planning framework and timescale; budgets.
COMMUNITY	Whole school staff team; wider family and community members; other SEND support professionals, other local authority officers.
DIVISION OF LABOUR	Role demarcation (facilitator, scribe, participant); task allocation; expectations.
OUTCOME	To promote child’s best outcomes as they grow up into adulthood.
HISTORICITY	SEND Green Paper 2012; developmental history of SEND concept and practice; participants’ past lived experience of SEND policy and practice.
CONTRADICTIONS	e.g. a clash between professionals’ expectations about each other’s roles, how the restricted local authority funding available is divided up, the need for compliance versus creativity, or difference of aspirations between the child and parents.

Table 3: A possible activity system for a child or young person’s EHC Plan process.

However, complex human actions and systems clearly do not operate in isolation. Each system may be linked to a number of others, and can often be nested within wider systems. Engestrom (2001) describes how further revision to the model became necessary particularly once it was trialed more internationally, as this exposed the theory's inability to respond adequately to diversity and thus to dialogue between different traditions and perspectives (Cole, 1996). The further revised Third-generation Activity Theory model (Figure 2) incorporates much greater complexity, as it requires a minimum of two interacting activity systems (Engestrom, 2001):

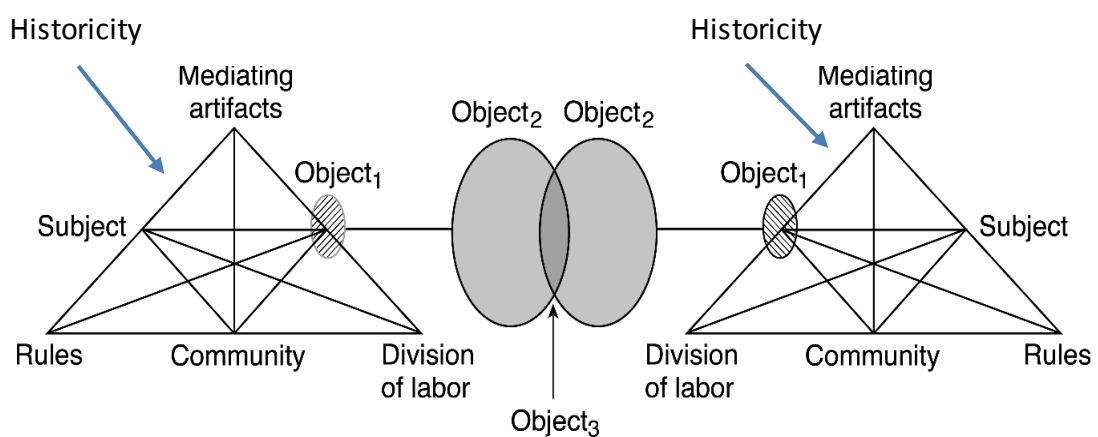


Figure 2: Third generation CHAT activity system model (Y. Engestrom cited in Engestrom, 2001, pp. 136, adapted from N.Fire and W.J. Casstevens 2013, p2049).

Third-generation activity theory recognizes that two or more participants may come to a discussion without agreement on the Object i.e. Object 1. This more complex format therefore takes account of the dialogue that occurs between the multiple voices and perspectives that each make up the network of interacting activity systems (Daniels, 2004):

“The multi-voicedness is multiplied in networks of interacting activity systems. It is a source of innovation, demanding actions of translation and negotiation” (Engestrom, 2001b, p. 136).

Continuing with the EHC Plan process example given above, a number of different activity systems might be identified between the participants in the EHC Plan planning group, such as between parents and professionals. The third generation CHAT version shows that any contradictions that have surfaced within and between the activity systems lead to different

Objects 2. If these contradictions are identified and worked on together then this could lead to a new, shared Object 3.

CHAT has become widely used as a theoretical approach to conceptualise and structure research into learning in contexts including work places (e.g. Daniels et al., 2007; Nummijoki & Engestrom, 2010b) and education (e.g. D.S.P. Gedera & P.J. Williams, 2016). There is criticism of the approach (e.g. C. Ratner, 1999), and more recently Bakhurst (2009) declared it now “ripe for sustained theoretical reflection on the scope and limits of this approach” (p197). However, Nussbaumer (2012)’s overview of a wide range of educational research that uses CHAT as its theoretical basis concludes that, although CHAT is complex and challenging to use, researchers would be “ill advised to ignore” (p46) CHAT’s potential to reveal the organizational and contextual influences that are embedded in the activity. What determines the efficacy of the approach is the need for methodical organisation of the data, and the richness of participants’ contributions. However, the author concluded that:

“The greater challenge, particularly for researchers, is furthering the use of CHAT whether in education or other disciplines. Updating, adapting, and transforming this avenue in research will be required to overcome the difficulties that knowledgeable theorists have highlighted” (p55).

3.3 Promoting Change and Transformation

The capacity of CHAT to provoke, facilitate and document change is, say Minnis and John-Steiner (2001), another factor that marks it out from other sociocultural theories. New learning, as shown by Nummijoki and Engestrom (2010b) ’s study of elderly people’s care requires participants to:

“face the challenge of negotiating and combining ingredients from different contexts to achieve hybrid situations” (Engestrom, Engestrom, & Karkkainen, 1995, p. 319).

This section provides an overview of the ongoing research into how learning and change takes place according to CHAT, and the increasing evidence of successful learning processes that are being developed in practice.

3.3.1 *Expansive learning*

As a result of his research into learning in work organizations, Engestrom (2001) noted that much of the time what the organization's employees needed to learn in order to bring about changes within the organization was frequently not only often unstable but also in flux. Further, it could be difficult to know what learning was needed ahead of time to solve problems and progress change. New behaviours and understanding can only sometimes occur, he proposed, as a step-by-step outcome of the learning process itself. Taking this view, there can be no competent and more-knowing teacher who can lead.

Engestrom introduced his theory of expansive learning to accommodate this complexity. By building on the work of Bateson (1972), the author developed the idea of the usefulness of contradictions to explain how to promote participants' motivation to learn in risky or challenging situations:

“If we want to successfully confront the various actors we must be able to touch and trigger some internal tensions and dynamics in their respective institutional contexts, dynamics that can energise a serious learning effort on their part...in our case learning needs to occur in a changing mosaic of *interconnected activity systems* which are energized by their own internal contradictions” (Engestrom, 2001, p. 140).

In a conflictual situation, with reference to Vygotsky's concepts outlined at the start of this chapter and the later Russian School's developments, different views are likely to be incompatible and cannot be satisfactorily merged. Instead, a sideways move is required so as to enable participants to tease out together differently articulated ideas as illustrated by the second and third generation activity theory framework above (Figures 1 and 2).

Expansion is a form of long term learning that occurs when participants in an activity interpret and extend the Object of the activity, and who can then go on to respond to it in increasingly enriched forms (Daniels et al., 2007).

Two basic processes continuously operate in expansive learning leading to innovative outcomes: internalization occurs to reproduce culture, and externalization enables the transformation of ideas and actions and also the creation of new mediating artifacts. As a result, the Object and overall motive of the original activity can be re-conceptualized to

include the new thinking and ideas that have arisen (Engestrom and Miettinen (1999).

Engestrom (2001) proposes expansion as a cyclical learning process:

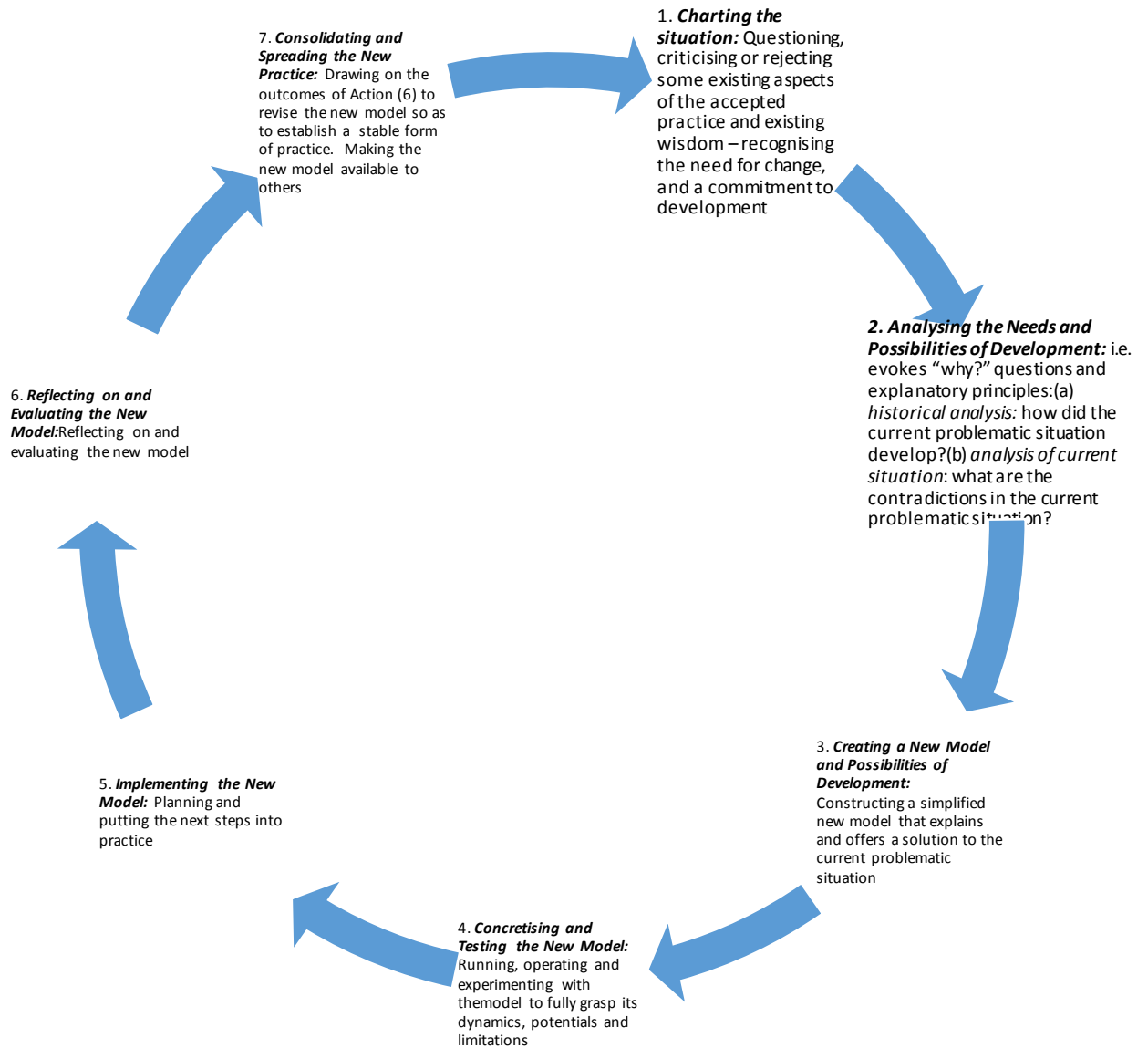


Figure 3: Sequence of actions in an expansive learning cycle [adapted from Engestrom (1999c), p384; Virkkunen, Makinen, and Lintula (2010); Nummijoki and Engestrom (2010b)].

This process is distinct from the apprentice-type model that regards knowledge and skills as acquired and internalized, although this might occur as part of the expansive process. Instead it infers a dynamic process, which Roth and Lee (2007) describe as follows:

“With the necessary vocabularies to understand cognition holistically in CHAT, it makes the learning that is normally invisible amenable to deep reflection and analysis...and

therefore the knowing and learning that is going on, cannot be understood without taking into consideration the activity as a whole” (p. 195).

Edwards (2010a) regards exploring and better understanding differences, and finding ways of working together on complex Objects of activity, as crucial to innovative practice in the work place:

“Without access to the meaning-making of other professional groups is one of the major challenges in the interprofessional work we studied. Without access to categorization, values and motives embedded in practices, negotiations to reconfigure on [an issue] are likely to become formulaic rather than responsive and fluid” (p128).

Kilpatrick, Gallagher, and Carlisle (2010) state that the rising popularity in gathering separate professions into multidisciplinary teams is challenging professionals as to how they practice day-to-day collaborative working. They propose that expansive learning could provide a supportive framework to achieve the “qualitative move forward” (p162) that this challenge required. They see this in terms of how participants could conceptualize current problems with their experience of multi-agency working, and seeking solutions for new patterns of activity.

More recently, Engestrom (2005) suggested the term ‘co-configuration’ to describe these kind of developments in the work place. During co-configuration, there is an:

“emerging, historically new type of work that relies on adaptive ‘customer-intelligent’ product-service combinations; continuous relationships of mutual exchange between customers, producers and the product-service combinations; ongoing configuration and customization of the product-service combinations over lengthy periods of time; and active customer involvement and input into the configuration” (p19).

i.e. the authors emphasise the increased role of participants in co-configuration, in creating different kinds of relationships, and in shaping outcomes through expansive learning.

Daniels et al. (2007) and Daniels and Edwards (2010)’s research provides an example of this focus on workplace change in terms of co-configuration. The authors carried out a large-scale research project into responsive working across professional boundaries. Change in the work place demands that each professional engages with the diverse work practices of

different agencies, and the creation of new shared understanding and “joined-up solutions” (Daniels et al., 2007, p. 522). Therefore:

“In divided multi-activity fields (e.g. health, education, social services, youth offending teams), expansive learning takes shape as renegotiation and reorganization of collaborative relations and practices, and as creation and implementation of corresponding concepts, tools, rules and entire infrastructures” (p527).

Co-configuration is a challenging process, and learning is therefore required at both individual and organisational levels simultaneously. The authors identified two areas of expansive learning that respond to more complex interpretations of the world:

- the need for professionals to learn *for* multi-agency working i.e. learning occurs within and between agencies in order to learn about co-configuration. Here, relationships and working practices are renegotiated and reorganised requiring changes in organisational rules, policies, infrastructures and the development of new dialogic and reflective forms of communication;
- the need for individual professionals to learn *in* multi-agency working i.e. learning is ongoing and always needs to respond to interactions with and contributions from the “user or client” (p527) of the organisation or practice.

Daniels et al. (2007) also comment that the two levels of personal and organisational learning merge in practice, and cannot be separated. The authors make the point that how people respond very much depends on whether the organisation allows the kind of response that is necessary to invoke change.

In my view, the literature on work place research and the concept of co-configuration can inform this research in two ways. Firstly, it is possible to conceive of participants in a child’s or young person’s EHC Plan process as a multi-activity work team. This could provide another example of emerging ways of organising work that aim for co-configuration. Because the EHC Plan process is underpinned by the person-centred approach, families should be regarded as equal participants alongside professionals where their voice is placed at the centre of decision-making. Like work places, it is a type of practice that spans different settings - in this case of family life, school, community, and multi-agency support services. It potentially can provide the necessary critical space (Allen, 2010) where different competing representations of social justice may be discussed, silenced, ignored, contested,

struggled over, and finally woven into outcomes specific to each conversation. Secondly, like the expansive learning cycle, the EHC Plan process also takes a cyclical ‘analyse-plan-do-review’ approach. It is possible, therefore, to map it onto the expansive learning cycle:

- Actions 1, 2 and 3 concern the EHC Plan application and development of an action plan;
- Actions 4 and 5 concern implementation of the plan;
- Actions 6 and 7 concern the annual review of the plan.

As noted in Section 2.4.2, the EP will be involved in this process. The EP has a remit to assess the child or young person, and to submit a written report. They could also attend the meetings at each action stage in the expansive learning cycle. This mapping therefore can inform the role of the EP in contributing to transformational change through expansive learning.

However, Daniels et al. (2007)’s model of two learning levels would need to be extended for this mapping to be possible in practice. It focuses on professionals as central to the learning process rather than families. Here, families provide a source of information for professionals. However, the EHC Plan process potentially engages all participants equally. First, there would be a need for both the SEND community and professionals to be learning *for* multi-agency working in repeating cycles of expansion at a systemic level. Secondly, there would be a need for individual family members and professionals to learn *in* multi-agency working to produce a plan with an individual child or young person that promotes equality of opportunity.

Co-configuration is also a useful concept for this thesis for two further reasons. Firstly, in emphasizing the need for multi-levelled working, it makes a link with Christensen and Dorn (1997)’s similar proposal for a multi-levelled social justice approach drawing on relational philosophies. Secondly, by using CHAT as an alternative to Bronfenbrenner (1979)’s multi-level ecological approach that Christensen and Dorn (1997) suggest, co-configuration makes some headway with further defining the characteristics of what Christensen and Dorn (1997) call the need for just relationships at every level of working. Daniels et al. (2007) introduce Engestrom (1999b)’s term ‘knotworking’ to label the kind of relationships promoted by expansive learning in order that participants can work together toward transformational change. They argue that:

“knotworking is a rapidly changing, distributed and partially improvised orchestration of collaborative performance which takes place between otherwise loosely connected actors and their work systems to support clients. In knotworking, various forms of tying and untying of otherwise separate threads of activity takes place. Co-configuration in responsive and collaborating services requires flexible knotworking in which no single actor has the sole, fixed responsibility and control. It requires participants to have a disposition to recognise and engage with the expertise distributed across rapidly changing work places” (p259).

In order to explore the finer detail of how expansive learning and change occurs which is likely to be important for this research in terms of the EP role, I will now discuss three further areas. Firstly, I will attend to the concept of ‘boundary crossing’ where the term ‘boundary’ (or ‘border’) is used by many writers to describe the division between different social or cultural practices and the creation of critical space. Secondly, the CHAT literature concerned with different levels of interaction and communication that occur during boundary crossing leading to different kinds of learning and change between participants will be reviewed. Thirdly, I will go on to discuss types of communication that might lead to expansive learning and promote transformational change.

3.3.2 *Boundaries, boundary crossing and critical space*

A boundary crossing describes a move from one context to another that involves change and new learning. This focus on boundaries has grown out of postmodernist challenges to mainstream discourses by research recognizing more marginalized groups. For example, Giroux (2005), in the introduction to his analysis of post colonialism and the role of education, says:

“Thinking in terms of borders allows one to critically engage in the struggle over those territories, space and contact zones where power operates to either expand or shrink the distance and connectedness amongst individual, groups and places” (p2).

The terms boundary and boundary crossing have up to now been most frequently applied to explain the experiences of young people moving between family, community and school contexts (e.g. Gutiérrez, Baquedano-López, & Tejeda, 1999), and within the world of work (e.g. Engestrom, 1999c; University of Birmingham and Institute of Education, 2008). If

EHC Plan participants are accepted as a type of work place team, then ideas of boundary and boundary crossing can also be applied here. For example, a parent is very often currently crossing from largely professional-led context of historical SEN meetings to a person-centred context, or the child or young person may be moving from non- or partial-involvement into full engagement in what is more commonly an adult environment. By placing the voice of children, young people and their families at the centre of the EHC Plan process introduces very different social and cultural practices, including challenging the power positions of professionals and promoting the equal inclusion of families. Therefore, not only could this involve change in how participants interact during an EHC Plan meeting, but it could also enable new learning for all participants.

Crossing boundaries between these types of different contexts requires us to “enter territory in which we are unfamiliar and, to some significant extent therefore unqualified” (Suchman, 1994, p. 24). A boundary therefore both *divides* and *connects to* different worlds, thus not exactly belonging to either one or the other world. Tanggaard (2007) described the identity of apprentices moving between college and work placement contexts, as “marginal strangers ‘who sort of belong and sort of don’t’” (p460). Devlin (2012) proposed something similar with his phrase ‘troubling the EP’ when the EP moves from a place where they assume they know what to do to a place they are no longer familiar with. More comprehensively, Akkerman and Bakker (2011) concluded from their literature review that research concerning participants from a wide variety of contexts are faced with similar difficulties when crossing boundaries, and appear to share an unsettled liminal, ‘betwixt-and-between’ existence during the process. The authors also conclude, however, that this apparently disrupting experience should not be assumed to be an experience that should be avoided or overcome. This resonates with Allen (2010)’s idea outlined in Chapter 2 of taking critical space as an opportunity to disrupt our everyday professional habits and beliefs. It is precisely by recognizing and working *with* the ambiguous nature of boundaries and boundary crossing that new possibilities for understanding and action can be realized:

“Both the enactment of multi-voicedness (both-and) and the unspecified quality (neither-nor) of boundaries create a need for dialogue, in which meanings have to be negotiated and from which something new may emerge” (Akkerman & Bakker, 2011, p. 142).

Other research into structured dialogues gives some confirmation of Akkerman and Bakker's findings concerning the role of contradiction in creating transformation in these contexts. For example, Britt and Sumsion (2003) analysed the metaphor and narrative used by teachers working between both pre- and primary-school sectors of education. They found that teachers highlighted both a sense of separation as well as connection between the two teaching contexts. They described developing a space they could share together, which the authors termed the 'borderland'. They use Giroux (2005)'s description that it is a site "for both critical analysis and as a potential source of experimentation, creativity and possibility" (p34). Like Tuomi-Grohn and Engestrom (2003), Britt and Sumsion claim that when thinking about border crossing as going from one side to the other:

"the focus is on the gap,...as a void, a site of non-existence, (because within that model you are either one/or the other, never both or between the two), now it is a valid space, a site of connection, of intersection, of overlap" (p133).

Similarly, Huber and Whelan (1999) recorded the changes in one teacher's professional story when guided by the use of a narrative framework. The authors regarded this as the site "where a new 'story to live by' is composed" (p387). Tuomi-Grohn and Engestrom (2003), coming from a CHAT perspective, also make reference to the need to take account of space created during boundary crossing. They introduce the idea that different types of interaction and talk between participants occurring in this space can lead to different types and levels of learning and change. The authors develop Wenger (1998)'s idea of 'boundary encounters' between parties with discrete expertise in the different contexts, such as during meetings, conversations, or visits between each other. They propose that real transformation is enabled by the forming of a 'boundary zone'. They use this term to describe this third space or no-man's land as referred to above, where "ideas and needs from different cultures meet, collide, and form new meaning" (p5) through dialogue between participants.

One complexity in the literature is that different authors, such as those quoted above, tend to use a variety of vocabulary to describe similar concepts. So as to keep some clarity in the discussion that follows, I have linked the vocabulary of boundaries as I understand it to the vocabulary used in the third-generation Activity Theory model (section 3.2.1).

- a boundary encounter potentially refers to Object1

- a boundary zone potentially refers to the overlaps between Object2 (and also a zone of proximal development)
- a shared problem space potentially refers to the outcomes at Object3

Akkerman and Bakker (2011) are cautious, however, about the ongoing work that is needed to sustain the impact of boundary crossing in a context such as multi-agency working. They concluded from their review that:

“once the scheme has been worked on and it enters each system as a tool to be used within the system rather than a joint object to be worked on [between systems], its potential to reconfigure practices may diminish” (p508).

The authors found examples in the literature where, over time, boundary encounters were used to reinforce hierarchies between participants instead of enabling new insight and practice if there was no further facilitation to keep the shared problem space functioning.

3.3.3 Promoting interaction between participants that can lead to transformative learning and change

Akkerman and Bakker (2011) identified four broad types of interaction of increasing complexity that underpin learning and the varying levels of change that can occur within a boundary zone. The authors use a broad definition of the term ‘learning’ so as to include “new understandings, identity development, change of practices, and institutional development” (p142) This wide-ranging review of the relevant literature provides a rich background picture, and is helpful in clearly indicating the particular criteria required to achieve transformational change.

One specific example from this review that I will focus on for this research is Engestrom (2008)’s use of CHAT to develop a three-part model of interaction first proposed by Fichtner (1984) which focuses on different types of interaction and talk. This model echoes much of the research evidence given by Akkerman (2011), and largely consolidates it into three progressive interactive levels that can occur during boundary crossing. Each level describes the different ways that subjects and objects can become combined during interaction, enabling qualitatively different outcomes:

- *Co-ordination level* – subjects follow their own assigned roles, and their scripts communicate these individual ideas and actions. Other interacting subjects receive this information without questioning or discussing it. Nummijoki and Engestrom (2010b) say “the script is coded in written rules and instructions or tacitly assumed traditions. It coordinates the participants’ actions as if behind their backs, without it being discussed”;
- *Co-operation level* – subjects focus on a shared problem and script, and try to understand and solve it in ways that are acceptable to the whole interacting group. They may go beyond the existing script, but not to the extent of questioning or re-conceptualising it;
- *Communication level* – subjects engage reflectively with each other, and focus on re-conceptualising not only the script itself but also their own interaction with and organization of the shared object.

Transitions between the different levels involve boundary encounters and crossings, and set up boundary zones. These zones are characterised by a number of mechanisms that are manifested by the contradictions that accumulate historically within the activity systems. Such tensions give rise to ‘disturbances’. These are unintentional deviations away from the script, or occur when participants contradict each other. They can either have a negative effect and lead participants to withdraw or become silenced, or they can impact positively and lead to expansion i.e. to collaborative innovation and new understanding and learning. In addition, ‘ruptures’ can occur in the flow of information or understanding between participants when there are blocks, breaks, or gaps in the understanding between participants. Ruptures in themselves do not lead to an interruption in the to-and-fro of interaction, but may cause disturbances over time.

This model of levels of interaction can therefore take account of the multiplicity of voices and contexts encountered during boundary crossing such as during the EHC Plan process:

“An activity system is by definition a multi-voiced formation. An expansive cycle is a re-orchestration of these voices of the different viewpoints and approaches of the various participants. Historicity in this perspective means identifying the past cycles of the activity system. The re-orchestration of the multiple voices is dramatically facilitated when the different voices are seen against their historical background as layers in a pool of complementary competencies within the activity system” (Engestrom, 1999b, p. 35).

With reference to Kilbane and McLean (2008)’s four key components of the person-centred approach outlined in section 2.6, I suggest that a person-centred meeting provides the context in which participants’ interaction could occur at the Co-operation and Communication levels. Behaviours such as active listening, shared power and responsive action should enable participants to share the problems or issues arising, support them in trying to understand them, and to seek solutions and future actions that aim to promote best outcomes for the child or young person who is the focus of the discussion. Nummijoki and Engestrom (2010b) note from their research experience that transition between the first two levels, from Co-ordination to Co-operation, did happen when a more personalised approach was put in to practice in their day-to-day work.

A number of authors note that a move to Co-operation and Communication levels generally requires a higher level of intervention (e.g. Engestrom, Brown, Christopher, & Gregory, 1997; Nummijoki & Engestrom, 2010a). Edwards and Kinti (2010) found that it was necessary to ask professionals not only *how* they worked with a child but also *why* they did so, without assuming a shared understanding for the Object. However, the authors note that this rarely happens in reality. For interaction to be recognised at this level, participants need to be able to question both their role and reconceptualise their understanding of the Object of the meeting so as to achieve expansive learning and transformational change. In my experience, boundary crossing and the creating of boundary zones during interaction can occur at the Communication level through closer questioning of participants’ contributions by the facilitator during a person-centred discussion. For example, I observed this happening in a 15 year old young person’s SEN Statement Review (see Appendix G) when the facilitator persisted with exploring *why* participants thought or felt as they did. This led on to new expanded thinking, learning, and actions by the participants, as illustrated by the mother’s feedback (section 1.2.2).

The following section continues with seeking further information about how different types of dialogue during a person-centred meeting might promote the shift from Co-

operation to Communication levels of interaction so as to promote transformational learning and change.

3.3.4 Promoting communication that can lead to transformational learning and change

As outlined above, change can be brought about through surfacing and having the opportunity to work on contradictions (Leadbetter, 2005) i.e. new learning as a process of transformation occurs as a result of genuine dialogue between all parties involved:

“What is transferred is not packages of knowledge and skills that remain intact; instead the very process of such transfer involves active interpreting, modifying and reconstructing the skills and knowledge to be transferred. In this way the scope of learning is radically broadened” (Tuomi-Grohn & Engestrom, 2003).

As Akkerman and Bakker (2011)'s literary review identified, one possible communication route to explore in order to promote this kind of learning would be dialogism. For example, the authors cite Bakhtin (1986)'s description of this process:

“Contextual meaning is potentially infinite, but it can only be actualized when accompanied by another (other's) meaning, if only by a question in the inner speech of the one who understands' (p145-146).

Because of the need to limit possible explorations for this thesis, I will not examine dialogism in detail here. However, I do acknowledge it as a process that underpins how CHAT can inform communication. I will instead follow up Leadbetter (2004c)'s research which draws on CHAT to extend Engestrom (2008) three levels of interaction and communication above.

Leadbetter analysed consultative conversations between EPs and teachers, and identified the different verbal artifacts used by the EP to extend the teachers' thinking and future actions. One of the three strands of data collection that were used in Leadbetter's research focussed on shared meanings between the participants:

“This was done by generating a taxonomy of terms commonly used in conversations between EPs and teachers and asking EPs to rate each artifact stating how often the term was or was not used and secondly, their perception of the amount of shared meaning that existed between themselves and the teachers they worked with. Artifacts were then analysed in terms of a typology described by Engestrom (1999c) ” (p137).

Engestrom (1999c) suggested four different types of language artifacts that can be identified as shown in Figure 7 below. Examples of phrases and words drawn from Leadbetter (2004c)'s research which were categorised under the four different types of artifacts are also included in the third column:

Type of artifact (Engestrom, 1999c)	Distinguishing features of artifacts	Examples of topics explored by artifacts (Leadbetter, 2004a)
'What' artifact	Used to describe or construct Objects; these Objects can be material, co-constructed, conceptual	'special educational needs', 'pupil motivation', 'Code of Practice'
'How' artifact	Used to guide and direct processes and procedures on, within or between Objects	'consultation', 'referral process', 'completing checklists'
'Why' artifact	Used to diagnose and explain the properties and behaviour of Objects	'family influences', 'potential of people to change', 'effects of placement on children'
'Where to' artifact	Used to envision the future state or potential development of Objects, including Objects and social systems	'joint discussion of targets', 'agree future priorities', 'pre-arranged agendas'

Table 4: Types of language artifacts drawn from Leadbetter (2004c) and Engestrom (1999c)

Leadbetter was interested in whether the three progressive levels of participant interaction could be characterised by the differential use of these four types of artifacts. The author's findings indicated that the type of artifact used varies between levels and that these can be predicted to a certain extent. Leadbetter's research results (although the author notes caution that these results are drawn from a relatively small data sample) indicated that:

- What? artifacts are used more often than the other three language artifacts at the Co-ordination level of interaction;
- How? and Where to? artifacts are more prevalent at the Co-operation level;

- Why? artifacts are in greater use during Communication level interaction compared to other levels.

Attention to the use of Why? artifacts could therefore be regarded as necessary to achieve sustained expanded learning and transformational change. Their use could be at any of the three levels of Engestrom (2008)'s interaction model, but principally useful to promote reflective interaction at the third communication level. Why? artifacts have the potential to repeatedly explore beneath participants' contributions so as to establish a deeper understanding of individual values and discourses that they draw on in order to explore the issues under discussion more fully. They can also be used in response to disturbances or ruptures, so as to support positive and collaborative expansion of ideas leading to innovative actions.

Leadbetter concluded that this information could aid how meetings might be structured. For example, content information could be agreed before or at the start of the meeting ('What' artifacts), leaving more time to attend to process issues ('How' artifacts), issues concerning values, beliefs and causal relationships ('Why' artifacts), and discussion of longer term goals, future process issues, as well as future actions toward the end of the meeting ('Where to' artifacts). In terms of the EHC Plan process specifically, the results could suggest that an appropriate use of Why? artifacts might enable a more consistent Communication level of interaction between participants during the one or two planning meetings. In turn, their use could contribute to maximising opportunities for expansive learning to occur leading to transformational change in the longer term outcomes for the SEND child or young person. Where to? artifacts would be asked more frequently toward the end of the meeting (or end of the second meeting if the first focused on background information gathering) in order to construct the draft EHC plan to submit to the local authority SEND panel for approval. I suggest that Leadbetter (2004c)'s research informs the EP role about participating in the EHC Plan process. It provides more detail about how an EP could apply psychology to promote the kind of interaction and communication that can enable expansive learning and lead to transformational change. This information supports the EP as a participant in a EHC Plan work team, both in terms of their contribution to the discussion and to report writing. More specifically, it suggests a potential role for the EP as a facilitator of the overall process at the organisational level.

3.4 Agentive Dimensions of Activity Theory

Finally in this chapter, I will return to consider the relevance of emotion to this thesis. I will also discuss participant agency with reference to CHAT.

CHAT has recently been criticised for its overly structural focus on activity. Roth (2009) took the view that research had, until about ten years ago, overlooked what he termed the “agentive dimensions” of activity (p53). This included attention to concepts such as identity, emotion, ethics, morality and motivation:

“These ‘sensuous’ aspects of activity come into focus if only the whole activity – not only its structural but also its agentive dimensions – is analysed” (p53).

More negatively, as part of wider questioning of the overall validity of activity theory, Holodynski (2013) refers to Toomela (2000)’s view that “activity theory is a dead end for the cultural-historical psychology of emotions” (p353). However, Sannino, Daniels, and Gutierrez (2009b) are more positive. They note some progress with making up for this shortfall, and that currently:

“there is a fruitful debate within activity theory on how to ensure that the subject, including emotions and the body, is fully taken into account in the formulation of the unit of analysis” (pxv).

In support of this view, Engeström and Sannino (2016) propose that, like any theories, both CHAT and the expansive learning approach continue to be renewed due to the outcomes of ongoing research and practice.

3.4.1 CHAT and participants’ emotion

It was described earlier in this chapter how the dialectical relationship of emotion with social relationships held a central place in Vygotsky’s theory of learning. However, until the recent turn to emotion in social psychology, it has been given very limited attention in the activity theory research literature (Roth, 2015). Vadeboncouer and Collie (2013) suggest

that, although separation of emotion and the social context where they occur may assist in simplifying the situation for the researcher, this potentially has the effect of overlooking both the relationships between elements as well as distorting the elements themselves. If emotion is understood as central to societal relations rather than part of the make-up of an individual, then it opens up a more systemic way of analysing a situation. Each changes, and is itself changed, through co-construction over time allowing new ways to draw on Engestrom's second and third generations of activity theory. During his five year study of fish hatchery work, Roth (2007a) noted that emotions were integral to fish culturists' work. For example, he found that they worried, empathised, became upset, felt anger, expressed pride, or fretted, and in turn, such emotions mediated how workers participated. In Roth's proposed societal-historical approach:

“thinking, acting, and feeling are assumed to be interinvolved with and constituted by the individual's relation with history and culture” (Roth, 2015, p. 228).

Using Roth's argument, the EHC Plan process activity for a child or young person could be represented in CHAT second and third generations to include participants' emotion as another mediating artifact. From this perspective, participants' emotions or emotional experiences in a person-centred EHC Plan meeting cannot be regarded as specific to each individual, or just to that particular meeting for that particular event. Instead, they should be understood as culturally embedded and socially mediated. They are also influenced and constructed over time by previous experiences of meetings and conversations, and by wider influences such as the conceptual construction of SEND at the time.

Current research suggests that emotional tone can transform actions over time (Roth, 2015). Holzkamp (2013) proposes that more positive emotions, such as enthusiasm or hopefulness, could work to increase agency. As the person experiences some gaining of control over a situation this in turn promotes further positive emotions. In reverse, more negative emotions such as frustration, anxiety or distress could impede agency as the person finds they cannot sort out the problem in hand. Holzkamp goes on to suggest that:

“overcoming suffering and anxiety, and [achieving] the human quality of satisfaction is not obtainable merely by actual satisfaction and protection, but only by achieving control over the resources of satisfaction” (p21).

Participant agency, like emotional tone such as hopefulness, was raised in section 2.3.2 as a possible relevant factor in successful transition into adulthood (Furling et al., 2003) and so will be further explored further in the next section.

3.4.2 CHAT and participants' agency

Section 3.3.2 drew attention to the fact that boundary crossing can be experienced as discomforting or confusing which could dissuade participants from working cooperatively together. Nummijoki and Engestrom (2010b) suggest that a new kind of agency is required so as to enable “the client’s active and continuous contribution to the shaping of the product or service” (p49). This is needed if transformational change is to be achieved in a client’s life, rather than “mass production”(p49) of or compliance with a procedure intended to create better outcomes.

Etelapelto, Vahasantanen, Hokka, and Paloniemi (2013) state that earlier writing on CHAT has not easily included the idea of the active agent, and the authors are critical that the issue has emerged almost by default. A proper review of this issue is beyond this thesis. However, I have selected two proposals from work place research taking a social constructionist approach from the current literature to explore participant agency further. The concept of relational agency is examined first. This seeks to understand how individual participants work together in discussing problems in order to achieve change. Secondly, I explore the idea of transformative agency. This concept builds on relational agency but is more concerned with the collective process of expansive learning leading to systemic change.

3.4.3 Relational agency

In contrast to more traditional views on professional learning which give greater emphasis to the apprenticeship model and induction into work skills and knowledge, Edwards (2010b) introduces the recent ‘relational turn’ in work place research. The

relational approach is informed by social constructionist ontology. It links individual action together with the social, in terms of the activity theoretical approach. Relational agency is a fairly recent two-stage concept that “involves a capacity for working with others to strengthen purposeful responses to complex problems” (p34). Because CHAT has its roots in Vygotsky’s mediated approach to learning and Leont’ev’s concept of activity, Edwards claims it can be used to explain relational agency.

Participants in a work team supporting a SEND child or young person with a disrupted life style do, in part, gain competence in the more traditional vertical model of learning over time from more experienced peers. However, according to Edwards (2010a), they also need to gain expertise in two additional areas in order to develop relational agency so as to contribute effectively during border crossing. Firstly, ‘distributive expertise’ is required for relational agency, in order to know how to recognise the personal and professional resources, motives, values, beliefs as well as the organisational rules of other participants. In addition, ‘relational expertise’ is needed so as to allow participants to align their responses and actions with each other’s’ interpretations of the issues discussed. Edwards (2011) makes the point that developing relational agency does not dilute or de-skill participants in the sense that they are adopting another’s ideas. Importantly, it is not about learning how to do the work of others, but instead to enable new insight and a “discursive meeting of minds” (p34) through collaborative discussion. In CHAT terms, participants need to gain relational agency so as to work together with complex Objects of activity, both at the boundaries of specific expertise and also within boundary zones where expansive learning and transformational change can take place.

Carlisle (2004) suggests that the demands of developing relational agency are reduced by the fact that it is a collective process, and that knowledge and information is held and managed in common between participants rather than by each individual participant. Edwards (2011) quotes Carlisle (2004) who describes common knowledge as a capacity to “represent the differences now of consequence and the ability of the actors involved to use it” (p552) and, in Edwards own words, a capacity to “mediate relational agency in the heat of practice” (p34). Edwards, Daniels, Gallagher, Leadbetter, and Warrington (2009)’s workplace research found evidence of particular professional practice which seemed to encourage this construction of common knowledge:

- Focusing on the whole child in a wider context;

- Clarifying the purpose of the work and being open to alternatives;
- Understanding oneself and one's professional values better;
- Knowing how to know who;
- Taking a pedagogic stance at work;
- Rule-bending and risk-taking;
- Creating and developing better tools for collaboration;
- Developing processes for knowledge sharing and pathways for practice;
- Learning from practice.

These areas of professionals practice would, I suggest, would be compatible with working practice within a person-centred context (Kilbane & McLean, 2008).

In addition, Edwards (2011)'s research provides evidence that Engestrom (2008)'s mediational language artifacts (as outlined in Section 3.2.3) may promote the development of participants' relational agency. Therefore this supports the hierarchy of mediational language artifacts useful to achieving transformational change as shown by Leadbetter (2004c)'s research.

3.4.4 Transformative agency

In addition to relational agency, there is also currently a focus on progressing the concept of transformative agency. Transformative agency is to some extent similar to relational agency, but specifically it does not take account of individuals' expertise. Instead:

“it underlines the crucial importance of expansive transitions from individual initiatives toward collective actions to accomplish systemic change” (Haapasaari, Engestrom, & Kerosuo, 2016, p. 233).

This comes about when people act on real-life problems with the intention of seeking change:

“Transformative agency may be seen as clusters of volitional actions which break away from well-established constraining frames and concretely contribute to the changing of specific circumstances. These volitional acts always involve questioning and search for new possibilities. They typically start with individual initiatives and then expand toward collective endeavours” (Sannino, 2015, p. 1).

Vygotsky's principle of double stimulation is therefore at the heart of transformative agency.

Engeström and Sannino (2016) state that the concepts of relational and transformative agency make an important contribution particularly to understanding how the first three actions of the expansive learning cycle take place (see Figure 3, section 3.3.1 for the expansive learning cycle diagram). The first expansive learning action interrogates participants' contributions further to explore differences in their motives arising in their discussion. The second expansive learning action aims to collectively understand and articulate what these contradictions are. In this way, participants can work together to try to break through any conflict and to establish a shared object i.e. creating the second stimulus which provides the starting point for the third action of modelling the newly devised plan.

If the EHC Plan process is mapped on to this more detailed description of expansive learning incorporating participants' emotion and relational and transformative agency, then the entry point to the expansive learning cycle and its first three actions can be identified as follows:

- ***Entry point to the expansive learning cycle:*** *identifying the child's or young person's problem(s) in terms of education, health or social care that have led up to the SEND panel agreeing for an EHC Plan to be written - this can be regarded as the first stimulus.*
- ***Expansive learning cycle action 1:*** *charting the situation*
- ***Expansive learning cycle action 2:*** *analysing the needs and possibilities of development*

The subsequent one (or two) planning meetings would effectively combine the first two expansive learning actions so as to enable "breaking away from the given frame of action and taking the initiative to transform it" (Virkkunen et al., 2010, p. 49). The facilitator would construct the second stimulus by using the range of mediating language artifacts, and by promoting relational and transformative agency supported by the person-centred context of each meeting. In this way, participants could be enabled to:

- continue to gather information required by the EHC Plan format;
 - find out causes or explanatory mechanisms for the current situation so as to seek (a) an *historical analysis of* how the current problematic situation developed, and (b) *analysis of current situation* concerning the contradictions in the current problematic situation;
 - explore differences in their values, beliefs, emotions, and motives arising in their discussion give rise to contradictions in the activity system, leading to an agreed Object that would inform the EHC Plan.
- ***Expansive learning cycle action 3: creating a new model and possibilities of development***

Participants would construct a draft one year action plan based on the outcomes of the discussion during expansive learning cycles 1 and 2.

[The draft Plan is then returned to the SEND panel for approval or rejection. If it is approved, it becomes the agreed framework outlining agreed actions to solve the current problematic situation. This is then put in to place, and subsequently reviewed at agreed times across the year (***expansive learning cycle actions 4, 5 and 6***)].

This revised mapping extends the potential EP role in the EHC Plan process. In addition to being able to make a contribution to setting up a rigorous person-centred context process and promoting useful interaction and communication between participants, this mapping also informs the EP about the skills participants require to have agency within this transformational process. Because CHAT identifies each EHC Plan as a unique activity system that is influenced by social, cultural and historical factors as well as individual and intra-individual factors, this supports a possible multi-levelled role for the EP.

3.5 Summary of Chapter 3

Chapter 3 has developed the broader exploration of the EP working context set out in Chapter 2 in terms of the theoretical basis of this research. It has taken a more detailed focus to the literature concerning how participant interaction and communication can be optimised to support changes that can lead to long term improved outcomes for SEND children and young people with whom there is restricted time to engage.

The chapter opened with a very brief overview of the development of a range of learning theories. The radical change in thinking about learning, introduced across the twentieth century by the Russian School of psychologists, proposed learning as a socially mediated process. This has been highly influential in how learning has been understood. Cultural historical activity theory [CHAT] is one such theoretical approach that continues to draw on the Russian psychologists' work.

CHAT has been used extensively to research multi-agency work teams. I have suggested that when children, young people, families and professionals work together on the EHC Plan process they present as a different but equivalent kind of multi-agency work team. I argue that CHAT is useful to progressing ideas relevant to this thesis as firstly it offers a structure to support the mapping of the complex practices and systems that exist when people interact as a unique activity system such as the EHC Plan process for a child or young person. Secondly, the development of the expansive learning cycle from CHAT provides an additional theoretical framework and analytical tool to explore and promote expansive learning and transformational change, through how participants interact and communicate.

Further literature on the interactive and communication processes likely to occur during the expansive learning cycle has illustrated the complexity of achieving transformational change. New learning requires the crossing of boundaries from one familiar context to a less familiar context. This section has identified different types of interactive levels and of the kind of verbal artifacts that have most potential to promote transformational change.

The final section of this chapter has attended to the agentic dimensions of CHAT. As in Chapter 2, I have returned to reconsider the impact of participants' emotion on meaning-making, decision-taking and action. Very recent attention by CHAT researchers to this issue re-states the importance that Vygotsky gave to thinking and emotion being part of the same constructed process of meaning-making. This suggests that CHAT could provide a useful theoretical approach to take account of participants' emotion during an EHC Plan process.

Attention to the agentic dimensions of CHAT has also introduced the new, still tentative but developing concepts of relational and transformative agency, in order to identify skills that are required to support successful collaborative working between

participants that enables expansive learning and transformation. The focus of the discussion here has been to consider how these concepts could provide greater clarity about the character of the different kinds of relationships suggested by Christensen and Dorn (1997) and Reisch (2002) as outlined in Chapter 2. The criteria outlining professional practice that can encourage establishing common knowledge between participants resonate both with person-centred practice aims, as well as with the impact of a relational discourse of social justice on participants' thinking and practice. This suggests that emotion and relational and transformative agency could be useful to further inform the expansive learning cycle.

In conclusion, I have suggested a more complex mapping of the EHC Plan process onto the expansive learning cycle which could be used to inform a multi-levelled EP role in contributing to transformational change of SEND children's and young people's outcomes in adulthood.

4 METHODOLOGY AND DESCRIPTION OF THE RESEARCH PROCEDURE

4.1 Introduction

In Chapter 4, I will provide an overview of the methodology used for this research. My choices have been informed by the literature review and theoretical underpinnings outlined in Chapters 2 and 3, alongside my own values and professional experience. So as to locate the context of this research, I open the chapter with an outline of where and with whom I have worked. I then continue with a discussion on my role as a researcher within this research.

In section 4.3, I review the rationale for my methodological choices, including the opportunities and limitations that I was presented with. I briefly overview the principal research and transformative paradigms, and explain my decision to use the social constructionist approach of cultural historical activity theory at the centre of this research. As part of this section, I also explain my choice of a single-case study (embedded) design for the research, and how this approach is complimentary to CHAT. This is followed by an outline of the details of how the research was carried out in practice. Sections 4.6 and 4.7 outline the rationales for the data generation and analysis, drawing on the broader discussions outlined in Chapter 3. The chapter then closes with the ethical principles that inform the research.

4.2 Research Context

The type of site for this research – the EHC Plan process – became a possibility when it was introduced as a part of the new Children and Families Act (Department for Education, 2014b) i.e. part way through writing this thesis. This SEND planning process provides a brief, person-centred opportunity for an EP to interact with a child, his or her family, and other professionals in order to support best outcomes for the child as they grow in to adulthood. Unfortunately, it proved much more difficult to obtain permission to link with an EHC Plan

planning group than I had anticipated. Firstly, I was made redundant from my post as a local authority senior educational psychologist two years after starting this Doctorate research. This meant I no longer had a direct route to working with the families I knew well and who were already keen to take part in the research. I now needed to link with ex-colleagues, and other professionals and families I hadn't previously known, in order to set up a research site. For two years I negotiated with groups in three different non-Pathway local authorities to obtain permission. I fully prepared for the data collection each time but arrangements collapsed at the last moment. The reasons for failure across all three attempts appeared to be two-fold. Firstly, because of deep financial cuts to local authorities and organisational changes within the NHS, professionals in all agencies had very high workloads and low morale. Secondly, professionals admitted to feeling anxious and uncomfortable about being observed and recorded whilst taking part in this very new type of meeting. However, finally, by now up against time, I was fortunate that my fourth link with a different non-Pathway local authority held. All the participants concerned with one child's EHC Plan process gave permission for me to attend their two planning meetings. They also agreed to be interviewed 1:1 afterwards.

My sample has therefore simply been the only one available to me through force of circumstances. However, apart from considerable loss of my time, any non-Pathway local authority in England is a relevant site for this research and so no actual problem for the research has occurred. My interest here is to study an example of the EHC Plan process in the cold reality of day-to-day working in a local authority, and not look to research the 'best' situation. Further, I had no choice at all about which child's planning group I could link with within the local authority, and thus no control over my sample of participants. Simply by good luck, D and his family (only the second EHC Plan completed by that particular local authority) have exactly reflected the issues that motivated this research. As a family they have had long term and significant experience of SEND issues, and also of an extreme disrupted lifestyle (see details in Appendix F). Unfortunately, no EP attended D's EHC Plan meetings. The school's EP left to take up maternity leave after a brief initial assessment session with D. A trainee EP then used this information to submit a report to contribute to D's final EHC Plan, but was not invited to the planning meeting. I have therefore accepted what was available to me as a researcher and have constructed an appropriate case study design from the various elements of this real-life context (Potter & Hepburn, 2005).

4.3 Reflexivity and Constructing the Researcher

Personal reflexivity is an acknowledged interrogatory tool that the researcher can use throughout the research process to achieve more transparency (Finlay & Gough, 2003; Willig, 2008) and contributes to the validity and reliability of the research (D.S.P. Gedera & P.J. Williams, 2016). D.S.P. Gedera and P.J. Williams (2016) comment that Vygotsky was careful to include the researcher's actions as integral to the overall process of data collection.

From a social constructionist perspective, all commentary of personal experiences, such as memories and beliefs, are the outcome of collective processes filtered through history and culture, and framed by both past, present, and anticipated future contexts (Eastmund, 2007). Bruner (1997) recognises that, because experience creates and forms the narrative and at the same time constructs its meaning in the telling, it is necessary to distinguish between life as lived (the flow of events), life as experienced (perception of experience and construction of meaning drawing on previous cultural repertoires) and life as told (the telling in a particular context to a particular audience). Eastmund (2007) proposes that a researcher also needs to be sensitive to a fourth level of shaping and meaning making and reflect on life as text. This reminds the researcher that they, as writers themselves, apply a further filter as a result of their own cultural experiences and assumptions. Parker (2005) suggests that researcher reflexivity has an additional complex role. He proposes that the appropriate question that any qualitative researcher should ask of themselves is how they come to be located in the research in this point in history.

Taking account of the arguments above, I have put reflexivity into practice at the centre of this research. I aim to be transparent about my long-term interest in and commitment to the focus of this research, both personally and professionally. Therefore, throughout the document, I will comment on my own reactions to the research context, and on where I think I influence the process as it progresses. I will also be alert to the language I use, both during 1:1 interviews and with writing this thesis document. However, although McAvoy (2009) recognizes the purpose of and need for reflexivity, the author cautioned against being too optimistic, as in reality by writing one account the researcher is necessarily silencing others.

4.4 Methodological Rationale

In order to decide on the methodology for this research, I considered the epistemological and ontological underpinnings of different research paradigms. I also took account of my area of research and the themes that evolved from my wide reading of the research literature. Noting my own skills, beliefs, values and expertise and how I could best use them to undertake this research was also a factor. Final decisions were also dictated by what was possible due to the changes in my professional life as explained above.

4.4.1 *Principal paradigms in human research*

Positivism and empiricism are long established theoretical approaches to understanding the world – based on the view that there is a straightforward relationship between what happens and what exists in the world, and how we perceive and understand it. More recently there have been extensive challenges to the idea of objective truth, establishing a range of epistemological positions from naïve realists who share a similar approach to positivists, to extreme relativists who reject concepts of truth and knowledge altogether (Willig, 2008).

Social constructionism is an umbrella term of a number of theories that share relativist epistemological approaches. It supports an anti-essentialist view of the world (Burr, 2003). How we derive our particular perspective on the world is bounded by time and history to a specific context, and is constructed through our social interactions and language use. Vygotsky (1978) proposes that these are prerequisites for our ability to think. Our use of language can therefore be understood as ‘performative’ – a form of social action where constructing knowledge is part of what people ‘do’ together. In terms of varying conceptions of SEND as outlined in Chapter 2, traditionally psychologists have viewed it as predominantly within-child and that it can be assessed and defined. However, a social constructionist view would regard SEND as constructed as an outcome of the child’s interaction with their teacher, family, community, as well as other wider cultural and historical influences. Social constructionism also regards each perspective as functioning more favourably in the interests of one particular person or group rather than another. For example, a school may not need to reflect on their own practice if the problem is regarded as within-child, or the government may not accept responsibility to re-think its policies if problems are seen as within-family or within-community. Drawing on the earlier literature

review that identified the potential of a multi-levelled research approach for this research exploring the EP role in challenging inequality, I have chosen to review various transformative social constructionist paradigms as possible relevant approaches. This decision also fitted with my own position as a psychologist in terms of how I understand knowledge is constructed between people. This influence refers right back to the start of my career when I first began to understand that ‘not knowing’ about another person and their lived experience was the necessary entry point to finding out through talking together.

4.4.2 Transformative social constructionist paradigms

When I first started this Doctorate research, my EP work then offered a co-research opportunity with families I knew well and I considered using a critical action research version of the Participant Action Research (PAR) approach as proposed by Kemmis (2009). I wanted children’s, young people’s and parents’ voices to be at the centre of this research, and have had previous research experience (MA Refugee Studies 2005) working with 7 year old children as co-researchers. I support the ethicality of this approach, and thought that it would be a useful and original way to gain a better understanding of the EP role in terms of challenging inequalities concerning SEND issues. At the same time, I explored how useful it might be to include cultural historical activity theory [CHAT] alongside PAR. CHAT provides a conceptual framework that enables a better understanding of human activity within its cultural historical context (Greenhouse, 2013), and like PAR draws on social constructionist ontology. It is adaptive to different methodologies and allows innovative research to be designed:

“It is not a specific theory of a particular domain, offering ready-made techniques and procedures. It is a general, cross disciplinary approach, offering conceptual tools and methodological principles, which have to be concretised according to the specific nature of the object under scrutiny” (Engestrom, 1996, p. 97).

The framework provides a useful analytical structure in terms of wider social, cultural and historical influences on social interaction i.e. it makes available an ‘architecture’ for a theoretical approach. It assumes that hierarchies are constructed within society, and that rules are developed to constrain behaviours to the advantage of dominating social groups.

The basic level of analysis is a single activity system, focusing on the interaction between two or more participants.

There is a growing body of work by authors using CHAT to explore changing work environments, particularly where the formation of multi-agency teams has challenged the boundaries between professions (e.g. Daniels, 2004; Edwards, 2005; Fire & Casstevens, 2013; Sannino et al., 2009b; Tuomi-Grohn & Engestrom, 2003). Daniels and Edwards (2010) state that authors in this field are all grappling with a similar problem of how to take account of participant learning within changing work settings.

Long established practice is now changing and new types of work relationships such as co-configuration (section 3.3.1) are increasingly required. Professionals from different backgrounds can be required formally to work together, and service users' voice is frequently sought and held at the centre of discussions. I suggested in Chapter 3 that the EHC Plan process could be regarded as forming work teams that, like multi-agency work teams, are aiming for co-configuration. CHAT could therefore provide a valuable analytic tool for exploring how these teams function in terms of seeking and achieving transformational change for SEND children and young people. More specifically, Leadbetter (2005) claims that, because CHAT embeds individual action within the wider activity systems, it can be useful as an analytic tool for gaining a better understanding of effective EP practice approaches.

4.4.3 Case study approach

As explained above, in the end circumstances dictated my methodological choices to some extent. Co-working with a larger group of families was no longer possible, and so the case study approach became the best alternative option in place of PAR. The case study approach seeks to research an issue within its context. Bassey (1999)'s historical review of the development of case study research provides evidence of its underpinning by social constructionist ontology and epistemology. It regards truth as relative, recognising the subjective process of meaning-making, and therefore requires a range of data to be collected and analysed from multiple sources including historical and cultural information. The research literature suggests that, like PAR, case study design shares its theoretical stance with activity theory and therefore they are compatible to use together within this research (e.g. Kemmis, 2009). Baxter and Jack (2008) note that including a conceptual

framework like CHAT as part of case study research is important as it can “serve as an anchor to the research” and to “ensure that the analysis is reasonable in scope” (p553). Yin (2012) also notes the useful role of an external structure such as CHAT to support and define the data analysis and reporting phases of this thesis. It helps to define the precise unit of analysis, as a case study of an event such as the EHC Plan process can be difficult to design in terms of the beginning and end points of the ‘case’. CHAT will therefore be used to provide the architecture to support clear definition to the data analysis and reporting phases of the case study for this thesis.

Yin (2012) identified a number of criteria that made the case study approach particularly suitable for certain types of research: when ‘how’ and ‘why’ questions are being asked; when the researcher has limited control over events; and when the focus of the research is on an in-depth exploration of a current day phenomenon within a real-life context. The approach he said:

“tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what reason” (p15).

In my view this description fits well with the study of the EHC Plan process for one child. Yin (2012) provides five more specific criteria for identifying the appropriateness of a single case for the case study method. I was concerned initially that D’s case would provide too limited a focus [see Appendix F for a description of his family background experiences and current context]. However, I was reassured by how well it aligns with three of Yin (2012)’s five rationales for single-case study design:

- D’s case can be regarded as a *representative* or *typical* case – it represents a typical EHC Plan planning event now completed for any child with significant SEND across England since recent legislation change. It is possible that the research analysis and discussion could be informative more widely for other children’s EHC Plan planning events, or other EP work;
- D’s case can be regarded as a *revelatory* case – as a researcher I have had the opportunity to engage in an event previously inaccessible to inquiry. Firstly, the EHC Plan planning requirement is very recently introduced and D’s case is only the second completed in his local authority. Secondly because D’s family

circumstances mean that in a very real way the family has been 'hidden' and therefore this family and others like them are not usually available to take part in research. Thirdly my own extensive experience of working and talking together with children and their families in their homes gives me the skills to carry out this research;

- D's case can be regarded as an *extreme* or a *unique* case – although many children will complete an EHC Plan, D's family experiences are unusually extreme compared to most other families and so could provide unique information that extends boundaries of current knowledge;
- D's case cannot be considered a *critical case* i.e. has the criteria to test a theory – however, this is not relevant to this research's methodological approach;
- D's case cannot be studied as part of this research as a *longitudinal case* across additional points of time. However, this could be considered as a relevant focus for future research.

Bassey (1999) and Yin (2012) propose that most criticisms of case study research appear historical, and cover similar ground to those levelled at qualitative approaches during their early introduction and development. In terms of reporting results from a single case to the wider experience, Yin is one of a number of authors (e.g. Stake, 1995; Stenhouse, 1980) who suggest that single-case studies are generalizable to expanding and informing theoretical propositions (analytic generalisation), but not suited to statistical generalisation. Quoting Lipset, Trow and Coleman (1956), p419-420, he states that "the goal is to do a 'generalising' and not a 'particularising' analysis" (p15). Shotter (2013), making a more general argument, suggests that:

"not only are there some important once-only, first-time events (singularities in physics parlance), at work in our everyday dealings with the world around us, but I will venture to claim that all of our everyday dealings are, in fact, of such a kind (p140)".

However, rather than overlook such "limited, partial, and situated results" (p152) similar to the outcomes of a single-case study, the author proposes that this makes available

information from within people’s own life experiences. Summarising good practice, Yin (2012) recommends that any case study should aim to provide “engagement, enticement, and seduction” (p190).

4.4.4 Case study design

Designing a case study requires the researcher to identify a bounded ‘unit of analysis’ (Miles & Huberman, 1994) in line with the research statement or questions. The single-case study design will be used here, with three embedded units of analysis. Each unit of analysis is representative of the three different levels of participation in D’s EHC Plan process:

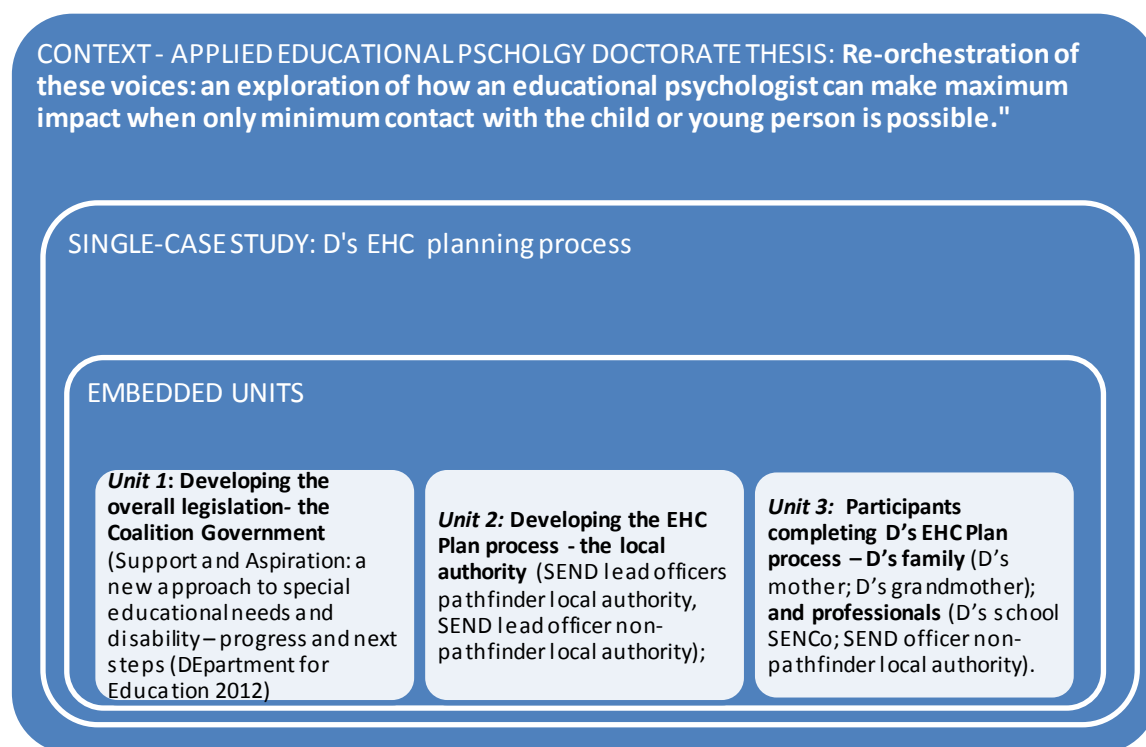


Figure 4: Case study design for D’s EHC Plan process

For clarity, I have collated a summary of the full range of data sources, generation and analytic methods I have used for this research and present them here in advance of the more detailed rationales and descriptions that follow below:

Data source	Data type	Purpose	Method of analysis
Unit 1: Consultation document written by Coalition Government: <i>Support and Aspiration: a new approach to special educational needs and disability – progress and next steps</i> (Department for Education, 2012)	Text (background document)	To identify key themes from responses to original consultation questions, which influenced the revision of the Code of practice (2015) and the subsequent EHC Plan process.	Critical discourse analysis only
Unit 2: Transcription of interview with lead officers at Pathfinder local authority. Unit 2: Transcription of interview with lead officer of the non-pathfinder authority where D and his family are resident.	Interview transcripts (background documents)	To identify key themes from development of the pilot EHC Plan process by the Pathfinder local authority. To identify key themes from the development of the specific EHC Plan process by the non-Pathfinder local authority.	Synthetic discourse analysis (combining critical discourse analysis and affective practice analysis)
Unit 3: Transcription of semi-structured interviews with 3 main participants of D's EHC Plan process (D's mother DE; local authority officer JU; SENCo for D's primary school AN)	Interview transcripts	To identify key themes from the implementation of the non-Pathfinder EHC Plan process.	Synthetic discourse analysis (combining critical discourse analysis and affective practice analysis)
Two EHC Plan meetings for D.	Meeting discussion transcripts	To identify detailed data about the communication and interaction of each participant during the EHC Plan implementation.	Content analysis informed by Engestrom's model of different levels of coordinated activities (Engestrom et al., 1997)
EHC Plan planning meetings for D.	2 meeting discussion transcripts	To identify detailed data about the communication and interaction of each participant during the	Content analysis informed by Engestrom (1999c)'s differentiating mediating artifacts

		EHC Plan implementation.	
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Table 5: Summary of proposed data collection and analysis.

4.5 Research Process and Procedure

4.5.1 Phase one: negotiating an entry

My entry to carrying out the case study for D’s EHC Plan process was negotiated with AN who worked in the role of SENCo in D’s mainstream primary school in a non-Pathfinder local authority. D’s EHC Plan was the first she had completed herself (and was also only the second plan completed in the local authority). She was motivated to engage with me because she was interested to know more about the person-centred approach, and also to promote her skills in the EHC Plan process through feedback about her role in the process.

I introduced this research verbally to AN as described in Appendix B.

4.5.2 Phase two: assembling and reading background texts

As described at the start of Chapter 2, this was an iterative process that continued throughout the research. I returned a number of times to relevant topics, frequently re-reading texts as I gained a better understanding of theories and concepts, and also to seek more specific detail that could inform day-to-day EP practice.

4.5.3 Phase three: completing all interviews

I introduced myself to each interview participant on our first meeting using a similar format to my introduction to AN in phase one.

In order to convey genuine interest in and valuing of each participant’s contribution, I was eager to make each interview a comfortable, safe, interesting, useful – even exciting – shared experience. I also acknowledged the generosity of every participant to take part, as it was a potentially anxious and challenging conversation for them and that they were taking a risk. Therefore, we met in a place that they chose, including cafes and home visits, and where we could talk over a cup of tea. During each interview, I personalised the order of the schedule for each participant depending on their prior experiences and responses, although

attempted not to venture outside of it so as to maximise the flow and range of discussion focussed on the core research concerns. I took G. W. Taylor and Ussher (2001)'s stance of 'talking back' with interviewees so as to promote a two-way dialogue within which we explored ideas together. I also aimed to use language that was generally 'non-expert' and tuned in with each participant's contribution. I expected each interview would last up to an hour, but was open to closing the discussion when the interviewee indicated that they had exhausted their contribution. In essence, interviews were boundaried by the pre-prepared range of interview questions, but also conducted using an active and personalised approach.

4.5.4 Phase four: attending two EHC Plan planning meetings.

As planned and outlined above, AN had told participants that I would be attending the two meetings beforehand. I introduced myself briefly at the start of each meeting, giving my name, and two sentences to describe my purpose. I also said that the digital voice recording of the meeting would be kept secure and confidential, and would be wiped when I had finished my writing. They all agreed I could remain at the meeting.

However, one significant exception to my plans occurred. The digital recorder used to record the second EHC Plan planning meeting was faulty. Unfortunately, despite prior testing, I only found this out during the transcription phase. I recorded the meeting in two halves, but the recording cut out each time after several minutes. I therefore lost most of the data, and which could not be duplicated in any other way. I had chosen not to take notes during the meeting in order to remain as discrete as possible, as D was very curious about me and alert to even very small movements.

4.5.5 Phase five: transcription and detailed data analysis of all texts

Transcription of each of the interviews was completed as described in section 4.7 below.

Two types of data analysis methods were used:

- the interview data was analysed using synthetic discourse analysis. This included critical discursive analysis combined with affective practice analysis;
- the two EHC Plan meetings were analysed using qualitative content analysis. This was repeated twice. Firstly, criteria were informed by a model of different levels of

coordinated activities (Engestrom, 1987) and secondly by a model of differentiating mediating artifacts (Engestrom et al., 1997)

4.6 Rationale for Data Generation

Case study research generally collects and analyses evidence from a wide range of sources, including documents, archival records, interviews, surveys and participant observations (Yin, 2012). For this research, I generated data through three sources:

- a range of relevant background documents (Unit 1: Consultation document written by Coalition Government; Unit 2: Transcription of interviews with lead officers at Pathfinder and Non-Pathfinder local authorities);
- transcription of interviews with the participants of D's EHC Plan process (Unit 3: D's mother DE; local authority officer JU; SENCo for D's primary school AN);
- additional data collected from digital voice recordings of the discussions held at D's two EHC Plan meetings.

4.6.1 Documentation

The background document selected for Unit 1 of the single-case study was *Support and Aspiration: a new approach to special educational needs and disability – progress and next steps* (Department for Education, 2012). It was chosen in order to generate data at a government organizational level for Unit 1. [It is referred to in this thesis as the Green Paper]. Through consultation of interested parties, this Green Paper framed the whole revision of the Code of Practice 2015 and therefore provided the legal framework that guided the development of the EHC Plan process as a whole across England. Potentially, the data generated could provide useful background information to inform the EP role in participating in the EHC Plan process. I have limited the analysis of this Green Paper to critical discursive analysis of the foreword and executive summary so as to restrict the amount of relevant data collected. In addition, I have not used a synthetic approach, omitting analysis of affective practice, since this is a formal document and this level of analysis was unlikely in this case to add useful information.

The second group of background documents included the transcriptions of the local authority senior officers as background documents for Unit 2 (refer to section 4.1.11 below for details).

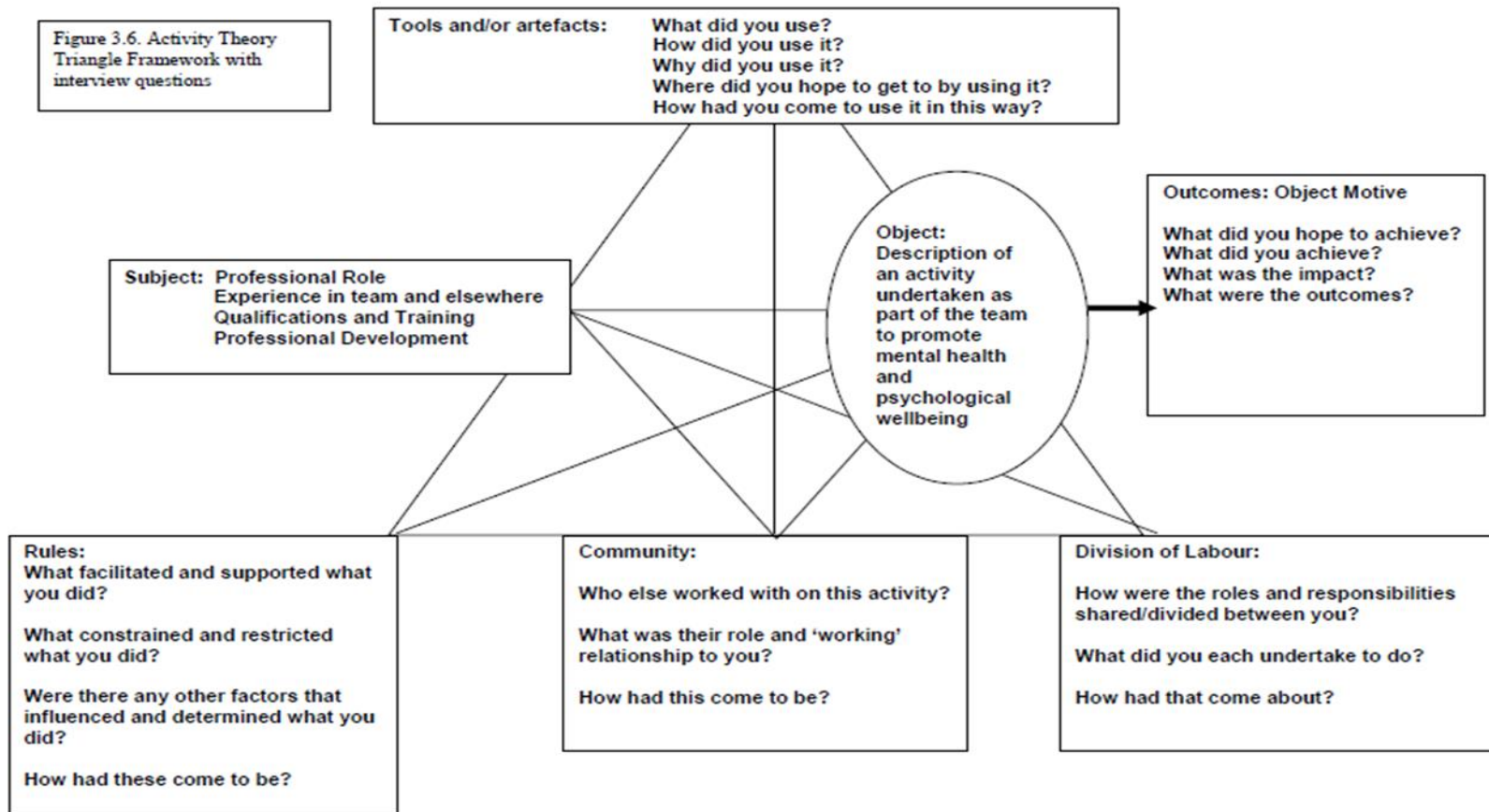
4.6.2 Interviews

Interviews are a useful and flexible method to collect detailed discursive material for analysis (Langdridge, 2004). Separating myself from the research is not possible, or even an aim as it could be in a more positivist framework. The research topic and methodology are defined and informed by my own interests, sympathies and experience, and I acknowledge the reciprocal impact and issues of power that this close position incurs. For example, despite my genuine regard for participants' unique expertise about their own lives, I may be perceived as an 'expert' causing interviewees to feel the need to provide 'right' answers or those that are in tune with my own.

I have a long professional history in working with children and their families who have experienced significant SEND and disrupted lifestyles, and therefore bring substantial knowledge relevant to the EHC Plan process to this research. In comparison, participants taking part in this research are quite likely to be very new to the EHC Plan process. Non-Pathway local authorities were introduced formally to the new processes introduced by the Children and Families Act (2014) during 2015 prior to the formal introduction of EHC Plan planning on 1 September 2015. SEND officers are likely to have had some limited training and peer support from Pathway local authorities in order to construct their policies and paperwork. School and support staff will have much less engagement with the new processes. Interviewees may also have concerns about confidentiality as I am known to some from my previous employment which may inhibit or bias their answers.

Potter and Wetherell (1987) suggest that the interview method is not the problem in these cases. The problem would be a failure to take account of the situated interaction occurring between the researched and the researcher. McAvoy (2009) states that promoting more interventionist ways to interviewing can be an advantage and "more analytically revealing" (p129). For example, 'active interviewing', where the interviewer encourages participants to consider alternative ideas and explanations, can supportively challenge current thinking and experience. In this way, interviewees are actively engaged in the process of moment to moment meaning-making drawing on the discourses available to

them. Overall, I decided that a loosely structured interviewing approach promised the most effective way forward for this research. It also capitalised on similar skills that I use as an experienced practicing psychologist when I engage in talk with others. Using Engestrom (1987)'s second generation CHAT framework I put together a schedule of questions and possible prompts as illustrated in Figure 10 below. I use this structure together with the active interviewing approach with all interviewees:



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Figure 5: Activity Theory Framework with Interview Questions

- Unit 2 Interviews

As discussed in section 3.2.1, complex human actions and systems do not operate in isolation (Akkerman & Bakker, 2011; Engestrom, 1987). I therefore chose to interview local authority senior managers as I wanted to generate data about the vision and policy implementation of the EHC planning process at the organisational level within which D's EHC planning process is taking place. As it is important to informing the question posed for this research concerning the EP role about the wider, real-life social system within which EPs are working to achieve transformational change for SEN children and young people, this data is discussed at length in Chapter 5.

The Pathfinder local authority was one of twenty local authorities, appointed by the Government, across England that developed early pilots of the EHC Plan process. I chose it both because senior managers were working directly with the Government. They also took a role in directing the policy and procedures that non-Pathfinder local authorities in their region developed for EHC Plan processes, including the local authority where D was resident. The non-Pathfinder local authority was chosen because it designed the specific EHC Plan process which was used to assess D's development and plan for his future.

Interview (1) - Pathfinder local authority:

The participants taking part in this interview were the Implementation Manager (M) and Assistant Director of Children's Services (A) [for part of the interview] for the Pathfinder local authority, and myself (P).

The interview was held in a quiet area of the Implementation Officer (M)'s shared office space. A number of very brief interruptions happened which did not effect the flow of the interview. My original invitation to take part in the interview had been solely to M. However, a chance visit to M's office by Assistant Director of Children's Services (A) occurred about 20 minutes into the interview, and he offered to stay and join in the conversation which M and I both accepted. A contributed for about 40 minutes, and the whole interview lasted approximately 90 minutes overall.

M is the lead officer appointed to put the Children and Families Act 2014 and SEND Code of Practice 2015 into practice across the Pathfinder local authority. He was seconded from his previous post as Principal Educational Psychologist, having written the successful bid to the Department for Education for his local authority to become a Pathfinder authority to develop innovative SEND policy building on the Green Paper consultation outcomes. M

now works with a small team alongside the 19 other Pathfinder local authorities. This group also has direction and support from the national consortium appointed by the Department for Education with a remit to revise SEND processes and practice in line with the Green paper vision. M also takes a role across both the region and nationally to support other non-pathfinder local authorities to put the new SEND policies into practice. A is M's immediate line manager and has overall responsibility for successfully completing the Pathfinder role and embedding the new practice. Despite a range of other responsibilities, he gives significant time to the project.

As a Pathfinder local authority, it was likely that its vision was already largely congruent with the vision of the Green Paper. Both M and A are local authority employees and so they are also required to work within their local authority's Equality and Diversity Policy Statement. A and M will also be likely to be strongly influenced by the ethical policies of their professional bodies, the British Association of Social Workers and the British Psychological Society respectively.

- *Interview (2) - Non-Pathfinder local authority:*

The participants taking part in this interview were the senior manager SEND Services (JO) and myself (P).

This interview was held in a spacious staff canteen away from other colleagues, and lasted approximately 90 minutes. As part of a wider remit, JO is currently leading the SEND team to put the new SEND policies into practice in his local authority. As a non-Pathfinder authority, JO and his team are supported by the national Pathfinder authorities' pilot outcomes to develop their processes and systems. More specifically, the Pathfinder local authority interviewed for this research is a lead regional support for JO. Non-Pathfinder authorities receive fewer additional resources and a much reduced timescale than Pathfinder authorities within which to implement the new legislation. The interviewees also differ in their senior management level and authority within their LA, where A could be regarded as having a higher senior management role than M and JO.

Like A and M in the previous interview, JO is likely to be influenced by both his local authority and professional practice equalities and ethics policies. By chance, JO and I had been work colleagues in another local authority some years previously, and therefore

already had some shared experience of working with children and young people regarded as having SEND and their families. This shared past history is referred to in the transcript.

- Unit 3 Interviews

The table below shows the full range of possible participants directly involved in child D's EHC Plan process. Participants who actually attended D's EHC Plan meetings or were subsequently interviewed are marked by *:

Participant	Participated in 1st EHC Plan planning meeting (in primary school meeting room)	Participated in 2nd EHC Plan planning meeting (in primary school meeting room)	Participated in 1:1 interview with PK (location where interview held)
D – 10 year old child at the centre of the EHC Plan process	*	*	
D's mother	*	*	* (home visit)
D's aunt		*	
AN - Special Needs Coordinator [SENCo] at D's primary school	*	*	* (home visit)
D's class teacher		*	
Representative staff member from prospective secondary school		*	
JU - SEND Officer (local authority SEND department)		*	* (local authority café)
Educational psychologist (absent on maternity leave after initial assessment with D, and so not available to attend planning meetings or for interview)			

Trainee educational psychologist (wrote report from EP notes and brief discussion with SENCo; not invited to planning meetings)			
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Table 6: Sample of EHC Plan process participants

In total, I carried out three interviews which generated the transcripts for Unit 3. After discussion with AN, I chose not to interview child D. I accepted her view that overall it could be a negative experience for him. However, I came to this decision with great regret. Given that children’s and young peoples’ voice should be at the heart of research that takes person-centred working as a key focus, it meant that I lost the most important person’s talk. The focus was the construction of D’s EHC Plan. However, I felt at the time, given the history with previous local authorities, I could not jeopardise the research going ahead by risking that AN might withdraw her cooperation if I went against her decision. I was also disappointed not to interview D’s aunt as she had recently become a positive and influential figure in D’s life, but it was not possible to arrange a meeting. I did not interview D’s class teacher or the representative staff member from D’s prospective secondary school as they each attended only a fairly brief part of one planning meeting. I also did not interview the school’s EP or the trainee EP as neither attended the EHC Plan planning meetings.

- *Interview (1) – non-Pathfinder local authority SEND officer*

The participants taking part in this interview were the SEND Officer (JU) and myself (P). The interview was held in a spacious staff canteen away from other colleagues, and lasted approximately 60 minutes.

JU works as part of a small team, managed by JO, who have responsibility for facilitating the Education, Health and Care Plan process. She has worked for many years at the same local authority, starting in a low pay grade administrative role for the SEND department. She was then promoted to a local authority SEND officer position. She was therefore very experienced as a facilitator in the previous SEN planning system. I am not aware that JU has had a professional training earlier in her career. Her long relationship with the local authority has provided her with a working context which emphasises fairness and equalities at the heart of its public service remit.

JU's current role is a temporary 6 month secondment which she took up just a few weeks before our interview. Individual families are referred to her for whom she has oversight throughout the EHC Plan process. In this role she represents the local authority in meetings with the child or young person, their parents, school staff and support services and she may also act as chairperson. She records and collates the information contributed by all parties and uses this to complete the EHC Plan planning framework document and write a draft plan. She also attends the local authority commissioning panel meetings where EHC Plan planning applications are discussed by a multi-disciplinary team. This team has the authority to either accept (and then decide on appropriate resources to allocate to the child or young person as a share of the overall SEND budget) or to reject each individual planning application according to local authority criteria.

- *Interview (2) - Non-Pathfinder local authority Special Educational Needs Co-ordinator (SENCo):*

The participants taking part in this interview were the SENCo (AN) and myself (P). This interview was held in AN's house, and lasted approximately 90 minutes.

AN is an experienced special needs teacher and SENCo. She has worked at the school for many years and is a member of the senior management team. In this role, she holds responsibility for the assessment and support of all the pupils where there are any concerns about their learning, health or social care. AN does not teach D directly, but engages with D and DE through her role as SENCo. She assessed his needs when he first arrived at the school earlier in the school year. As an outcome of this assessment, she provided additional support in the classroom to help him to settle and progress with his basic skills directly from the school budget. In agreement with the school's educational psychologist, she also made the application for an Education, Health and Care Plan assessment for D so that his longer term needs could be assessed and supported appropriately.

AN has had brief training in the person-centred approach to working with children and families. She also attends two local authority SEND groups. The first is the SEND Panel which is the decision-making body for agreeing additional funding for SEND children and young peoples from the local authority budget. The second is an advisory group chaired by JO. Her remit is to contribute practice advice to support the implementation of the EHC Plan process across the local authority.

As a school employee, AN is required to work within the school's Equality and Diversity Policy Statement. She is a trained teacher and so would also be influenced by her professional ethics, as well as the vision and policies of the local authority she works in.

- *Interview (3) – D's mother DE*

The participants taking part in this interview were D's mother (DE) and myself (P). This interview was held in D's house, and lasted approximately 90 minutes. There were two brief interruptions from D's maternal grandmother who was visiting the family. She chose to spend a few minutes joining in the discussion, and as DE did not object to this I have included her contributions in the interview transcript.

The story DE tells of her life is of one that has removed her almost entirely from day-to-day engagement with the world outside of her home or immediate family for many years – a life that has been characterised long term by a controlling, violent and abusive relationship with her partner and his family, living at a long distance from her supportive extended family, experiencing being overlooked and disbelieved by support services on many occasions, and engaging in significant drug and alcohol misuse (see Appendix F). She has four children. The eldest child lives independently. The second eldest has been diagnosed with autism and attends a special school. The third child attends a mainstream secondary school. D is her youngest child. The family have been moved several hundred miles from their previous family home where they lived with DE's partner (D's father). After a short stay at a hostel supporting families fleeing domestic violence, they are now accommodated at an undisclosed address in the non-Pathfinder local authority.

4.6.3 EHC Plan meetings

The overall body of data generated also included digital recordings of the two EHC Plan meetings held to discuss D's future. Participants attending the two meetings are shown in Table 6 above marked by *.

The remit of these meetings was to complete the non-Pathfinder local authority EHC Plan framework concerning D [see Appendix F for the completed document]. The purpose of generating this discrete data set is to enable more detailed exploration of the types of interaction and communication between participants taking part in the meetings.

4.7 Transcription

I regard transcription as an important element of the analytic process, and not simply a preceding step to analysis. How decisions are made about what has been said in an interview contributes to the overall interpretation of the data.

The transcription notation (see Appendix C) used throughout this thesis is an adaptation of Jeffersonian notation (see Atkinson and Heritage, 1984, cited in Wetherell, Taylor, & Yates, 2001a). I have attempted to maintain a balance between a sufficient level of detailed information being recorded, and the reality of the extensive time required to transcribe in detail (Potter & Wetherell, 1987). I selected notation codes to replace conventional punctuation so as to enable more detailed analysis by both the analyst and reader, but this was done with care so as not to obscure the readability of the text. In addition, codes were selected to indicate both verbal and non-verbal contributions by interviewees so as to take account of both talk of ideas and also the affective practice of interviewees. Some codes were altered from the original Jeffersonian notation as not all symbols were available on my computer.

However, as noted below, with experience I slightly revised the original design as I found it too onerous. Although useful, I became increasingly aware that the multi-levelled analytic approach I had adopted was complex. I treated the processes of transcription and analysis as a recursive approach, returning to the recordings and altering the notation on occasions. As I became increasingly familiar with meanings through the analytic processes I needed to curtail some of the detailed observations in order to preserve a wider focus. I decided to drop some of the more conversation-analysis inspired transcription items, such as ‘^ an upwards arrow indicates a rising intonation’. (These revisions are marked by * in the Appendix C which shows the original full transcription details).

I use conventional spelling as regional accents had no particular relevance in this study. I refer to each participant by the first letter of their first name, or the first two letters where they share a first letter with another participant. This naming approach was helpful to me as kept the real person in mind. I also felt this was respectful toward the participant but at the same time preserved anonymity, and am hopeful that this approach does not disadvantage the more removed reader.

4.8 Rationale for Data Analysis

Given the epistemological and ontological positions I have taken for this thesis, I have used qualitative analytic approaches and follow Madill, Jordan, and Shirley (2000)'s proposal that constructionist studies should be evaluated on their own terms with internal coherence and reader evaluation providing a helpful guide. I have also taken up (Hammersley, 2007)'s suggestion that criteria in the form of generalized guidelines could also play an additional role in ensuring quality in qualitative research. Therefore, in order to review the quality of this research, I reference Parker (2004)'s list of open questions for qualitative researchers. This aims to generate debate and encourage reflection so as to promote quality qualitative research [Appendix E].

As outlined in Chapter 3, CHAT provides the analytic framework for this research. However, although it offers a multi-levelled structure taking account of both social, cultural and historical information, it has been criticised for being unable to generate either sufficient fine detailed information or intra-individual factors (e.g. Roth, 2007a). As both these types of information are relevant to this research, I used two additional methods of analysis. After lengthy consideration, I chose to use the synthetic discourse analytic approach (Wetherell, 2013) to analyse the interview transcripts and background documentation. This responds to both:

“the emotional’ and ‘the discursive’, between the ‘unknowable’ that embodies a psychological event and the publicly available discursive construction” (Wetherell, 2012, p. 9).

In addition, I generated a more detailed understanding of participants’ interaction and communication during D’s two EHC Plan meetings by analysing the meeting transcripts using qualitative content analysis structured by expansive learning criteria. This choice of method had particular relevance to my aim for this research to be critical and to engage in challenging current practice and informing change.

4.9 Synthetic Discourse Analysis

Discourse analysis is one of a number of outcomes of the wider changes influenced by the turn to language in how communication, language and culture has come to be regarded. Although these approaches have become fairly widely recognised over the years as powerful tools to account for meaning-making through language use, they have in turn been criticised in terms of not responding adequately to people's actual lived experience. As Frosh and Baraitser (2008) claimed, there is a growing perception of a gap between lived experience and the limitations of language to fully describe experience adequately, giving rise to a need to read "behind and beyond words" (McNay, 2004). Wetherell (2015a) commented on the separation of the study of language and emotion in research as:

"a dualism between 'the emotional' and 'the discursive', between the 'unknowable' embodied psychological event and the publicly available discursive construction" (p9).

Discourse psychologists have been criticised for what Langdridge (2004) describes as "the lack of a person" (p345). For example, Willig (2008)'s view is that discourse psychologists generally remain "interested in discourse and only discourse" (p106), and so they do not go beyond public discourse and engage with inner discourse such as thought or sense of self or give any attention to mental states of participants. As a consequence, "discourse analysis has been held to be 'insufficiently human and insufficiently psycho-social'" (p3), and has received sustained challenge "for what capacity it has to discuss the feeling of emotions rather than just the talk of emotions" (p3). As a result, emotion generated by someone can either become reduced to discourse, is put to one side, or simply goes unrecognised. Wetherell (2015b) commented that:

"the psychology of affect often has a kind of 'hidden in plain view' status in social and cultural research. It is only minimally present, an elephant in the room, edged around and patted away" (p139).

In section 1.2.2 and 2.1.5, I noted something similar with my experience of person-centred meetings and discussions. Although they are frequently emotional, the literature lacks any reference to this. Potentially I wondered if this innovative analytic approach could inform the EP role.

The discourse analytic approach searches for the patterns occurring in the to-and-fro dialogues between participants. What this different way of viewing the role of language offers is a shift from analysis as *focused on the topic* being spoken about, to being *focused on language as a resource*. As McAvoy (2015) notes, “discourse shifts and slips” (p5), making space for new meanings and understandings. In doing so, it both offers a way of studying how meanings are constructed during interaction, and how the process is influenced by the bigger picture of the immediate context as well as the ‘wider world out there’ in which it is situated.

Synthetic discourse analysis includes two types of analysis with the aim of seeking a broader range of patterns in participants’ talk. I made reference in section I will now introduce these analytic methods along with discussion about their usefulness and limitations for this research.

4.9.1 Critical discursive analysis (CDA)

After a period of experimenting with different approaches I have chosen critical discursive analysis for the discourse element. It combines the two main strands of discourse analysis - discursive psychology (Hepburn & Jackson, 2009) and Foucauldian discourse analysis (Fairclough, 2001) - but maintains a somewhat closer focus on the concerns of discursive psychology. It therefore pays attention to the kinds of accounts that are produced by individual participants during interaction to construct versions of the world (including of themselves). It also goes outside of what is happening within any interaction, as it regards every interaction as being situated within its social and historical context. This is important for the concerns of this thesis. Edley (2001b) claims that CDA recognises the paradox that people are both the products and producers of discourse.

CDA is ‘critical’ because it aims to be emancipatory by challenging assumptions, values and practices within mainstream psychology that maintain an unjust status quo (Fox et al., 2009). Critical analysts hold a commitment to social justice and social change, in the sense that analysis would include a focus on how, for example, inequalities in this research topic are constructed and may be challenged.

Critical discursive analysis applies three analytic lenses to texts:

- *Interpretive repertoires* are “the building blocks of conversation, a range of linguistic resources that can be drawn upon and utilized in the course of everyday social interaction” (Edley, 2001a, p. 208). Interpretative repertoires are closely linked to the concept of discourse. However, the former is viewed as smaller in scale and more fragmented and allows for greater participant agency in constructing meaning. This could be helpful in identifying the types of social ideology that interviewees draw on in this research;
- *Ideological dilemmas* are the contradictions thrown up by different versions of interpretive repertoires. Billig et al. (1988) proposed that, in addition to the idea that an ‘intellectual’ ideology such as Marxism (that influenced the development of CHAT) is necessarily a coherent set of ideas, there is an additional kind of ideology that which he termed ‘lived ideology’. Lived ideologies are “composed of the beliefs, values and practices of a given society or culture. They are its ‘way of life’, its common sense” (p203). A key feature is that, unlike intellectual ideologies, they are “characterized by inconsistency, fragmentation and contradiction” (p203) which has meant that research has tended to dismiss them as inappropriate as data. Edley (2001a) suggests that ideological dilemmas could be regarded not only as contradictions of versions of interpretative repertoires, but that these alternative versions are themselves constructed rhetorically as opposing positions in argumentative exchanges.

This could be an interesting approach for this study, for example with reference to the inconsistencies identified in the literature review concerning the person-centred approach. In addition, it has relevance to continuing developments in understanding transition into adulthood, and also to a focus on achieving transformation. Ideological dilemmas could also inform contradictions arising in a CHAT activity system;

- *Subject positions* refer to the construction of our own and others’ identities through our agency and histories. The critical discursive analytic approach claims that who we are (and how we regard others) is constructed in relation to particular ways of talking. Because different interpretative repertoires are used within and across conversations, then so too does our identity vary to some extent. As Edley (2001a)

says: "Subject positions can be defined quite simply as 'locations' within a conversation" (p210).

4.9.2 Affective practice

By accepting that language can account for emotion (e.g. McAvoy, 2015; Wetherell, 2015a), it then becomes possible for discourse analysis to be used to analyse the personal and the social together following the same model which grounds analysis in what people do with their language. In Wetherell's view, this should be a synchronised process where "the affective and discursive intertwine" (p8).

In the final summary of her literature review, Wetherell opts for affect itself as the important focus for research. She argues for a complex understanding of affective occurrences that recognises that they may be both chaotic, frenzied and spontaneous, as well as repetitive or habitual at different times. The author offers a definition of affect as "embodied meaning-making as human emotion" (p4), and settles on the concept of affective practice to describe her model of how affect impacts on meaning-making:

"In affective practice, bits of the body get patterned together with feelings, thoughts, interaction patterns and relationships, narratives and interpretive repertoires, social relations, personal histories, and ways of life. These components and modalities, each with their own logic and trajectories, are assembled together in interacting and recursive, or back and forth, practical methods. Pattern layers on pattern, forming and re-forming. Somatic, neural, phenomenological, discursive, relational, cultural economic, developmental, and historical patterns interrupt, cancel, contradict, modulate, build and interweave with each other" (p14).

This quote illustrates the author's argument for the need for a social constructionist approach which would regard affect as influenced by the context in which it occurs (Burr, 2003). It is formed and felt in the moment and constantly shifts and changes with time and place. In using descriptions such as entangle, enmesh, recruit and mobilise, she aims to convey its constant flow and reconfiguration into new articulations. Discourse analysts like Wetherell say that it is possible to identify emerging pattern and logic within configurations of communication in terms of emotion, feeling and affect, alongside its role in disrupting existing patterns. The author gives the example of the sixteenth century account of the dancing plague St Vitus' dance that was described at that time as 'like an epidemic' of

chaotic behaviour spreading from person to person. A modern day explanation is that it was a rebellious and desperate expression of despair by a population about their lives, communicated through the beliefs held at the time of demons and spirits. However, she suggests that what happened was not inexplicable but frenzied chaos where something was felt, became organised and performed, and was then communicated to others.

Other patterning of affect can be characterised by long-lasting background feelings that move in and out of focus “as a steady shifting accompaniment to one’s day” (Wetherell, 2012, p. 12), or recurring cycles over days or even years. Wetherell gives another example from her own research which more closely describes a cyclical, developmental process. This time, individuals were interviewed concerning their views on immigration. Here, analysis shows another type of patterning. When participants articulated their views concerning issues such as infringement (of jobs or housing) and loss (of British identity), their narrative expressed both some factual comment as well as how they felt about that issue. As the conversation progresses a repeating loop is set up, increasing the intensity of thoughts and feelings through mutual reinforcement. Wetherell (2012) argues that such patterns can form “affective ruts” (p14). They can stabilise and become habitual patterns of behaviour and, despite sometimes being damaging, tie the person or social group into a predictable range of feelings, thoughts, desires and positions which can be hard to shift.

This approach resonates with Furling et al. (2003)’s description of contemporary transition to adulthood as potentially a chaotic, non-linear and unpredictable process. It also could be regarded as supporting Kilbane and McLean (2008)’s first three components of person-centredness that indicate an active process taking place i.e. the presence of active listening with both attention and intention, challenging power imbalances, and responsive action from participants.

4.9.3 Synthetic discourse analytic procedure

I aimed to work with the transcripts and background texts at both a close level, focusing on participants’ talk about how they position themselves and their embodied emotions, as well as searching for the bigger picture of ideological discourses used. These observations should contain the different ways people talk *about* and *of* an issue or topic, and the kind of limitations that exist enabling what it is possible to say and, by implication, what is not. This process requires identifying repeating patterns of participants’ talk within

each interview, and then checking how these kinds of talk are repeated or absent across other interviews (Wetherell et al., 2001a). More specifically, Edley (2001a) describes CDA as more of a “craft skill” than something that can be learned following a set of rules or directions. He recommends that researchers carry out the interviews and transcribe them themselves, and then intensively read and re-read the transcripts numerous times, increasing familiarity through very focused and repeating attention allows the patterns of talk to be identified. With an analytic lens focusing on talk of emotion, McAvoy (2015) describes a similar process of carrying out “noticings of affectivity” (p19) on the data.

I followed the advice of all three authors, working up a number of different levels of ways of organising the results:

- At the first stage, I worked with each document or transcript individually. I identified what work was done by different utterances according to the three criteria for critical discursive analysis (interpretive repertoires, ideological dilemmas and subject positions) and also of interviewees’ affective practice. These were each marked in a different colour onto the transcripts (Appendix H, p263). I noted where each category sometimes overlapped with, informed, or made obvious other relevant utterances;
- I then reconsidered why some sections of the discussion had not been included in this initial sort, and either recognised additional utterances that should be included under one or more criteria, or made a positive choice to leave them out of the analysis. I also listened again to the digital audio recording of each interview several times either whole or in part. Sometimes there was a mismatch between what I had ‘heard’ when I first made a transcript, and what I could then hear when I replayed the recording whilst reading the original transcript. Most often, this encouraged me to change punctuation so that it altered the meaning or emphasis. It was also at this point that I decided to slightly simplify the transcription process as I was becoming overwhelmed with information as described in section 4.7 above;
- The next stage required synthesising the analysis outcomes of each text within and across each of the three units of the case study. This was done visually. This stage of the process also helped me to spot certain omissions from individual transcriptions, and also to note down any patterns repeated across more than one transcript.

In order to use this large amount of data to inform the question of this thesis concerning the EP role, I found I needed to go through a further number of procedures to make sense of it and reduce it to a more useful form. For the CDA:

- I transferred all the above CDA data into the thesis document and re-categorised it under appropriate headings for the three criteria for relational ideologies of social justice:
 1. *A focus on just relationships.* At an individual level a concern with for example emotional links and social skills. At a wider level, relationships must be informed by an understanding and explicit acknowledgement of power differences that cause inequalities;
 2. *A focus on the need for structure.* The structures required to shape relationships, including family rules, laws, and current discourses should be transparent and made explicit: “The creation of individual rights is an ingenious way of formalising a general prescription for relationships: that we are all equal, and that we all have some voice and protection of self that the majority cannot trample” (Christensen and Dorn 2007, p194);
 3. *A focus on the fluidity of justice.* Change is always possible. What is needed for change to occur is the disruption of a sense of inevitability about a specific set of structures, and the indicating of some better alternative.
- I then gradually worked to and fro identifying repeating patterns of talk. At the same time, I selected out examples of quotes from each interview to illustrate the patterns of talk I considered potentially the most relevant to the EHC planning process and the EP role;
- As a final step for this critical discursive analysis, I constructed CHAT units of activity to summarise each sub-heading. This enabled me to draw out the contradictions occurring within each activity system.

For the affective practice analysis:

- I also transferred the relevant data I had identified in each transcript to the thesis document;
- Through a too and fro process, I identified patterns of talk that arose in each interview and then those that were shared across each Unit;

- As a final step, I constructed CHAT units of activity for each Unit drawing out the contradictions arising.

Two further procedural issues are important to note for this research. Firstly, the need to warrant analytic claims. I include this within my discussion of the analytic findings based on such considerations as the coherence of the argument and possible alternative explanations. The second issue is reflexivity and the need to take heed of Eastmund (2007)'s proposal that through analysis I will be filtering the findings through by own cultural experiences and assumptions. One advantage of my familiarity with the research territory is that this might allow me particular alertness or insight from shared cultural understandings during analysis and discussion. However, it could result in my giving insufficient importance to some talk. I try to be aware of this, and comment on it through the discussion sections as well as later in my conclusions of the research.

4.10 Qualitative Content Analysis

Qualitative content analysis is a frequently used analytic method. Hsieh and Shannon (2005) define it as:

“a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (p1278).

It enables an examination of the language used so as to classify text into a number of categories that are representative of different meanings. This type of analysis is flexible, and includes a range of methods. Their relative usefulness is dependent on the theoretical interests of the researcher and the focus of the study. Some interpretation of meaning within the text is therefore carried out by the researcher. Summative content analysis is used here in order to identify and understand the contextual use of particular words, alternative terms used, and also content.

The first analysis explored the interactions that are taking place between EHC Plan participants. I analysed the transcriptions of D's first EHC Plan meeting, using Engestrom's model of different levels of co-ordinated activities, (Engestrom et al., 1997) [outlined more fully in section 3.3.3]:

- *Co-ordination* (the various actors are following their scripted roles and each is concentrating on the successful performance of assigned actions);
- *Co-operation* (different actors focusing upon a shared problem or object and try to find ways of solving it or conceptualising it. They are not so concerned with performing set, assigned roles or presenting themselves. There is a given script, which is shared, but Engestrom et al. (1997) suggest that the actors can go beyond the confines of the script. However, there is no explicit questioning or reconceptualising of the script. The main focus of attention for all parties is the shared object);
- *Communication* (used to describe interactions in which the actors focus on reconceptualising their own organisations and interaction in relation to their shared objects. All aspects of the activity are explicit and are the focus of critical attention. Thus their own rules, the script that governs their actions, and the shared objects can all become subject to discussion and reconceptualization)

Content that fitted the descriptions of the different categories were assigned to the relevant category.

The second qualitative content analysis uses Engestrom (1999c)'s typology of differentiating mediating artifacts to identify the kinds of language artifacts used in D's EHC Plan planning meetings (outlined more fully in section 3.3.4):

- '*What*' artifacts (used to describe or construct Objects, and these Objects can be material, co-constructed, conceptual)
- '*Why*' artifacts (used to diagnose and explain the properties and behaviour of Objects)
- '*How*' artifacts (used to guide and direct processes and procedures on, within or between Objects)
- '*Where to*' artifacts (used to envision the future state or potential development of Objects, including Objects and social systems).

For this research, the discussions between the three participants, D, D's mother DE, and D's school SENCo AN, provide the source of data. As I only had the transcripts from the first planning meeting, I could not follow Leadbetter (2004c)'s initial analysis to generate a taxonomy of terms commonly used between participants. Instead, I followed a similar

approach to the author's second analysis. This identified when the exact phrases including the question word were used such as a question prefaced by "How...?" It also recorded where there were references to actions or types of questions that are on Engestrom (1999c)'s list of four questioning artifacts, but where the exact wording was not used.

In practice, I found that this whole design of analytic approaches generated a large volume of data. In order to present the results and discussion succinctly I have used four strategies. Firstly, I re-worked the critical discursive analysis of each text so that it focuses on how participants have drawn on social justice ideologies to inform their contributions. Secondly, I have simply summarised the findings for Unit 1 in Chapter 5 as in my view they gave only a small amount of relevant information. Thirdly, for clarity, I have summarised the analyses in Chapters 5 and 6 using the CHAT framework. In addition, the final conclusions of the overall case study presented at the start of Chapter 7 are limited to emphasising the contradictions that occurred across the different activity systems and discussed specifically in terms of their relevance to the EP role.

4.11 Ethical and Practical Considerations

This research was conducted within the ethical guidelines issued by the British Psychological Society (British Psychological Society, 2009) and Newcastle University (Newcastle University, 2017a). In order to achieve this, I completed a Preliminary Ethics Questionnaire that indicated that a Full Ethical Application needed to be submitted. Permission to carry out this research was confirmed on 03 July 2014. The following issues were carefully considered and planned for so as to be appropriate for the single-case study (embedded) design of this research:

- Informed consent

I provided all participants with an overview of the research (see Appendix A). This was done verbally in person at our first meeting, and backed up with a written copy of our agreement. Each participant taking part in their professional capacity signed an additional copy that they returned to me. I made the judgement not to request D or D's mother to sign a copy as I considered that this would be additionally stressful for them and not add to their verbal consent (which they did in front of another participant). The briefing provided information on my personal contact details, the type of involvement being requested,

confidentiality, terms of involvement, issues of data ownership, and access to the final research thesis document.

- Confidentiality

All information and responses collected for this research have been stored securely. All documents have been anonymised with any identifying details removed. Data from individual participants was treated as confidential to that participant and myself, and not repeated elsewhere. Participants were given the opportunity to review the written record of their interview and to check out for its accuracy.

- Data ownership and access

I asked all participants for their consent for their anonymised data being used for this research and its publication, and for possible wider dissemination such as a journal article. I also made participants aware that they could request access to their data and the report of the research findings.

- Terms of involvement and right of withdrawal

The briefing and follow-up conversations made clear to each participant how they could contact me as the researcher, as well as their time commitment and level and nature of their involvement during the research. Each participant was also informed at the start, and reminded at several points during the research, of their right to withdraw at any time. Participants were also made aware that the research was being conducted according to the code of ethics as outlined in the Policy and Code of Good Practice for Newcastle University (Newcastle University, 2017b).

- Status relationship

I also gave consideration at the planning stage for this research how an educational psychology practitioner with a recent employment history of senior management might influence participants' involvement and responses. Potentially this could be a limitation to the validity of the research. I addressed this as part of my concern with reflexivity. I was open and transparent about my history and involvement in local authority working with all participants as this was well known to some participants. Where appropriate, I used my expertise to engage with participants in a way that conveyed a genuine interest to hear their views and so benefit from their unique expertise in the topics relevant to this research. I also used a more interventionist approach to interviewing, and spent sometime prior and

after interviews in more general discussion together with interviewees. In addition, Daniels (2010) suggests that from a social constructionist point of view not only do interaction and talk act as mediators between participants within a real situation, the actual structures within which the interaction occurs serve as mediators in their own right. Therefore, I was also careful to plan interviews at times and locations that were chosen by and suitable to each interviewee.

4.12 Summary of Chapter 4

This chapter has provided an overview of the methodology used to carry out this research. The rationale for the methodology was the result of choices that I made after an extended period of reflection on my experience and interests, the outcomes of the literature review presented in Chapters 2 and 3, and some extended experimentation I carried out with early ideas of different design and analytic approaches. I was concerned that the research design had the capacity to support SEND families' lives by promoting transformational change in terms of opportunities and achievements, and specifically for those with disrupted life styles. However, I was restricted by no choice about the site and sample I could engage with in which to carry out the research.

After exploring the epistemological and ontological underpinnings of a range of approaches, I chose to use a social constructionist perspective for this methodology. This takes an anti-essentialist position where all knowledge, including psychological knowledge, is determined by historical, cultural and social factors as well as individual factors. It also has implications for myself as a researcher, both in terms of how I view myself as well as how I engage with the research. More specifically, I have argued the relevance of cultural historical activity theory [CHAT] as an appropriate theoretical framework for this research methodology. Although not my first choice for design of this research, an exploratory type single-case (embedded) study is likely to be a valid and reliable approach to studying one child's EHC Plan process. This case study design has three embedded units that emphasise the different levels and linear nature of the developmental progression of D's EHC Plan process.

The chapter has followed on with detailed descriptions of the actual research process and procedure carried out, and also with the rationales for both data generation and data analysis. My choices here were influenced once again by the social constructionist

perspective underpinning this research. I have chosen a mix of analytic methods. Firstly, synthetic discourse analysis aims to enable multi-levelled, qualitative analysis of each of the interviews and background documents. Secondly, qualitative content analysis, informed by expansive learning cycle criteria, was chosen to explore in greater detail types of interaction and communication occurring during D's EHC Plan planning meetings.

Chapter 4 closed with an overview of the ethical approach and considerations I have taken for this research.

5 DATA ANALYSIS AND DISCUSSION OF OUTCOMES (Part 1: Synthetic discourse analysis)

5.1 Introduction

Two main analytic approaches were carried out for this research as described in Chapter 4, and will be reported on in turn in Chapters 5 and 6.

The first analytic report here in Chapter 5 gives the outcomes of the synthetic discourse analysis of the interview transcripts and background documents. As this research uses a single-case study design with three embedded units of analysis, the analysis report and discussion will be organised into each unit. Each of these units broadly represents contributors from the different organisations that played some part in D's EHC Plan process. A brief introduction will be included at the start of each individual analysis so as to locate the reader in the wider context of the relevant document or interviewee.

Each unit was analysed in the given chronological order as set out below, although overall the discussion will flow to and fro across all three units. In addition a second- or third-generation activity system is constructed for each unit so as to summarise the information for that particular unit. The final discussion concerning the outcomes of the analyses from both Chapters 5 and 6 in terms of how they might inform the EP role is placed at the start of the concluding Chapter 7.

5.2 Analysis of Unit 1

[In order to keep this thesis as accessible as possible, I have not included the full analysis of Unit 1 Green Paper here. Instead, I have outlined the outcomes and key points of the discussion in the summary below. By omitting information that in my view was least useful or relevant to this research, a stronger focus is given to the analyses and discussion of Unit 2 and 3 interviews].

5.2.1 Summary of Unit 1 analysis

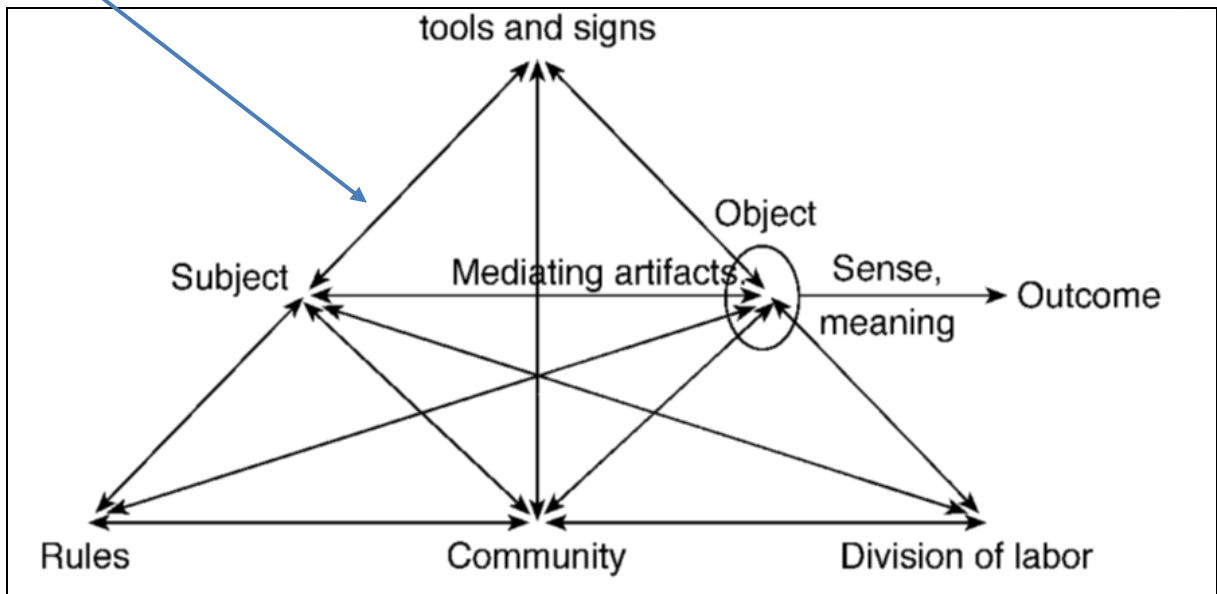
Analysis of the Green Paper in terms of interpretive repertoires of social justice indicates that there is a veneer of intention to promote equality for all through radical

systems change. It states its aim to achieve equality of opportunity and achievement for all SEND children and young people, and draws quite fully on relational philosophies of social justice to explain its position. It outlines ways in which it proposes to empower children, young people and their parents as well as professionals and to support co-operative relationships between groups. It also draws on individualistic liberal ideology to structure its more relational approach such as the need for the human right to equality and voice.

However, with more detailed analysis, this vision is also qualified by contradiction and lack of clarity. Individualistic meritocratic ideology is inferred, for example, when the text shifts to describing the role of professionals as working *for* parents rather than together in a collaborative sense. Another example is given by the bias toward more resourced families to gain better opportunities such as with the introduction of greater choice of schools for parents. If the authors were from one political party then perhaps a more integrated set of ideas and explanations would have been expressed, and less variety of interpretive repertoires of social justice drawn on. Then what Billig et al. (1988) describe as an intellectual ideology of the single group might have prevailed.

Differences are not argued within the body of the text. Instead, contradictory statements drawing on different social justice discourses are inserted within a discussion of a specific issue, or different visions are implied across the text. This makes it difficult to identify any ideological dilemmas. This text is not a conversation where thoughts and ideas are exchanged, and new shared approaches are constructed. The clarity of the subject positions that could be identified shows a united front by the authors to engage relevant individuals, groups and organisations in consultation on how to change the SEND system with some enthusiasm for taking a radical approach. For this reason, the analysis of the text has been summarised using a second rather than third generation activity system model:

Historicity



CHAT CRITERIA	SEND CONSULTATION
SUBJECT	Authors of the Green paper (Coalition Government)
OBJECT	Completion of a consultation process to inform a radical new approach to special educational needs and disability that will be embedded in legislation.
MEDIATING ARTIFACTS	Subjects' ideological beliefs; responses to initial Call for Views.
RULES	Existing government legislation and policy; ongoing wider government reforms; parliamentary procedures and timetables.
COMMUNITY	SEND children and young people resident in England and Wales; parents of SEND children and young people resident in England and Wales; wider family and community members; voluntary organisations; local authority officers and councillors; NHS; educational nurseries, schools and colleges; political parties; members of Parliament.
DIVISION OF LABOUR	Those who responded to the Call for Views submitted information; authors constructed the framework of the Green paper and edit the information available.
OUTCOME	To promote every SEND child's and young person's best outcomes as they grow up into adulthood concerning their education, health and care.
HISTORICITY	Previous SEND discourses and practice.
CONTRADICTIONS	SUBJECT/OBJECT: a shared Object is stated in the document, but not qualified by a collaborative discussion within the text; RULES/OBJECT: restricted time scale to complete plan;

	<p>RULES/MEDIATING ARTIFACTS/OBJECT: EHC Plan format is imposed by setting a top-down range of issues to be answered rather than constructed through collaborative discussion;</p> <p>MEDIATING ARTIFACTS/OUTCOME: low level of more searching discussion likely to inhibit the development of relational expertise, transformative agency, and thus expansive learning leading radical change</p>
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Figure 6: Second generation CHAT activity system of Unit 1 analysis

5.3 Analysis and Discussion of Unit 2 interviews

The two interviews with senior local authority officers which make up Unit 2 of the case study for this research provide accounts of the lived experience of developing and embedding the revised SEND Code of Practice (Departments of Education and Health, 2015) across their local authorities. Analysis therefore provides information about the real-life, wider social system within which the activity unit for D’s EHC planning process occurs (Akkerman & Bakker, 2011; Engestrom, 1987). In turn, it informs the question posed for this thesis concerning the EP role. For these reasons, I have chosen to discuss both Unit 2 and Unit 3 data at length.

In order to present the data coherently and to enable the reader to get the ‘feel’ for each interviewee, I open the discussion of each interview with one or two extended quotes. As far as possible, I draw from these few examples of each interview in the subsequent discussion for both CDA and Affective Practice analysis. Findings are summarised and illustrated by constructing CHAT units of activity at appropriate points in the discussion. Most importantly for the concluding discussion of the EP role in Chapter 7, the contradictions occurring within each activity system are clearly noted.

The Unit 2 interviews include:

- *Interview (1)* - Pathfinder local authority Implementation Manager (M) and Assistant Director of Children’s Services (A) [for part of the interview], and myself (P).
- *Interview (2)* - Non-Pathfinder local authority senior manager SEND Services (JO) and myself (P).

As in other interviews, I loosely used the interview schedules I had constructed based on Activity Theoretical concerns [Appendix A]. I opened each interview by explaining my

purpose in undertaking this Doctorate study, and invited the interviewees to tell me about how they were going about introducing and embedding the new legislation.

5.3.1 Analysis and discussion using critical discursive analysis

Critical discursive analysis of these two interviews begins by identifying the interpretive repertoires which pattern the interviewees' accounts of how they are developing and embedding the new Code of Practice 2015 in their respective local authorities. Despite their differences in location, resourcing, and status, I found a strong degree of overlap in terms of vision evidenced in the talk by all three interviewees. Drawing uniquely on the three criteria for relational philosophies of social justice (Christensen & Dorn, 1997), this analysis identifies each interviewee's emphasis on the need for wide-ranging systems change across their organisations. These senior managers are striving to establish co-configuring work teams (Engestrom, 2008; Nummijoki & Engestrom, 2010b) in order to embed the level of culture change that they understand could lead to better outcomes for SEND children and young people.

In addition, the analysis also focuses on what Edley and Wetherell (1999) refer to as "identity work" (p183) i.e. it pays attention to how each interviewee positions themselves as senior managers in relation to available interpretive repertoires of change. Thirdly, the analysis notes the patterns of talk of the ideological dilemmas that arise for the interviewees concerning the shift of power required to achieve transformational change and the challenges to their traditional roles.

- *First criteria for relational ideologies of social justice*

Interview (1): A and M

Across the first part of extract [1] taken from Interview (1) below are examples of talk patterns between A, M and myself concerning the active search for just sets of relationships with professional colleagues in the Pathfinder local authority i.e. illustrating the first criteria of relational ideology of social justice to achieve transformational change. It can be noted that A's style is much more urgent, prescriptive and fast paced, whereas M takes a steadier step-by-step approach.

The focus on radical culture change is forcefully illustrated by A in his first sentence when he unexpectedly volunteers to join the interview 20 minutes in:

Extract 1 (pp5-7):

A I think its culture change. And the biggest change is the group of staff which have had to make the biggest change I think are the assessment officers. The SEN officers. Going with the Code of Practice, the rules. The processes and all they do.

M And then sometimes we are stuck there. No matter what the legislation says.

A I expect it's national...

M It was, it was; certainly that was reflected across the region when you went to talk to them.

A We could not move them. There couldn't just be a pathway, it had to be a strategy.

M Yes, yes.

A What I would say is THAT ONE OR TWO PEOPLE HAD TO GO. They were ready to go, they were able to go, they just had to go a bit early. Despite everybody's best efforts, they weren't going to change.

P It has to be everybody's business doesn't it? It's a shift of power, it really is a shift of power about who says what whose view...

A and M Mmm...

A No names mentioned but someone said to me something about the new SEND bill, and "there's this fluffy stuff with parents"Na...Not going to change that person.

P (laughs) Long way to go when you don't realize the insight you are missing

M Mmm...

P Apart from all the social justice issues....

A But, on the other hand, probably again commonly, what I would also say, here in [Pathfinder LA], you absolutely had to rely on them – they work phenomenally hard and silly hours, a lot of stress and difficult cases ...

P Fronting the problems...

A But they are the very people, you've got to get them turned round.

M Part of their protection is the legislation, and they would say "this is as far as you can go because this is the Code of Practice". One of the ways in which they stay sane and safe. And opening it up in the way we are trying to do is potentially threatening. And scary...

M It is (.)

P It really is a shift of power. Who says what, and whose view and vision goes.

M and A Mmm.

M And that's been the central thrust of many of the presentations I've done recently. It started with 'this is not just tinkering with the paperwork'. We can do that, that's fairly straightforward. It's about how do we change the language we use, the way we think about it. Our whole approach. The culture change is the most important part to making this work.

A We made a big investment at the time, it was a bit of money but not much, It's not really the finance, it's the investment with time in working with mmm the

Parents' Forum, (.) although that is troubled in [Pathfinder LA], as it is everywhere, it very much depends upon which parents are running the Parents' Forum, which parents are in charge of it. But most recently we've got a very good set of parents.

P Mmm (.)

A They are bright, very committed, they are very challenging sometimes both as individual parents, though don't seem to be able to put that down, but they are still challenging as a group which you want. But they work well. They are good to work with. They feel like you've rinsed things through properly, you've got some validity about what you are doing. On the other hand they are also aware of the challenges for us. In turning something around, that is huge, that is making changes, but its good. We say in [Pathfinder LA] "we don't want parents who are a rottweiler, but we don't want a poodle either". Something just right, an appropriate challenge, where you can have a smile when you see them.

M Mmm (.)

P There's a partnership going on, you are all...

M ((animated)) THERE REALLY IS, because, you know...

P Very different agendas...

A ((animated)) Very different parents...But it's quite fragile, it really does depend on which group of parents...it only needs one set of parents who come in who want to be combative and difficult and unreasonable to put the skids under it....

P Unfortunately the prior process has encouraged people to feel it's not just a confrontational process, but that's their job is to confront otherwise they won't get there...

M Yes (.)

P Because they've come up with their children from birth taking on that role.

M Yes...

A It's about investing in that partnership, it sounds like a soft or marginal thing to do but actually it's been fundamental really. I've made that my own personal commitment, you know, when I got the job as assistant director, one of the things I absolutely decided to do was personally I would be alongside that parents' group.

P Fantastic.

A Yeah.

M Mmm

A ... There's some interesting learning out of the whole process. The culture is right at the heart of it – if you don't get that, you can really struggle, you would end up with paperwork...We did (.) I don't know (.) over a period (.) we did a big number on this, making sure we go to every scrutiny committee and talk to them, and the presentations to the Members' Seminar. Every now and then the Members have a seminar. So, nobody asks, so we said we will come and do one. So bit-by-bit the message is out there. The most senior officers in the Council, they hear this...but you leave your finger prints on things, you're making them...you're putting it right in front of them..

Putting the new Code of Practice 2015 into practice is non-negotiable and the bottom line for any professional is compliance with the new legislation. A and M both infer the need to co-work across different organisations and at all levels within their section of the local

authority to achieve radical culture change. This is onerous and complex work for both A and M and they must complete it within tight government timescales. Where they find or even just anticipate a lack of willing and cooperative engagement, their talk emphasises a top-down process to achieving change rather than seeking to construct the process of change together with others. For example, colleagues such as assessment officers must be receptive to being informed and taught by more expert others as “they are the very people, you've got to get them turned round”. In their view, “one or two people had to go” because they are considered unteachable. They have been removed from their jobs because A has had the power to do this as “sometimes we are stuck there. No matter what the legislation says”. Better professional co-working relationships both within the local authority and more widely across different disciplines are sought and valued, so long as they accept the Object of the work activity as defined by A and M.

Further on in the extract, this pattern of talk continues. A stops short of saying that he coerces professional colleagues to co-operate, but emphasises his aim is to inform people who are in key positions to make changes across organisational systems by putting the information right in front of them. In this way “you leave your fingerprints” and influence other people’s decisions and actions in the direction you want.

Some of these activities would appear to intend to work on moving from a Co-ordination level of interaction with colleagues (Engestrom et al., 1997) to a Co-operation level of interaction i.e. a move from each participant following their own script and receiving information without questioning or discussing it, to working together on a shared problem and trying to solve it in a way that is acceptable to the whole group. However, viewing this evidence on relationships with a CHAT lens emphasises limitations in their strategies to try to establish cultural change with professional colleagues. What is missing from A and M’s talk is more evidence that there is some construction of new thinking together. It is possible therefore that M and A may be perpetuating a level of compliance with professionals engaging with the new SEND policies and procedures rather than optimising opportunities for the culture change they advocate and are working so hard to put in place.

What is striking from A and M’s conversation with me are the different processes described in their patterns of talk between those concerning actively searching for just relationships with professional groups on the one hand above, compared with their patterns of talk of combined parent and professional groups. When their talk turns to working

together with parents, M and A not only comply with Code of Practice 2015 requirements as would be expected, but there is also a palpable sense of importance invested in these relationships that is beyond the more functional arrangements they describe with professional colleagues (see notation of raised voices and animated delivery). This can be identified in the further extract of talk from interview [1] below. It shows a pattern of talk that regards parents and professionals working together as more than “fluffy stuff” or “like a soft or marginal thing to do”:

Extract 2 (pp11-12)

A It's relatively comfortable sitting here in this room now in this kind of session now, but believe you me, the times over the last 2 or 3 years you would be sitting in a room thinking 'God, Jesus, this is impossible'. Feeling really worried...You still feel sometimes you are close to an edge on this, taking tremendous risks.

P Because of...how you were having to juggle children's lives?

A Ultimately, ultimately yes, where's the money coming from, where's the staffing coming from.

M Where's some of the understanding in some of our partner organisations.

A Are we taking people with us, are we going to get there in time mmm (.) the next call on my time is to be making cuts in various services not related to this and having to keep a focus on it, am I being fair to staff doing their current day job and then trying to turn it inside out. You lose sleep over it.

P Yes, Mmm Mmm.

A That's part of it that is part of it. When you lose sleep over it, not to be corny about it, but you think about parents who lose sleep every night because the kids can't or don't sleep, and I just think (.) It's also about not being focused on the big stuff, which you've got to be, but of course the biggest success...somebody [a parent] had the idea of 'shall we buy these Max cards' that gets free or reduced price entry..

M ...More than doubled their membership [Parent Forum], in just 2 months...

A We were so lucky, we were so lucky. It just fell in to our hands.

What marks the process of an active search for a more just professional/parent relationships out from previous descriptions of the professional relationships alone is that it goes beyond willingness to complete a legislative task together. The Green Paper recognised that too frequently the SEN system set up negative boundary encounters between parents and professionals. This encouraged parents (or at least those who were able to have a voice and have it heard) to be combative in trying to acquire resources for their own SEN child or young person when faced with professionals who are the gatekeepers of the limited resources available in their local authority. Implementation of the new SEND Code of Practice 2015 requires all families' voices to be held at the centre of person-centred

discussions. A has committed to engaging regularly with a representative group of parents to work together to achieve culture change across the Pathfinder local authority SEND systems. Boundary crossings such as the development of this working group enable participants to set up boundary zones thus creating a critical space that can enable different types of interaction and talk (e.g. Allen, 2010; Tuomi-Grohn & Engestrom, 2003).

Increasingly, this group is moving from the Co-ordination level of interaction to episodes at the Co-operation and Communication levels. A comments in the first extract that “They [parents] are good to work with. They feel like you've rinsed things through properly, you've got some validity about what you are doing.” It is also important to him that this is a reciprocal relationship as “we don't want parents who are a rottweiler, but we don't want a poodle either”. This pattern of talk indicates that, although A is still largely setting the parameters, a more collaborative and reflective discussion is occurring between professionals and parents in these group meetings. There is more attention to creating a genuinely shared Object between all participants that may lead to more creative decisions and actions being carried out. One example of this is in the second extract when A's realisation that not focusing only on the “big stuff” allowed him to understand the potential of the parents' suggestion of the introduction of the leisure cards for SEND families.

Although A regards this as a piece of luck that fell into their hands, it can also be understood as an outcome of all participants reconceptualising a part of the script that occurred during interaction at the Communication level. Drawing on CHAT, these examples of talk about parents and professionals working together conveys how complex it is to manage ‘disturbances’ and ‘ruptures’ positively within the boundary zone (Engestrom, 2008).

Although the professional group membership draws widely across different organisations and membership can change, it's more likely that there is some baseline of consistency in their thinking and approach as they have shared organisational rules and policies that influence their role, such as a shared professional ethical code. However, fewer assumptions can be made about a consistently shared Object in CHAT terms within the Parent Forum. A is also aware of the fragility of these developing relationships, both between parents and between professionals and parents. However, he recognises that this is an inevitable and vital part of the cultural change process when he says “In turning something around, that is huge, that is making changes, but it's good”.

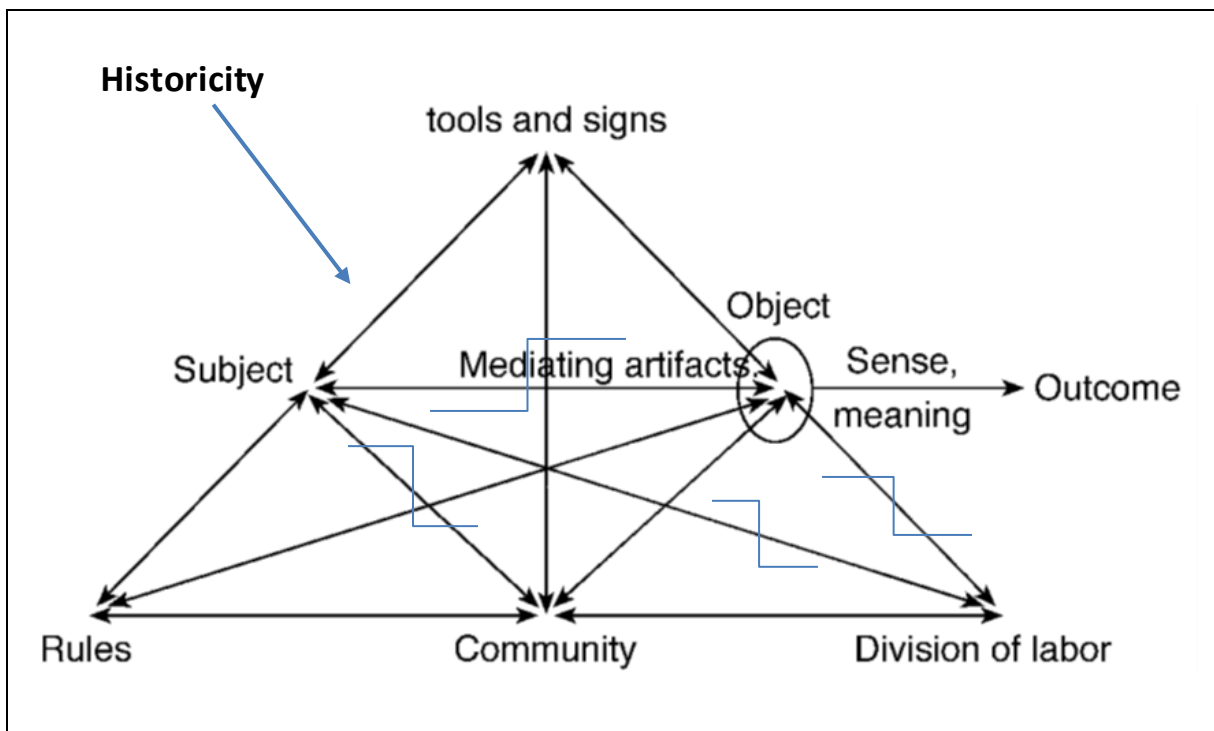
What is being discussed here is the necessary qualitative and quantitative shift in power underpinning these kind of more just relationships. As Christensen and Dorn (1997) suggest, at a wider level, relationships must be informed by an understanding and explicit acknowledgement of power differences that cause inequalities. Professionals can no longer dictate who participates in creating change or in determining the agenda. Parents alone elect their representatives, and their appraisal of the future lived experience for their own SEND children as well as the SEND systems will ultimately judge whether “this is better” even if “a lot of it sounds good” (interview 1, p10). In addition, parents working at an organisational level with professionals have a remit to represent the whole body of SEND parents fairly, and so should not use this forum as a means to seek best opportunities for their own child.

These talk patterns from the extracts above describe two ideological dilemmas for both A and M, although A struggles most obviously. Firstly, although they recognise that a relative power shift from professionals to parents, children and young people is at the heart of relationships that can lead to cultural change, at the same time losing power makes it harder for those with responsibility for cultural change to bring it about and embed it: “Are we taking people with us, are we going to get there in time? Mmm (.).” The Code of Practice 2015, time limits, and requirements imposed as a part of the Pathfinder role all restrict the kind of choices that participants have when working together at an organisational level. Ultimately, A has overall responsibility in his local authority to deliver the project on time, and so the more power he gives up the less control he may have over the process of change. A puts forward a fairly narrow definition of how the relationship can work in terms of a balance of power between what he calls parents providing “an appropriate challenge, where you can have a smile when you see them”, with a balance between parents’ compliance and full co-operation with A and M’s views.

A further pattern in A and M’s talk describes another ideological dilemma concerning power in relationships and how they position themselves. This time, A and M return a number of times to talk about power in terms of a traditional, ‘tough’ senior manager identity. Recalling extract 1, A (with M’s silent agreement) emphasises the need for toughness, such as to be able to take tough decisions when “they weren’t going to change” so “one or two people had to go”. After this initial ‘tough’ passage of talk, A takes stock quite rapidly to enable a complex softening and repositioning of his professional self. He

achieves this in a number of ways. Firstly, he alludes to being tough-but-reasonable since the problem with “getting stuck there” is likely to be “national” and therefore an inevitable outcome of legislation change and nobody’s fault for having caused it. He then goes on to position himself as tough-but-fair as “despite everybody’s best efforts, they weren’t going to change”. He had removed them from their posts only after support had been given. Thirdly, A attempts a tough-but-kind position he says these SEN officers “were ready to go, they were able to go, they just had to go a bit early”. Having failed to respond to the need for change, A intimates that he had taken a somewhat kind decision that probably suited the SEN officers themselves quite well even if it wasn’t their own decision. A and M together wind up this segment of talk with a concluding repositioning of their tough-but-reasonable selves to tough-but-empathetic that employees that need to change or leave should be regarded as victims of a legislative process that is “potentially threatening” or even “scary”. Therefore, having started confidently with tough talk of themselves, A and M now position themselves through a rhetorical process, and perhaps have a wish for me as well as themselves to see the ‘real’ them, in a more rounded and less harsh light. Further on in the conversation, in extract 2, A makes transparent his emotional vulnerability as an outcome of his senior management role working to create radical culture change, of how it can “feel sometimes you are close to an edge on this, taking tremendous risks”. It is interesting to note Edley (2001)’s findings on men talking about masculinity and identity here. A and M’s comments could be taken as challenging the dominance of the traditional senior manager identity and being able to reposition themselves as just as skilled and effective despite becoming less powerful and more emotionally honest within these kind of just relationships. Alternatively, they could be regarded as describing, even celebrating, their toughness and buying back into the confidence, strength, and dominance of the traditional senior manager role. They could be defining toughness in terms of their success so far despite needing to engage in potentially demeaning fluffy and marginal stuff to achieve this. In this case, A and M’s talk might be indicating that by relinquishing a degree of power overall their identity as tough and powerful is enhanced.

A second-generation CHAT unit of activity illustrates the unit of activity of interview 1 for this first criteria for relational ideologies of social justice:



CHAT CRITERIA	DEVELOPING THE EHC PLAN PLANNING PROCESS ACTIVITY WITH ALL PARTICIPANTS IN TERMS OF FIRST CRITERIA OF RELATIONAL IDEOLOGY OF SOCIAL JUSTICE FOR INTERVIEW 1
SUBJECT	Pathfinder LA senior managers and LA and NHS professional colleagues; Parents' Forum.
OBJECT	To develop understanding and practice so as to embed SEND Code of Practice (2015), with a specific focus on the EHC Plan process.
MEDIATING ARTIFACTS	SEND Code of Practice 2015; Pathfinder research outcomes; Subjects' ideological beliefs; interview discussion; person-centred theory; wider local authority and government ideology; professional ethical codes.
RULES	SEND Code of Practice 2015; National Pathfinder timetable; Code of Practice 2015 time constraints; LA SEND teams' capacity; government legislation and policy e.g. Children Act (2015), Equalities legislation; wider current government LA and NHS legislation, policies and procedures; professional ethical codes.
COMMUNITY	SEND children and young people resident in LA; parents of SEND children and young people resident in LA; wider family and community members; parent forums; voluntary organisations; LA officers; LA support services; NHS support services; LA elected councillors; educational nurseries, schools and colleges.
DIVISION OF LABOUR	Role demarcation; task allocation; available budget.
OUTCOME	To promote every SEND child's and young person's best outcomes as they grow up into adulthood.
HISTORICITY	Prior experience of working to promote best outcomes for SEND children and young people; lack of experience of fully engaging with children, young people and their parents; working within government and local authority changes of policy and practice; reducing LA and

	NHS budgets; feedback of families' lived experience of SEND policy and practice
CONTRADICTIONS	SUBJECT/OBJECT/MEDIATING ARTIFACTS/DIVISION OF LABOUR: lack of collaborative working between professionals due to managers' top-down approach limits construction of shared Object; SUBJECT/OBJECT: Senior LA managers continue to dominate the parameters of the discussion; SUBJECT/COMMUNITY: Lack of full representation of SEND parents from across the LA and wide range of SEND issues on the Parents' Forum.

Figure 7: Second generation CHAT activity system of Unit 2 interview 1 analysis (first criteria)

Interview (2): JO

The first criteria for relational social justice concerning the need for just relationships is at the forefront for JO, through his talk of how change should come about and how he is putting it into practice. His view is that this needs to happen both at an individual level with a concern for example with emotional links and social skills, as well as at a wider level where relationships must be informed by an understanding and explicit acknowledgement of power differences that cause inequalities. A clear pattern of talk is present in extract (1):

Extract 1 (pp2-4):

JO Chipping away, chipping away...I think the thing for me is that it [EHC planning] has come at the same time when the word inclusion doesn't get mentioned anywhere. And that's a tension around...and I'm still here to have conversations about saying to Heads [head teachers]: "it's a child's right to be included"And the OFSTED framework has changed as well and floor targets have changed. So it's getting it right, the balance right, being very inclusive and what that means for your staff. And for all your community – not just your SEND children and young people...So it's really...it's a real tension I think at the same time for me. I'm a little disappointed that inclusion isn't mentioned anywhere, and it's kind of implicit in other legislation but it isn't at the fore of this one.

PK How interesting. That's a really interesting point.

JO And I do think, having been around for a long time (laughs), I kind of...you don't lose points of the other bits. So people will keep saying: "Well this is new". Well no it's not, it's been around for a long time and we should always have been working this way. But certainly the families that we've worked with, in this last year, forgetting about time scales and what it's meant workwise for individuals but the plans that are starting to come out and the parents have felt different and they are telling us that it's different. So, for me, it doesn't matter what it's taken to get there it's worth it... our parents have been involved with pilots so they have helped us develop pathways, what the plans look like, and they genuinely feel that it's been co-produced. And it has. And

if we do any changes we've got a number of working groups that are looking at it – what the paperwork looks like, what a SEN Support Plan might look like. Parents are there, an integral part right from the beginning.

PK How did you pick it up, because the development of it started some years back didn't it with 20 Pathfinder LAs, didn't it...they had done a certain amount and then handed it over...

JO Well, we picked it up earlier...so when I was at [LA] prior to here we were always partners in a regional group... so we were always engaged in the Pathfinder work but I suppose here, what I did think was we're not going to wait for their outcomes, why don't we try a few pilots...And we are obviously at the first stage here where we are nearly at the end of the first year so I'm going back now doing a few sessions of 'how was it for you?'. Sometimes now you think: "Why did we agree to do that? Why did we ever think that would work?" ((laughter)). What's great is that we have those discussions with the parents, and I have to say that they are brilliant. They go to all the regional and national networks. They bring all this information back. They are very honest if they think that: "We haven't done that John" or "what's happened?" They are very integral in the work we do.

PK Fantastic. I don't think every authority has been able to do that.

JO But I have to say they came to the table. They come very willingly. Err They are very open, they are very honest...And parents have been brilliant and said: "Look no problem, we understand". We'll re-evaluate, we'll re-adjust, we'll do things, and they've supported us. So some of that works. So some real things where they've been integral to what we've done, they have also shaped what we do. One of the roles that we have, called 'assessment coordinators' who actually kind of co-ordinate the plan but the link isn't there with the family to support the person centred review meetings etc. And one of the most powerful things I've heard was when we went to a regional event some of our parents came along and said: "We've got those posts as part of the pathway, that's what we said we wanted, we're having those, they are our posts". And I thought that was brilliant because actually it was exactly what we needed, and without having their input we might not have got that...Because you know I've got my ideas, but we need to work together to say: "What is really going to work here, what's right for our families in [LA]?". As part of the Pathfinder events...there were a number of workshops ran around local offer, personalization, commissioning, EHCs, and we again invested quite heavily here and I attended nearly every one of those, and parents attended every one. So they came along as officers to represent [LA], and they brought the information back to look at our work. And they were some of the only parents in the region who did that.

...

It's difficult because within the organisation we are going through re-structure after re-structure. But if you kind of forget about that and just kind of concentrate about what we need to do. So I always think about it as kind of a couple of churning wheels. Our bits that we have to do (a) because it's the law, and (b) because it's the right thing to do and we've been trying to do it certainly since I've been involved in special needs. And above it you've got the big government cog that's driving reforms, but also is driving what a LA looks like. But also sometimes the two don't seem to meet, but you've got to try and make it work somehow for better outcomes.

JO, unlike A and M, works to establish and maintain just relationships with all potential participants relevant to the situation at every level of the system. For example, with reference to professionals, his talk describes a process of exchange “because what you could bring back were new ideas or people had a sense of sharing – oh if you do that we’ll do that”. JO understands relationship-building to be slow and dogged. It has to be a transparent process, where how you work together is constructed through an iterative process as well as what decisions you come to. He aims, in CHAT terms, for all participants to agree a shared Object for their work activity.

In order to develop the systems in his local authority that put in place the new SEND Code of Practice, JO could be described as working with both parents and colleagues largely at the second level of Engestrom et al. (1997)’s level of interaction and communication i.e. at the Co-operation level. He describes a process that goes beyond participants receiving and working with information without questioning or discussing it. He also describes reflective behaviours of both perspective-making and perspective-taking which are necessary for border crossing (Akkerman & Bakker, 2011). The extract shows that JO recognises that individual social skills such as openness, honesty, sharing and co-operation are needed to try to overcome issues of power and lack of voice so that participants “genuinely feel things have been co-produced”. These types of behaviours are also necessary for the development of relational agency which can enable working more expansively. In addition, they support the development of common knowledge held between all group members working together, alongside other criteria that can be identified, such as clarifying the purpose of the work and being open to alternatives and creating and developing better tools for collaboration (Edwards, 2011). Further examples of this pattern of process talk of the development of common knowledge (Carlisle, 2004) are given by JO when he discusses the need to shift the responsibility for embedding the Code of Practice 2015 from himself to all participants. To do this, JO actively empowers people to develop their own agency in this process. He passes on information, by drawing on people’s existing expertise, and also by giving permission for people to act differently so as to take the lead. For example, the extract above shows how he enables parents to step into the shoes of local authority officers and to claim the agency to work so as to achieve change in the most effective ways possible. These examples of talk illustrate other specific criteria of common knowledge of rule-bending and risk-taking, and also of aiming to create and develop better tools to enable collaboration.

JO also works in this way with local authority SEND officers [SARS team] as shown by his talk in this second extract:

Extract (2) pp11-13:

JO The good thing around SEND I think...I don't think it matters which government we got in this kind of direction, the way that we are going, it wouldn't have differed,. Because actually it's come from the right thing to do. It's come from a level of support for change from parents...So I personally think it doesn't matter which government would have got in. I think the difference is that a LA under a different government we mightn't have had redundancies and numbers of changes, so....I do feel this government are asking what it feels like on the ground... So for me there are some key things the government really needs to be realistic about actually, and they won't want it to fail. Why would they? It's a massive change. It could be a massive success indicator for them, and have a whole lot of parental and voter support for something they've achieved, which is some that is actually good.

...

My staff laugh at me because I've invested a lot of time in trying to support the staff. Because my job is more than a statutory assessment and review service...I manage all the outreach service to SEND teams that have service level agreements, all the ARPS, do all that, block funding, all the schools, manage the teacher for transient children. And the SARS team. So it's one part of a bigger task but it does take a lot of time.

PK Does that give you a positive in the sense that is actually you've got a wider population of people that you are communicating with to pass these messages through.

JO ...It's got to be a knowledge base sometimes, but sometimes you're spinning plates ...But I've invested with the SARS team itself I do a weekly group supervision. Because I started off trying to do some casework supervision with staff but people were asking the same questions. So I said right, why don't we do a group supervision. So every Wednesday morning. But we've invested quite heavily in doing that to try to make sure that people have the depth of knowledge not just because I'm saying it. But it gives people a safe environment where they can come. But what they always ask about I always say: "Right this has got to be solution focused", and they always go oooof![Laughs]. They're rolling their eyes...but I genuinely believe that some of the answers have got to be in the room. Even if we are saying we don't think we can do that in the time frame, we are not saying no to things, we are saying this is where we are. It's not a no. And I think that's all we can do. And I think that sometimes I do think: "Have I got that wrong completely?". [Laughs]. But it is about trying to think well, OK...Because it isn't good enough to say: "Well that's rubbish it doesn't work. I might think that but it's to say well what can we do then. So I can go somebody with an evidence base to say: "Yeah well we're not good on that but we are doing this about it". And that for me has got to be the way forward.

...

Overall what I would say is that my experience always has been very few people are involved in the world of SEN unless they are 'committed' [laughs] in all sorts of ways. And when you talk to individuals they are very committed to doing the right thing. There are easier jobs to do aren't there in a school...

JO's talk here shows a similar pattern of empowerment and co-construction of ideas concerning how he engages with parents i.e. by trying "to make sure that people have the depth of knowledge not just because I'm saying it", and genuinely believing "that some of the answers have got to be in the room" during peer supervision sessions. However, it can also be seen from this extract that there are limitations to his approach. For example, there is not sufficient evidence in JO's responses to suggest that participants working in teams including parents and/or professionals are also working together at the Communication level of Engestrom et al. (1997)'s rating for interaction and communication. Although they share information and listen and respond to each other, JO's talk does not appear to describe or question other participants' different worlds - their thoughts, ideas, meanings, assumptions, histories – in order to understand each other more fully. This could miss opportunities to throw up contradictions which can be further discussed by the group enabling expansive learning and transformation.

For JO there is no strong ideological dilemma around power sharing and challenge to identity as the other senior managers expressed in their talk. Unlike A's (and to an extent M's), talk in extracts above, JO positions himself as a quieter and more gentle senior manager, stoically "chipping away, chipping away" at the old order believing that it will be replaced slowly but surely though one person modelling it to another. Although certain that he is doing the right thing, he doesn't need to have certainty about knowing the route to achieving his aims – he's a facilitator of a process that moves forward uncertainly through encouraging co-operation, empowering others, allowing for trial and error, and maintaining a sharp awareness of the context within which he is working: "Personally the only way I can sleep reasonably well at night is to think that we've got a plan and a structure might not be great...Because it isn't good enough to say: 'Well that's rubbish it doesn't work'". With reference to Daniels et al. (2007)'s model, JO's approach, by taking a long term view, resonates also with the need for learning both for and in multi-agency working and that this is most likely to take place "over possibly discontinuous periods of time occurring in and between multiple, tightly- or loosely-connected activity systems" (p529).

Also, unlike M and A, he takes a 'no blame' approach to anyone who fails to modernise their thinking and practice, and views everyone as having the potential for change. He says for example that "very few people are involved in the world of SEN unless they are 'committed' ((laughs)) in all sorts of ways...There are easier jobs to do aren't there

in a school“. He maintains overall responsibility himself for achieving this by keeping chipping away: “we are not saying no to things, we are saying this is where we are. It’s not a no. And I think that’s all we can do”, and “yeah well were not good on that but we are doing this about it”.

This discussion can be represented by the following second-generation CHAT unit of activity:

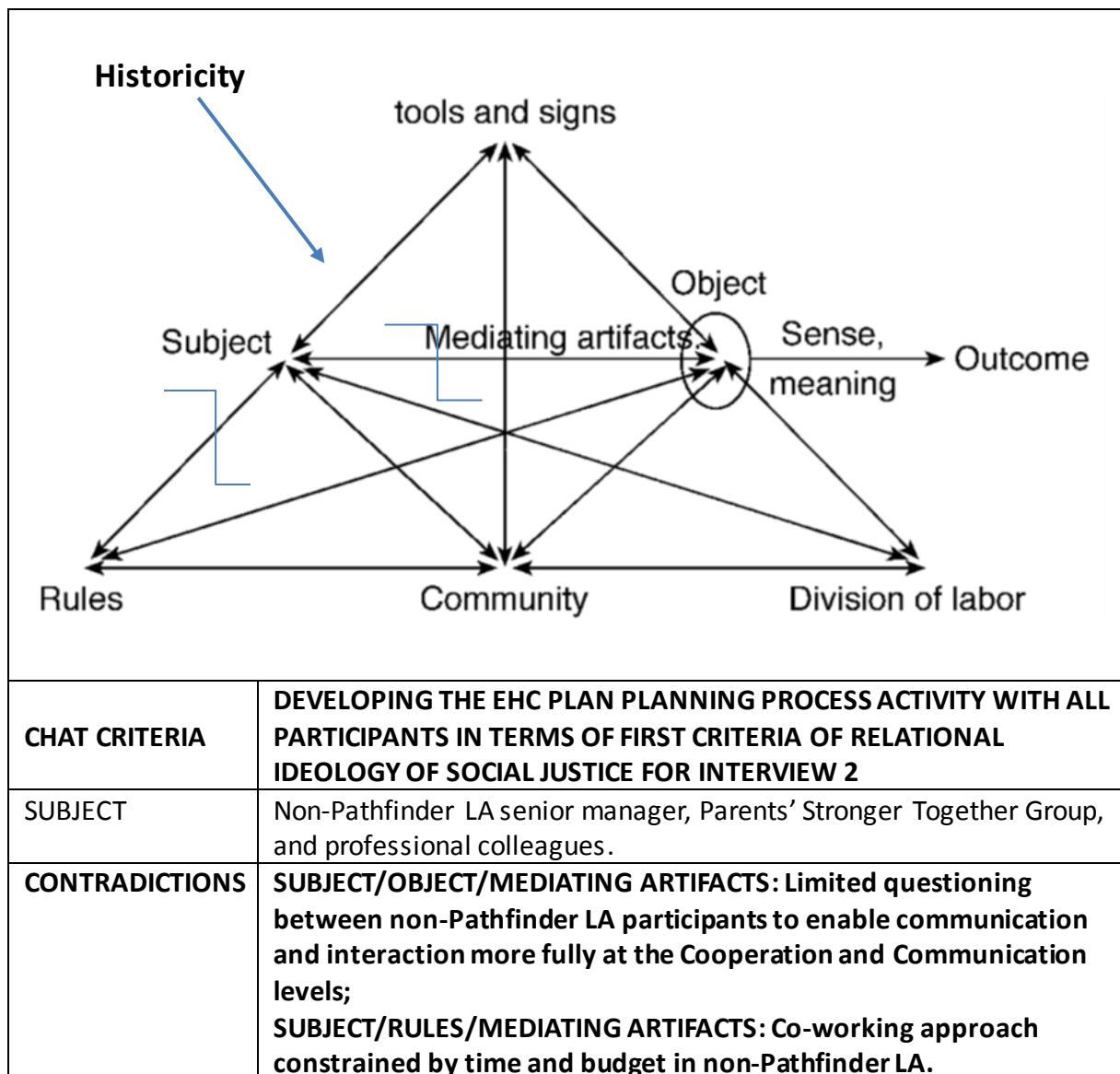


Figure 8: Second generation CHAT unit of activity for Unit 2 interview 2 analysis (first criteria) (see Figure 7 above for full labelling of activity unit).

- *Second criteria for relational ideologies for social justice*

Analysis of the two interviews also shows patterns of talk in terms of Christensen and Dorn (1997)’s second criteria i.e. that there is a need for a focus on structure. Structures are

required so as to shape relationships through drawing on family rules, laws, and wider current social discourses. These sources should be transparent and made explicit (Christensen & Dorn, 1997).

Interview (1): A and M

There is a clear pattern talk across interview (1) of A and M drawing on ideas of individual human rights to structure their vision for radical culture change in order to effectively promote SEND children's and young people's outcomes in adulthood. For example, M opens the interview by stating that "One mother had come up with a list of 70 people she had already spoken to and her child was only 31/2 and how many times she had to explain the same story to them:

Extract 3 (p2)

M This can't be right.

...

And the Mum said 'You probably think I'm silly but what I want is that by the time he's in his mid-20s I want him to live independently by himself'. Which is a perfectly reasonable thing to want, we all want, whether they have disabilities or not, we all like to think that they are going to move off and become a little more independent ((laughter)).

M is promoting the idea of the universal right to having a voice and choice. It's also another example, as shown in the extract 1 discussion above, of both M and A expecting other professionals unconditionally to hold the same belief as they do of the right of SEND children and young people to equality of opportunity.

M and A could be viewed as drawing on liberal individualistic philosophies of social justice (Rawls, 1971) to inform the structuring of their pathway to achieve transforming culture change. A number of criticisms were noted in Chapter 2 concerning drawing on liberal individualistic ideologies of social justice. For example, Burton and Kagan (2006) argue this creates a dominating influence that can prioritise market forces that supports an unequal bias towards more resourced families, and encourages "an uneasy amalgam of unvoiced neoliberal assumptions and a romanticism about learning-disabled people" (p304). Similarly, James and James (2004) criticise its influence for perpetuating the belief that SEND children are inherently needy, and that the 'problem' lies within-child. However, I suggest that A and M draw on this type of ideology as part of structuring a much wider, and multi-levelled culture change approach to develop improved SEND systems and practice for children and young people. This is in line with Christensen and Dorn (1997)'s proposal that

drawing on relational ideologies of social justice can overcome the limitations and disadvantages of individualistic ideologies by enabling a better understanding of how social change may be explained and how it can be put into practice: “The creation of individual rights is an ingenious way of formalising a general prescription for relationships: that we are all equal, and that we all have some voice and protection of self that the majority cannot trample” (p194). Another example of the benefit of this type of approach is given by M when he notes a particular ongoing problem with local authority officers appropriately recording EHC planning outcomes (p15). His talk recognises the limitations of participants continuing to draw on an individualistic liberal ideological view of social justice without setting the child or young person’s views in the wider picture of their lives. Working with outcomes requires participants to draw on the relational repertoire of social justice structured, for example, by equalities, choice, and voice. Without this it may be difficult to move beyond compliance and to fail to achieve real change.

It is interesting to note that there is no talk that draws on individualistic meritocratic philosophy at any point in terms of structuring radical culture change. This could be viewed as surprising as A, M and JO all work within a context which is increasingly concerned with a competitive market place. All schools, particularly free schools and academies, are now given their own budgets to buy in or commission resources such as EP services either from local authorities or elsewhere. Apart from one brief reference by A, there is no specific discussion of the personal budgets paid directly to families when talking about building co-working relationships with parents. These budgets enable families to commission the resources that they choose. There is also no discussion that references wider discourses concerning austerity that give rise to government decisions to put significant and ongoing reductions in local authority budgets in place (Gentleman, 2016). Possibly these omissions signal Christensen and Dorn (1997)’s view that putting relational ideology into practice encourages collaborative discussion and decisions focusing on children’s and young people’s outcomes rather than how the budget is divided.

In summary the CHAT activity system for this section can be illustrated as follows:

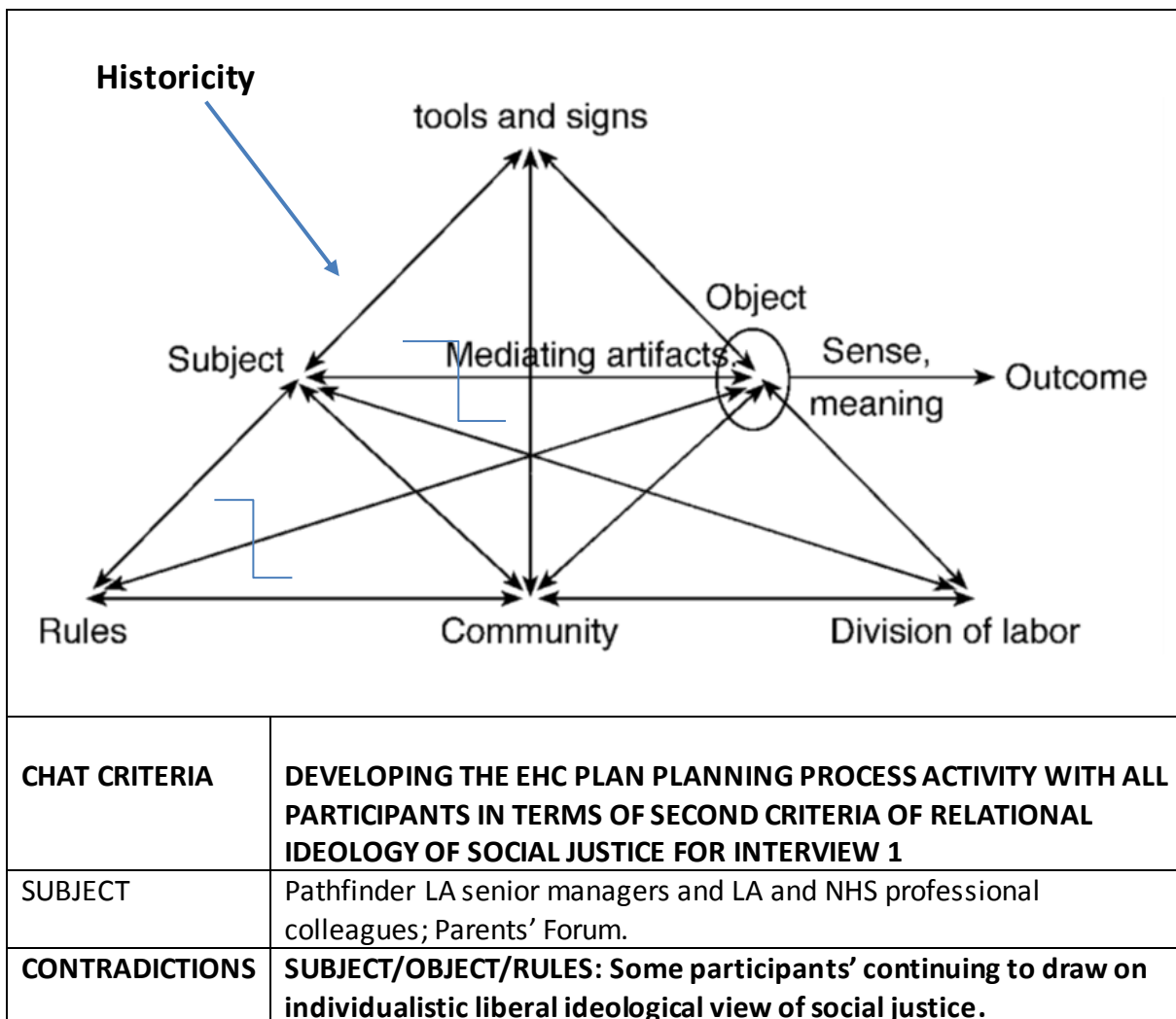


Figure 9: Second generation CHAT activity system of Unit 2 interview 1 analysis (second criteria) (SEE Figure 7 above for full labelling of activity system).

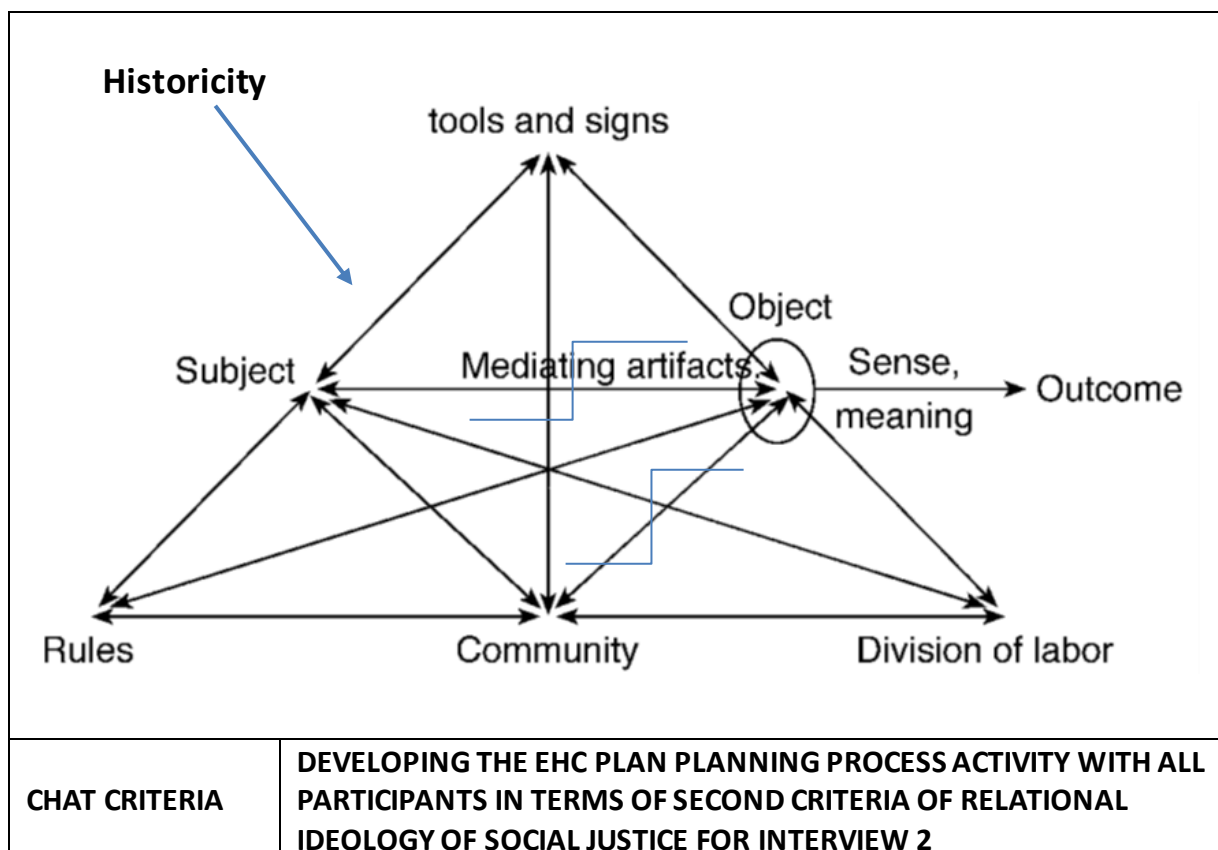
Interview 2 (JO)

Extract (1) of Interview 2 above shows that JO is keenly aware of the importance of structure in achieving cultural change. Closer analysis shows an example of a pattern of talk of the usefulness of structure of human rights to helping him in his long term pursuit of transformational change for SEND children and young people.

JO also frames the SEND change process with human rights legislation – expressing his certainty of the right of each child to be included and educated within their own community. This certainty structures his thinking and so is important also because it supports his confidence to motivate others: “But I kind of at the back of my mind I keep thinking I’m doing the right thing. And you might think you take two steps forward and five back, but you just keep going. Because we are going in the right direction” (p3). JO is

concerned with “getting it right, the balance right, being very inclusive and what that means for your staff. And for all your community – not just your SEND children and young people”. He is mindful of the complex reciprocal arrangements needed between both individual and wider community rights and which is at the heart of relational ideologies of social justice.

Slightly later in extract (1), JO makes reference to a different kind of structure that shapes his work to achieve radical culture change. There are patterns of talk that describe the need to manage the divergent organisational structures in his workplace so as to protect the direction of change as he sees it from the many other discourses, demands and parallel changes occurring within his local authority. He uses the metaphor of “a couple of churning wheels” to describe the intricate balance between doing something “(a) because it’s the law, and (b) because it’s the right thing to do”. This pattern of talk is woven across the whole interview. An example of this appears in extract (2). He explains his view that structure is what protects the change process and enables practitioners to persist with seeking to embed it. If actions come “from the right thing to do” this overrides influences from changing discourses. Although government changes might alter the resources available to proceed with the change process, they don’t need to divert the aspiration for radical change.



SUBJECT	Non-Pathfinder LA senior manager, Parents' Stronger Together Group, and professional colleagues.
CONTRADICTIONS	COMMUNITY/MEDIATING ARTIFACTS/OBJECT: Structuring EHC planning development drawing on human rights legislation can be threatened by wider organisational structures.

Figure 10: Second generation CHAT unit of activity for Unit 2 interview 2 analysis (second criteria) (See Figure 7 above for full labelling of activity unit).

- *Third criteria of relational ideologies of social justice*

This third criteria focuses on the fluidity of justice – the need to disrupt a sense of inevitability about a specific set of structures and promote change as always possible. This third criteria in terms of seeking radical culture change is the main purpose of the talk throughout both interviews. None of the interviewees doubt their agency to seek change. The idea of fluidity is in tune with CHAT and the capacity of the Object of the activity for ongoing change and development through discussion and the questioning of any emerging contradictions in different participant views (Engestrom, 1987).

Interview 1 (A and M)

Because seeking radical culture change is complex, it might be expected that A and M would oscillate between different interpretive repertoires informed by competing current ideologies just as the Green Paper was shown to do in Unit 1 of this analysis. However, ultimately as this section has described A and M both draw on the same interpretive repertoire of social justice as relational. This set of beliefs are also in line with their professional ethics and that of their local authority vision statement. This consistency is shown by a pattern of talk that includes a belief in the fluidity of social justice so as to go beyond compliance with new procedures. For example, as A says in extract 1: “There couldn’t just be a pathway, it had to be a strategy”. Achieving their goal is hard, as A describes when he talks about feeling on the edge and that “God, Jesus, this is impossible...”. Perhaps in practice, only one ideological approach can be tolerated if the job is to get done. Managing the possible ‘messiness’ and confusion of contradictions and dilemmas generated from wider discourses necessarily may therefore become omitted in their professional work so as to lessen the complexity of the process.

Interview 2 (JO)

Understanding what better and more effective alternatives might be, and putting them into practice, is more strongly emphasised in Interview 2. There is an ongoing pattern in JO’s

talk that describes how he prioritises the kind of reflective search that Devlin (2012) and Allen (2010) advocate so as to work out “what’s really going to work here?” (extract 2 above). He is prepared to re-evaluate and to re-adjust current agreements in the light of participants’ lived experience of new policies and practice, dismissing the idea that he has the complete answer despite his experience or that there is any blue print to draw on if real change is going to become embedded.

JO’s talk positions him as a strategic manager with a key role in sustaining the idea that change is possible right through this complex process. Firstly, he describes himself as a ‘corporate’ person as he is a local authority employee: “I just think well that’s what I have to do, that’s corporate. And I’m a corporate person because I work for an organisation. We need to look different, we need to be different, but the work I have to do within that has to look that way” (p4). He is realistic about embedding new thinking and practice within a much larger and not necessarily supportive or conducive context. This pattern continues across the interview. For example, sustaining faith and energy in the search to find out what works when he is not seeing positive results or responses also requires personal strategic thinking: “But I think, well, you know, just keeping that momentum going is important because sometimes you think everybody is on the same page as you and actually you think no you’re on a different book never mind the same page, (.) you know” (p9). He holds on to a belief that *all* participants, from individuals to government departments, are ultimately willing to draw on the possibility of change so as realise better outcomes for SEND children and young people despite a lack of evidence at times.

The CHAT unit of activity can be combined for this third criteria as no dilemmas or contradictions have been identified:

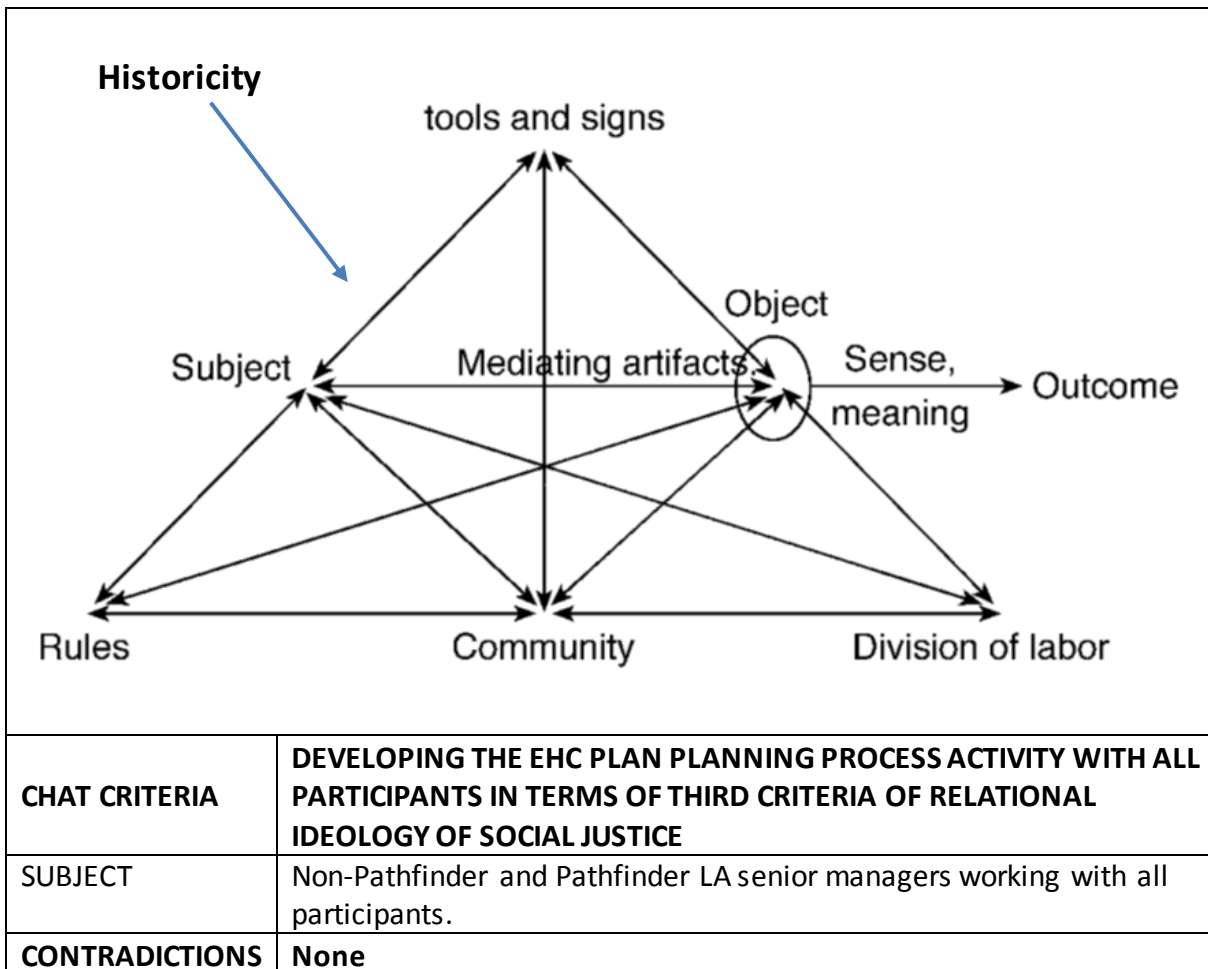


Figure 11: Second generation CHAT activity system of Unit 2 interview 1 and 2 analyses (third criteria) (see Figure 7 above for full labelling of a activity unit).

5.3.2 Affective practice

All three interviewees – most openly A - talk *about* their emotional states in response to seeking radical culture change. However, closer affective practice analysis shows patterns of talk of working to achieve culture change as emotionally charged and a deeply felt experience for each of the interviewees. As Roth (2007a) argues, in CHAT terms the activity of working to achieve culture change can then be understood to be informed and influenced not only by material actions, such as adherence to the Code of practice (2015) and guidance from the Department of Education, but also at a conscious level of action which includes interviewees’ emotion.

Analysis of the data from the two interviews emphasises two principle patterns of talk of affective practice. These inform interviewees’ experience of developing and

embedding radical culture change, although there is some degree of overlap between the two:

- *Affective practice of 'keeping on track'*

M talks much of time when A is not present in Interview 1 about the small detailed steps he has put in place, or plans to put in place, to achieve change. For example, in one section (p4), he describes the numerous professional personnel he needs to engage with. In one sense, I don't need this level of detail to help me understand the process overall. And because I don't have insider knowledge of his specific local authority, it mostly doesn't make sense to me. It would be easy to discard parts of M's responses as tedious, long winded, or even irrelevant. However, with more focused attention on affective practice, I came to understand these lists of details as an expression of M's emotional state – his doggedness and steely determination in driving forward the often complex work to achieve radical cultural change without being blown off course. These lists establish a rhythm playing across parts of the interview. It was as if he was carefully and steadily laying solid foundations and building sustainable structures brick by brick, not only by recounting detail but logging frequent checks to reassure himself that progress was actually being achieved.

A is much more openly eloquent about how he feels about what it takes to promote radical culture change, for example in extract 2 from Interview 1 above when he recounts sitting in a room numbers of times thinking "'God, Jesus, this is impossible'. Feeling really worried". However, this deeply felt experience is communicated still more richly by analysis of his affective practice of 'keeping on track' than just by listening to the emotional experience he describes. The experience is communicated more impressively by the theatrical way he speaks. Again, in contrast to M, when he speaks about the 'tough' decisions he has to take, such as in making staff redundant or limiting funding in other areas so as to finance SEND changes, he speaks more forcibly when talking on these issues and also uses more emphatic vocabulary. "Absolutely", "phenomenally" and "just couldn't be" are just a few examples. He also talks decisively in short phrases or sentences with fairly minimal argument of his case. For example in extract 1 above: "What I would say is THAT ONE OR TWO PEOPLE HAD TO GO. They were ready to go, they were able to go, they just had to go a bit early".

Another similar example is given by A's construction of being 'tough' (also extract 1, p4 above). He develops a pattern of talk which helps him make sense of and justify the difficult

actions he has to take such as make colleagues redundant or treat some colleagues more fairly than others. Strategically it may be justifiable, but, by doing what it takes to keep on track so as to achieve the right thing to seek better outcomes for SEND children and young people through radical culture change, this sets up a troubling conflict with him also wanting to do the right thing as an employer. This barking type of talk given at gun-shot pace gives an immediate impression to the listener that what he is doing is 'obviously correct' which makes it difficult to challenge before he has already moved on. These comments communicate affective practice patterns where mixed responses to this work context such as excitement, pride, determination and discomfort may become tangled up with other influential artifacts to impact on his meaning-making and the decisions he makes to help him keep on track.

Analysis of JO's talk shows how he rather modestly acknowledges how he feels about his own role in embedding radical culture change. For example, he says that he was "a little disappointed" in Interview 2 (extract 1, p2) that inclusive practice was not mentioned in the new legislation, despite having previously identified inclusion as a deeply held principle that drives his professional approach. However, in terms of affective practice, there is some evidence that his talk displays this pattern of diffusing a potentially strongly felt issue with a low key or even dismissive comment to aid his 'keeping on track'. For example: "And they were talking about the change and they talked about this area. And that the outcomes are those about moving to adulthood hadn't been good. I did say it's difficult to hear that isn't it. Because nobody comes to work to do a bad job" (p9). Once again, this pattern is illustrated when talking about working for a corporate organisation, he alludes to his role being difficult but then assures me that he really does not dwell on it by giving it headspace. Like both M and A, JO has also developed strategies to help himself to 'keep on track'. In order to shut out the noise of all the other influences and demands that might take him off track, JO appears to have separated different actions. There are preferred actions that enable "going in the right direction" that perhaps reflect a more fulfilled, pleased or excited emotional state, unlike those actions like corporate requirements that "we have to do" which may be engender a more uncomfortable or disagreeable state. The usefulness of this approach in such a demanding role can perhaps be explained by the work of Roth (2007a) and Holzkamp (2013) who propose that emotional tone can increase or impede agency. By consciously putting these separation strategies in place, JO is responding to the benefits that

a more positive emotional state gives him. In this case, it gives him a sense of increasingly gaining some control over going in the right direction rather than putting energy into actions that he does not expect to gain control of. As Holzkamp (2013) suggests, this is important for achieving satisfaction. Wetherell (2012) described some affective practice patterning itself as regularised habitual routines. All three interviewees' engage in repetitive activity where the Object is to embed culture change to achieve better outcomes for SEND children and young people. This could be described as an example of the kind of strategies they have needed to construct in order to sustain the complexity and high level of responsibility they carry as senior local authority managers. As Roth (2009) suggests, this evidence of affective practice needs to be recorded within the CHAT unit for this activity as an additional mediated artifact that influences the construction of their thinking and decision-making and coping with contradictions that arise during the activity.

- *Affective practice of 'coping with vulnerability'*

The second principle area of affective practice I can note right across this unit is how the interviewees are doing 'coping with vulnerability'. True to Wetherell (2013)'s description of affective practice as residing as part of a synthetic process of analysis with discourse analysis, 'coping with vulnerability' could be described as enmeshed within A and M's discussions above concerning their conflict with subject positions. This area overlaps somewhat with the first area of affective practice of 'keeping on track', but with continued re-reading of the transcript this further pattern of talk can also be noted. M has a more functional and less exposed role than A. However, I would say the previous examples given about him maintaining a steady, dogged approach also largely describe his doing 'coping with vulnerability' – he anchors himself with his steady step-by-step pace. Alongside this, however, at several points he repeats in detail descriptions of when he has told other participants that "It's something you absolutely have to be doing" (p9), or that "this can't be right" (p2), or "I guess, I suppose I am ever optimistic about this because I can't see why other people wouldn't [be]" (p19). Checking back with his moral code appears to give him reassurance.

A can most easily be noted as doing 'coping with vulnerability' when he has less authority and power to carry out his role. He understands that parents need to be held at the centre of this change process and that he needs to proceed at their pace, but that he can't dictate which parents volunteer to participate or what decisions they make. He

conveys a tangible sense of relief when some difficult issues were resolved: “We were so lucky, we were so lucky. It just fell in to our hands” (p12). Referring to another occasion he summed up it up by saying “we were very lucky...Such things just fall in to your lap” (p11). Reduced power through the need to co-work is a fairly novel experience for A, and he has limited strategies to call on. It is possible that his open appreciation of luck communicates his vulnerability in these contexts. Further “noticings of affectivity” (McAvoy, 2015, p.13) of coping with vulnerability are part of A’s talk of how he recognises the process of establishing collaborative relationships with parents as fragile. He talks in extract 1 of broadening his net to find new strategies even when this might conflict with how he is perceived within his local authority role. He has a lot personally invested in succeeding, and he goes on to commit even more of his own already tight schedule to work on this project or “The work wouldn’t get done otherwise” (p8).

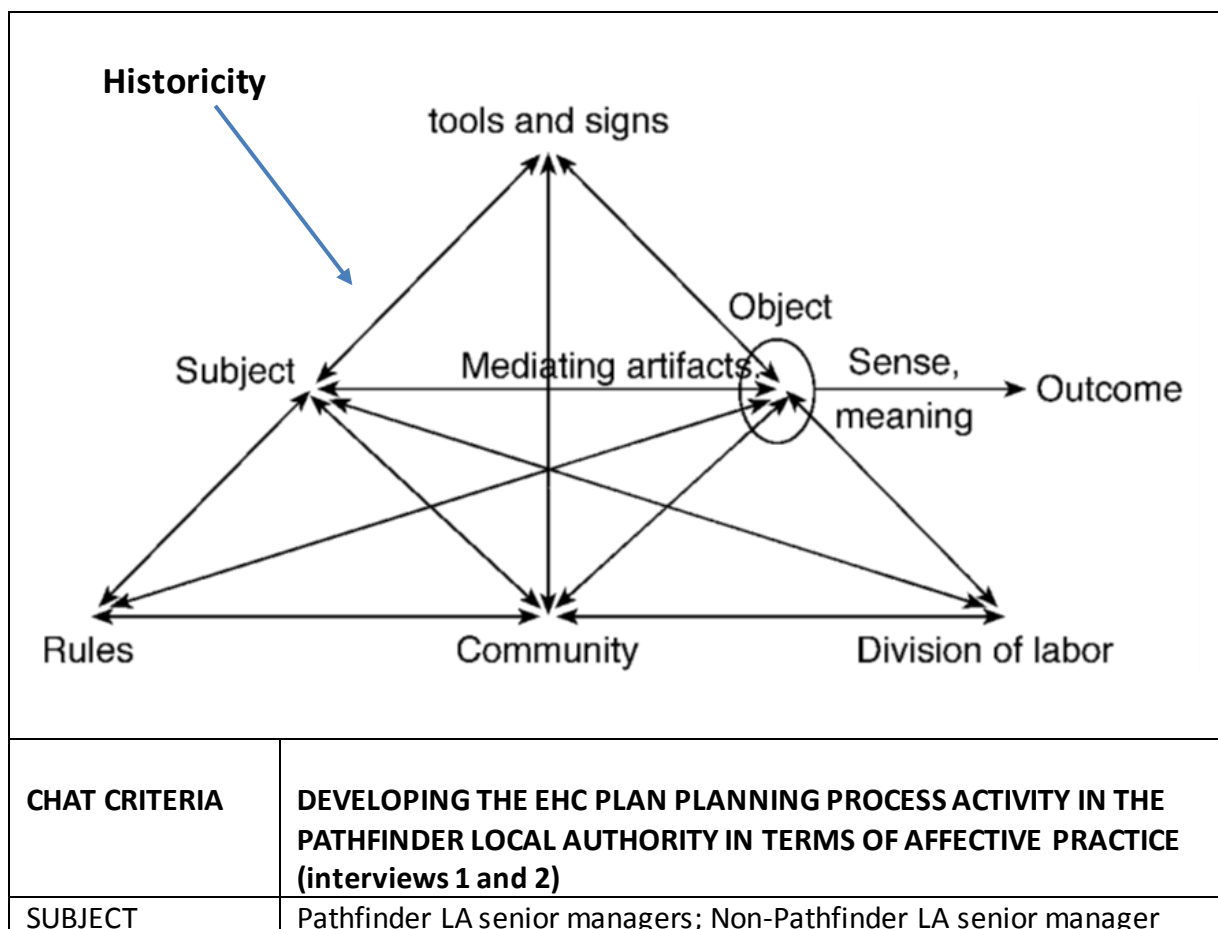
Recognition is also shown to be important to both A and M. On first hearing, I registered it as rather vain and self-congratulatory. However, with better understanding I now regard their talk as part of the affective practice of how they both sustain ‘coping with vulnerability’ when working long term within a highly pressured context. M speaks about wider recognition outside of his local authority very early on in the interview and then cites other similar events later on. For example: “And I get – at the moment I’m getting quite a few national Mmm requests to come and speak at conferences and organize workshops and such which I quite enjoy” (p1).

A is generally less overt about the need for recognition, but when he is in a less powerful position such as with parents, he talks of his appreciation of receiving it. He appreciates it where “you can have a smile when you see them” (extract 1, p7). He also makes it clear that what is important isn’t simply praise but recognition of how hard the job is when he says “On the other hand they are also aware of the challenges for us. In turning something around, that is huge, that is making changes, but it’s good” (extract 1, p6). This extract shows again that there is a cross over between talk about doing ‘keeping on track’ with doing ‘coping with vulnerability’. Their work is tough and frequently compromised, but their commitment to achieving their principles drives them in the face of often significant difficulties which can be beyond their influence or control.

Unlike A or M however, JO appears more conscious of the strategies he puts into play to cope with the knock backs, the ongoing and repeating organisational changes, and the

patience and persistence that is required to achieve even small, incremental changes. Some days these strategies let him down. In our discussion I was given a brief entry into the possibility of him feeling overwhelmed by the hurdles, and his attempt to keep these fears bounded by setting and repeating both very modest expectations as well as claiming positive aspects of the journey. On several occasions he repeats his opening comment describing the process as just “Chipping away, chipping away” (p1). Alongside this pattern of stoic talk, however, there is another repeating pattern acknowledging the honesty of his approach which calms him. He makes no pretence that the process is other than a flawed and difficult one to achieve: “So I keep thinking if I feel if things haven’t moved on in five years then I might worry about it. But I think we’ve got a period of time to do this and if things go wrong as long as we are open and honest and don’t get too hung up on it but how do we work to make it better”.

The CHAT unit of activity for Unit 2 is shown below, indicating the position of how the impact of participants’ emotion can be accounted for within the activity system. No contradictions can be noted to arise as an outcome of this system:



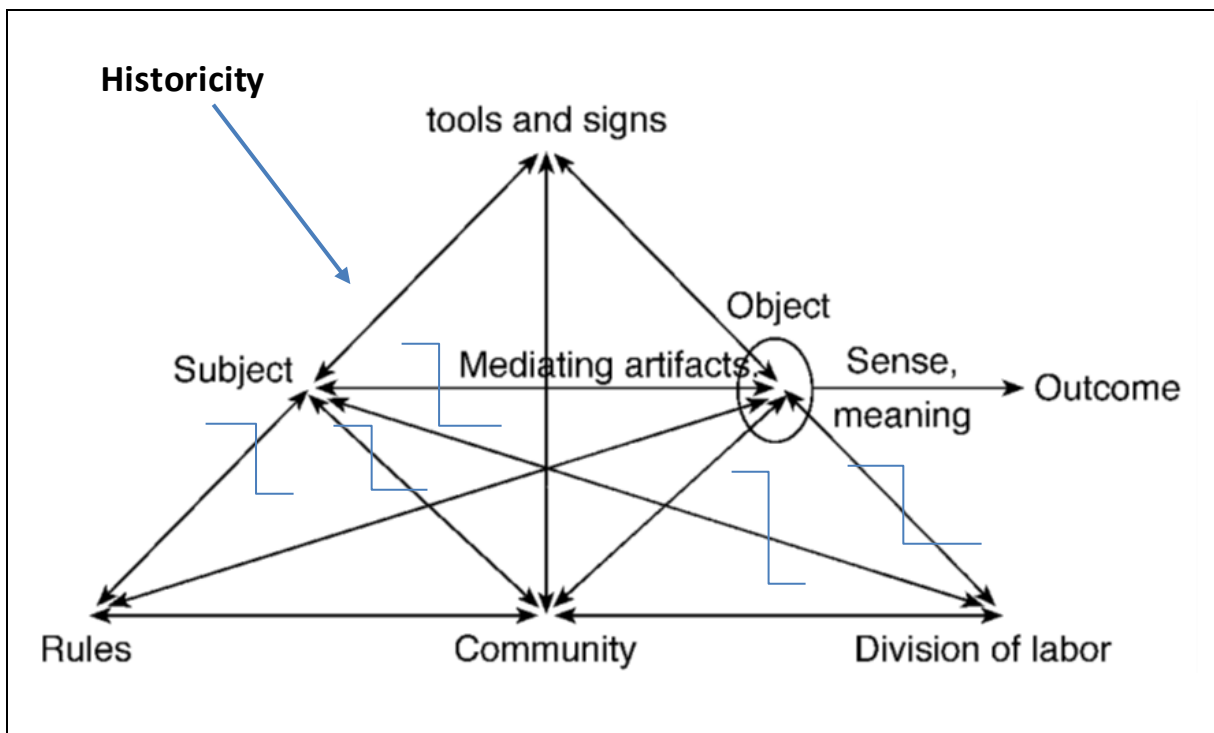
OBJECT	To develop and embed requirements of SEND Code of Practice (2015) across LA and NHS, with a specific focus on the EHC Plan process.
MEDIATING ARTIFACTS	SEND Code of Practice 2015; Pathfinder research outcomes; subjects' ideological beliefs; interview discussion; subjects' affective practice ; person-centred theory; wider local authority and government ideology; professional ethical codes.
CONTRADICTIONS	None

Figure 12: Second generation CHAT activity system summarising affective practice arising within Unit 2 Interviews analysis (see Figure 7 above for full labelling of activity unit).

5.3.3 Summary of Unit 2 analysis

Synthetic discourse analysis for Unit 2 shows each of the interviewees draws heavily on relational philosophies of social justice to frame their ideas about what they mean by culture change and how it can be achieved. No less than radical culture change needs to occur if inequalities of opportunity and achievement are to be challenged. Achieving this kind of change has been shown to be a complex and deeply felt activity characterised principally by the need for a shift of power from professionals to families so as to enable collaborative working between all participants. However, introducing the new person-centred EHC Plan planning procedures without culture change is more likely in their view to result in compliance with the process, allowing a continuing struggle to make a significant difference to SEND children's and young people's outcomes as they grow up into adulthood. These views reflect a number of the research conclusions and recommendations discussed in Chapter 2 (e.g. Claes et al., 2010; Council for Disabled Children, 2011; Michaels & Ferrara, 2009).

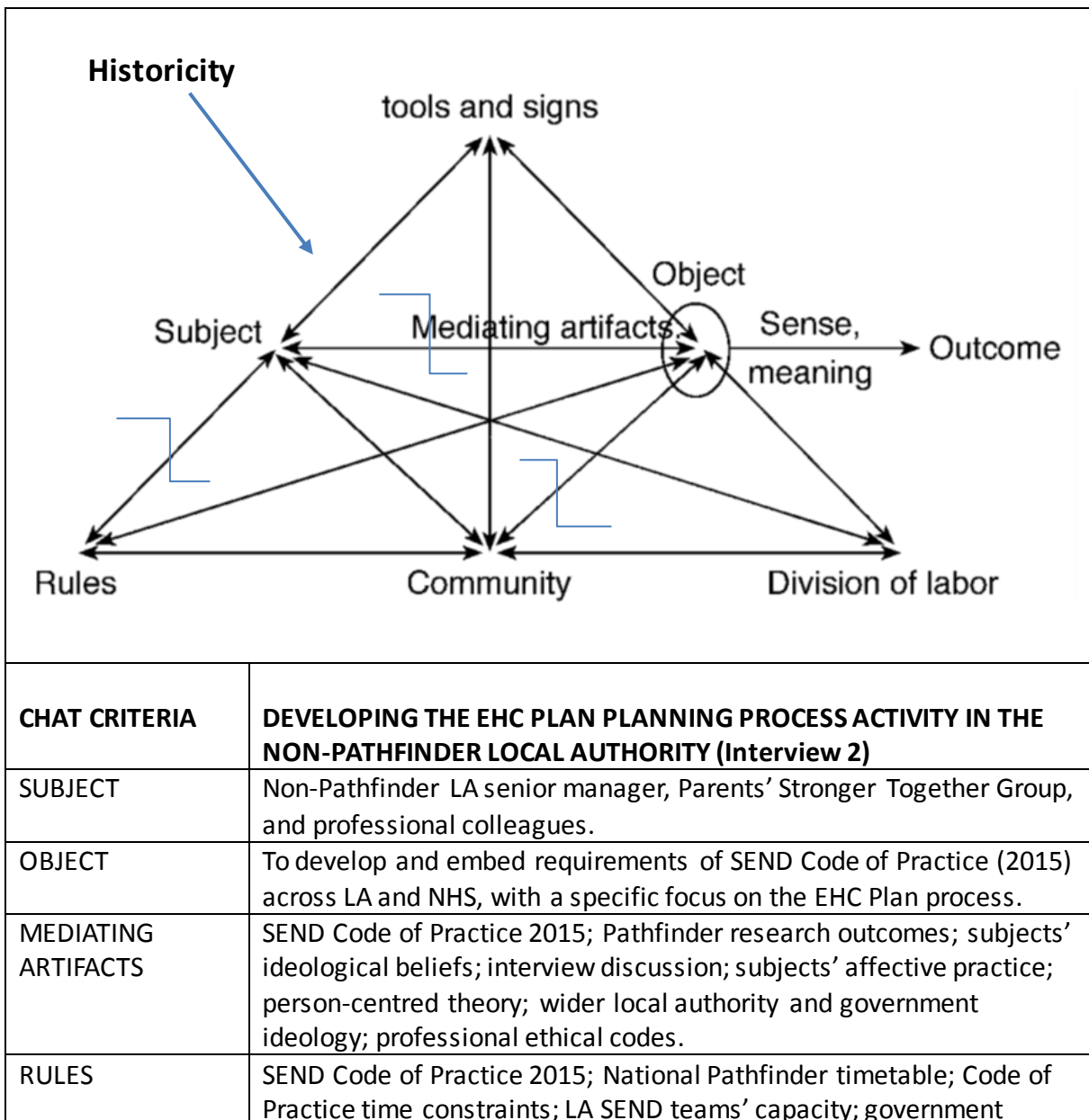
In CHAT terms, the Unit 2 interviewees shared an understanding of the Object for the development of the EHC Plan process across their local authorities. However, these two different CHAT activity systems show a number of contradictions concerning how they are working to achieve the radical culture change process so as to support improved outcomes for SEN children and young people. These discussions can be summarised as follows using second generation CHAT frameworks:



CHAT CRITERIA	DEVELOPING THE EHC PLAN PLANNING PROCESS ACTIVITY IN THE PATHFINDER LOCAL AUTHORITY (Interview 1)
SUBJECT	Pathfinder LA senior managers; Parents' Forum; NHS professional colleagues.
OBJECT	To develop and embed requirements of SEND Code of Practice (2015) across LA and NHS, with a specific focus on the EHC Plan process.
MEDIATING ARTIFACTS	SEND Code of Practice 2015; Pathfinder research outcomes; subjects' ideological beliefs; interview discussion; subjects' affective practice; person-centred theory; wider local authority and government ideology; professional ethical codes.
RULES	SEND Code of Practice 2015; National Pathfinder timetable; Code of Practice time constraints; LA SEND teams' capacity; government legislation and policy e.g. Children Act (2015), Equalities legislation; wider current government and LA legislation, policies and procedures; professional ethical codes.
COMMUNITY	SEND children and young people resident in LAs; parents of SEND children and young people resident in LAs; wider family and community members; parent forums; voluntary organisations; LA officers; LA support services; NHS support services; LA elected councillors; educational nurseries, schools and colleges.
DIVISION OF LABOUR	Role demarcation; task allocation; available budget.
OUTCOME	To promote every SEND child's and young person's best outcomes as they grow up into adulthood.
HISTORICITY	Prior experience of working to promote best outcomes for SEND children and young people; lack of experience of fully engaging with children, young people and their parents; working within government and local authority changes of policy and practice; reducing LA and

	NHS budgets; feedback of families' lived experience of SEND policy and practice
CONTRADICTIONS	SUBJECT/OBJECT/MEDIATING ARTIFACTS/DIVISION OF LABOUR: lack of collaborative working between professionals due to managers' top-down approach limits construction of shared Object; SUBJECT/OBJECT: Senior LA managers continue to dominate the parameters of the discussion; SUBJECT/COMMUNITY: Lack of full representation of SEND parents from across the LA and wide range of SEND issues on the Parents' Forum. SUBJECT/OBJECT/RULES: Some participants' continuing to draw on individualistic liberal ideological view of social justice.

Figure 13: Second generation CHAT activity system summarising the full Unit 2 Interview 1 analysis



	legislation and policy e.g. Children Act (2015), Equalities legislation; wider current government and LA legislation, policies and procedures; professional ethical codes.
COMMUNITY	SEND children and young people resident in LAs; parents of SEND children and young people resident in LAs; wider family and community members; parent forums; voluntary organisations; LA officers; LA support services; NHS support services; LA elected councillors; educational nurseries, schools and colleges.
DIVISION OF LABOUR	Role demarcation; task allocation; available budget.
OUTCOME	To promote every SEND child's and young person's best outcomes as they grow up into adulthood.
HISTORICITY	Prior experience of working to promote best outcomes for SEND children and young people; lack of experience of fully engaging with children, young people and their parents; working within government and local authority changes of policy and practice; reducing LA and NHS budgets; feedback of families' lived experience of SEND policy and practice
CONTRADICTIONS	SUBJECT/OBJECT/MEDIATING ARTIFACTS: Limited questioning between non-Pathfinder LA participants to enable communication and interaction more fully at the Cooperation and Communication levels; SUBJECT/RULES/MEDIATING ARTIFACTS: Co-working approach constrained by time and budget in non-Pathfinder LA. COMMUNITY/MEDIATING ARTIFACTS/OBJECT: Structuring EHC planning development drawing on human rights legislation can be threatened by wider organisational structures.

Figure 14: Second generation CHAT activity system summarising the full Unit 2 Interview 2 analysis

5.4 Analysis and Discussion of Interviews for Unit 3

5.4.1 Introduction

The three interviews, with the key participants of D's EHC Plan planning meetings which make up Unit 3 of the case study for this research, provide accounts of the lived experience of working with the new EHC Plan planning procedures in the non-Pathfinder local authority:

- *Interview (1)* – non-Pathfinder local authority SEND officer (JU) and myself (P);
- *Interview (2)* - Non-Pathfinder local authority SENCo (AN) and myself (P);

- *Interview (3)* – D’s mother DE, myself (P).

Transcription shows that I was unusually vocal throughout interview (3). Because DE presented as very vulnerable, reserved, hesitant, and emotionally flat, I remember I was conscious of trying to build DE’s confidence to participate. It was important to help her explore issues in small steps so that her responses were in her own words rather than eagerly agreeing with anything I said. At the same time, I was attempting to develop a sustained conversation that was empathic and responsive rather than therapeutic, and that also kept within the boundaries of a research interview. The transcript shows that at times I struggled with this, but I think that as the interview proceeded the approach was increasingly successful. I also tried to keep our conversation focused on what I thought we had agreed to talk about i.e. DE’s experience of EHC Plan planning for D. DE is engaged throughout our discussion. She responds to my contributions, and her talk is focused and urgent at times although usually quite brief. It can be noticed that she switches from one issue to another very quickly sometimes. However, with quite a number of re-readings of the final interview transcript and with lots of reflection about what her talk might be doing, I slowly developed better insight and started to get a feel for her “discursive terrain” (Edley, 2001a, p. 199).

Although much of the content of what DE and I talk about is extreme in terms of violence and its impact on her and her children’s lives, she uses little intonation during her talk and does not talk in emotive terms. I notice in the transcript that I try gently to inject emotion into the discussion through the tone of my voice and choice of vocabulary. I think I intended this as a way to acknowledge that I have heard the dreadfulness of some of the events she describes, the courage she has shown, as well as the joy and fun she can also have with her children. In the last part of the interview it is noticeable that DE is more animated herself and is answering in slightly more extended turns in our conversation.

Like Unit 2, the analyses for Unit 3 interviews are also discussed at length. Once again, in order to present the data coherently and to enable the reader to get the ‘feel’ for each interviewee, I open the discussion of JU’s and AN’s interviews with one or two extended quotes. As far as possible, I draw from these few examples of each interview in the subsequent discussion for both CDA and Affective Practice analysis. As it was

considerably more complex to analyse due to the fragmentation of our discussion, I quote more frequently from DE's interview.

Findings are summarised and illustrated by constructing appropriate CHAT units of activity. Most importantly for the concluding discussion of the EP role in Chapter 7, the contradictions occurring within each activity system are clearly noted.

5.4.2 Analysis and discussion using critical discursive analysis

Compared to interviews for Unit 2, there is a greater degree of disparity between the interpretive repertoires that the three interviewees draw on here in Unit 3.

Edley (2001a) describes the interpretive repertoires that a person draws on as "the building blocks of conversation" (p198) that they use during everyday social interaction. Initial analysis in terms of the social justice discourses that DE uses in her talk gave me the impression that she drew on virtually no interpretive repertoires. This was quite different to all the other interviews. DE's talk almost entirely describes day-to-day events. Very rarely does she express an opinion about what happened or about any issue. During transcription, I actually chose after the initial reading to omit the first twenty minutes of our interview as it seemed quite irrelevant. However, gradually, I realised my mistake and the importance of it relative to the whole conversation and re-instated it. Over time I have come to understand that all of DE's interview is about the talk of social justice. Partly it is in the absence of talk that she communicates about social justice - as a person without a voice, and as someone who regards herself as having virtually no power or agency to make a difference in her own or her children's lives. Her lack of talk is the talk of someone who has been long denied some of the basic human rights such as freedom of movement, or having her views and needs being noticed, respected, and taken into account. Without these experiences she does not have very many building blocks to use in her conversation, and in turn she does not have a developed understanding of ideas of social justice to draw on in discussion. DE could be described as "being out of practice" (Edley, 2001a, p. 195) with drawing on a social justice discourse. Edley comments that when a form of discourse activity falls out of routine use and becomes so unfamiliar to someone then it inscribes itself:

“upon their bodies. They fail to see how it has infiltrated their muscles and moulded their bones. And yet, even if they were to see the connection, it would be no easy matter to transform those bodily habits” (p195).

DE has almost no expectation of fair or equal treatment from anyone, either family members or professionals (she makes no mention of any friends), and this is particularly so in regards to herself. Her presentation during the interview is well described by Akkerman and Bakker (2011)’s suggestion that crossing boundaries, such as to take part in a person-centred meeting or a research interview, can invoke an unsettled liminal, ‘betwixt-and-between’ existence for participants during the process.

Although JU also does not make any big statements about social justice across her interview in the way that M, A or JO chose to do, she does tentively express her point of view alongside descriptions of what she observes happening. Her presentation during the interview is also unsettled and unsure at times when she is thinking about the implications of her new role. Even though she has fewer boundaries to cross than DE, her recent temporary shift in role requires her to establish different types of relationships with parents, and engaging with more transparent, person-centred processes appears to cause her to regard herself as what (Tanggaard, 2007) described as one of the “marginal strangers ‘who sort of belong and sort of don’t” However, closer analysis shows that she draws quite actively on a relational social justice interpretive repertoire when she describes how she is trying to understand her new role. In contrast, although AN talks in terms of some anxiety about her role as a lead participant in the new SEND systems, her talk is much more bold and patterns of her talk draw strongly on the criteria for relational ideologies of social justice (Christensen & Dorn, 1997). AN’s interview therefore has greater similarity to Unit 2 interviewees’ discussions.

- *First criteria for relational ideologies of social justice*

Interview 1 (JU)

JU builds up a pattern of talk as her interview proceeds about her view on the need to seek better, ‘just relationships’ with parents and other professionals early on in her interview, and what supports this. By comparing her old and new roles, she is aware that the person-centred format of the EHC Plan planning document now gives her the opportunity to inform and communicate with parents more successfully, and that this could

lead to more positive discussions. The following extract provides examples of working at both the Co-ordination and Co-operation levels of interaction (Engestrom et al., 1997):

Extract 1 (p2-4)

JU You know (.) half the time, previously in my other job we would do an assessment I may never have met the parent or the child until I went out with a bit of paperwork and most of the time I went out with a bit of paper work which said something that they didn't want ((quiet laughter)). It was like the "No". Or actually "Oh we think your child should go to special school" and the parent would never even have thought about that. So sometimes I would just walk in to people's houses and just get a load of argy-bargy (.) you know (.).

P You have very tough job.

JU You know the swearing, the tears, like everything. But at least now I am hoping if you meet everyone at this beginning point (.) you know, when the discussion comes through that we won't have as many upset parents. I don't know, we'll wait and see. Because you will always have the parents who (.) you know (.) they want that and the professionals say the other. You will always have that percentage that want their way, even if you sit round the table discussing it...There will always be that small number you will get that. But I'm hoping it won't be as big any more as you will be getting these discussions to taking place.

...

JU But it will always be a problem getting professionals around the table. That's what we saw [at D's EHC Plan planning meeting]. The psychologist couldn't make it. (.) So you still

P And the social worker didn't come

JU It's very difficult to get everyone round the table. Other officers are saying that health professionals don't come, it's extremely difficult ((quiet ironic laughter)). Mmm. So it is interesting. But WE'RE there, and I'm thinking if we've got the schools there at least, it's a start. But I know already that initially our Pathway is saying that we have two meetings. But I mean the officers who are already in post are saying it (.) they cannot physically do it. So (.) I'm finding some truth in that. And some professionals have said to me already "Well, I don't want to come to a second meeting. I'll come to one meeting". (.) Mmm a psychologist has already said to me that when she went to a second meeting all she did was read through her report. So she felt it hadn't moved on. So I'm thinking THAT'S INTERESTING.

...

P You were mentioning before about having people around the table. Do you think this is where the useful work happens? Because people are physically located together?

JU Yeah. Yeah.

P So rather than just sending in reports it's the discussion that's the important bit?

JU Because even if the EP had been there last week, I mean she had managed to see D the day before because she couldn't make the other meeting. But if she had been there and said "I actually saw D yesterday, we did some work together, (.) Mmm you know (.) even from that, even though she hadn't even put it into a report yet she would have had a sense of things – you know – said some things which could have contributed.

P Yes.

JU So, I think it is hard when the professionals aren't there. But, as I've said, when the advices come through I'll be looking at those advices [reports] and then I'll upload from those advices as well

...

But it's just the physical (.) as I said (.)...Yes it is different because reports are always (.) Even if they are supposed to be friendly family friendly (.) they're not, they're not. They are not family-friendly. EP reports are very, you know, sometimes the jargon that is used in EP reports, the words and things. (.) ...But I think when you are round the table that it differs doesn't it? You know the psychologists have to work from their professional body, this is how you write reports this is what we expect. But when you are round the table your whole language changes and usually to the parent you know (.) yes I think it does make a difference.

Co-operation is best, in JU's view, when happening face to face, and where participants need to take account of each other's' point of view so that there is less "argy bargy". Face-to-face co-operation encourages different kinds of language to be used that enables more discussion to happen. Mystifying professional jargon can become more "family friendly" when participants have to speak directly together. In response to my further questioning, she also appears to obliquely suggest that she has noticed that being present at a meeting enables a different kind of discussion. As she says of a psychologist "she would have had a sense of things" which in turn can influence other participants' contributions. However, JU stops short of suggesting that her experience has shown her that collaboration takes place enabling participant interaction at the higher level of Communication. She accepts without questioning in extract 1 that different points of view will always exist between some parents and professionals. Although she does not develop the possibility for herself, her talk emphasises that there is an opportunity here to facilitate further discussion around conflicts and contradiction between professionals and parents which would indicate working at the Communication level. Engestrom (1987)'s third generation model of activity theory captures JU's description of the "argy bargy" that JU describes when an SEN officer in their previous

role encountered parents. Both parents and the SEN officer in JU's example held to a very different Object. Continuing facilitation would have been required to help participants to identify contradictions and discuss differences (Object 2) so as to move forward to achieve a shared Object 3 for the SEND meeting activity. However, JU indicates that the more personalised process of the EHC Plan planning activity may be more likely to support a shared Object between participants from the start, although additional facilitation might be required to support work teams that include "that percentage [of parents] that want their way, even if you sit round the table discussing it".

Many parents have traditionally experienced the need for additional funding for their SEND child as a battleground (Department for Education, 2012), where the role they have felt they needed to adopt was to fight for their individual child's rights to appropriate support. By understanding and acknowledging such internal structural tensions that build up over time it is possible, as (Engestrom, 1987) says, for the EHC Plan facilitator to expose and use these contradictions to provide the driving force for transformational change. Kallio (2010) also underlined the intrinsic social nature of the change process. It depends on who actually attends the meetings as to what becomes discussed, how it is discussed, and what outcomes are agreed to. JU refers back to this incident with the EP once again toward the end of the interview:

Extract 2 (p7)

JU All I was doing was the initial uploading, which is what they thought his difficulties were, and his strengths. Mmm (.) but because of our time constraints it's that next bit, but I've already had one EP say that she didn't find it very helpful just to read through her report. But I thought that was the whole point. Just to sit there and bring that out.

Because professionals appear quite often not able to attend meetings, then more Co-operative and Collaborative level discussion opportunities are diminished. With some frustration JU says she thought "it was the whole point". In D's case, although she can be compliant with the planning procedures, in this particular situation JU must now on her own devise his action plan as to how these outcomes are going to be achieved from mainly written information from different, independent sources that have possibly been written without wider discussion. JU's pattern of talk concerning attendance therefore underlines the contradiction occurring in D's EHC planning process between resourcing for

professionals' current remit (or how they understand it) and the need to work in a person-centred way engaging in discussion between all participants.

Interview 2 (AN)

AN's talk has more similarity to JO, M and A than JU's insightful but more hesitant observations. Overall, she advocates the need for cultural change in order to embed the Code of Practice 2015, with better relationships with both professionals, parents and children at the heart of this. AN opens the interview with an emphatic description of how helpful she has found making wider links with the SEN department:

Extract 1 (p1-2)

AN (.) And for me personally (.) I'm somebody who really likes (.) I need to know (.) I need to understand, and actually being part of the planning process, being part of the discussions

P Seeing how it's put together

AN Yes...BECAUSE IT'S THE THEORY BEHIND THE PRACTICE. And so going to those transition meetings with [JO] gives me the theory behind the practice really and you see his passion (.). And at those meetings you've got parents, you've got health, you've got EPs, so you're sort of hearing – that is one of the hardest things in my job, that (.) understanding how all those different organisations work...It's a very different training and way of working. So that's been really helpful to me, so also then when things at the authority - because I'm quite reliant on the authority because I'm working in my school but it all goes through the authority. So it's really good to know where they are and where they are coming from. What we've now got in place is this half way person JU so she has come in to school and then she obviously does the authority bit and that is I think a fantastic role to have. Because normally I do the paperwork and it gets sent to the authority. And they sit in a meeting where nobody knows. And all they've got is bits of paper.

P So that's been a real positive.

AN That's been a very positive thing. I don't think those roles will stay, and may be that will be OK too. Because I feel now much more connected with the authority ...So that's helped me, the breaking down of those barriers between me and the authority.

P So you can do the job you want to do (.)

AN Yep. Because I need to understand where they are coming from. And that helps. For me, the biggest thing about that meeting was having the child there. And I've always had the child at meetings but only for a portion of it.

P Right

AN And professionals and teachers and parents, some parents – because I will always ask parents if they are happy about that because some parents actually don't want their children there. And I think we all have a notion as professionals that we want

to talk about things that we don't want the child to hear. And that was really interesting for me having him there in that meeting all the time. And I am anxious about that, and worried about that. And I feel at the very beginning of a road learning how you have a child there (.)...And other teachers are a bit protective about their space, and I said "I think it makes us behave better". I think that's what it does in a way.

...

AN I decided to have the child in the whole of the meeting based on the other meeting we had. And other teachers are a bit protective about their space, and I said "I think it makes us behave better". I think that's what it does in a way. Because (.)

P In terms of your language, the kind of things you talk about (.)?

AN Err (.) in terms of our language, I think you are already aware – and that's what I found hard in that meeting, what I need more practice with, how to be with the child there in the meeting (.) Mmm (.) And I've got quite a bit of experience of it because as I've said children have always come to the review meetings but only for a little bit. And so you feel terribly anxious (.) I feel terribly anxious that I'm going to upset them, or I'm going to upset the parents, but you really, really have to think about the words that you use when you're there. And the discussions you have. Which is actually very good for parents. Because often parents are – it's a (.) it's (.) it's very hard for parents to hear sometimes some of the stuff we need to say. And I think with the child there (.) I get eternally frustrated in meetings when teachers say to me this this this is a problem, or difficult, or this child has got a need, I always say "Let's have a meeting with the parents", and then the teacher comes to the meeting and the teacher then is too frightened to say anything negative. So we'll talk about all the good things. And that's good. That's great. But to me you have to get to the nitty gritty of what is the issue. And I think you can use different language that you can talk about someone's needs, and that's fine...To take a meeting like that, talk in different ways, new learning that has to go on (.)

In making these observations, AN is not only seeking new networks with professionals, but is also striving to understand how all their roles function within the overall SEND system. For her, culture change is multi-levelled, and she can only understand her role if she knows where it fits in the whole organisation. She reflects on how her own role needs to adapt, and participants also have to be prepared to shift their own role to enable these new relationships to develop and be built.

Extract 1 also illustrates that AN has introduced her idea that culture change requires a rethinking of the kind of language that participants use toward each other. This is important because, beyond establishing improved politeness, it then allows someone to say "what they really mean" within these changed roles and relationships. Indeed she notes that different

kinds of relationships are already being established because the language of the EHC Plan planning format enables this. Language therefore needs to be able to express the full range of issues important to successful planning. AN's reference to the person-centred format of the EHC plan document extends this idea to include the type of questioning that is part of the make-up of this format so as to explore issues and saying what you mean more widely or more deeply. AN, like JU, is emphasising an opportunity for more potential to be realised in how their local authority currently works with EHC Plan planning. AN understands that a move from working at a Co-operation to a Communication level of interaction requires increased facilitation to seek more detail and understanding of different points of view (e.g. Edwards et al., 2009; Nummijoki & Engestrom, 2010b), but, like JU, as yet she remains tentative in promoting this as a core factor in her role as SENCo in D's EHC planning.

Interview 3 (DE)

Careful reading of the transcript illustrates DE's talk of establishing just relationships in terms of the right for all her family to have a voice about their own lives. However, this is a clear ideological dilemma for her. Unsurprisingly given her story, DE's grasp of this as a right is fragile particularly in reference to herself. Like Edley (2001a) describes, DE's lived experience of being believed is characterised by "inconsistency, fragmentation and contradiction" (p203). Versions of her understanding of her right to voice as a parent are themselves constructed rhetorically across the interview. Part of DE's inconsistency is the plentiful evidence across the interview of her long term silence, of her continuing lack of complaint about past and present events, and the absence in her talk of expecting or possibly even considering that she has this right for herself so that she can engage in with professionals and others. However, the following extract illustrates one example of when DE talks of how she is beginning to notice the changes in her understanding and self-confidence to being able to speak up for herself:

Extract 2 (p9)

P No, they are really hard. So, do you feel over this process that, because one of the reasons of changing it in to this new way and new way of doing it on this new kind of form is that you feel that you are able to say your point of view, compared to the old way

DE Yeah. But I didn't know what was going on.

P Well professionals very often did the talking, they said things in their language and parents were very often not what we say 'put at the centre of the meeting'. Do you feel that you could speak up?

DE Yeah I do. I couldn't when I first moved here – because it's a year today that I moved here

P Yeah. So speaking out was difficult

DE Yeah I couldn't make eye contact, and I used to shake when the social worker came

P ... So that's one of the ideas that parents feel that they are saying what they need to say rather than keep quiet and all the professionals are talking fast and they can't understand what they say. And sometimes putting parents down.

DE Well, [social worker] does that.

P Oh, OK. So you still find that. Rather a shame that the social worker couldn't come to the meeting wasn't it? ...

DE Everyone else sees all the positive things. Oh I know she's just doing her job, but (.) she always seems to have a criticism, something negative (.) like the other day when [second eldest daughter] was hitting us in the face she was saying I shoved the drawers at her (.) I wouldn't take her deliberately upstairs and hit her. But she's saying "I have to do me job" (1.0)

...

DE A few times as well I thought "Oh I could just go back", [D's second eldest sister]'s giving us black eyes

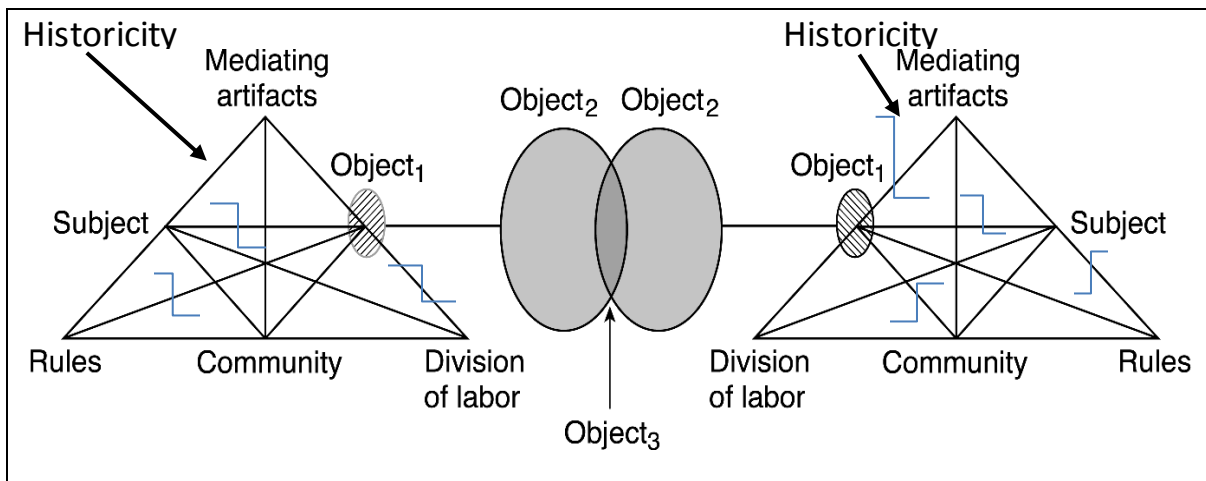
P Yes it's too hard

DE Yeah, but I've stuck it out (.) it's a year today.

This extract is the first indication in the conversation where DE starts to identify a right to a voice as a parent that could underpin the development of more just relationships between all participants. She tells me that for years her partner was believed by professionals on numerous occasions, but that she was not consulted about the family situation: “[Social Services] came out 25 times and did nothing. The thing is he just used to tell them to F off out the house” (p16). Although she has finally found a way to speak out, to be believed, and to leave the family home with her children, there remains a contradiction in that she still regards professionals as sometimes unfairly disbelieving her, such as acting on D's second eldest sister account of a particular issue. The power of this dilemma concerning just relationships for DE is expressed by her talk of sometimes being on the verge of giving up and returning to her ex-partner in the family home. Despite the person-centred structure that puts the parent and child voice at the centre of EHC planning being required by the Children Act (2015), DE's voice is precarious within this process for D. Walter (2018) quotes

the writer and activist Arundhati Roy’s view that “There is no such thing as the voiceless. There are only the deliberately silenced or the preferred unheard”.

The third generation CHAT unit of activity showing relevant contradictions summarising the first criteria for relational ideologies of social justice for Unit 3 is shown below:



COMPLETING AN EHC PLAN WITH ALL PARTICIPANTS IN TERMS OF FIRST CRITERIA OF RELATIONAL IDEOLOGY OF SOCIAL JUSTICE IN NON-PATHFINDER LOCAL AUTHORITY

CHAT CRITERIA	LEFT-HAND ACTIVITY	RIGHT-HAND ACTIVITY
SUBJECT	SENCo (AN); local authority officer (JU)	D’s mother DE; (D not interviewed)
OBJECT 1	To complete D’s EHC plan so as to secure increased resources to support all areas of his development	To complete D’s EHC plan so as to secure increased resources to support all areas of his development, as just one part of keeping the whole family safe and together
MEDIATING ARTIFACTS	SEND Code of Practice 2015; subjects’ ideological beliefs; interview discussion; person-centred theory; school ethos	SEND Code of Practice 2015; subjects’ ideological beliefs; interview discussion; person-centred theory; family and community ethos
RULES	SEND Code of Practice time constraints; LA SEND teams’ capacity; government legislation e.g. Children Act (2015), Equalities legislation; current government and LA policies and procedures; person-centred structures; professional ethical codes; school rules	Keeping the family’s location secret; family ethical codes; school rules; LA child protection requirements; LA SEND team’s capacity; government legislation e.g. Children Act (2015), Equalities legislation; current government and LA policies and

		procedures; person-centred structures
COMMUNITY	Wider school members; wider community members; voluntary organisations; LA support services; NHS support services	Wider family members; wider community members; school staff; voluntary organisations (domestic violence); LA support services (social worker); NHS support services (therapist)
DIVISION OF LABOUR	Role demarcation; task allocation; available budget	Participant; sole responsibility for D and three siblings
OUTCOME	To promote D's best outcomes as he grows up into adulthood	To keep the whole family safe and together, enabling each of them better outcomes
HISTORICITY	Prior experience of working to promote best outcomes for SEND children and young people; lack of experience of fully engaging children, young people and their parents; working within government and local authority changes of policy and practice; reducing LA school budgets	Extreme violence, abuse and control by D's father; lack of experience of SEND systems; lack of freedom of movement or choice; disrupted family lifestyle; poverty; limited social support to family; credibility disbelieved by professionals
CONTRADICTIONS	DIVISION OF LABOUR/OBJECT/RULES: lack of professional attendance limits possibilities for communication and interaction at Co-operation and Communication levels; MEDIATING ARTIFACTS/OBJECT/COMMUNITY: restricted facilitation process limits possibilities for communication and interaction between all participants at Co-operation and Communication levels and in turn leads to a lack of shared Object; SUBJECT/MEDIATING ARTIFACTS/RULES: right to a voice poorly established for DE and D in EHC planning process.	

Figure 15: Third generation CHAT activity system summarising contradictions arising from data analysis of first criteria for relational ideologies of social justice for Unit 3.

- *Second criteria for relational ideologies of social justice*

Interview 1 (JU)

JU's talk of her concern with her ongoing struggle to manage to apply her beliefs within her current work context is evident across extract 1 (interview 1) above. This includes her concern with supporting fairness and the right for parents and children to have a voice within a work system that is ultimately judged on compliance with legal timescales "because that's all our manager cares about because that's what we're going to get judged on" (p8). She notices the possibility of the EHC Plan process becoming structured by the demands of

the local authority administrative procedures rather than focusing on establishing better relationships. Early in the conversation, JU says of her new job that “you just get on with it you know, you just have to run, and it is running, and everybody’s running” (p2). Pressure of time and workload is a recurring issue that can be read in a number of the extracts above. It is one reason professionals give for not turning up to meetings, and is exacerbated in JU’s view by the volume of changes being imposed as well as staffing decisions that are made.

Interview 2 (AN)

AN also draws on a liberal individualistic ideology of social justice in her talk of structuring the kind of relational cultural change she wants to achieve at all levels of her work. However, in quite strong contrast, AN’s view is that this is in fact an open door she can take advantage of. Power differences are already being challenged more widely in UK society, and that the right to voice is already powerfully influencing people’s behaviour despite other competing discourses in education:

Extract 2 (p10)

AN Well it’s funny isn’t it? I think Michael Gove set up a very factual education. I can’t think of a better word to describe it, that very factual education

P You’re teacher-led?

AN Yes. But what you’ve got coming in underneath that is what you’ve got is all this stuff in SEN which is all about parent and pupil voice, and culturally and in society I think we are very much about everybody having a voice and a say. I mean we all sue each other all the time don’t we, and there’s that notion that the person at the bottom – not that they do but they can – have a voice that we don’t want these posh people telling us what we should be doing, like reality TV. You sort of feel that people have a right to have a voice now (.) our parents I would say are quite considerably different over the last 5 years. I feel that our parents feel they have much more of a voice than they used to have. And I think that that is a sort of cultural thing as well...know if that’s how it is in every school, or just how we work in this school, but I think culturally there is much more expectation that you would be allowed to be in on that dialogue. It’s not the professionals over there doing something.

In her view, these kind of person-centred relationships need to apply to everyone working with SEND children and young people, including children and young people themselves. M, A and JO virtually omitted any talk of a voice for children and young people, regarding it as something they will look to achieve in the future rather than in parallel with adult relations.

This is an interesting decision as the child or young person is regarded in the Code of Practice (Department for Education & Department of Health, 2015, updated 2015) as central to the process. AN defines the 'just', or person-centred, relationship with a child or young person as the need for respect for them as well as for their parents, and about recognising the validity of the unique contributions that they can make:

Extract 3 (p8)

AN And (.) yeah I think it probably is about that equality. I think we find that hard with children. Because we see that children play and we're serious ((quiet laughter)).

...

It's the respect and it's respecting that they have a view that is useful, so we sort of think as adults we know more. And we know what they need or want and I think it's about (.) saying "Why don't we ask them?" may be they've got something to offer here. And you DO GET – I mean you get your best ideas (.) from children probably really when they make suggestions about you know (.) obviously we have more experience and a lot of that is what we offer parents. So it's not that we know it all we just have more experience. But our role is very much in that professional remit bit I think (.).

AN's views on children's and young people's voice resonates with much of the literature that recognises the complexity of the transition process into adulthood, and seeks to understand how inequalities for SEND young people come about, why they are resistant to change, and what strategies can support positive change. For example, Philips (2010) made the point of the importance of taking account of the child or young person's unique contribution of their own lived experience, like A says it is where you "get your best ideas". However, AN's talk does not develop how this voice can be developed or encouraged to promote new thinking and actions to support more positive futures. To counter the erosion of high aspirations for a higher percentage of SEND young people compared to their mainstream peers (Burchard, 2005), Furling et al. (2003) found that young people not only to develop confident agency but also to be active in pursuing their aspirations for themselves.

Interview 3

With greater familiarity, by working closely with DE's transcript, I noticed that her frequent change of topics returned her talk to one overriding issue throughout the interview. Like the other interviewees DE's talk draws on liberal individualistic ideology, but for DE it is the right to safety that structures her thinking and ideas. DE's talk is influenced

by what she has learned on her domestic violence course. Her building blocks for conversation are very recently acquired, and largely untested by lived experience and she can doubt their worth or applicability to her life. Border crossing from an unsafe life with very restricted agency to care for her children or herself means that she now holds the whole responsibility for the future of all her family. This positions her as vulnerable as well. For DE, D's EHC plan must start from the much lower base than professionals assume, from the need for both survival and being free from harm as well as to re maintain her family. The first section of the interview (originally omitted) illustrates this clearly. DE is occupied by talk about her eldest daughter who lives independently in the town from where the family fled. She has recently managed to escape her own abusive relationship with her boyfriend:

Extract 1 (p1)

DE Yeah. And she's got Woman's Aid up there.

P Oh good. Because she's not local is she?

DE No (names place where DE used to live). She lives near me mam.

P Gosh your mam will be worried won't she? So is she in touch with your mam?

DE Yeah.

P My goodness. How old is she?

DE 18. She had to go to hospital because he hurt her foot.

P Oh. You must be really worried for her.

DE I am. I told her to come back down, but she's quite independent. She did the right thing ringing the police up.

P She did, she was brave.

DE Yeah. So he's going not guilty. So (.)

P So, has she moved into a safe house or something?

DE She's with her friend's Nana (.)

P Right, so that's

DE She's looking after her for a few nights.

P So he doesn't know where she is?

DE No. He's still in jail because he's on license anyway.

P Oh gosh. He doesn't sound very nice.

DE She's like her ma (.)

P Oh. You know the family?

DE No I didn't. I barred him from the house. Because I could see it coming through.

- P I remember at that very first [EHC Plan planning] meeting you said he was in control there.
- DE Yeah. Yeah. Because I did the Freedom Project didn't I. All the signs were there. He was shouting at her aggressively.
- P Well, I bet that's from your advice and support that she's known how to do that. Because that's the trouble with violence it makes you feel rubbish in that you cannot (.) you don't deserve anything.
- DE Yeah. She's getting back to her old self within a week.
- P Good.
- DE Wearing make up again and things.

This is a positive story-telling, but she goes on to draw on the same right to safety repertoire in her talk describing the difficulties of escaping a violent past. DE understands that claiming the right to safety is a complex issue for all her family. Before the three younger children can be safe and keep themselves safe, they need to learn to respect the right to safety of others. They are sometimes the perpetrators and initiate violent behaviour when they are feeling vulnerable or unable to manage a situation such as in a social group. For example, D's second eldest sister interacts aggressively with boys:

Extract 2 (p8)

- P It was nice that the [secondary school representative] came wasn't it?
- DE Yeah, I like her she's worked with [D's third eldest sister].
- P So you knew her from before?
- DE Yeah.
- P So she knows [sister] already.
- DE [Sister] is good at school, she has a few problems bullying boys. Which is usual, taking it out on them
- P Yeah, sticking up for herself.
- DE Yeah. But over the top.

Another example in DE's talk of how the children's inappropriate behaviour limits their own right to safety is in DE's description of how the family had to leave the safe haven of the domestic violence refuge:

Extract 3 (p11)

- DE The kids were really bad at the refuge, they are much better behaved now.
- P Well done you
- DE They were atrocious. (.) it was embarrassing.

The right to safety repertoire not only informs DE's talk of learned behaviours, but also of her lack of agency with the long term task of recovering from the emotional trauma that recurs from experiencing significant and repeating violence:

Extract 4 (p9)

- P When [SENCo] said "Is there anything you are frightened of?" he did say "My dad, my dad coming".
- DE Yes he often thinks he's in the loft.
- P You felt it came from his heart. It was really mmm (.) you had to be at the meeting to hear it really
- DE Yeah, yeah.
- P That's such a fear for him isn't it?
- DE Because [father] before I came down here said "You can stay with me, son, I'll kill myself if you don't stay with me". And he got loads of paracetamol and pretended to take them and D was in floods of tears. So they've got their mind games, and D was scared in case he killed himself.
- P Oh. A child shouldn't have to have to see that should he.
- DE And then he just started buying D presents, and called [second eldest sister] a cunt so she didn't want to go back to him. But she was stronger and she stayed with me, but D was torn.

Extract 5 (p17)

- DE I had to lie to them to get them here so they're angry with me. I said we were going on holiday [pause]. It made them a bit angry see because I lied to them, but they wouldn't have got in to the car if I said we were moving.
- P Would they not?
- DE [Second eldest sister] wouldn't, she was running away round to [father's] house every day. I had to go. And she wouldn't have come in the car if she knew I wasn't coming back. (.) It's why I lied (.)
- P They might understand as time goes on. They'll see it
- DE (unclear) at her age [second eldest sister] is all for [father]. (Unclear)
- P Does she still see him?
- DE No she's a witness for the sexual assault.
- P Mmm

DE If she had not woke up I don't know what he would have done. She kicked him out the flat. She's quite strong. D was in the bed as well.

P She did very well.

DE [Cousins] were up on holiday. D had been silly in the room and I had said come in the bed with me and [father] broke in at 3 in the morning and did that. I should have just left him in the other room. (.) Then [cousin] woke up screaming (.) now everybody has to be a witness.

DE's talk illustrates how her agency to keep her family safe is limited for example by the continuing impact of her partner's bribery and the ongoing legal process.

It is interesting that, despite her much broader framing of the task of EHC Plan planning, DE responds to my question in extract 22 below with expressing her hopefulness for D's future friendship network:

Extract 6 (p12)

P So, in an ideal world and you could have it how you want, what would you like to happen at secondary school for D?

DE I just wish he'd make a nice bunch of friends. Because he seems to pick the bad ones.

P So [secondary school representative] do you think. If you could ask for all the help you wanted, what would you like to see happen?

DE Err (.that he had a nice bunch of friends. I think he gets lonely.

Although connected, this talk expresses a much narrower aspiration than the bigger right to safety concern for her whole family. During the interview, I draw DE back a number of times to discussing what I understand the Object of the interview to be i.e. her views on D's EHC Plan process. At this point I had not grasped her broader thinking. By not taking full account of what she was meaning, it is possible that my blindness limited DE's response to fitting in with my own expectations. This oversight provides an example of what can happen when there is insufficient attempt to explore differences of participants' understanding of the Object of the activity beforehand or at the start of a meeting.

The third generation CHAT unit of activity summarising this section concerning the second criteria is shown below:

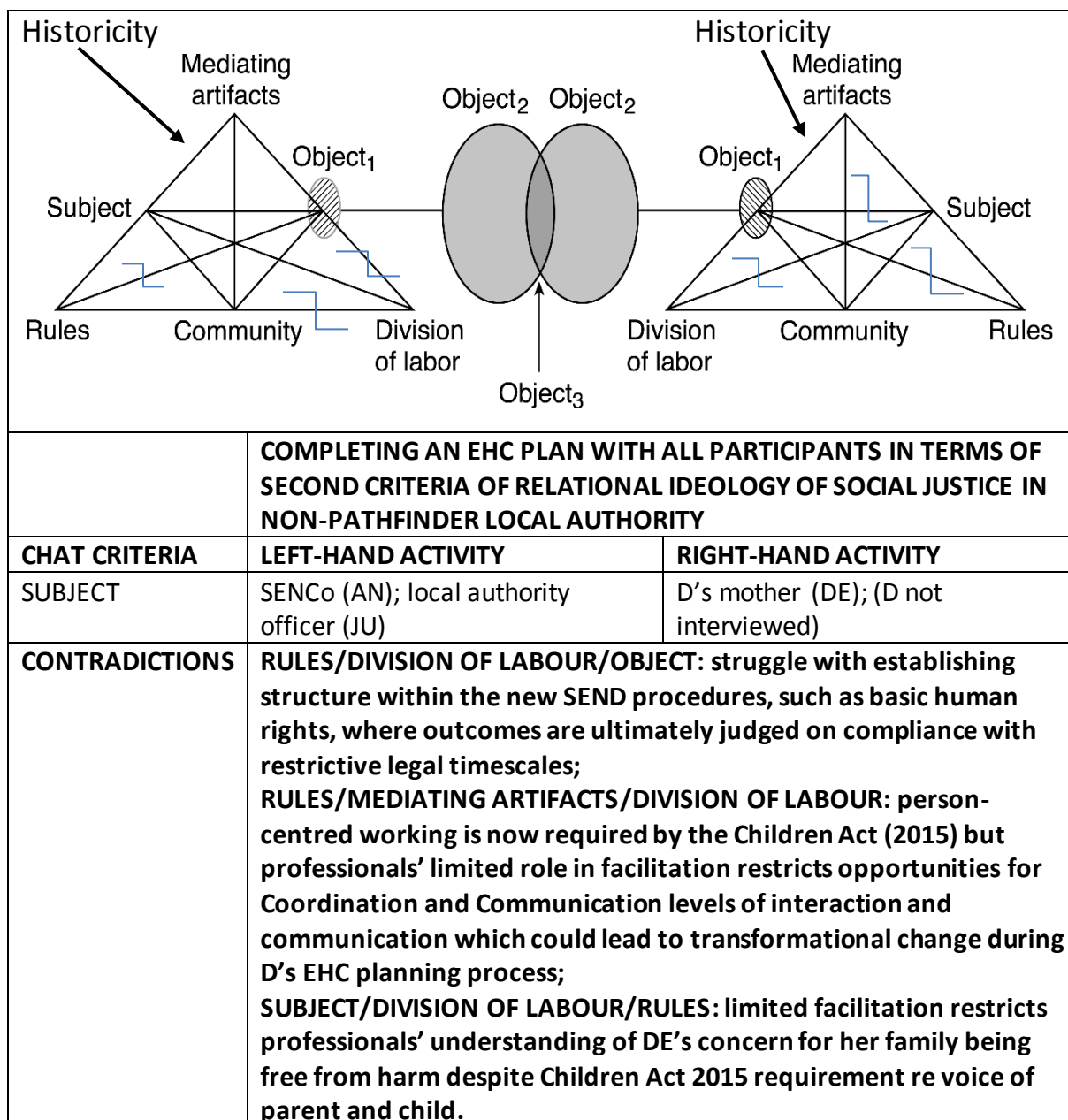


Figure 16: Third generation CHAT activity system summarising Unit 3 data analysis (second criteria) (see Figure 15 for full labelling of this unit of activity).

- *Third criteria for relational ideologies of social justice*

This third criteria for relational ideologies of social justice enshrines the idea that change is always possible to achieve, that the established structures need not be inevitable and can be moved on from. In terms of EHC Plan planning, a number of extracts from the discussion above illustrate that both AN and JU support the possibility of better outcomes for SEND children and young people are not only the right thing to strive for but also possible to achieve. However, equally, both interviewees dwell in several contributions on

how hard it is to put this new way of working into practice and to sustain it. It is early days as D's EHC Plan application is only the second one that either of them has completed.

Interview 1 (JU)

Toward the end of the interview, in answer to my direct question, JU confirms that she understands why the changes have been introduced and that she's in favour of the new procedures:

Extract 2 (p8)

P As someone taking part and leading the meetings, what would you like to feel you could do differently if only you could? What do you think would turn the key for families to get to a better outcome?

JU Mmm. I don't really (.) I think this is a good start ((laughter)). You know, and I can see where the government were coming from. I think parents felt they were always out of the loop.

JU believes change is possible but her experience proves to her it is very hard to achieve, however willing she is do this. Some of the extracts from her interview above have already given evidence of her pattern of talk about what weakens opportunities for change. This includes the low attendance of professionals at meetings, and the pressured timescales. The extract below extends her thinking that her willingness to work for change may be overwhelmed by the need for compliance with government timescales. This is the key measure that is monitored and so will always take priority within the local authority. She goes on to expresses a more profound doubt that any level of change will be sufficient for some parents who can feel very urgent about solving their SEND child's needs:

Extract 3 (p10)

JU If the government had just said like: "Let's just change everything but keep the timescale". But we know that parents want the timescale reduced because that's always been the bug bare that it takes SO long. And I can appreciate that – school action, school action plus, special needs bit, you've got 26 weeks, you know, parents would bang on all the time but you know I went to a meeting last week and a parent was still banging on all the time. ...And the school complaining. And I thought like: "You're still complaining about time", so you never

P So there is that side

JU So even if it was “Let’s get everything sorted in 10 weeks” there would still be a parent who would complain. No matter whatever you do.

Interview 2

AN positions herself across our interview as someone who is very cautious about recognising or owning expertise. In extract 2 above, she insists she does not understand person-centredness yet. Several times elsewhere she says she needs more training, and she goes on to deny she has the skills to include a child in a meeting. For example:

Extract 5 (p5)

P How would you describe your ethos, what are you after?

AN Mmm. Probably (.) probably to be person-centred! Probably.

P Yes

AN Probably to be inclusive and person-centred and for parents and children to feel part of the process and I think that probably **is** the person-centred process. But (.) mmm (.) I still wouldn’t say I know what it is (.) ((laughter)) (.) in a funny kind of a way. I don’t know why. I just (.) Mmm (.) It was interesting, as I say, the most amazing thing for me in that meeting – the biggest difficulty is having the child in for the whole time.

Extract 6 (p10)

AN “[I need] lots of it [training] from lots of different sources, and somebody somewhere will make it make sense. That tends to be how I learn. I kind need lots of different voices in a way” (p10).

AN identifies that she learns incrementally over a long period of time. Her expertise is informed by and develops in relationship with establishing the fundamental culture change she recognises is necessary. Although her talk is of change being possible, for AN new skills, knowledge and expertise are not developed by a quick fix by herself but are constructed through interaction at all levels through co-working. She thinks she will only understand person-centred practice when there is “a whole process around the way I work”. AN’s approach is very reflective whilst she dips her toe cautiously into new practice. She could be described as opening up for herself the kind of critical space that (Devlin, 2012) and Allen (2010) propose so that they can start to look for different kinds of understanding. I suggest that AN’s pattern of talk is describing the need to develop both distributive and relational expertise so as to gain relational agency. AN is a skilled teacher and very accomplished in engaging with individual or large groups of children and their parents, but is recognising that

putting the new EHC Plan planning procedures into place is asking her to work in a different way within a wider team. Edwards (2011) explains this as the need for successful border crossing to know both how to recognise others' beliefs, motives and resources as well as to align their responses and actions with other participants. This enables new insight and a "discursive meeting of minds" (p34). This is exactly the process AN appears to describe in extract 6.

Interview 3

Extract 1 above from interview 3 illustrates DE's talk of the possibility of change. She gives an example of how she is learning about her right to safety through her domestic violence course and support worker. In turn, she has supported her daughter to not understand domestic violence as something she should suffer and but can do something about.

However, analysis of the interview does not note any patterns of DE's talk concerning the possibilities of culture change of SEND systems. In CHAT terms, therefore, there is a huge contradiction for DE as the Subject of the activity system, concerning Historicity and her disengagement from the context within which the new SEND procedures are being developed. It indicates her status as a virtual outsider to the process of promoting the kind of radical cultural change that can lead to better outcomes in adulthood for D. Her past experience as a parent of a SEND child has not prepared her in terms of knowledge or the kind of skills required to participate in a collaborative process leading to transformational change without a high level of facilitation throughout the process. As I noted in Chapter 3, drawing on Daniels et al. (2007)'s work-place research, all participants in an EHC planning team need to be learning *in* and *for* multi-agency working in repeating cycles of expansion to achieve the kind of interaction and communication that enables transformational change. What this kind of learning includes is informed by Edwards and Kinti (2010)'s ideas of relational agency. This includes gaining expertise to recognise others' resources as well as to be able to achieve the "discursive meeting of minds" (p34) she suggests through collaborative discussions so as to construct a shared Object together.

The third generation CHAT unit of activity summarising this section is shown below:

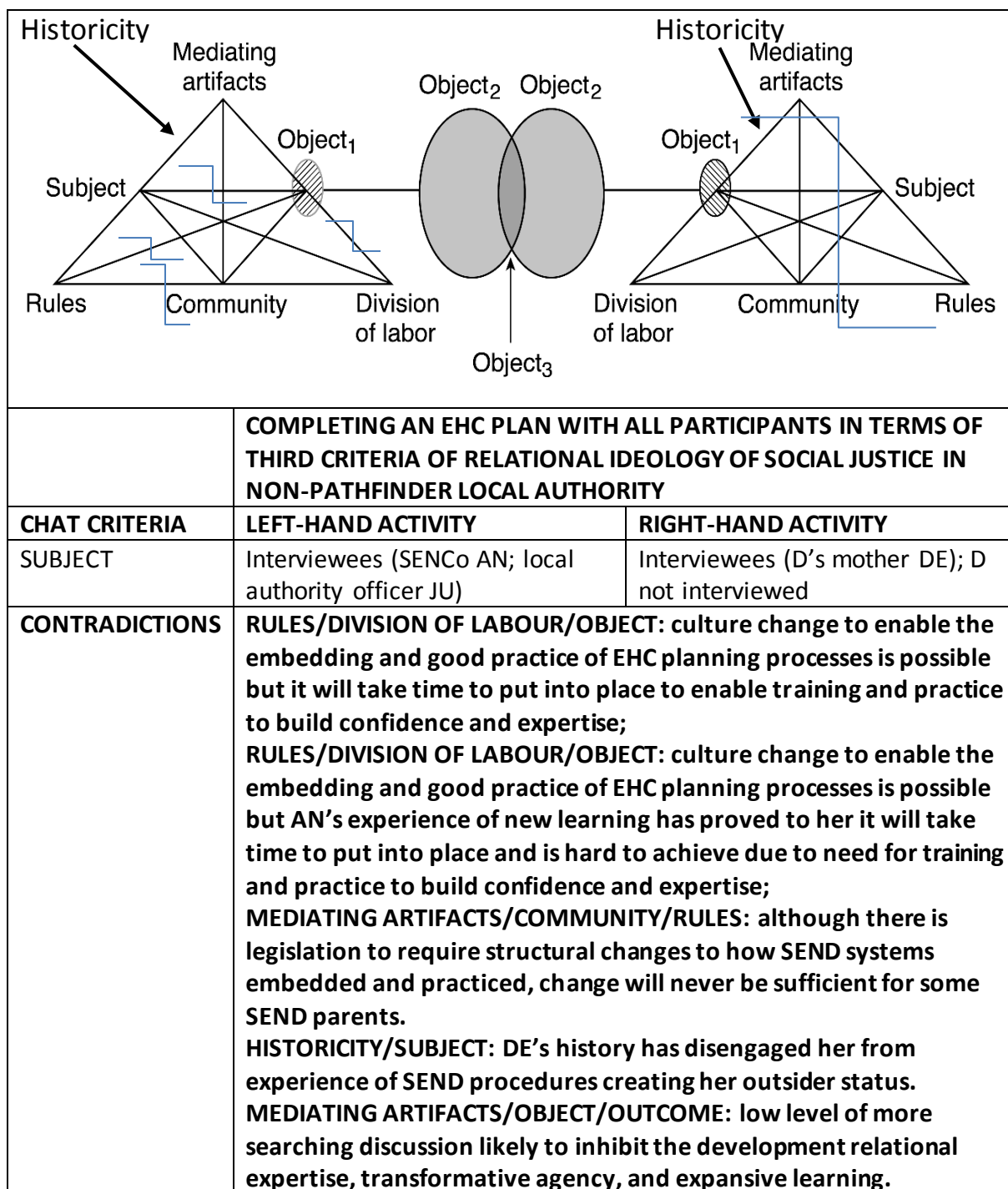


Figure 17: Third generation CHAT activity system summarising Unit 3 data analysis (third criteria) see Figure 15 for full labelling of this unit of activity).

5.4.3 Affective practice

Like the outcomes of the Unit 2 analysis, Unit 3 interviewees' participation in D's EHC Plan process is a deeply felt experience. There are patterns of talk that their experience of boundary crossing from the previous SEN statementing system to a less familiar shared

boundary zone working in a new format with other participants has “turned on” their affect and brought it into focus for them (Wetherell, 2012).

The first examples I will report on are dominant patterns of talk concerning each interviewee’s talk of ‘managing a sense of competence’:

- *Affective practice of ‘managing a sense competence’*

For A and JU, EHC Plan planning currently challenges to some extent their positioning of themselves as competent professionals who strive to do the right thing for SEND children and young people within the constraints of their own expertise, job descriptions and the wider local authority policies. In contrast, for DE, the challenge appears more positive in that her affective practice helps her to recognise her competence as a parent and adult.

Interview 1 (JU)

JU’s talk shows how her new role to facilitate completion of EHC plans for children and young people is challenging some deeply held beliefs about how she views herself professionally. JU has a long history as an administrator, in the same job, largely collating SEND information supplied by other professionals and reporting on to senior colleagues. She mostly worked behind the scenes in the SEND department, but her new role requires wider engagement with participants as well as changes to procedures. It’s a temporary role that she has had no formal training for and is learning ‘on the job’, as JO describes in Unit 2. In Interview 1 (extract 3) below, she lets me know about her level of commitment to families by describing how she continues with some of the tasks from her previous job so as to provide continuity. She also reflects, however, that it’s “hard when you’re just dropped in” to a new process, and her series of pauses appear to express the discomfort for someone who likes to do her best and get things right and is awkward about complaining. But at this stage her best can only be “just winging it”, coping as well with putting right what was left undone by her previous colleague which she says “doesn’t help me at all”:

Extract 3 (p1)

JU Well, I suppose from my perspective it’s difficult because the restructure was set up in September [2014] mmm well there were certain people slotted in to the posts, but one person has now left, and retired, so I’ve just taken over like as an honorarium for 6 month.

P Right. Whilst giving up your old role or doing it on top of?

JU No mmm (.) I've still got hands on some of the cases 'cos if you're too involved it's hard to pass it over so I've said to my boss "I'll hold on to this and this and this...", and mmm (.) it's hard when you're just dropped in to this, because this previous person has done some things and left other things (.) and I'm just having to (.) like (.) you know (.) pick things up in the middle of things, things that hadn't been done which is (.) you know (.) doesn't help me at all. But I'm just totally honest with everyone that I'm here from here to there, and hopefully whatever happens in another restructure but (.) you know (.) this is where I know where I am with this paperwork. I couldn't tell you what happened before that half the time like (.) you know (.) if she said something I don't know (.) mmm so I'm just winging it I think really.

The same type of talk is repeated again in Interview 1 (extract 4) when the time limitations she is required to work within look like they will prevent her from completing her role to standards that she sets herself:

Extract 4 (p2)

JU I would have loved (.) you know (.) I would have loved to have started in September (.) I would have felt (.) but that didn't happen, so you just get on with it you know, you just have to run, and it is running, and everybody's running. It's a bit frightening (.) mmm (.) I still feel a lot of things aren't in place. (.) Mmm (.) You know, we're supposed to be working 0-25 [years old]. But a lot of the post-16 things don't seem to be in place (.) the processes (.) which I find annoying.

P Mmm

JU Some members of staff have been bought in on certain wage levels who are here for a number of years to do exactly the job to get it ready. But when you're in this job here at this point then you are thinking "well, what do I do?". And you are asking senior people "well, what do I do?", "how do I (.)" you know (.) so it's a bit (.)

Analysis shows a pattern of affective practice where JU does two things to soothe the discomfort of having her competence challenged by not knowing what to do. First, she steps back from being part of the cause of the poor practice she is now caught up in. She lets me

know that she was just dropped in to it in the first extract. In the second extract, although she didn't know what to do, her senior colleagues also didn't know what to do. Having relinquished responsibility, the second way she soothes her discomfort is to seek solutions to her problem, illustrated in these examples by "just being totally honest" with other participants and by "you just get on with it you know, you just have to run".

This same sequence of pattern occurs when JU knows the procedures she has to carry out, has put them into place, but doesn't yet know whether they will work. This position continues to give her a level of discomfort. In extract 1 above, JU is telling me about the impact of better consultation and co-working with parents using the new SEND procedures. Although she is hopeful that her relationships with parents will be improved by this, she removes the responsibility from herself if things don't turn out successfully by stating that "you will always have the parents who (.) you know (.) they want that and the professionals say the other" (p2). She continues to soothe her discomfort by saying "I don't know, we'll wait and see". Her solution is to rely on the efficacy of the new procedure. Like the previous examples, it can be noted that JU's solutions also place her away from taking responsibility and do not lead her to suggesting how a failing system might be changed. A second example of very similar affective practice talk occurs across extracts 2 and 4 above. JU is expressing her disappointment that professionals frequently do not attend the planning meetings and so the opportunity for richer outcomes from face-to-face discussions is lost. Similar to the previous example, she suggests that "it will *always* be a problem getting professionals around the table" [my italics] despite the new Code of Practice 2015 requirement. This time further soothing occurs when she suggests that she knows she can fall back on writing up her report by cutting and pasting from other professionals' reports. Rather than propose a more positive or innovative solution to professionals' lack of attendance, she simply says "So I'm thinking THAT'S INTERESTING".

It appears that JU is locked into a recurring pattern where her emotions contribute to mediating her actions causing her agency to be restricted (Roth, 2007a). JU perceives herself as competent when she completes tasks she is told to do well, such as compliance with legal time limits for submitting EHC plans. Although she has insight and perceives many of the problems and difficulties with embedding EHC Plan planning, her lack of experience of taking initiative to find solutions means that exposure to this is uncomfortable. As a result she finds reasons to avoid implicating herself in any failure that might erode more positive

feelings about her competence. It is interesting to note that in Unit 2, JO highlighted his ongoing efforts to try to empower his staff through group supervision and facilitating solution-seeking discussions. JU is therefore working in the context of a professional work team where support to make increasing choices about the EHC Plan process and practice is available. Overtime, she might gain more control over how she carries out her role and works with the wider SEND systems. With increasing success, the impact of more positive emotional tone may encourage greater agency and so shift the current cycle of affective practice that is leading to more passive responses.

Interview 2 (AN)

My first 'noticing' of AN's affective practice were of her talk of how her learning about person-centred working and the development of person-centred systems in her school are interlinked. Each is constructed reciprocally and builds incrementally over time, the one informing the other. AN describes below how her self-confidence with practicing in a person-centred way will be her measure to evaluate how well the EHC Plan process has become embedded as part of her school's ethos:

Extract 7 (p4-5)

AN But I still hand on heart don't really know what person-centred means. And I probably will in a couple of years. But it will probably take me and probably lots of people (.)

P You'll work it out for yourself, what works and doesn't work...

AN Yes, Yes. That's right. And I think the paperwork (.)

P How will you notice when it's working, what do you think you want to (.)

AN It's interesting, because when something works as a professional I think I feel confident. So I will go in to one of those meetings feeling confident. I went in to that meeting [D's planning meetings] feeling very unconfident, because it was my first experience of an EHC plan meeting (.) Mmm (.) I think I'll feel I'll be confident I will be able to play with it a bit more and I'll be able to disseminate it to other people. And I'll understand what I'm (.) so through the questions I ask, through the work I do, I'll understand I'm trying to get at.

P Mmm.

AN Whereas I think at the moment, I just know people bandy round this person-centred term.

In response to my question about where she views EHC Plan planning to be in 5 years' time, AN replies:

Extract 8 (p13)

AN I think it's great. I think it will make a difference. I was sat in that SENCo meeting thinking: "Wow, I'm wondering how you are going to respond to this way of working?" It's asking that children and parents are at the centre of the process. I don't think we know how to do that, and that's quite exciting. Yeah, I am optimistic. I think, yeah, like everything I think it gets diluted down. Like what you have, the people with the aspiration who come up with the paperwork or whatever. And then it gets diluted. Because the people who are carrying out have that aspiration, it wasn't their idea, so they are looking at the questions and trying to do the questions properly. Rather than thinking about the ethos behind why we do it in this way. So inevitably it will be quite diluted. But hopefully we will get some good practice out there, and good practice schools, and hopefully that practice gets shared, and (.) people go and watch other people working.

These short passages are a good example of what a felt experience promoting culture change across her school is for AN. She continues to dispel any idea that she "gets" person-centredness. Currently she feels very unconfident because she is not yet sure that she understands what she is "trying to get at". However, this sense of vulnerability does not deter her. Unlike JU, she accepts the state of not-knowing in this new boundary zone of participatory working with families and other professionals quite positively (e.g. Tanggaard, 2007). For her, it is an inevitable part of the process of new learning. It is "quite exciting" and so is providing a motivator to learning to work in a way that she feels optimistic about and believes will make a difference, rather than a discomfort to be avoided. AN's confidence to not-know is influenced by the context she works in. It is bolstered by her recognition that "probably lots of people" also don't know, as evidenced by her observation that "Whereas I think at the moment, I just know people bandy round this person-centred term". In extract 9 below, AN further recognises that she has already developed the expertise of "doing business with parents", although she doesn't name it as person-centred working, and professional colleagues respect her for this:

Extract 9 (p10)

AN Yeah. Yeah. I am a senior leader anyway and so I have quite a lot of (.) I'm quite well respected in terms of doing business with parents particularly, and so I feel like I can lead on that and people will happily (.) because they see that (.) they see me in meetings and they see it gets results, and I'm very honest. What you see is what you get. And I'll talk very honestly and staff like that. I talk quite simply and quite honestly and I can have very difficult conversations with parents and hopefully now children. And I do with children as well but I would like children to be there all the time

AN also feels confident about embedding person-centred practice in her school. She thinks that ensuring all children are invited to attend meetings in her school will be a relatively simple process. As she noted in extract 25, the teachers who don't support person-centred practice or the aspirations of the revised Code of Practice 2015 are unlikely to question or challenge her:

Extract 10 (p9)

AN Well if I put it on our school development plan that'll be the targets that we need for that particular year. And I can put it on as a priority, to have children at (.) and if I make it quite simple, like 'we want our children at all meetings about them', then although that sounds quite crude, it then becomes a way of working, that then (.)

Extract 11 (p13)

P For once it's something you have to do. It's a legal document. It's not something people can avoid doing. It's the same

AN It's always been like that with the SENCo's role, like with the Code of Practice. As in how we did Statements – it's always shrouded in this legal document, as is the national Curriculum. I think we do have that in schools now where we have to do things in a particular way. This is saying you've GOT to have children and parents at the centre. Mmm and it will be interesting to say see how other schools who maybe (.) if I'm finding the concept hard, I think they may be will find it very hard, very VERY hard. It's a hard thing to get your head around.

P Very uncomfortable for some people.

AN Yeah. I think you're absolutely right. There are some teachers in my school who really absolutely believe that they know best. And that children shouldn't really have such a big voice anyway.

AN makes an unusually forceful comment about how hard the concept of person-centredness is for her but that this is much more significant for others. It provides a further example of talk that reinforces AN's view of herself as a competent professional. Her

competence is really only challenged in a positive way by the introduction of EHC Plan planning as it provides her with the excitement of a new learning opportunity in a direction that closely fits the interpretive repertoire of social justice that she draws on. This is a felt experience and her pattern of affective practice influences her positive acceptance of her role in embedding culture change beyond compliance with formal procedures.

Interview 3 (DE)

DE's presentation is very flat compared to the other two interviewees. She uses little intonation during her talk, and does not talk in emotive terms. 'Noticings' of DE's affective practice concerning her sense of competence occur in a number of ways through her descriptions of other people's responses. One example of DE's affective practice is her talk of her observations of positive outcomes for her children as a result of something she has done. For example, in Extract 1 she describes signs of her eldest daughter's emotional recovery in terms of "wearing make up again and things" after she had advised her daughter to seek help and sanctuary from her controlling boyfriend. Further into the interview, during a discussion about taking her children to weekly roller-skating sessions, DE makes a further comment that provides a similar example of noting a small detail of a successful outcome:

Extract 7 (p3)

DE [Second oldest sister] got some for birthday. They've all got some now, apart from [oldest sister].

P My grand kids go roller blading too, they love it.

DE I go on it too. {Laughs}

P Oh you're marvellous. They prefer me not to because I'm so hopeless. I'm a bit embarrassing really! [Laughs]

DE [Second oldest sister] was really nervous at first but she's alright now.

P You have just got to get yourself up and off haven't you, get yourself in the motion, in the movement.

DE She was nervous when she fell down. She thought she had broken ...

P Do they have music on? Yeah its fun isn't it? It's nice you can do something like that together.

DE I take me little niece as well. She enjoys it. It's her day out with me.

P How old is she?

DE 14.

P That's so nice isn't it you can go out together?

DE Yeah. Yeah. [Second oldest sister] goes to the same school and they look after her there.

When DE tells me that all her children now own roller-skates, like the previous example of wearing make-up, I suggest that here DE is continuing a pattern of talk about her pleasure or perhaps relief that in small steps her children are moving to a better lifestyle – becoming safer, feeling happier, and being able to join in the fun of a family outing. Entwined within this is a much quieter pattern of talk of her pride in and acknowledgement of herself in making these events come about. For example, extract 7 shows a different pattern of affective practice about the central importance of family relationships, when she refers both to her niece joining in the roller-skating sessions and to the cousins looking out for each other at school. She goes on to state this very openly in the following two extracts:

Extract 8 (p15)

P So your strategy is just to keep yourself to yourself at the moment. But it's lovely because you've got family around so you're not isolated.

DE I think D loves his family and I think he's like me like that.

P He really loves his family, and it really came out at the meeting didn't it?

DE Yeah. It's like he had a volunteer helper. And she got quite close to D and then she had to leave.

Extract 9 (p10)

DE D is the most kind hearted of them all, the biggest help of all.

P [...]

DE Yeah. He comforts me when I'm stressed

Similarly, DE communicates her pride in her eldest daughter that despite a diagnosis of dyslexia “she's done alright though, she's got a job” (p7), and also that she is “Wearing make up again and things” (extract 1) after DE supported her through her own domestic violence experience.

More negatively, there appears always a deeper anxiety for DE about her sense of competence in terms of being allowed to continue to be a mother by professionals who hold the power judge her. This is communicated by a pattern of talk that expresses her vulnerability, such as expressed through the worry of not being believed, or of not having

her voice adequately heard and taken into account that was discussed above. It also includes talk of being at a loss about what the rules are that she is being judged by:

Extract 10 (p13-14)

DE I was a bit hurt when they said “What did you do when D smashed the door?” and I didn’t react because I didn’t want to say anything I’d regret, I didn’t want to be violent so I just totally ignored him. And they go like “Well he mustn’t have felt loved” right in front of him.

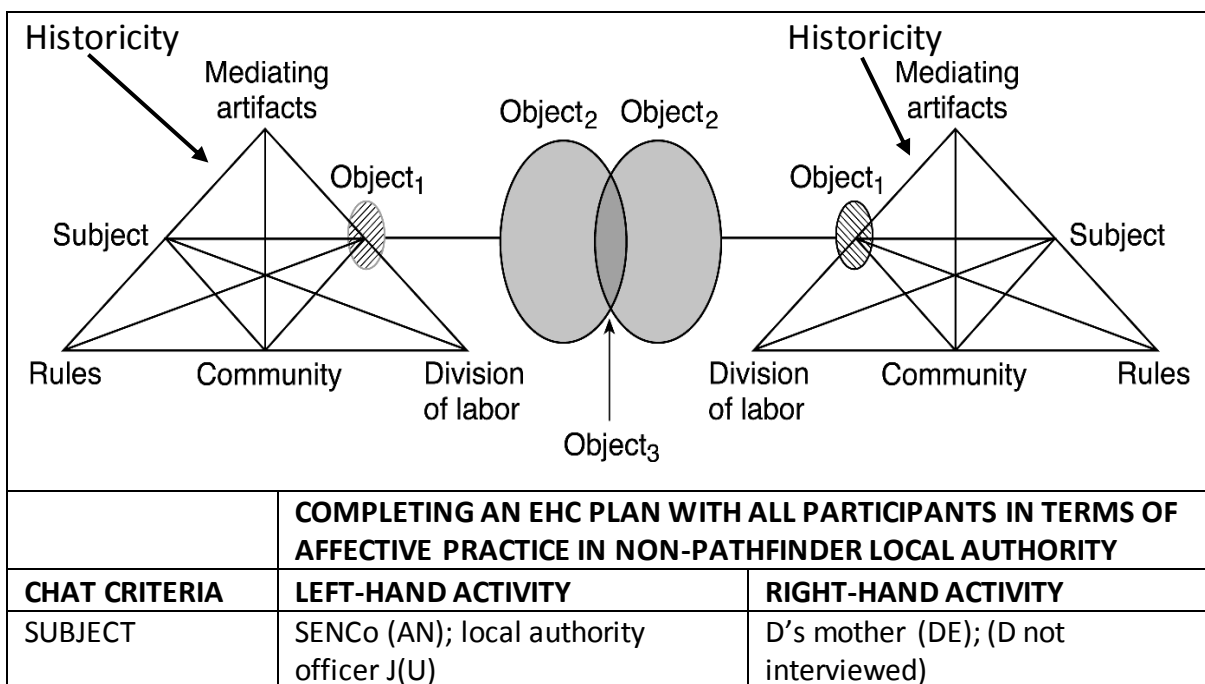
P [...]

DE It’s like when she attacked me and I just pinned her down, and she says “You’re not trained to restrain children”.

Extract 11 (p16)

DE [unclear] I don’t smack them, or scream, I don’t go mad. I think I really do need to be more strict with them, without really being violent.

These positive and negative expressions of talk appear to repeat, effectively reinforcing or undermining her sense of competence right across different points in our conversation. In CHAT terms, this emphasises again the lack of a shared Object of the activity system between participants. For DE, these are fundamental issues that need to be taken in to account alongside D’s behaviour and learning development in order for there to be a change in his future outcomes.



MEDIATING ARTIFACTS	SEND Code of Practice 2015; subjects' ideological beliefs; interview discussion; subjects' affective practice ; person-centred theory; school ethos	SEND Code of Practice 2015; subjects' ideological beliefs; interview discussion; subjects' affective practice ; person-centred theory; family and community ethos
CONTRADICTIONS	None	

Figure 18: Third generation CHAT activity system summarising Unit 3 affective practice analysis (see Figure 15 for full criteria)

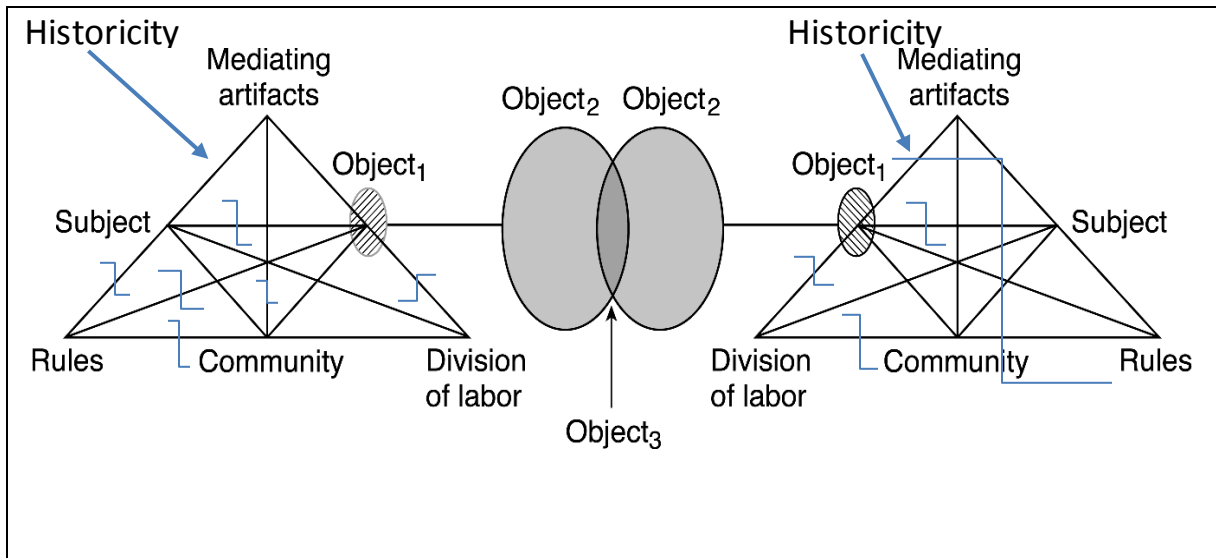
5.4.4 Summary of Unit 3 analysis

Unit 3 interviewees' talk showed much greater disparity than was apparent for Unit 2. The talk of the two professional participants both, in rather different ways, draws on each of the three criteria underpinning relational ideologies of social justice to express their ideas about putting the new EHC Plan procedures into practice. Like in Unit 2, both put strong emphasis on the need to form new types of relationships with participants as part of the culture change required if the revised EHC planning process is to be embedded. They also emphasise the need for a structure drawing on individual human rights to voice. However, they both recognise the complexity of culture change, and in their different ways find working to implement this change a deeply felt experience.

In contrast, DE's talk provides an emphatic example of someone who has been for a long time profoundly disengaged from and shut out of wider day-to-day life. She can make no comment about culture change of the SEND process as she has so little experience of social justice more widely. Her talk in terms of an interpretive repertoire concerns the level of her own and her family's physical and emotional survival. She therefore takes part in D's EHC planning process with a history of influences quite at variance with professionals, and understands the threats to D's future in quite different terms. Her affective practice is also concerned with the wider picture of her family's concerns as well as with D's EHC planning process itself.

The third generation CHAT activity system best summarises the data analysis of Unit 3 interviews. The subjects differ as to the full Object1 of the activity and, as professional facilitation of the EHC planning process was restricted, a shared Object 3 was not achieved. As a result, a number of contradictions arising within the activity system can be noted. It indicates that this early example of completing an EHC Plan includes a range of challenges if

this planning procedure is to lead to real transformational change to a SEND child's or young person's outcomes in adulthood:



COMPLETING AN EHC PLAN WITH ALL PARTICIPANTS IN NON-PATHFINDER LOCAL AUTHORITY		
CHAT CRITERIA	LEFT-HAND ACTIVITY	RIGHT-HAND ACTIVITY
SUBJECT	Interviewees (SENCo; local authority officer)	Interviewees (D's mother DE); D not interviewed
OBJECT 1	To complete D's EHC plan so as to secure increased resources to support all areas of his development	To complete D's EHC plan so as to secure increased resources to support all areas of his development, as just one part of keeping the whole family safe and together
MEDIATING ARTIFACTS	SEND Code of Practice 2015; subjects' ideological beliefs; interview discussion; subjects' affective practice; person-centred theory; school ethos	SEND Code of Practice 2015; subjects' ideological beliefs; interview discussion; subjects' affective practice; person-centred theory; family and community ethos
RULES	SEND Code of Practice time constraints; LA SEND teams' capacity; government legislation e.g. Children Act (2015), Equalities legislation; current government and LA policies and procedures; person-centred structures; professional ethical codes; school rules	Keeping the family's location secret; family ethical codes; school rules; LA child protection requirements; LA SEND team's capacity; government legislation e.g. Children Act (2015), Equalities legislation; current government and LA policies and procedures; person-centred structures

COMMUNITY	Wider school members; wider community members; voluntary organisations; LA support services; NHS support services	Wider family members; wider community members; school staff; voluntary organisations (domestic violence); LA support services (social worker); NHS support services (therapist)
DIVISION OF LABOUR	Role demarcation; task allocation; available budget	Participant; sole responsibility for D and three siblings
OUTCOME	To promote D's best outcomes as he grow up into adulthood	To keep the whole family safe and together, enabling each of them a more successful future
HISTORICITY	Prior experience of working to promote best outcomes for SEND children and young people; lack of experience of fully engaging children, young people and their parents; working within government and local authority changes of policy and practice; reducing LA school budgets	Extreme violence, abuse and control by D's father; lack of experience of SEND systems; lack of freedom of movement or choice; disrupted family lifestyle; poverty; limited social support to family; credibility disbelieved by professionals
CONTRADICTIONS	<p>DIVISION OF LABOUR/OBJECT/RULES: lack of professional attendance limits possibilities for communication and interaction at Co-operation and Communication levels;</p> <p>MEDIATING ARTIFACTS/OBJECT/COMMUNITY: restricted facilitation by professional limits possibilities for communication and interaction between all participants at Co-operation and Communication levels and in turn leads to a lack of shared Object;</p> <p>SUBJECT/MEDIATING ARTIFACTS/RULES: right to a voice poorly established for DE and D in EHC planning process despite requirement to work in a person-centred way;</p> <p>RULES/DIVISION OF LABOUR/OBJECT: struggle with establishing structure within the SEND procedures, such as basic human rights, where outcomes are ultimately judged on compliance with restrictive legal timescales;</p> <p>RULES/MEDIATING ARTIFACTS/DIVISION OF LABOUR: person-centred working is now required by the Children Act (2015) but professionals' limited role in facilitation restricts opportunities for Coordination and Communication levels of interaction and communication which could lead to transformational change during D's EHC planning process;</p> <p>DIVISION OF LABOUR/RULES/OBJECT: limited facilitation restricts professionals' understanding of DE's concern for her family being free from harm despite Children Act 2015 requirement re voice of parent and child.</p> <p>RULES/DIVISION OF LABOUR/OBJECT: culture change to enable the embedding and good practice of EHC planning processes is possible but JU's experience of new SEND strategy proves to her it will take time to put into place and is hard to achieve due limited resources;</p>	

	<p>RULES/DIVISION OF LABOUR/OBJECT: culture change to enable the embedding and good practice of EHC planning processes is possible but it will take time to put into place to enable training and practice to build confidence and expertise;</p> <p>MEDIATING ARTIFACTS/COMMUNITY/RULES: although there is legislation requiring structural changes to support how SEND systems are embedded and practiced, change will never be sufficient for some SEND parents;</p> <p>MEDIATED ARTIFACTS/RULES/SUBJECT: despite the requirement to work in a person-centred way (Children Act 2015), negative emotional tone can contribute to limiting participants' agency to engage fully in the EHC planning process;</p> <p>MEDIATED ARTIFACTS/ SUBJECT/OBJECT: restricted facilitation by professionals fails to take account of DE's positive and negative emotions concerning her competences as a parent that could help to establish a shared Object3;</p> <p>HISTORICITY/SUBJECT: DE's history has disengaged her from experience of SEND procedures creating her outsider status.</p>
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Figure 19: Third generation CHAT activity system summarising Unit 3 synthetic discursive analysis

6 DATA ANALYSIS AND DISCUSSION OF OUTCOMES (Part 2: Qualitative content analysis)

6.1 Introduction

Chapter 6 presents a report of the second analytic method used for this research. This report provides evidence of the qualitative content analyses carried out of participants' interaction and communication during D's EHC planning meetings.

The final discussion concerning the outcomes of the analyses from both Chapters 5 and 6 in terms of how they might inform the EP role is placed at the start of the concluding Chapter 7.

6.2 Qualitative content analysis of participants' interactions

Both meeting transcripts were analysed twice, as described in section 4.9. Firstly, using the model of different levels of coordinated activities, (Engestrom, 1997), I explored the interactions that are taking place between EHC Plan participants [as outlined more fully in section 3.3.4]:

- *Co-ordination*: The various actors are following their scripted roles and each is concentrating on the successful performance of assigned actions;
- *Co-operation*: Different actors focusing upon a shared problem or object and try to find ways of solving it or conceptualising it. They are not so concerned with performing set, assigned roles or presenting themselves.;
- *Communication*: Used to describe interactions in which the actors focus on reconceptualising their own organisations and interaction in relation to their shared objects. All aspects of the activity are explicit and are the focus of critical attention.

The second analysis used Engestrom's approach to differentiating mediating artifacts (Engestrom, 1999c) in order to identify the kinds of language artifacts used in D's EHC Plan planning meetings that could promote transformational learning [as outlined more fully in Chapter 3, section 3.3.4]:

Type of artifact (Engestrom, 1999c)	Distinguishing features of artifacts
‘What’ artifact	Used to describe or construct Objects; these Objects can be material, co-constructed, conceptual
‘How’ artifact	Used to guide and direct processes and procedures on, within or between Objects
‘Why’ artifact	Used to diagnose and explain the properties and behaviour of Objects
‘Where to’ artifact	Used to envision the future state or potential development of Objects, including Objects and social systems

Table 7: Differentiating mediating artifacts

6.2.1 First planning meeting

SESCO [AN] and D’s mother (New Economics Foundation (NEF)) attended this meeting, and D joined in part way through. Its purpose was to complete Sections A-D of D’s proposed EHC assessment plan document (see Appendix F), with specific emphasis on D’s and DE’s views. This information would then be sent on to the local authority SEND officer [JU], along with details of the family’s history which had been collected when D first arrived in school. This information would be included in the final proposal that JU collates from all the evidence submitted to the local authority SEND panel for consideration.

AN is at an early stage of feeling confident of putting the person-centred approach into practice. There are also restrictions on how she can reorganise the room more informally, and so participants sit around one end of a large conference table. However, I would judge that AN did facilitate the meeting in a fairly person-centred way. She is welcoming, responsive and respectful in her manner, and makes a point of emphasising to both DE and D a number of times that the purpose of the meeting is to find out their views about what helps D to learn in school. In addition, although AN makes notes on a pad in front of her and so other participants are unable to see what is being recorded, she does frequently read out to DE and D what the question asks and repeats out loud what she is writing down.

Qualitative content analysis of the person-centred meeting transcript using the model of different levels of coordinated activities (Engestrom et al., 1997) showed that, during the first part of the meeting, the two participants interacted almost entirely at a Co-

operation level. This was unsurprising given that the assumed shared Object of this activity by AN was to try to establish relevant information that AN can enter into the EHC Plan planning form in order to contribute to decisions about the future support D is likely to need in the high school. On page 5 of the transcript, AN takes time to clearly describe the purpose of the meeting, and how the EHC Plan process proceeds overall. She repeats this on p17 for D when he comes into the room to join the meeting. Neither DE nor D disagree with this. However, there were also a few examples of interaction occurring more strictly at the coordination level. At these times, DE's and D's attention shifted at different points in the conversation to concern about the outcome of D's charge of bullying behaviour still hanging over from the day before. These are examples of disturbances which intrude on D and DE's attention to the meeting, and cause them to deviate away from their shared script. AN acknowledges that this important event has happened, but each time AN draws DE and D back to the assumed shared Object of generating information for D's EHC plan application. This effectively shut down the deviation.

A series of opening exchanges between AN and DE give a clear example of this issue in the excerpt below. The previous day D had been involved in a serious bullying incident:

Extract 1 (p1- 3)

(Introductory talk about D's bullying behavior in school yesterday before the digital voice recorder was switched on)

AN Up until recently he's just been great, really great. Moreover, I'll go through with you what we've said about him on the form. We'll update this though to reflect what's just happened in the last couple of days. Mmm. And I think that's really important for us to know that he's got that potential because he'll...I don't know...how do you feel about him moving on to High School?

DE I just don't want him to struggle

AN Yep

DE Whatever's best for him, whatever wherever he has to go.

AN Yep, yep. Mmm. What I'll do quite soon, what I'll do if I go through this form with you I'll show you what I've done. Then if we ask D to come in and we can decide which

DE He's upset (.)

AN Yeah, I know. That is a bit of a shame. And I mmm am too and I think he will be too.

DE I'll tell him (.)

AN I think we just as a school we need your support really...

DE Yeah

AN What we'd like you to do, and I think mmm...because what we've done is to exclude him internally excluded him this afternoon. So basically he's not working in his Year 6 class. He's...mmm...and...mmm...the head teacher needs you to give her a ring.

DE Right.

AN You could have seen her this afternoon, but she's out. I think she obviously did try to get in touch with you...

DE The social worker said she doesn't know how D is thinking, because he's always quiet and keeps his feelings in. So she's going to ring [counseling service D attends] and see how he's getting on.

AN Right, that's a really good idea. And perhaps we can update some of that on to here.

DE Yeah.

AN That would be quite a useful thing...I think it would be quite good if we did a bit of this without D, is that OK?

DE Yeah.

AN Then we can share with him the bits of the form the bits that we think will be what he can find of hear about and stuff. I've just done two copies – here's one for you. This is where I'm at so far.

[...]

DE I thought he had settled down now.

AN Yes, and he's done so well. And I think as I say that teaching assistant leaving...as I say she was so brilliant, I mean we're devastated that she's gone.

DE Yeah

AN But there' no reason that he shouldn't

At the start of the meeting, after a lengthy discussion about the recent bullying incident, AN pulls DE's attention back to their shared Object of identifying D's learning, health and social care needs by asking "how do you feel about him moving on to High School?". A co-operative exchange then occurs for a few turns, until shortly after DE abruptly interjects with the comment "he's upset", referring back to the bullying incident once again. A short while later, after AN has co-operated with DE in trying to solve the next step in sorting out the bullying incident with the main purpose of ending that discussion as it is not central to the EHC plan, DE herself returns the discussion to the assumed shared Object. She comments that "The social worker said she doesn't know how D is thinking, because he's always quiet and keeps his feelings in". However, twice more she interrupts with comments that express her concern about D's behaviour and the ultimate worry of exclusion from school: "I thought he had settled down now", and again when she says: "Apart of what he's done". Although

DE has shown she does share the assumed Object of this meeting activity with AN concerning planning for D's future, she also has expectations that the meeting will sort out her more immediate worry that D might be permanently excluded. She therefore holds a wider activity Object that includes keeping him in school i.e. she illustrates once again the broader Object of safety and security for her family as discussed in Chapter 5. Working under a time constraint, AN's strategy has been to effectively silence DE without attempting in that fairly brief meeting to collaboratively reframe their different Objects so as to construct a more fully shared Object. As a result, potential expansion of the participants' thinking leading to the activity Outcome was restricted.

D is also distracted with the more pressing concern of the unresolved bullying incident when he comes into the meeting. Like DE, he returns to the event a few times and interjects with his own script of needing to justify his behaviour by interjecting with "I've finished my work as well. And they said I've been bullying but I wasn't". With reference to Engestrom (2008), it is as if D is using a default script of denial and self-justification drawn from his complex family history which is "engraved in tacitly assumed traditions" and "coordinates their actions as if from behind their backs, without being questioned or discussed" (p323). D's urgency to promote his innocence could also be regarded as a rupture in this short dialogue, as DE and AN strongly do not support his view of his innocence. It provides a block in the understanding amongst the participant group as a whole. AN swiftly redirects everyone's attention back to the assumed shared Object:

Extract 2 (p17)

AN Yeah. Your mum's going to take you along in a minute [to a mental health clinic appointment] which is why I'm keen to get through this.

D I've finished my work as well. And they said I've been bullying but I wasn't.

DE I think that's horrible D. What about that poor little girl?

(Short discussion about recent bullying incident).

AN What I'd like to do though D, can we just put that to one side just for the minute alright because I want to talk about this. And I know that is bothering you, and perhaps we'll have a little conversation about that at the end. But I want to talk about this.

Again, working within a restricted time slot for the meeting, AN assumes a shared activity Object with both D and DE so as to complete the required sections of the planning form.

Analysis of the first planning meeting transcript using the criteria for differentiating mediating artifacts gave the following results overall:

'How' artifacts	'What' artifacts	'Where to' artifacts	'Why' artifacts
22	28	6	7

Table 8: Differentiating mediating artifacts occurring in total in first planning meeting.

This single case can be seen, albeit with great caution, as in line with Leadbetter (2004b)'s results for a conversation where participants engaged almost exclusively at a Co-operation level. What? and How? artifacts were used predominantly, in order to describe or construct the Object of the meeting, and to guide and direct processes and procedures relevant to the Object of the meeting. Although this was largely an information gathering and generating exercise, almost no direct questions were asked by any of the participants throughout the meeting, including by AN. The artifacts were inferred from participants' contributions. Extract 3 below includes a number of examples:

Extract 3 (p2) (Italics show inferred artifact phrase)

<p>DE The social worker said <i>she doesn't know how D is thinking</i>, because he's always quiet and keeps his feelings in. <i>So she's going to ring [counselling service D attends] and see how he's getting on.</i></p> <p>AN Right, that's a really good idea. And perhaps we can update some of that on to here.</p> <p>DE Yeah.</p> <p>AN That would be quite a useful thing (0.5) <i>I think it would be quite good if we did a bit of this without D, is that OK?</i></p> <p>DE Yeah.</p> <p>AN <i>Then we can share with him the bits of the form the bits that we think will be what he can find of hear about and stuff.</i> I've just done two copies – here's one for you. This is where I'm at so far.</p> <p>DE OK</p> <p>AN And I've put in here the educational psychology report. What happened was that D started with us in September (.) yep? (.) and we quite quickly realized that he was below---<i>he was working at a level which was below everybody else in the class.</i></p> <p>DE Yes.</p> <p>AN <i>So we asked the educational psychologist to come in and see him,</i> and it was her who said that <i>she thought that she thought an EHC plan</i></p>	<p>What? How?</p> <p>How?</p> <p>How?</p> <p>What?</p> <p>How?</p> <p>Where to?</p>
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<p><i>would be good for D. Partly because she thought that all the previous things that have happened to him – and at that time – you were living in temporary accommodation etc. and we can obviously see....</i></p> <p>DE I thought he had settled down now.</p> <p>AN Yes, and he’s done so well. And I think as I say that teaching assistant leaving...as I say she was so brilliant, I mean we’re devastated that she’s gone.</p> <p>DE Yeah</p> <p>AN But there’ no reason that he shouldn’t</p> <p>DE I see any changes that have happened to make him (.) <i>sometimes he’s going to bed very late.</i></p>	<p>Why?</p> <p>What?</p>
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There is one example of a Where to? artifact included in Extract 3 above. It describes a conversation when the application for D’s EHC plan was envisioned and potentially could enable the development of an informed, shared Object to support his future achievements. A more transparent example of the use of a Where to? artifact is provided in Extract 4:

Extract 4 (p15)

AN What about if you think about D in a year’s time – where do you see him being?

DE Oh I think he’ll be much further on. Because if you look back 6 months

AN And what do you think he’ll need to get much further on? If we think about his transition to High School, what do you think is going to make that successful?

DE I think being with [mental health team] and talking through what’s wrong with him. And getting all these issues out the way. Because he has got a nice heart. He helps me.

AN What about what he needs in terms of school?

DE Just think one on one and he should get there.

Here, the participants are reflecting on future schools and support for D. This occurs, like extract 3, at the Co-operation level of interaction, as the dialogue is not sustained so as to enable any reconceptualization of ideas. A higher number of Where to? artifacts would not be expected in this discussion, as planning for the future was better suited to the second meeting once more information had been generated and gathered.

One example of what I identify as a partial Why? artifact is identified in Extract 3. The participant offered a diagnosis or explanation for the properties and behaviour of the Object of the meeting i.e. their contributions provided details as to why information relevant to

completing the EHC Plan planning application form occurred. An example of what I consider is a more clearly identifiable Why? artifact is given in Extract 5 and reinforced in Extract 6 i.e.it is:

“an example of a bottom-up innovation aimed at informal and dialogical teamwork, ready and willing to modify the rules and standards situationally in the interest of reaching mutually acceptable solutions” (Engestrom, 2008)(p63).

Extract 5 (p8)

AN So I think his biggest difficulties are his learning difficulties and that's what is considerably behind. When he's come to us he's not learned as much as everybody else. So we say that's his primary need. And then his secondary need is the social, emotional and mental health. In fact, probably actually thinking about it I might even turn those around.

DE Yeah. Because he went through a lot because he wanted to live with his Dad. Because his Dad got a load of paracetamol and said he's going to kill himself if you didn't stay with me. So he's got all that in his head.

Ummm. And that's a lot to hold in your head. Then have to learn isn't it. So actually now I'm looking at this I think I would probably turn those round. What do you think?

Extract 6 (p11)

DE Right. There's a court case coming. (.) Little D was in the bed when [father] sexually assaulted us.

AN Yes that's right.

DE He knows all that happened

AN Right

DE And all that will still be coming up for him. I just try not to mention it (.). There's a court case coming up.

In Extract 5, AN is reflecting on all the information she has come to know and understand about D and D's complex family history. In dialogue with DE, she decides to change the core criteria for making D's EHC plan application. In terms of levels of interaction, this single example in the discussion stands out for suggesting that some expansion of thinking and ideas has occurred, and that there is briefly a transition from the Co-operation level to the Communication level of interaction. The two participants have discussed and reconceptualised their rules and shared the script. However, the EHC plan format imposes top-down a range of issues to be answered and so restricts the opportunity for participants to engage in sustained reflection or any remit to question their shared Object.

These results are also interesting in terms of how different mediational language artifacts can encourage the co-configuration process. Firstly, there was some evidence that they influence the development of participants' relational agency i.e. the capacity of participants to work collaboratively with others to achieve transformative change. Distributive expertise, one stage of developing relational agency, is being developed between the participants across the conversation helping them to recognise each other's resources, motives and beliefs as well as the rules that frame the meeting. For example, the discussion in Extract 1 concerning the impact of the TV in D's bedroom on his ability to learn in class lets AN know that DE understands and appears to support issues of concern and that she might be willing to co-operate to solve problems. Another example of this is given in a brief discussion about reading between AN and DE which DE initiates:

Extract 6 (p15)

DE I'll get the telly out his room.

AN Definitely get the telly out his room. That's excellent.

DE And read him a story at night.

AN I think he would really like that. It's really good for his reading. It makes a real difference to children. I don't know what it is we can do all the amount of work we can do in school. But it's something about if parents at home support really makes a difference.

DE I might say at a certain time we'd spend some time together.

AN And even just a little bit every night. Just a little bit and often. And you reading to him would be nice. So if you could do that it would be great. (Reads from form).

When D join the meeting, DE returns to the discussion:

Extract 7 (p18)

DE D. We should start reading books shouldn't we?

AN That would be great.

D Like what?

DE Give we an hour together and things.

D An hour? Half an hour.

AN That would be really good. I love reading. I often read before I go to bed.

DE You got good books for Christmas didn't you? I'll read them out to you if you get stuck.

I have found it more difficult to identify the second stage of developing relational agency in this conversation i.e. the need to develop relational expertise so as to “allow participants to align their responses and actions with each other’s’ interpretations of the issues discussed” (Edwards, 2011). I argued above that AN facilitated the meeting with some degree of person-centre practice that could perhaps have encouraged the construction of some common knowledge between the participants. However, the low level of more searching discussion would have been likely to inhibit the development relational expertise.

It was also difficult to identify transformative agency occurring in this meeting. Without extended relational agency to build on, there was no obvious other opportunity for participants to engage in expansive learning. In terms of Engestrom (2001)’s expansive learning cycle, this meeting could be considered to be operating to a limited extent at the first and second actions of the cycle i.e. ‘Charting the situation’ and ‘Analysing the needs and possibilities of development’ but not at the third cycle of ‘Creating a new model and possibilities of development’. Participants effectively gathered a wide range of information required by the EHC plan format that focused on the views of D and his mother. However, it was only partial in terms of finding out causes for how the current situation developed as it lacked analysis both of the history and current situation, and participants lacked both development of relational or transformative agency.

6.3 Summary of Chapter 6

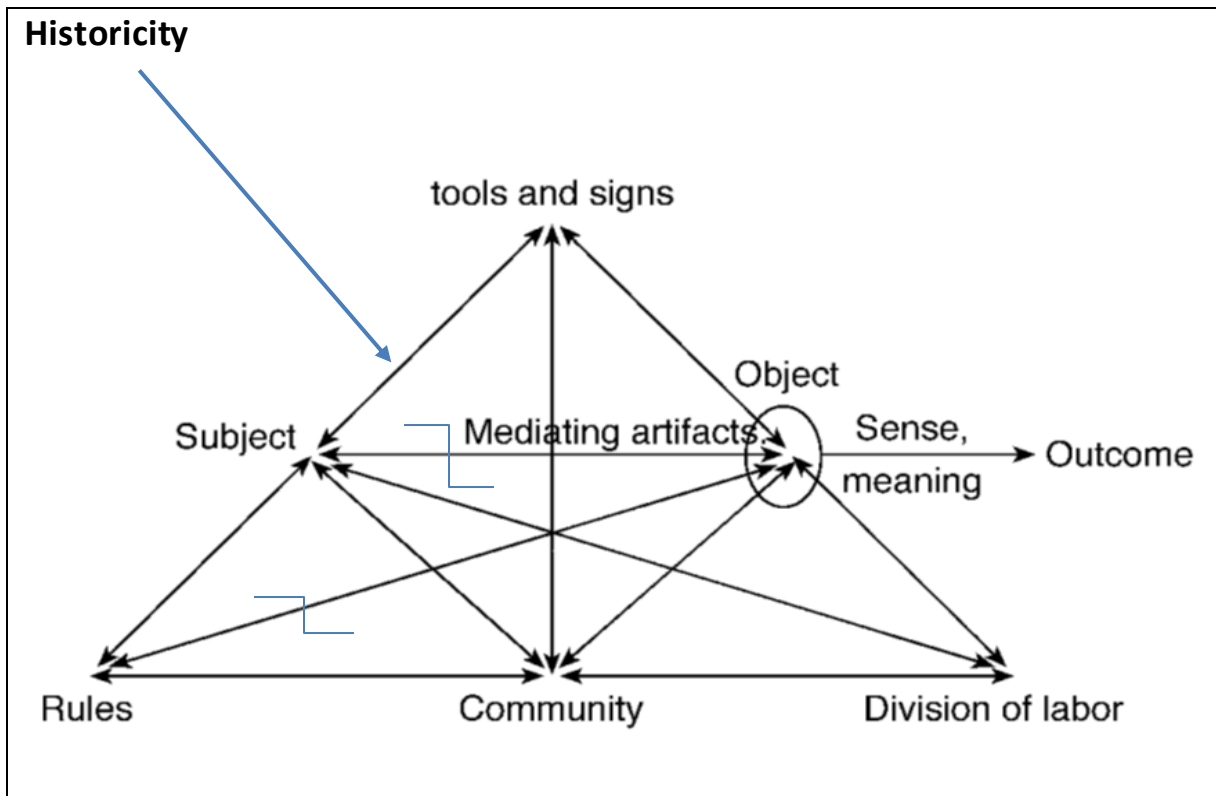
Chapter 6 has discussed the results of the second set of analytic approaches for this thesis. This has included using criteria from both the model of different levels of coordinated activities (Engestrom, 1997), and also (Engestrom, 1999c)’s differentiating mediating artifacts model. The purpose of these analytic approaches was to obtain richer information about how the meeting participants interacted, and the type of mediational language artifacts they used that might promote expansive learning leading to transformational change of SEND children’s and people’s outcomes as they grow up into adulthood.

Unfortunately, due to a faulty digital voice recorder, data from only the first of D's two EHC Plan planning meetings was obtained. Therefore no analysis relating to the second planning meeting was possible.

The results indicated that the participants largely interacted at the co-operation level throughout the first meeting. This was shown by their fairly consistent focus on the shared Object. It was also illustrated by the high percentage of How? and What? artifacts used. A small number of exceptions to this general description were found. DE and D persisted in parts of the meeting to divert the focus of the discussion to a more pressing concern for each of them. These changes in the flow of the talk suggested that both D and DE during these short episodes were more likely to be participating at a co-ordination level, taken up with speaking from their own script and attending to their own revised Object. Conversely, there were a few examples that hinted of a more reflective dialogue between the participants edging into a communication level of interaction. These episodes were characterised by the very limited use of partial or more definite Why? artifacts.

The results are therefore helpful in providing some very limited evidence for this research. All three interactive levels were shown to occur in a partial person-centred context. In addition, the different functions of mediational language artifacts were identified, including those that could promote increased expansive learning.

In CHAT terms, the second-generation activity diagram for this meeting can be drawn up as follows:



CHAT CRITERIA	D'S EHC PLAN ACTIVITY FOR FIRST MEETING
SUBJECT	Participants: DE, D, AN.
OBJECT 2	To generate and record information that could be used to complete the EHC Plan planning form.
OUTCOME	D's improved education, health and social care will enable him to achieve his aspirations as he grows up into adulthood.
RULES	Code of Practice 2015; EHC Plan format; local authority and school policies; time constraints; family rules; person-centred practice.
COMMUNITY	Primary and high school staff; other support teams; wider family and community members.
MEDIATING ARTIFACTS (MA)	EHC Plan planning application format; participant contributions. SEND Code of Practice 2015; subjects' ideological beliefs; subjects' affective practice; person-centred theory; school ethos; family and community ethos
DIVISION OF LABOUR	AN acts as facilitator; participants engage voluntarily.
HISTORICITY	SEND Green Paper; participants' previous lived experience of SEND policy and practice; participants' previous lived experience more widely in their lives.
CONTRADICTIONS	SUBJECT/OBJECT: lack of fully shared Object 1 between participants; lack of construction of shared Object 3 between participants;

	<p>RULES/OBJECT: restricted time scale to complete plan;</p> <p>RULES/MEDIATING ARTIFACTS/OBJECT: EHC Plan format imposes top-down a range of issues to be answered and so restricts the opportunity for participants to engage in sustained reflection or any remit to question their shared Object;</p> <p>MEDIATING ARTIFACTS/OBJECT/OUTCOME: low level of more searching discussion likely to inhibit the development relational expertise, transformative agency, and expansive learning.</p>
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Figure 20: Second-generation CHAT activity system of D's first planning meeting

7 CONCLUSIONS

7.1 Introduction

This Doctorate of Educational Psychology thesis set out to explore the potential of the educational psychologist's role in reconsidering how a more positive impact can be made on the learning, health and social outcomes of SEND children and young people, with a specific focus on those who also experience disrupted life styles. My central question has been: how can an EP maximize their impact by applying psychology in their day-to-day practice when only minimum contact with the child or young person is possible?

I have tried to take this research opportunity as a space to look back at my own EP practice and think afresh about how SEND children and young people, including more marginalised groups such as those with disrupted lifestyles, continue today to be consistently failed in terms of persistent long term inequality of opportunity. In order to move forward, I found I needed to explore both a wide-range of discourses and debates that has included social justice and the construction of the concept of SEND, and also different psychological theories that might provide appropriate ways to investigate how effective change can be achieved. Through this process I developed a social constructionist theoretical model to underpin the methodology for this research. I also sought more fine detail in areas such as the impact of emotion on meaning-making, and in the types of interaction and communication that might promote expansive learning and transformational change through day-to-day engagement with families and other professionals.

Chapter 7 concludes this research by drawing on the results of the analyses presented in Chapters 5 and 6, and by providing a wide range of practical suggestions that could inform the EP role. This is followed by my reflections on the achievements and limitations of this research, what it can offer in terms of a contribution to knowledge, and thoughts about what future research possibilities it suggests.

7.2 Discussion of the outcomes of the data analysis in Chapters 5 and 6 in terms of the EP role

In my view, there are four key findings from this research that both informs and transforms a theoretical proposition concerning the EP role. Each one is likely to be

challenging to some current EP resources and workloads (e.g. Goodman and Gregg, 2010). Therefore they should be considered together with reflection on how the organisation within which the EP works is responding to the Children and Families Act 2014 which mandates person-centred practice.

The first key finding is possibly, on the face of it, the simplest in terms of practice for the EP role – the need for the EP to attend and participate in meetings in order to effectively challenge inequalities of outcome for SEND children and young people. This research provides a theoretical underpinning drawing on the expansive learning cycle (Engestrom, 1987) that explains why transformational change is more likely to occur through a person-centred, face-to-face conversation and negotiation between participants who seek to solve a problem together i.e. it provides an explanation of how a “re-orchestration of these voices” (Engestrom, 1999c, p. 35) might occur through “real dialogue and collaboration between ‘flesh and blood’ partners at either side of the boundary” (Akkerman & Bakker, 2011, p. 149). I have argued that such transformational change might be achieved by a facilitator posing an increased use of Why? mediating language artifacts or reflecting on their affective practice. In this way, contradictions in their activity system can be explored, encouraging participants to re-interpret, extend and share the Object of the activity. During this process of co-configuration, increasingly enriched ideas and decisions become shaped through expansive learning. It was unfortunate that no EP attended D’s planning meetings. The EP therefore did not benefit from any collaborative discussion before writing the final draft of their assessment report. Further, the planning team discussion was not enriched by the EP being present to help to explore the meaning of the assessment results more deeply, nor by the EP taking the facilitating role and asking more of the kind of mediating language artifacts that can support participants’ expansive learning and relational agency. The EP also did not have the opportunity to promote person-centred working during the discussions in the meeting. The research has shown that the absent EP role contributed to the contradictions that arose in the activity systems for all three Units in D’s case study, potentially restricting D’s future outcomes. The importance of participants drawing on relational ideologies of social justice is frequently identified in the talk of all the Unit 2 and Unit 3 interviewees, apart from the parent (DE). Like SQW et al. (2015)’s evaluation of the SEND Pathway pilots (section 2.4.2), they understood that simple compliance with the legal requirements and paperwork would be likely to fall short of making a real difference to the outcomes for SEND

children and young people. Instead, if a local authority is to implement the Children and Families Act (2014) appropriately including the mandatory requirement for person-centred practice, it needs to ensure that a shift of power takes place between professionals, parents, children and young people in order to include all participants' voices in the process. This requires different types of relationships, extended interaction and communication skills, a higher level of facilitation, and a change in the language used.

The second key outcome of the analysis recognises the need for the EP role to be understood within the wider historical, social and cultural context within which it occurs. Analysis of Unit 2 interviews with senior local authority managers gave information about why organisational culture change is required to avoid simply compliance with the legal processes of the Code of practice 2015 (Department for Education & Department of Health, 2015, updated 2015). Further analysis of Unit 3 interviews has shown how contradictions arising from the Unit 2 activity system can impact on the EHC planning process for an individual child or young person such as D, and how lack of organisational support can limit potential for transformational change. For example, establishing person-centred practice across the organisation would support an EP working to transform the outcomes of an individual SEND child or young person, and also challenge other influential narratives within the organisation that might limit or distract from implementing the new Children and Families Act 2014 (Department for Education, 2014b). However, it is also important to note that analysis of the single-case study presented here does provide some indication that, even where embedding more person-centred culture change is at an early stage such as in the non-Pathfinder local authority, it has been possible to identify individual participants interacting and communicating together in ways that characterise these first two stages of the expansive learning cycle albeit briefly. This suggests that an individual EP, in a single conversation or meeting learning if that was all the time they had available with a family or a professional, can fulfil their ethical remit in regards to equalities. Even without strong support from their wider team or local authority, they can promote at least a degree of person-centred working and expansive thinking and decision-making.

Thirdly, attention to participants' emotion and its impact on meaning-making has contributed different and useful information relevant to the EP role. The research methodology provides an example of how CHAT can be extended to take account of intra-individual factors through using synthetic discourse analysis. Analysis of the case study

interviews showed that all participants found working to achieve radical culture change and embedding new practice to be a deeply felt experience. Although they talked *about* their feelings, analysis and identification of their affective practice and patterns *talk of* their emotions and feelings provided additional insight into their thinking and actions. This type of analysis gave a different type of information which was more personal and less available to capture in other ways. In particular, analysis of DE's affective practice was vital to how I gradually came to 'hear' in the absence of language and to gain some understanding of what she thought and believed. I also felt I understood more clearly how these thoughts and beliefs had been informed, and in turn how they informed her actions. Her silent but stoic loyalty to her family became increasingly apparent to me as the analysis proceeded, but this could easily have been overlooked. Applying this psychological approach could enable an EP to reflect at a deeper level about behaviour which may surface additional understanding of a situation. Although there was some overlap with outcomes from analysis of ideological dilemmas and subject positions, affective practice also allowed me to make additional effort to 'get to know' interviewees better as individuals, This type of respect contributes a further ethical element to this research.

The fourth key outcome of this research that I want to highlight at the start of this concluding chapter concerns the focus on participant agency. By regarding the participants in the EHC planning process for a SEN child or young person as a work-place team engaged in expansive learning, the EP is offered a wider role in promoting transformational change at group and organisational levels as well as in direct work with families. Alongside attention to mediating language artifacts and emotion, identifying behaviours that characterise relational agency and common knowledge have informed the kinds of practice that participants need to develop to take part effectively in a collaborative work team. Synthetic discourse analysis identified for example that Pathfinder senior managers' approach was authoritarian and that their relational agency was more restricted in relationships with other professionals than with SEND parents. The contradictions that arose in Units 2 and 3 activity systems showed that the managers were likely to encourage compliance rather than promote person-centred working and expansive learning. This information also enriches the description of the kind of just relationships required by the first criteria for relational ideologies of social justice (Christensen & Dorn, 1997). This type of analysis therefore provides important insight for the EP role in terms of reflecting on their own and others'

behaviours required to work effectively to achieve transformational change. In the context of day-to-day working, identifying the presence or absence of distributive and relational expertise (Edwards, 2011) and the behaviours that promote the construction of common knowledge e.g. Edwards et al. (2009) as outlined in section 3.4.3 would support an EP to gain this kind of insight.

The next four sections put forward more detailed suggestions for the EP role, working at different levels and aiming to successfully challenge inequalities of outcome. In Section 3.4.4, my proposal that the EHC Plan process could be mapped on to the expansive learning cycle provides the theoretical framework for this discussion about the potential of the EP role to engage with this kind of challenge. Contradictions that were found to arise within each Unit activity system will be used as a strategy to inform ideas about the EP role (D.S.P. Gedera & P.J Williams, 2016; Murphy & Rodriguez-Manzanares, 2008).

7.2.1 Developing the values and beliefs that underpin transformational practice

The Unit 2 interviewees (senior local authority managers) underline the complexity of developing and embedding organisational systems that promote these kinds of changes. It also takes time and expertise to support professionals and parents to work together, guided by the values and principles of relational ideologies of social justice. Significant contradictions arose in the Unit 2 activity system between Rules and Object, and also between Community and Mediating Artifacts. Despite both drawing on relational ideologies of social justice, each local authority's response to delivering effective change within legal timescales is restricted and shaped by their very different levels of available resources, such as budget capacity and work team expertise. Embedding organisational change was also complicated by a range of other discourses co-existing within their local authority, which in turn influenced parallel development of conflicting policy and practice. In addition, the traditional use of a top-down approach to engaging professionals in culture change emerged as another contradiction between the Rules and Object in the Unit 2 activity system. For example, this possibly limited border crossing and co-operative working between senior managers and their local authority officers, and so restricted the kind of interaction and communication that could occur between them.

The impact of these kinds of contradictions was evidenced in the very early practice in Unit 3 (EHC planning group interviewees) to put EHC Plan procedures into place for an

individual child. Tension arose between a number of points in the system, due for example to continuing conflicting ideologies amongst participants as well as sometimes a lack of understanding of the process. This was particularly apparent between the parent and local authority staff. These problems seemed to increase the further participants were positioned away from those that had the responsibility for developing and embedding the EHC planning process across the authority. They also sometimes seemed to occur because of limited capacity of both parents and professionals to put effective practice into place.

Analysis of the levels of interaction and communication occurring in D's first planning meeting reported in Chapter 6 primarily underlined a tension between Mediating Artifacts and Object. For example, a fully shared Object1 was not achieved between participants in their third generation activity system. There was almost no use of Why? mediating language artifacts or other sharing of ideas or beliefs to inform each individual participant's understanding of the others' purpose of meeting, or of what their motives were in taking part. Similarly, because of the limited level of discussion, a shared Object3 was achieved not by co-constructing it, but because one of the participants (the parent) eventually aligned herself with another participant's (the SENCo) purpose. Potentially this lack of deeper exploration and reflection on different points of view contributed to limiting the opportunity to expand learning leading to transformed outcomes. It was apparent across both Units 2 and 3 that, although there were efforts to effect a shift of power in both policy making and by introducing a more personalised approach in EHC meetings, there was little evidence that participants were developing relational agency and the kind of discursive meeting of minds through collaborative discussion that Edwards and Kinti (2010) propose required to achieve transformation.

These outcomes suggest a number possibilities for the EP role concerning the development of beliefs and values:

- The EP may firstly want to problematize and critique their own role as Devlin (2012) proposes. They could challenge their thinking and make conscious to themselves what has become accepted by them as part of their normal day-to-day practice. CHAT (Engestrom, 1987) could provide a useful structure to support reflection, for example within supervision sessions. It may expose practice that adheres to discourses that are problematic in terms of achieving transformational change. A focus on the theory and practice of the personalised approach to working together,

as well as a better understanding of how effective transformational change can be achieved, could provide some relevant next steps for an individual EP toward revising their practice;

- With this knowledge, as well as the skill to create a critical space and an understanding of the purpose and benefits of periods of reflection, an EP could also offer a wider role to colleagues in their work team. They could support them in a structured way, such as through peer supervision, to consider what they are doing in terms of social justice and how they can develop their thinking and practice;
- In addition, the EP could also be influential simply by modelling appropriate values and beliefs that can lead to transformational change throughout their day-to-day practice, such as encouraging rigorous person-centred practice and using appropriate mediating language artifacts during conversations;
- The complex nature of culture change described in Chapter 5 potentially gives the EP a wider training role with both professionals and parents in terms of developing the values, beliefs and skills that underpin transformational practice. Topics could include:
 - a more comprehensive understanding of the various ideologies of social justice, and how they influence policy and practice. This could provide the necessary foundation for building up effective collaborative team working;
 - information about the ongoing inequalities of outcomes for SEND children and young people compared to their mainstream peers, and why culture change to organisational systems and practice is necessary to achieving real shift in outcomes as opposed to compliance with procedures. This kind of training could explain the vision and purpose of the Green Paper and subsequent revision of the SEND Code of Practice 2015;
 - an understanding of transformational change, and how it can be achieved by developing work team practice using person-centred, CHAT, and expansive learning approaches including the use of the range of mediated language artifacts, and the need to develop relational agency and common knowledge e.g. Edwards et al. (2009). A number of researchers (e.g. Daniels et al., 2007; Kilpatrick et al., 2010) have developed simplified work team training programmes drawn from Engeström (2007)'s Change Laboratory interventions;

- an overview of the organisational systems that structure direct work with SEND children and young people. As the SENCo noted in her Unit 3 interview, some participants would value this kind of 'big picture' input in order to be able to fully reflect on and construct meaning for their own changing roles. This could include information about different disciplinary roles and the purpose of relevant third sector organisations such as charities.

7.2.2 Working with individual children, young people and their families

All four contradictions that were identified from analysis of the Unit 3 interviews indicate the impact of limited resources, capacity and expertise on working with families. The EP could take a part to:

- Ensure that a rigorous person-centred approach is taken to frame meetings (Preparing for Adulthood, 2017);
- Try to establish a shared Object between all participants early on during an EHC planning process or other discussion by using specific mediating language artifacts, particularly the use of Why? artifacts to encourage an understanding of any differing views or values and to develop relational agency and common knowledge;
- Prioritise working directly together with more easily excluded individual SEND children and young people and their families, such as those who additionally have disrupted life-styles;
- Write their reports in a style that includes the range of mediated language artifacts so as to extend readers' thinking, reflection and ideas for planning for the child or young person's future (e.g. Buck, 2015). Similarly to participating in a meeting, the EP could include Why? artifacts to provoke deeper inquiry into different views, values and other participants' recommendations.

7.2.3 Strengthening the SEND organisational systems

Across all three Units, contradictions occurred relating to the fragility of the EHC Plan process. EPs working to strengthen SEND systems through supporting culture change at the organisational level could be a useful role to provide a framework that can support transformation of outcomes for individual SEND children and young people generally. This

conclusion is supported by the National Development Team for Inclusion (2017)'s recent finding that issues continue in a sample of Pathway local authorities at strategic and service levels.

Some of this vulnerability in SEND systems could be attributed to the newness of the revised SEND procedures just as the local authority officer vividly describes in Unit 3. However, additional fragility also appears to be inbuilt more long term. For example, in the Unit 2 activity system there was a contradiction between Rules and Community i.e. a tension between how a local authority traditionally works using a top-down management style and how parents and professionals might work together. Inevitably, the Parent Forum membership changes due to parents joining and leaving over time as their children grow up. Without an established and steady partnership between parents and professionals, the collective values and beliefs of the group and dominant voices of individuals could frequently be in flux as the senior manager (A) describes.

A further contradiction between Rules and Division of Labour in the Unit 3 activity system caused fragility by compromising participants' capacity to embed culture change. Here, without a long term increase in experienced staffing, reduced legal time-scales could privilege compliance with planning procedures over transformational practice.

Another contradiction in this system also highlighted that the skills that all participants need so as to enable them to work within a transformational process are acquired over time. Just as Daniels et al. (2007) state, this will always be likely to disadvantage some families like parent (DE) with her disrupted and isolated lifestyle stretching back over many years and is shown by the powerful contradiction between Historicity and Subject in Unit 3 showing how DE is rendered an outsider to the SEND process and wider local authority and social systems. Similarly, tension existed in the Unit 3 activity system between the Code of Practice 2015 requirement for multi-agency working and professionals' lack of capacity to attend EHC Plan meetings. This contributed to diminishing the sharing of information and knowledge between participants so that they could interact at more in-depth communication levels (Engestrom et al., 1997), as happened in the child's planning meeting. An additional fragility of any ideological change is sustaining it long-term. For example, conflicting ideologies and policies compete within any organisation as the senior manager (JO) noted, and could dominate and overwhelm the SEND culture change. In addition, the knowledge and

commitment that motivated the earlier developmental phase of culture change might not become regenerated with the gradual moving through of participants over time (Akkerman & Bakker, 2011; Edwards & Kinti, 2010).

Overcoming these apparent inbuilt fragilities and constructing robust organisational systems could, like a senior manager (JO) described in Unit 2 as his hope for 5 years into the future, start to normalise transformational practice. An EP could apply psychology to contribute to this process at a number of levels such as to:

- Undertake appropriate short and longer term research of the efficacy of the revised SEND procedures for all families, for example in terms of participant attendance, person-centred practice, the child or young person's voice, and developing relational agency skills and common knowledge. This could include reviewing the process on a regular basis and feeding back the outcomes to the local authority;
- Use their working knowledge of all aspects of the process, to facilitate a working group with a remit to continue to work long term for better outcomes for SEND children and young people including those with disrupted lifestyles, through progressing the development and renewal of transformational change;
- Support and strengthen weaker parts of the system. For example, offer short-term consultation sessions to work groups such as a Parent Forum or NHS personnel, and promote multi-disciplinary attendance as necessary to achieving transformation over and above compliance with planning procedures;
- Promote greater use of mediating language artifacts, particularly Why? artifacts, by modelling at meetings and including in written reports.

7.2.4 Providing emotional support and supervision for parents and professionals working to embed complex SEND policy and practice

Synthetic discourse analysis in Chapter 5 of Units 2 and 3 interviewees' talk showed that embedding culture change and revised SEND practice can be a deeply felt process. That the job is tough is made clear by the contradiction occurring in the Unit 2 activity system between Subject and Mediating Artifacts. Here, there was conflict in the senior manager role. For senior manager (A), 'doing the right thing' in pursuing better outcomes for SEND children and young people compromised him as an employer in other areas of his work. A

further contradiction for Unit 2 senior managers between Historicity, Division of Labour and Rules. Traditionally, in both local authorities, a culture of coping without formal support at senior management level made it difficult for senior managers to acknowledge their deeply felt responses to their work to themselves or others. Analysis showed that all three interviewees appeared to have constructed self-managing strategies, but they also each responded to recognition of their effort and work by others. This indicated that they may have welcomed and benefitted from more notice and appreciation of their input.

The Unit 3 activity system highlighted a contradiction between Subject, Mediating Artifacts, and Object concerning the pressures on local authority officers when implementing the EHC Plan process. This could give rise to negative emotional tone which perhaps inhibited their agency to seek solutions for any problems arising. In the parent's activity system, there was a different recurring contradiction between Subject, Object and Community. Her own lack of self-worth together with some professionals' lack of understanding of or possibly compassion for DE's lived experience meant that her voice was largely silenced and her sense of competence was unstable. Analysis of her affective practice indicated, however, that she was committed to being a parent but was not yet able to articulate this or always put it into practice, and that others rarely gave her credit for her commitment which questioned her sense of competence. Without a more in-depth analysis, this went largely unnoticed. D's voice is obviously missing completely from this discussion, but I would suggest that similar issues as have been identified for DE would equally apply if his affective practice could be analysed.

The EP role could respond positively to these findings so as to:

- Take notice of participants' affective practice as part of any of the above examples of potential tasks. For example, as part of research projects, affective practice analysis could reveal information and enable insight that might not become apparent otherwise. A fuller understanding of participants' emotional response and how it informs their meaning-making, in addition to what is talked about, could influence the research conclusions;
- Offer peer supervision, individually or as a group, to any participants taking part in the demanding process of embedding complex policy across a large organisation like a local authority. A more open exchange about the experience could strengthen

participants' capacity to persist with achieving radical culture change (e.g. Beal, Chikoko, & Ladak, submitted to publisher).

7.3 Reflections on the Achievements of the Research Aim

Inevitably, taking on the strategy of exploring an issue potentially opens the researcher up to a big task. My decision to try to be open-minded from the start made me vulnerable to getting lost in the wilderness, or finding myself located in another valley altogether. It has been difficult at times to find the edges of this research, to get the balance between ranging across the impact of overarching discourses, examining the relevance of complex concepts and exploring different theoretical approaches, yet keeping anchored in the reality of families' and professionals' day-to-day lived experience of SEND legislation, policy and procedures. My choices in terms of the research site, participants, and ultimately research design, were also significantly restricted. However, I would consider that my original research aim to understand and inform the EP role in terms of challenging inequalities for SEND children and young people has been achieved through a number of innovative connections between diverse literatures. For example, I have widened the CHAT model by including a focus on intra-individual factors of emotion and agency alongside attention to the social, cultural and historical context of activity systems. I have been able to propose a possible theoretical model for how the EHC planning process might lead to challenging inequalities of opportunity by mapping it on to the CHAT expansive learning cycle (Engestrom, 2001b).

Secondly, I chose to take a critical approach to the research, and have successfully located the theoretical discussion and analytic outcomes into practical actions that could be useful in the day-to-day EP role working with SEND children and young people. This has been achieved both by constructing the theoretical model accounting for the possibility of expansive learning, and also by the additional exploration of the finer detail of how participant relationships, interaction and communication can be promoted in the pursuit of transformational change. Suggestions concerning the EP role respond to each level of potential EP work, and relate to different EP working contexts. For example, the EP might be given a broad remit in implementing the revised Code of Practice 2015 in their local authority. For D, the ideal would be that radical culture change has taken place in the local authority in which he finds himself temporarily accommodated. Here, the EP might already

be contributing not only to organisational change which is responsive to D's situation, but could also prioritise work with D directly to complete his EHC Plan despite his short stay in that authority. However, this single case study illustrated that the reality for an EP can be very different and the case has been made for how the EP role could also respond ethically in terms of promoting equalities to a single conversation or meeting.

Although the wider research context changed quite significantly whilst writing this thesis, I have tried not to regard this as limiting the validity of this research but as part of the same uncertain reality in which families live, children grow up, and professionals work. I have sought alternative routes to achieve my aim, and revised my plans and research design where necessary on the way whilst keeping the key question of the research at the centre. This has been supported by taking a reflexive position to this research from the start. I have a strong personal investment in the topic which lays me open to bias at every stage which I have acknowledged.

7.4 Reflections on the Limitations of this Research

I have noted a number of limitations, including limited accessibility, key ethical issues, and my own research expertise.

Firstly, with reference to Parker (2004)'s list of open questions aiming to promote quality through discussion and reflection [Appendix E], I am hopeful that this research will be intrinsically interesting to those who are concerned with SEND issues generally as well as more specifically with the EP role. It could provoke debate, as well as be helpful to those EPs wanting to reflect on and develop their own and their EPS' practice experiences. However, this thesis is a lengthy document due to its exploratory approach, and is limited in how accessible it is likely to be to people outside of psychology particularly in the more theoretical sections. I have tried to compensate for this where possible by including chapter summaries and concluding comments. I have also aimed to be transparent, and descriptive of each step I have taken.

I completed the research in line with the ethical practice I outlined in Chapter 4. All assurances of interviewees' choice to participate were put in place, and their confidentiality has been respected. However, two important dilemmas persist for me. The first concerns the parent's difficulty with stating any boundaries to what she wanted or did not want to talk about. I was aware that she would most likely have agreed to whatever I suggested, and

that put me in a vulnerable position as a researcher. In the interview, I tried to be very cautious about whether I was supporting her to talk openly for her own benefit or mine. However, I think we both relaxed and gained confidence during the time we spent together, and my impression from re-reading the transcript was that there was an increasing flow to the exchange and some trust growing between us as the interview proceeded. As such, I think the outcome overall has been valuable in terms of a record of the views and ideas of someone who has been voiceless for most of her life. In addition, after discussion with the SENCo and D's mother at an early stage in planning the research, I agreed not to work directly with D for ethical reasons on the grounds that it would stress him to have another unknown adult talk with him. I accepted the SENCo's decision because I felt that I was not in a position to disagree, but I came to regret that I did not review this decision with the SENCo and D's mother later on in the research cycle once I got to know the family. That D's voice is now missing from this research is perhaps more ethically questionable than the original reasons to omit him. I remain very uncomfortable with this decision. As an experienced EP I would have been able to engage D appropriately and known when to end the conversation early if necessary. By not including him, I feel I have perpetuated the lack of children's voice in research more generally, just as occurred in both the local authorities who took part in this research. This also has special importance for a research topic that is taking person-centred working as a central focus. More specifically, D's absent voice has augmented the shift I originally planned for this research for families to co-research, to now having a research participant sample that is heavily over weighted by adults/professionals. This feels especially poignant given the disproportionate positions of power between males and females in the sample, and that the case study focuses on a mother and her family trying to rebuild their lives after many years of experience of extreme domestic violence perpetrated by a male partner.

I have reflected further on how much this research has also been limited by my change from the original plan for co-working with familiar families using a PAR design to case study methodology. Most obviously, a theoretical approach like PAR would have placed families' voice at the very centre of the research, and quite different data would have been collected – data co-constructed between myself and all participants acting as co-researchers. Although this methodology was a significant preference for me given long-term experience and values with person-centred working, I think the case study design has also had its

positives. This has hinged on the good luck of working together with DE and D, and being able to explore in close detail how well the SEND procedures work for this family who live in extreme circumstances. In this case, I acted as the researcher, applying a social constructionist approach to analysing participants' views and contributions in meetings. Inevitably the case study conclusions have been influenced by through the lens of my own knowledge and beliefs. Overall, it has become a very different piece of research from what I set out to do due to constraints. However, in my view, the two methodological approaches are probably both valid in terms of usefulness and the different contributions they can make to challenging persistent inequalities in this specific area of SEND and mobility.

I was careful to try to choose analytic methods that were most appropriate for exploring issues pertinent to this research and using a case study approach – the need for a multi-levelled approach that includes intra-individual factors as well social, cultural, and historical factors. However, the disadvantage of this has been that I was a novice in carrying out my final selection. This introduces questions about the validity of the research. Although I was painstaking in re-reading each transcript and planning the research, and I kept returning to the digitally recorded interviews until I felt that I had become confident that I was familiar with the “discursive terrain” (Edley, 2001a, p. 199) of each interviewee, it is likely that a more experienced researcher could have made more perceptive interpretations. In response to this limitation, I have quoted my interviewees at some length so that that the reader can make up their own mind about this limitation. As Wetherell (2012) confirms, analysing interviewees' affective practice is particularly challenging. It is difficult sometimes to get beyond talk *about* emotion to hear talk *of* emotion. With more rehearsal, I would be hopeful that I could have completed this section of the analysis more comprehensively.

A further limitation has been the lack of a digital record of the second EHC Plan meeting. This has restricted my exploration of potential transformative levels of interaction and types of communication. It was also a part of the research site where both the mother and child participated, and so once again I lost the opportunity to record and present their voice as fully as I intended in this research.

7.5 Contribution to Knowledge

I am able to identify a number of ways in which this thesis contributes to the existing literature:

- It provides a focus on a group of SEND children, young people and their families who are particularly vulnerable to poor outcomes as they grow up into adulthood compared with their mainstream peers, and who are largely overlooked in the research literature (Department for Education, 2011a, 2011b; Pomerantz et al., 2007);
- I have built on current research into a CHAT approach (Engestrom, 1987) to promoting effective multi-agency teams in the work place through expansive learning and transformational change (e.g. Edwards et al., 2009). I have suggested that when a SEND child or young person, their parents and professionals (potentially including an EP) work together they too can be regarded as a type of work team. By taking this approach, I have been able to map the EHC Plan process onto the expansive learning cycle (Engestrom, 2001b). The CHAT literature lacks examples of professionals and families working collaboratively together in education;
- This thesis makes a contribution to the literature in terms of both ontology and epistemology in social psychology. I have worked with emerging ideas on how CHAT could be extended so as to be more responsive of the whole person i.e. to take account of the impact not only of historical, cultural, and social factors but also of intra-individual factors. For the thesis methodology, I took a synthetic discourse analytic approach to analyse not only finer-grained action in talk of dilemmas and ideological positions alongside the broader ideological and historical context, but also the affective practice of each participant within their talk (Wetherell, 2013; Wetherell, Taylor, & Yates, 2001b). Through this process, a multi-layered account of meaning-making in relation to notions of social justice and SEND was worked up and included as central to informing the CHAT framework. As yet, there are very few examples of this kind of approach generally, and I am not aware of any that link a synthetic discourse approach with CHAT.

7.6 Possibilities for Further Research

This exploratory research presents a number of possibilities for future research:

- The concluding suggestions I have drawn from the analysis outcomes are untested. Longer term evaluation of the impact of a local authority's radical culture change and practice on outcomes for SEND children and young people would be very relevant (SQW et al., 2015). Working with families to complete the full expansive learning cycle across all six stages could give helpful information about sustaining expansive learning that could lead to transformational change. On a smaller scale, there are possibilities to build on Leadbetter (2004c)'s research in terms of seeking finer detail of the types of relationships that support different levels of communication in EP work, and how these can be established. This could include a focus on participants' agency including relational and transformational agency. Evaluation of the impact of use of mediating language artifacts in a single conversation in terms of both EP and the person they talk to would also contribute to a better understanding the potential for brief practice;
- Affective practice analysis and synthetic discourse analysis are at an early stage of becoming understood and established as an accepted qualitative analytic method. There are therefore few examples in the literature to guide how to carry it out. I would want to complete both approaches a few more times before I felt I had built up reasonable competence. More generally, I am particularly interested in understanding the role of emotion as a factor in CHAT. There is little indication in the literature of where intra-individual factors like emotion fit into a CHAT activity system.

I have heard versions of powerful, emotional statements from parents of SEND children and young people many times over. They talked *about* their emotions, conveying ideas such as hopefulness for the first time for their child and for his or her future at the end of their first person-centred meeting, and giving witness to their lack of voice up until this time (Kendall, 2012b, p. 16-17). If I had had a different way of listening to parents' and young people, of listening to their affective practice during person-centred meetings, then perhaps I might have also heard patterns of talk *of* emotions.

I am also interested in the work of Boag-Monroe (2004), and wonder if this may indicate a useful way to regard emotion within the CHAT activity system. Using CHAT as a theoretical framework, Boag-Monroe (2004) explores whether it could be

appropriate to regard language as an activity itself, as a possible method for analysing language which may prove compatible with activity theory.

It would also be interesting to explore psychodynamic approaches to including emotion in similar research, and to compare the outcomes of different theoretical applications for promoting transformational EP practice.

- More general research on artifacts is signaled as useful in the literature. What makes artifacts effective and useful? Akkerman and Bakker (2011) noted that a number of researchers reported that artifacts can fail; they may not capture the multiple voices and meanings as intended. This can be because they have been designed to replace some part of communication or practice, have taken on a rigid structure, or lack the capacity to act as tools for future communication or collaboration (e.g. Hasu & Engstrom, 2000; Hunter, 2008).

Because artifacts are the outcome of an interactive process, a number of authors warn that they can only ever be partially communicative. These types of findings have implications for the robustness and usefulness of an EHC Plan. For example, some users of a finalised EHC Plan will have been participants, but others won't have attended the meetings or taken part in the discussion. This type of research could also inform Boag's approach.

- A further possibility would be to build on the ideas discussed here concerning the longer term usefulness of the person-centred approach in other contexts than the EHC Plan, such as in Life Planning at transition and across adulthood. In my view, it lacks a rigorous theoretical account of how this can occur. Information from this thesis suggests that applying a social constructionist approach such as CHAT to research would recognise that discussions are constructed within an emotional, social, cultural and historical context. The question still needs to be asked whether person-centred working masquerades as more of the same (Michaels & Ferrara, 2009) or can be shown to effectively challenge inequalities without bias as is currently indicated in the literature.

7.7 Concluding Comments

This thesis has taken a single-case study approach to exploring the potential of the educational psychologist's role to contribute to transforming the current inequalities of

opportunity experienced by SEND children and young people compared with their peers. It has had a specific focus on those who also experience disrupted life styles, and on how an EP could maximize their impact by applying psychology in their day-to-day practice when only minimum contact with the child or young person is possible.

The person-centred approach to families and professionals working together has been the initial focus in order to explore factors that can enable a supportive brief meeting context in more detail. I then went on to argue for the need to apply a multi-layered, social constructionist theoretical approach to this research, including attention to the impact of participants' emotion on meaning-making, in order to establish a clearer understanding about the EP role in promoting equality of opportunity. Building on this outcome, I chose cultural historical activity theory as an overall framework for the research. Its capacity to provoke and facilitate change through expansive learning also informed further exploration of types of participants' interaction and communication that might lead to transformational change of their ideas and actions.

The research site was a study of one child's person-centred Education, Health and Care [EHC] Plan process held to assess his need for a higher level of support to enable successful outcomes. The child lives in a family fleeing extreme domestic violence, who therefore have very little choice about where they live or when they might have to move on to another locality. I argued that an EHC planning group could be regarded as a type of work team. Drawing on work place research, I suggested that the EHC Plan process could be mapped onto the expansive learning cycle model, thus providing an explanation for expansive learning and transformational change as a possible outcome of the planning process.

The conclusions drawn from the data analysis strongly support a potential central role for an EP working at different levels, both within the EHC Plan process and more widely, in terms of challenging inequalities of outcome for SEND children and young people. This outcome suggests that an EP could maximise their impact by encouraging expansive learning even in a single conversation if that was all the time they had available with a family or other professional. The research concludes with a range of suggested practice opportunities relevant to the EP role.

Dominant and influential discourses of social justice have been shifting quite significantly over the five years I have been writing this thesis – and continue to do so. This

is occurring at both a local level in regards to continuing local authority budget cuts (e.g. Gainsbury & Neville, 2015) as well as at a national level such as the EU Referendum result (e.g. Doward, 2017; Electoral Commission, 2016), and also at a more global level for example due to the election of a right-wing American president (e.g. BBC, 2016; Klein, 2017). The research outlined in Chapter 2 shows that much of the current instability and change, such as the austerity agenda and political uncertainties, are likely to disadvantage the future outcomes of a child like D. For example, this may impact on families' incomes and their access to accommodation, as well as encourage more negative discourses concerning equalities (e.g. Walker, 2017; Women's Resource Centre, 2012). I would argue that there is now increasing urgency for EPs, in terms of the ethics of their role, to promote practice informed by a social justice agenda that seeks to challenge and transform inequalities of opportunity for SEND children and young people including those with disrupted lifestyles.

8 REFERENCES

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APPENDIX A: Interview Schedule

Introduction

- My name, professional background and position as Doctorate student;
- Purpose of Applied Educational psychology Doctorate research, and ethical issues;
- My motivation to undertake this research, acknowledging each participant's commitment to working hard to achieve best outcomes for children with significant SEND but that despite best efforts statistics show us that enormous inequalities of opportunity continue;
- Outline of this research, describing it as an opportunity to learn from each participant's ideas and experience to inform how the work of EPs (specifically) can support children and their families to achieve best outcomes into adulthood;
- Outline of how we will approach the interview together, describing its loosely structured design and opportunities to explore new ways of thinking and practice together;
- Exploration of each participant's own experience of SEND, person-centred meetings, and EHC Plan planning.
- Research Themes to explore (including emotional responses to themes and issues arising):
social justice and equalities; SEND; transition to adulthood; aspirations; power; agency; learning; transformation.

Closure of Interview (Timing linked to interviewee indicating their contribution completed, avoiding repetition or omission):

- Repetition of ethical concerns;
- Discussion about how interviewee would like feedback.

Questions:

- **Tools and/or artifacts**

What did you use?

How did you use it?

Why did you use it?

Where did you hope to get to by using it?

How had you come to use it in this way?

- **Subject: Professional Role**

Experience in team and elsewhere

Qualifications and Training

Professional Development

- **Outcomes, Object Motive**

What did you hope to achieve?

What did you achieve?

What was the impact?

What were the outcomes?

- **Object**

Aim of their role in EHC Plan process activity

- **Division of Labour**

How were the roles and responsibilities shared/divided between you?

What did you each undertake to do?

How had that come about?

- **Community**

Who else worked with on this activity?

What was their role and 'working' relationship to you?

How had this come to be?

- **Rules**

What facilitated and supported what you did?

What constrained and restricted what you did?

Were there any other factors that influenced and determined what you did?

How had these come to be?

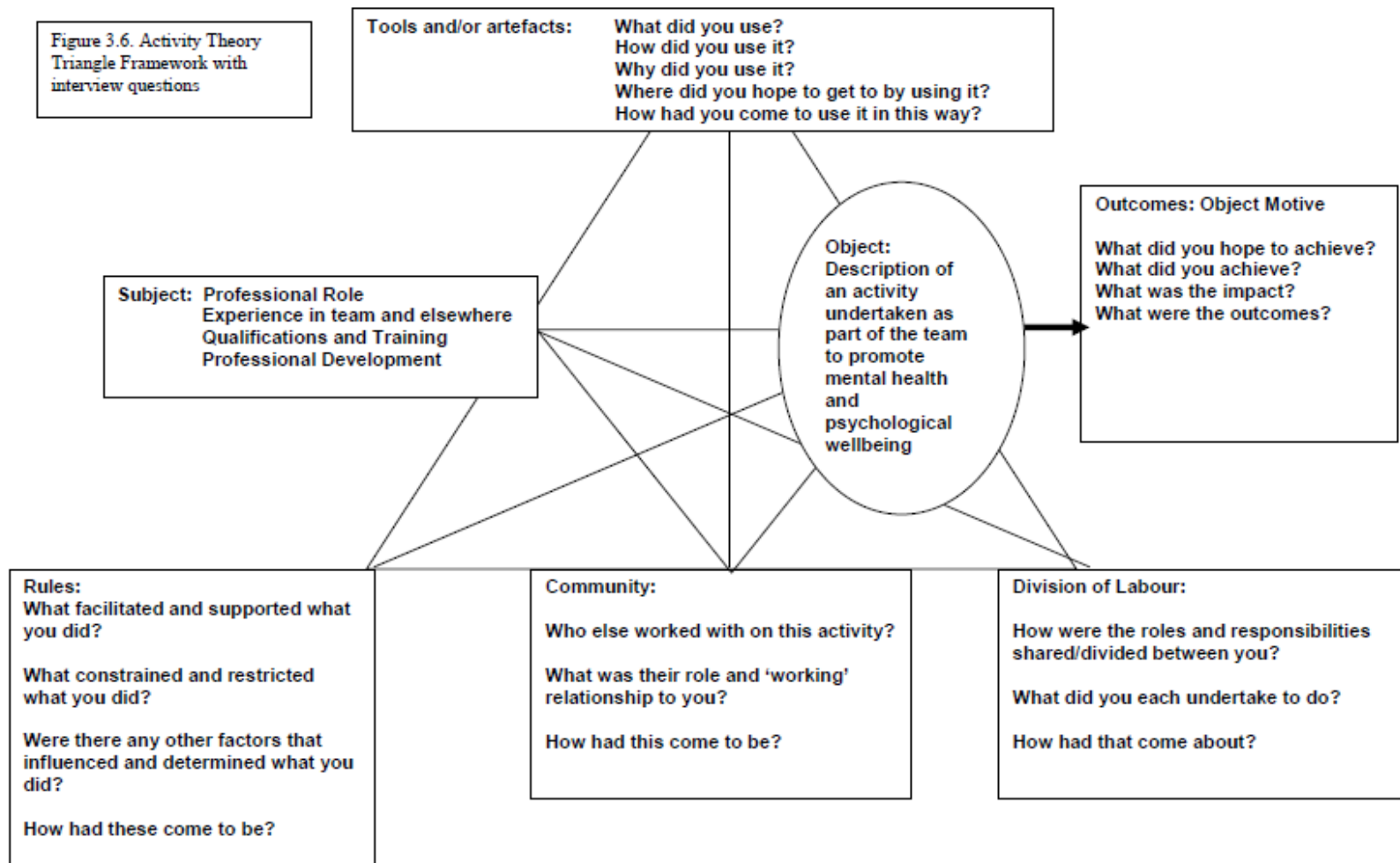


Figure 21: CHAT Activity System Framework with Interview Questions

APPENDIX B: Introductory Script

This is the introductory script that I used firstly with AN, and then repeated with some revised wording so as to make it personal and appropriate with all the other interviewees:

- My name, professional background and position as Doctorate student;
- Purpose of my Applied Educational Psychology Doctorate research, and ethical issues;
- I explained my motivation to undertake this research, acknowledging her commitment to working hard to achieve best outcomes for children with significant SEND. But that despite best efforts, statistics show us that enormous inequalities of opportunity continue in terms of outcomes into adulthood;
- I outlined this research, describing it as an opportunity to learn from each participant's ideas and experience to inform how the EHC Plan process and the work of EPs (specifically) can support SEND children and their families with disrupted lifestyles to achieve best outcomes into adulthood;
- I outlined how we would approach the interview, describing its loosely structured design and opportunities to explore new ways of thinking and practice together;
- We discussed her preference to contact all participants in D's EHC Plan process herself. She agreed to contact me by email to confirm their agreement to take part. She also preferred to negotiate my coming into the school for D's planning meetings with her head teacher herself. However, we agreed that I would contact the head of SEND for her local authority JO directly to ask his permission to take part in D's EHC plan, and to request an interview with him;
- We agreed how frequently she would like me to keep her in touch with the progress of the research and whether she would like to receive an overview of the research outcomes at the end;
- We explored AN's own experience of SEND, person-centred meetings, and EHC Plan planning;
- We negotiated an appropriate time, date and location to hold our interview;

- AN agreed to sign copies of the introductory letter (see Appendix....) for both our records.

APPENDIX C: Transcription Notation

The transcription notation used throughout this thesis is an adaptation of Jeffersonian notation ((see Atkinson and Heritage, 1984, cited in (Wetherell et al., 2001b)). Notation codes were selected to replace of conventional punctuation so as to enable more detailed analysis by both the analyst and reader, but with care not to obscure the readability of the text. Codes were selected to indicate both verbal and non-verbal contributions by interviewees. Conventional spelling is used as in this study regional accents had no particular relevance. Some codes have been altered from the original Jeffersonian notation as not all symbols were available on my computer.

word: words or part words underlined indicates speaker's emphasis;

(word): words in single brackets indicates the researcher's guess when the sound is unclear;

((*note*)): italic text inside double brackets is a researcher's note, for example, nonverbal activity, such as ((*laughter*)) or directing the reader to figure numbers for the photo images referred to in talk;

(.): a full stop inside brackets indicates a pause;

WORD: Capital letters indicate a section of speech noticeably louder than that surrounding it;

[...]: ellipsis in square brackets indicates a section of the discussion has been omitted;

The following codes were originally included, but became omitted with more practice with transcription in order to avoid making the process overly complicated:

*[

[: opening square brackets aligned over two rows indicates overlapping talk;

*wor::d: a double colon indicates the preceding sound is drawn out;

*_ : an upwards arrow indicates a rising intonation;

*%Word%: degree symbols around a word or section of talk indicates noticeably quieter speech;

*^word^ arrow symbols around a word or section of talk indicates noticeably louder speech;

*>word word word<: 'more than' and 'less than' signs indicate that the talk they include was produced noticeably quicker than the surrounding talk;

*word- a dash at the end of a word or part word indicates a sharp cut off;

*.hh: a full stop before two letter aitches indicates an audible in-breath;

*hh: two letter aitches indicate an audible out-breath.

APPENDIX D: Definition of special educational needs or disability [SEND]

For the purposes of this research I am using the terms referred to in the Special Educational Needs or Disability Code of practice 2015 (Departments of Education and Health, 2015). This policy document defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them” (p9).

Within this revised code, SEND and provision are recognised under four broad areas by the Code of practice (2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Consistent disruptive or withdrawn behavioural difficulties are no longer necessarily recognised as SEND. However, appropriate assessment may show that they are caused by one of four above criteria (p9).

APPENDIX E: Guidelines for Qualitative Research

Parker (2004)

Box 2. Open questions about quality

It is crucial to the enterprise of scientific work generally, and qualitative research in particular, that the way we go about it is open to debate. Here are some questions for which there are no clear answers and much disagreement.

1) What counts as good? (a) It corresponds to the norms of established scientific study. (b) It will improve the lives of those who participated. (c) It is intrinsically interesting and will provoke and satisfy those who are curious about the questions posed.

2) Who should it be for? (a) It should be directly accessible to ordinary people outside psychology. (b) It should contribute to the accumulating body of knowledge for the use of other researchers. (c) Those who participated should gain something from it in exchange for their time.

3) What counts as analysis? (a) A careful re-description using some categories from a particular framework. (b) The discovery of something that can be empirically confirmed as true or refused as false. (c) The emergence of a new meaning that was entirely unexpected.

4) What is the role of theory? (a) Mystification by those versed in jargon at the expense of those who participated. (b) A necessary antidote to the commonsensical and often mistaken explanations for human behaviour. (c) The space for thinking afresh about something. This is not a multiple-choice test (which, of course, would be a most inappropriate assessment for qualitative research). These open questions are puzzles for us and for our colleagues, and good research does also puzzle about them a bit further and position itself in relation to them.

Box 3. Explicating the parameters of criteria

These points summarize key questions that should be considered in the process of carrying out qualitative research in psychology.

1) *Objective?* / Have you described what theoretical resources you draw upon to make your subjectivity into a useful device and how those resources impact on the research?

- 2) *Valid?* / Have you made clear the ways in which the account you give is distinctive and paradigmatically different from other things that might be categorized along with it?
- 3) *Reliable?* / Have you traced a process of change in your understanding and other people's understanding of the topic and explored how views of it may continue to change?
- 4) *Neutral?* / Is there a reflexive analysis which steps back from the account you have given and allows the reader to see something of the institutional vantage point from which the story is told?
- 5) *Confirmed?* / Is there an attempt to bring research participants' responses to the analysis into the study, and an attempt both to clarify the ways in which they agree and disagree with what you say and to analyse why and how these different responses may have come about?
- 6) *Definitive?* / Is there an attempt to 'triangulate' views of the topic and a decision about whether this triangulation should be taken as arriving at a clearer view or an explication of what is apparent from different vantage points?
- 7) *Established?* / If you did not study and refer to an established line of research, did you discuss the reasons why this may not appear in the research literature?
- 8) *Coherent?* / If you did not organize your material in a coherent way, did you say why you chose a different kind of narrative to display your research and thus persuade the reader that this work is worthwhile?
- 9) *Accessible?* / If you did not arrive at something that could be easily accessible to someone in the discipline or outside it, did you say why your work needed to be more complex?
- 10) *Psychological?* / Have you made clear that the theoretical or methodological framework you have used is from within the domain of psychology, or made clear how the topic is usually understood by psychology, or examined what the implications might be for psychology of what you have done?

APPENDIX F: D's Proposed EHC Plan

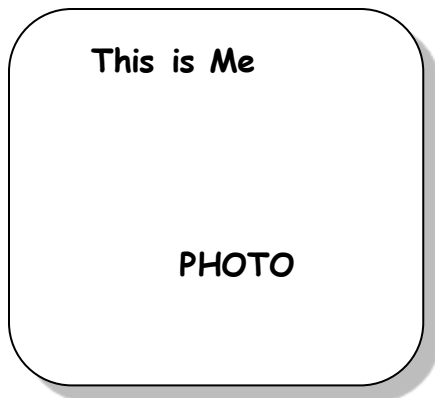
PROPOSED EDUCATION, HEALTH & CARE PLAN

for:

CHILD / YOUNG PERSON	
Name:	
Date of Birth:	
Gender:	Male
Ethnicity:	White British
Religion:	None
Home Language:	English
Who does the Child/Young Person live with:	
Address:	
Current Educational Placement:	Primary School
Legal Status (if relevant):	Child in Need
Unique Pupil Number (UPN):	
NHS Number:	
Care First Number:	
CHILD'S PARENTS OR GUARDIAN (with parental responsibility)	
Name(s):	

Address (if different from above):	
Telephone Number:	
Email address:	
ANY OTHER RELEVANT INFORMATION	

SECTION A: Views, Interest and Aspirations



What people like and admire about me

***** is a kind hearted and helpful boy. He painted the back fence for mum. He writes good stories and has a good imagination.

*****Aunty says he's a hard worker when he wants to be.

School admire how hard ***** tries, he's enthusiastic and has a great sense of humour. He is really friendly, he's good at talking to people. His class teacher is really impressed how ***** has settled in school and worked really hard and made lots of progress.

What or who is important to me now

My family are important to me, everyone, mum, sisters, aunty and cousins. Miss ***** (Class Teacher) too.

My aspirations and goals for the future (including my family's) ...

I would like to achieve good work in ***** next year. I would like to leave school and go to college.

Mum says ***** knows a lot about cars – Bugatti (***** said). He's good at Gardening. In secondary school mum would like ***** to make a nice group of friends, sensible friends.

MY BACKGROUND

My story:

My favourite school so far is ***** because I have more friends. Teachers help me learn. I find maths hard but the teachers help me with my times tables.

Before (locality)

I lived with Dad and mum. It wasn't really nice because mum had to stay in the house when we went out most of the time. My dad used to think that boys used to look at her and she looked at boys. One time he threatened to throw this man out the window. I think my dad is pathetic because he used to think he was all hard. Sometimes I miss my dad.

I can remember going to the horse races with my sister and my Nana's boyfriend. It was boring and we were allowed to choose which horse to bet on. It was fun because me and my sister were tripping each other up.

My first school was ***** * and my sister used to pull the teachers hair and say racist things. She learnt to say these things from my dad. I was in reception and year one and didn't really learn anything. When we went to ***** Dad threatened the head teacher and my sister had to stay off school.

It was weird because my Dad put us in a Christian school and we weren't really Christians (St Michaels). That school was good because I had a best friend. I didn't learn very much because I messed around because I was bored. I got into trouble a lot. I had to stay in at break. We mainly did art and PE.

I used to live with Grandma. It was a bit crowded. I didn't like my cousin because he really annoyed me.

I lived with my dad and he used to say, I will kill myself because you wouldn't come and stay with me. I wanted to see mum. He used to say I will boil Twitter (my sisters pet bird) because it was tweeting.

(Locality)

It's better living in -. Down there it was a bit crowded and I was always getting told off. It's not as crowded here and I hardly get told off. Dad used to tell me off and once made me stay in bed all day and I played my radio really loud.

I like playing on phones but I am good at nothing. At ***** Primary I am good at English.

My family's story:

Mum was living with her husband - ***** , senior, and 3 children in *****

Mum had a stressful pregnancy. When ***** was born his feet were turned in and mum had to massage them every time she changed his nappy. The doctors thought there was something wrong with his head as there was swelling so they had to stay in the hospital for a few days. When mum brought ***** home it was hard work as his sister was only one and both children were waking up in the night. Mum didn't get any help.

When ***** started talking he stuttered and his Dad would shout at him and make him worse.

When he started at nursery he had speech therapy. They did not attend many sessions as mum was not allowed out the house.

Mum was visited by the health visitors who would come in twos as Dad was known to be violent. If they came to the house Dad would swear at them.

***** attended playgroup and then nursery. He would cry because he didn't want to leave mum.

***** was bullied by his Dad who called him, 'thick'. He would make fun of him wearing glasses.

*****'s sisters do the same to him now.

Mum would drink a lot at that time and argue with Dad. ***** saw mum fall down the stairs. ***** thought his mum was dead.

Mum wasn't allowed to leave the house while she was living with ***** , senior. She was only allowed to go out with him. This went on for 12 years. When they did go out together, like on holiday, there would always be violence, like hitting the bouncers on the site or hiding from the police. ***** looked up to this behaviour.

***** , senior, would encourage the children to be racist by saying racist things. When mum moved to a refuge in ***** they were asked to leave as ***** was using racist language.

***** witnessed his mum being threatened by a running chain saw by his dad on several occasions.

***** senior stopped mum from seeing her family for 5 years. Now ***** , is not close to his maternal Grandma. His paternal Grandma would verbally abused and physically abuse mum. She would do this in front of the children. She would then bribe them to tell lies to the social worker.

***** would lie to the social worker. His Dad made him phone child line making allegations about his mum.

***** , senior, used to praise *****'s big sister for being good at maths (she was the favourite) and now ***** is jealous of his older sister. Now ***** and his other sister use the same language that Dad used to bully there middle sister who was the favourite.

If there was trouble between ***** and other children on the estate where they lived his Dad would give him a weapon to attack other children with. ***** looked up to his Dad.

***** witnessed his mum being sexually abused by his Dad on more than one occasion.

When Mum left her husband ***** lived with his Dad for a few weeks. Dad made him his favourite by buying him gifts and threatened ***** that he would kill himself if ***** left him.

If ***** hears noises in his house now he is frightened it is his dad coming back to get him. He mostly sleeps with mum.

Mum and the children went to live with her mother when she left her husband. ***** senior walked into the house while the family were asleep and sexually assaulted mum while ***** was in the bed. ***** was asleep - there was a lot of noise - so it is unlikely he was actually asleep.

***** has attended many schools. When he started school he attended his local primary school but his Dad thought he was not making enough progress with his reading so he was moved school.

Then mum and dad moved house and ***** attended another school. Then after the attack mum moved initially in with her mum and ***** was at the same school. Then due to *****'s older sister being violent to towards her grandmother and running away to her paternal Grandmother mum moved to *****. ***** first attended ***** *****s in ***** and then ***** Primary.

***** was also absent from school a lot as dad booked cheap holidays on the internet in term time.

When the family first moved to Newcastle they lived in a women's refuge. They were asked to leave due to the behaviour of the children and were moved to temporary accommodation. Now they live in a council house.

***** attends therapy sessions weekly. Mum takes them roller skating every week to develop their hobbies. When mum is out with the children one of them will behave badly in a way that copies the behaviour of their Dad.

***** has always been very kind to his mum and will help in the house.

SECTION B:

STRENGTHS AND SPECIAL EDUCATIONAL NEEDS

COGNITION AND LEARNING

What is working (strengths)

My views:

I'm good at English and I'm good at PE. I'm good at thinking in English and find reading easy now. I'm good at PE as don't have to think as much, I'm a good runner.

I do my own writing and I think of own ideas – I get involved.

***** agreed that he read with friends and staff. He agreed that being in a small group and having a teacher there helps him in English and in Maths.

Family views:

***** is doing really well, coming on leaps and bounds. Mum noticed straight away, first 6 weeks at school his handwriting was clear and neater. He is listening and not being silly like at his old school. Mum helps ***** with his homework.

*****'s Aunty reports that there has been more support at this school and he didn't have small group learning at his last school.

Professional views:

School report progress in *****'s reading. 'Why?' questions, ***** always understands. In English lessons ***** wasn't very good at reading at first but he's practised. He really concentrates when reading and is always following where up to. ***** is in small groups and this really helps. People like helping ***** as he's enthusiastic, has a positive attitude and tries so hard.

Educational Psychologist report indicates that since arriving at his current primary school ***** has made excellent progress with high levels of support. ***** Accesses targeted Maths and English intervention on a daily basis. This is usually in small groups of a ratio of 2 adults to 10 children. In her report dated -, ***** judged that *****'s educational needs were well met within this small group setting and access to a highly differentiated curriculum. Overall, school based assessment suggests that since arriving at his current primary school, ***** has made between 3 and 4 sub-levels of progress in Maths and English. This is considered to be excellent progress.

***** has a 'brilliant attitude' in certain lessons he enjoys, such as English, showing pride and enthusiasm in his work. ***** seems to respond best to lessons with high levels of structure, such as English or Maths.

What is not working so well (Special Educational Needs)

My view:

I find times tables hard and in English punctuation, capital letters and spelling. In History I don't like writing all the time 'it hurts your hand'.

***** said that when working in a group 'I let everyone else do the work, on my own I have to do it myself'.

Family views:

Mum reports that ***** finds his times tables and concentrating hard.

Professional views:

School report that ***** is good at maths, but he needs to learn his tables. He has difficulties with his handwriting as he writes in block capitals. *****'s homework is not organised all the time. ***** doesn't behave as well in a whole class situation. He gets distracted. If he finds something hard there is support but in High School it is a worry if there is no-one there and ***** may mess around. ***** has difficulties at unstructured times. He needs to learn how to deal with these. ***** finds it hard to work in a group.

Educational Psychologist report indicates that although ***** has made significant progress, there are gaps in his learning, possibly due to a high number of absences and school transitions. For example, ***** can spell some, but not all high frequency words correctly, and spells longer words phonetically but incorrectly. He also needs lots of encouragement to use punctuation such as capital letters and full stops. In Maths ***** needs lots of access to practical work and resources, due to conceptual gaps and missing knowledge in areas such as times tables and number bonds.

When lessons are less structured, such as during Art or PE, ***** can find it difficult to self-manage behaviour and learning. When ***** finds an aspect of work a challenge he can find it hard to persevere with a task and can engage in low level disruptive behaviours, such as distracting his peers. *****'s teacher feels that this may be in part due to low self-esteem, something she has tried to help ***** develop by reminding him of the progress he has made and how able a student he is.

Cognitive assessment highlighted that *****'s skills across the board lay within the 'low average' range. It may be that when Dr Taylor's assessment was completed, the emotional impact of *****'s previous experiences limited his performance.

COMMUNICATION AND INTERACTION

What is working (strengths)

My view:

I find it easy to talk to adults.

Family views:

Professional views:

Educational Psychologist report indicates that ***** does not have any significant needs in the area of communication and speech and language development.

What is not working so well (Special Educational Needs)

My view:

I find it hard making friends.

Family views:

Mum reports that at home ***** reacts to***** when she calls him names and he needs to walk away. Walking home from school 'he bounces off ***** and they are silly'.

*****'s Aunt reports that he struggles socially making friends. Mum says if he was nice people would come and call on him. Aunt – his sense of humour is different to others.

Professional views:

School report that ***** needs to make the right choices about choosing friends. How he approaches people, he can't be cheeky to older people in High School as he may get into difficulties.

SENSORY AND / OR PHYSICAL

What is working (strengths)

My view:

Family views:

Professional views:

What is not working so well (Special Educational Needs)

My view:

I can't see well without my glasses. I used to wear eye patches.

Family views:

***** can break his glasses. ***** has eczema, it flares up when ***** shouts. Mum thinks its stress related.

Aunt reports that ***** has allergies if he has been in the garden or with dogs.

Professional views:

***** needs his glasses to read so he needs to not break them.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

What is working (strengths)

My view:

I am happy but not all the time. I am happy in school and like being here. Most of the time I'm quite happy. I feel loved by my mum.

***** agreed he was respectful with his Aunty.

Family views:

Professional views:

***** is very happy in school. He has been really good since he has attended, but has answered people back and shown no respect to people.

Educational Psychologist report indicates that ***** is described as being a gentle and easy-going character at school. He has built trusting relationships with adults at his

school, and responds well to in-class support. ***** has made fantastic progress at school, but finds it hard to recognise his own strengths and abilities. As such, adults working with ***** try to remind him of his skills and strengths to encourage and build up self-esteem. In the Psychologist's work with ***** , he told her that he liked his current primary school because he had a good relationship with his teachers.

***** told the Psychologist that he has more friends in his current primary school than in other schools he has attended.

What is not working so well (Special Educational Needs)

My view:

I feel sad with ***** most of the time. ***** calls mum names. ***** hits mum and other people. I don't like getting up for school. Dad makes me worried. If he came in a car for me I'd run. Dad didn't always do nice things. ***** is worried he finds out where they live. I lose things quite a lot.

Family views:

Mum informed that ***** lost his temper at the weekend and broke door at home. He was really angry and had a big tantrum.

Aunt reports that ***** throws things if someone upsets him.

Mum reports that ***** is sleeping in her bed again. ***** sings songs from the past and brings the past back up. ***** tries to intervene when ***** hits mum.

***** is going to therapy sessions for anger.

Aunt reports that ***** lost his roller skates and that is why he was angry at the weekend.

Mum reports that ***** could try harder with organising.

Professional views:

Being disrespectful to teachers, primary school doesn't want ***** to do that in High School. It concerns his class teacher why ***** doesn't know why he is angry at home – if he gets angry he needs to control it. It's important that ***** recognises what he's done wrong and explains. He needs to talk and know right and wrong.

***** needs to organise himself better. He loses things. Homework – ***** needs to organise himself better and check lists in the house may help.

***** reported that there was a Homework Club in year 7 that ***** could attend.

Educational Psychologist report indicates that ***** finds it hard to recognise his own strengths and abilities. As such, adults working with ***** try to remind him of his skills and strengths to encourage and build up self-esteem. The Psychologist understands that at times, ***** can find it difficult to be respectful towards members of staff, in particular, male members of staff. This can occasionally result in ***** being rude; this could be in part due to the relationship he experienced with his father.

***** recognised that when he is with his friends he can sometimes behave in a way that teachers think is unhelpful or silly. From consultation with *****'s teachers, the Psychologist understands that ***** has friendships within his class, however these friendships can appear to be quite immature. They feel that this may be because *****'s approach to making friends is often based on engaging in silly behaviour, to make his peers laugh. Staff are uncertain that ***** understands how to make friends and so the methods he currently employs can get him into trouble. They are concerned that this will become difficult for ***** to manage when he moves to secondary school as the social demands will increase significantly given the change in number of teachers and students.

At home, ***** continues to experience challenging relationships with his siblings; the Psychologist understands that there is often a sense of rivalry that can result in arguments. In the past, ***** has copied the racist language used by his father, and he sometimes can seem to be uncertain of how to react to particular social situations and the emotions they evoke, for example, smiling about something that wouldn't usually be seen to be good.

The Psychologist understands that currently staff have spent a lot of time with ***** to help him talk through situations to manage his behaviour; this includes offering ***** support on an informal basis, as and when needed. ***** doesn't always accept or understand consequences that are given, so staff input is very important to support him to understand the reasoning behind them. As such, having good relationships with key adults in school is fundamental to his success.

SECTION C:

HEALTH NEEDS WHICH RELATE TO SEN

Please describe the needs that have been identified in the EHC Assessment.

SECTION D:

SOCIAL CARE NEEDS WHICH RELATE TO SEN

Please describe the needs that have been identified in the EHC Assessment.

***** has an allocated social worker and he is classed as a Child in Need. He is currently accessing ACORNS.

PREPARING FOR ADULTHOOD

***** would have to do well at school to go to college. At college he would learn more about a job he'd want to do.

*******'s OUTCOMES AND PROVISION**

Please see the Local Offer for information on a range of available universal and targeted services available to support ** to succeed and achieve:**

COGNITION AND LEARNING

SECTION E: DESIRED OUTCOMES

DESIRED OUTCOMES
<p><i>Desired long term outcomes</i> (by the end of Key Stage 4)</p> <ul style="list-style-type: none">• For ***** to achieve a grade 'D' <u>or above</u> at GCSE level for Maths.• For ***** to achieve a grade 'C' <u>or above</u> at GCSE level for English.• For ***** to be able to make decisions about his educational and career goals and choose an appropriate placement post Year 11.
<p><i>Desired short term outcomes</i> (in the next 12 months)</p>

- For ***** to transition to secondary school and become familiar with the educational layout and routines of the school.
- For ***** to use strategies to overcome challenges in learning tasks.
- For ***** to make two sub-levels of progress or above in English and Maths.
- For ***** to be able to carry out some independent learning activities.

SECTION F: SPECIAL EDUCATIONAL PROVISION

STEPS TO ACHIEVING THE OUTCOMES	HOW OFTEN	BY WHOM
***** requires access to a differentiated curriculum that enables him to develop his thinking, reasoning and problem solving skills holistically at a level and pace that is appropriate for him	Daily	School
Access to 15 hours Special Support Assistant time	Per week	School
School based assessment used to identify specific gaps in his learning in order to provide targeted intervention to ensure secure foundation skills in literacy and numeracy.	As appropriate	School
***** requires access to small group teaching, following carefully differentiated structured programmes of study, which relate to personalised targets, to develop his literacy and numeracy skills.	Daily	School
***** needs adults to mediate learning tasks for him; he may especially benefit from access to an adult to guide him through the planning stages of tasks so that he has a clear plan as to how to proceed with his ideas.	As appropriate	School
Adults working with ***** need to use simple language to explain tasks.	Daily	School

***** would benefit from learning small chunks of information, regular and frequent repetition and built in rest breaks.	Daily	School
***** requires staff working with him to be aware of how his confidence in his ability to complete a task may impact on approach to learning.	Daily	School
***** needs regular contact with members of staff to reassure him that he is taking the correct approach to a task, and that he is working well. This could include regular prompts and praise, encouragement, and non-verbal cues from staff, such as giving him a 'thumbs up' across the classroom.	Daily	School

SOCIAL, EMOTIONAL AND MENTAL HEALTH

SECTION E: DESIRED OUTCOMES

DESIRED OUTCOMES
<p><i>Desired long term outcomes</i> (by the end of Key Stage 4)</p> <ul style="list-style-type: none"> • For ***** to be able to make friends so he can build and sustain positive relationships throughout his life. • For ***** to be confident in himself and develop self esteem. • For ***** to manage his own emotions and be able to respond to challenging events in a safe way.
<p><i>Desired short term outcomes</i> (in the next 12 months)</p> <ul style="list-style-type: none"> • To be able to describe 3 positive ways of initiating interactions with a peer. • To build a trusting relationship with a key member of staff at secondary school. • To show confidence when approaching an academic activity so that he is not afraid of making mistakes. • To explore and understand the meaning of different social situations with adult support. • To identify how he is feeling and describe his emotions.

SECTION F: SPECIAL EDUCATIONAL PROVISION

STEPS TO ACHIEVING THE OUTCOMES	HOW OFTEN	BY WHOM
As a child who has experienced a high number of transitions, ***** needs to experience a stable, consistent educational placement, with transitions kept to a minimum.	As appropriate	School
***** needs a carefully planned move to secondary school. This includes making sure that ***** has a positive experience of moving on from his current primary school as a natural transition in life. It may be helpful for him to meet key members of staff at his new secondary school, visit the school and become aware and familiar of the routine he will have in September.	As appropriate	School
***** needs access to a key adult who he can trust and share any issues at home and at school with.	As appropriate	School
***** would benefit from access to a nurturing curriculum which affords time to developing social and emotional skills through building relationships and positive learning experiences.	As appropriate	School
***** requires access to regular small group work that is well structured and adult led, to develop his social skills. This could include play activities and games to help ***** continue to develop ways of interacting positively with his peers.	As appropriate	School
***** requires opportunities to reflect on social situations he has found both positive and challenging with a trusted adult. Programmes such as the 'Talkabout' series	As appropriate	School

by Alex Kelly could be used as a way of facilitating this.		
***** also needs adult support at unstructured times of the day to scaffold his interactions with his peers and to provide him with the reassurance of a trusted adult to mediate situations ***** may find challenging.	As appropriate	School
School staff labelling *****'s emotions and reflecting back to him how they think he may feel. For example, 'I wonder if you're getting a bit angry, because I can see your face getting red'. This would help ***** to recognise the physical signs and symptoms of his emotions and begin to be more aware of them in an effort to regulate them.	As appropriate	School
***** would benefit from opportunities to interact with his peers in a structured way. This could involve an adult leading play with board games such as 'Jenga' or 'Pop up Pirate'.	As appropriate	School
***** needs adults working with him to scaffold and shape his behaviour by modelling and reinforcing positive ways of interacting with both peers and adults.	As appropriate	School
***** needs access to a nurturing environment in which adults working with him give him an unconditional positive regard so that he feels safe, settled and welcomed at school.	As appropriate	School
***** needs ongoing opportunities to experience success and carry out tasks which he is capable of in an effort to boost	As appropriate	School

his self-esteem and develop a more positive image of himself as a learner.		
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SECTION G:HEALTH PROVISION REQUIRED BY THE LEARNING DIFFICUTIES OR DISABILITIES WHICH RESULT IN _____'S SEN

HEALTH PROVISION	BY WHOM? (and funding source where appropriate)

SECTION H 1: SOCIAL CARE PROVISION which must be made for the child or young person under 18 years resulting from Section 2 of the Chronically Sick and Disabled Persons Act 1970.

SOCIAL CARE PROVISION	BY WHOM? (and funding source where appropriate)

SECTION H 2: SOCIAL CARE PROVISION required by the learning difficulties or disabilities which result in *****'s SEN

SOCIAL CARE PROVISION	BY WHOM? (and funding source where appropriate)
***** has an allocated social worker and he is classed as a Child in Need. He is currently accessing *****	*****

SECTION E: ARRANGEMENTS FOR REVIEW



In addition to the school's usual arrangements for reviewing progress and target setting for all, the following arrangements are necessary:

The school, in consultation with *****'s parents/carers, will agree short-term educational targets for ***** and incorporate them into an individualised learning plan within the first two months after this EHC Plan is finalised.

This IEP plan will be monitored, evaluated and updated at least twice a year. ***** should be actively involved in setting his/her targets and monitoring them.

There should be close home/ school liaison.

Every year, this EHC Plan will be monitored by the authority through the annual review process.

Health
Social care

SECTION I: EDUCATION PLACEMENT

Type of Provision	
Name of Provision	

SECTION J: PERSONAL BUDGET

Have the family made a request for a personal budget?	No
Are the family eligible for a Personal health Budget?	No
Are the family eligible for a Social Care Budget?	No

EDUCATION				
OUTCOME(S) REQUIRING	EDUCATION SUPPORT ARRANGEMENTS	PROPOSED ALLOCATION (£)	DATE OF AGREEMENT	DIRECT PAYMENTS Yes / no

ADDITIONAL RESOURCE				
Total			£	

HEALTH				
OUTCOME(S) REQUIRING ADDITIONAL RESOURCE	HEALTH SUPPORT ARRANGEMENTS	PROPOSED ALLOCATION (£)	DATE OF AGREEMENT	DIRECT PAYMENTS Yes / no
Total			£	

SOCIAL CARE				
UTCOME(S) REQUIRING ADDITIONAL RESOURCE	SOCIAL CARE SUPPORT ARRANGEMENTS	PROPOSED ALLOCATION (£)	DATE OF AGREEMENT	DIRECT PAYMENTS Yes / no
Total			£	

Overall Personal Budget Available	£
--	----------

PERSONAL BUDGET TO BE TAKEN AS A DIRECT PAYMENT	
Education	£
Health	£

Social Care	£
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SECTION K:

CONTRIBUTORS TO THE EDUCATION HEALTH AND CARE PLAN, AND ADVICE AND INFORMATION

Please name everyone who has contributed to this EHC Plan			
Source of advice / information	Name	How did they contribute?	Report Attached? (inc date)
Parent / Carer	*****	Advice / Meeting	
Aunty	*****	Meeting	
Child / Young Person	*****	Advice / Meeting	
Educational Setting / provider	*****	Advice / Meeting Meeting Meeting	
Health Services (i.e. Paediatrician)			
Educational Psychologist	*****	Advice	
Social Care	*****	Advice	
Education Welfare Service	*****	Advice	

Signed: _____ Date: _____

INCLUSION LEARNING SUPPORT MANAGER

Local Authority Designated Officer:

RELEVANT LEGISLATION
Part 3 of the Children and Families Act 2014
Sections 17, 20 and 47 of the Children Act 1989
Section 2 of the Chronically Sick and Disabled Persons Act 1970
The Care Act 2014
The Special Education Needs and Disability Regulations 2014
The Special Educational Needs (Personal Budgets) Regulations 2014
The Community Care Services for Carers and Children's Services (Direct Payments) Regulations 2009
The National Health Service (Direct Payments) (England) Regulations 2013

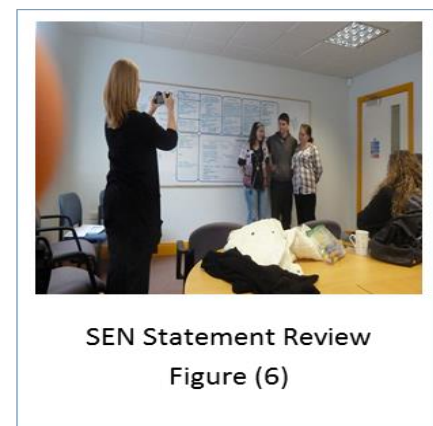
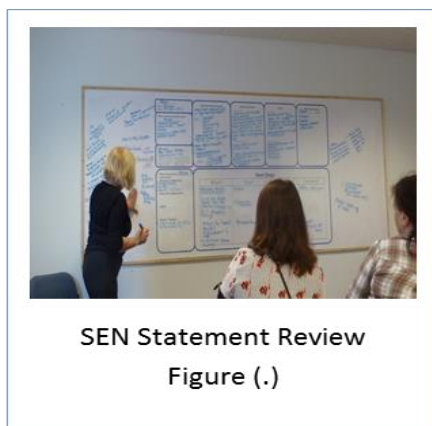
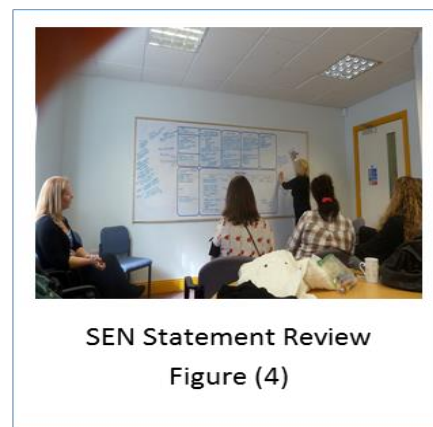
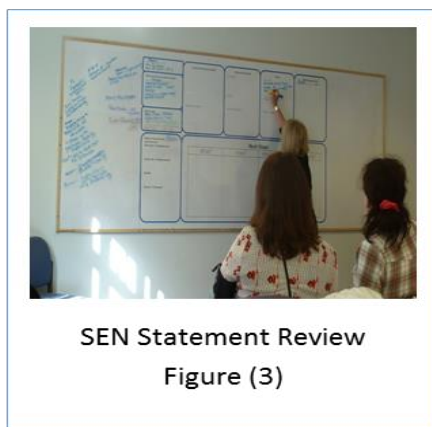
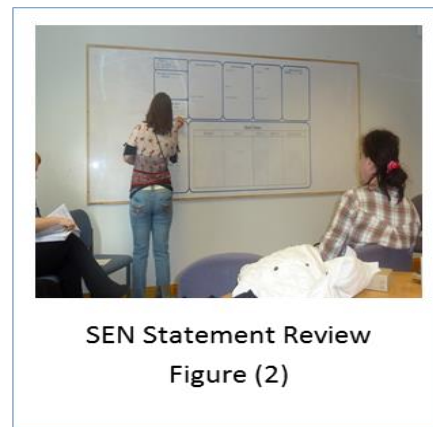
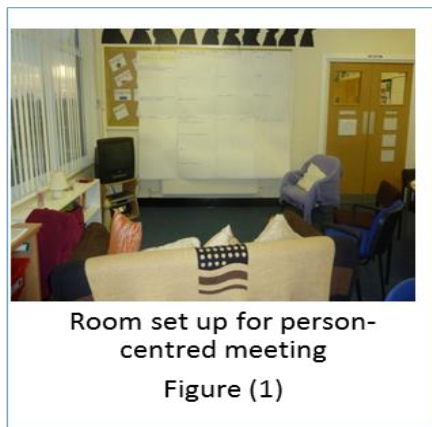
APPENDIX G: Person-centred meeting format

Figure (1) shows how a classroom can be quickly re-organised so as to enable person-centred practice. Comfortable chairs are positioned in a semi-circle, and refreshments are offered so as to establish a welcoming and inclusive level of informality. Paper is attached to the wall on which the facilitator will write and draw the only record of the meeting. Photographs and video clips were provided in this case so as to convey visual information in addition to verbal and written language.

One example of a person-centred SEN statement review meeting [i.e. a version of SEN review predating the EHC Plan process] is illustrated in Figures 2-6 {Kendall, 2012b #282}. The person-centred review framework is attached to the wall in the view of all participants. As far as possible the facilitator attempts to record contributions verbatim. The 15 year old young person who is the subject of the SEN Statement Review has agreed to attend his review meeting for the first time. However, he has hidden out of sight lying down across two chairs in an alcove with his hood over his face. However, he is watching what the facilitator is doing and appears to be listening although he offers no contributions to the discussion himself:

- Figure (2): The young person's mother takes her turn to write up her name and tell the group her role with the young person;
- Figures (3-5): The facilitator conducts the meeting engaging each participant, and works to ensure that all voices are equally taken into account in the discussion and recording. The facilitator starts with the question "What do you like and admire about [young person]?" She then completes remaining sections, drawing out what is important to and for the young person now and in the future, how he is progressing both at home and school, and an update on any health issues. For this young man, there were considerable contrasts between past history and current achievement and behaviour with what was important to him both now and in the future. Finally, informed by all the previous discussion, she moves on to complete the Action Plan with reference to the young person's preferred outcomes and to seek agreement between all the participants for the plan. Gradually over this time the young person sits up in the alcove and focuses on the discussion and recording process;

- Figure (6): The family is asked if they would like to pose for a photo to be attached at the front of the Review Plan. The young person only now emerges. He takes down his hood, and requests that his mother and grandmother to pose in the photo in front of his plan.
- Each participant receives a typed-up copy of the framework at the end of the meeting including the young person, as part of the full legal SEN Statement Review document.



Picture 1: Example of a person-centred SEN statement review meeting

APPENDIX H: Analysis of interview transcripts

Example of Unit 2 interview with Pathfinder local authority senior managers (A and M):

1-5-6 Justifying tough
maintaining pos. views. Some suggestions
not sensible

And because it was a sensible thing we put it into the plan for a 3 year old. And that's not about changing the Early Years Curriculum, but maybe we will think about travel when they are 16 or so, but still, at the moment, what should we ~~should~~ be doing is to make him a bit more independent.

[ARRIVAL OF ASSISTANT DIRECTOR (A) WHO JOINS CONVERSATION].....

A I think its culture change. And the biggest change is the group of staff which have had to make the biggest change I think are the assessment officers. The SEN officers. Going with the Code of practice, the rules. The processes and all they do.

M And then sometimes we are stuck there. No matter what the legislation says.

A I expect it's national...

M It was, it was; certainly that was reflected across the region when you went to talk to them.

A We could not move them. There couldn't just be a pathway, it had to be a strategy.

M Yes, yes.

A What I would say is THAT ONE OR TWO PEOPLE HAD TO GO. They were ready to go, they were able to go, they just had to go a bit early. Despite everybody's best efforts, they weren't going to change.

P It has to be everybody's business doesn't it? It's a shift of power, it really is a shift of power about who says what whose view...

A and M Mmmmm....

A No names mentioned but someone said to me something about the new SEND bill, and "there's this fluffy stuff with parents"...Na...Not going to change that person:

P (laughs) Long way to go when you don't realize the insight you are missing

M Mmmm...

P Apart from all the social justice issues....

A But, on the other hand, probably again commonly, what I would also say, here in [Pathfinder LA], you absolutely had to rely on them - they work phenomenally hard and silly hours, a lot of stress and difficult cases ...

P Fronting the problems...

but I.D.? but pos. (A) (M)

1 professional as expert judging sensibleness

(RP) change is central.

1 overcome self of fault maintain T as expert. (ID?)

(RP) far reaching change.

1 Tough - can take hard decision shifts to vision + strategy

2 values - kind/considerate/empathic

3 values - base - respectful

3 values - base - respectful

3 approach - respectful

5 actively working up possibilities change behaviour

some things are pretty much given & that is a change

Strategy

Tough kind/empathic/Respectful/Strategy

Promising not in price

Needing to be thoughtful as respectful

Executive summary 5

Is it about pinning the wheels on the existing system or amending for something more radical? — is it individualistic or more relational? — much more complex than the straight forward info exchange

1 a new single assessment process and 'Education, Health and Care Plan' by 2014 to replace the statutory SEN assessment and statement, bringing together the support on which children and their families rely across education, health and social care. Services will work together with the family to agree a straightforward plan that reflects the family's ambitions for their child from the early years to adulthood, which is reviewed regularly to reflect their changing needs, and is clear about who is responsible for provision. The new 'Education, Health and Care Plan' will provide the same statutory protection to parents as the statement of SEN and will include a commitment from all parties to provide their services, with local assessment and plan pathfinders testing the best way to achieve this.

balance of child budget

2 To give parents confidence by giving them more control over the support their family receives, we will introduce more transparency in the provision of services for children and young people who are disabled or who have SEN. Parents will have real choice over their child's education and the opportunity for direct control over support for their family. We propose:

control

- local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. This easy-to-understand information for parents will set out what is normally available in schools to help children with lower-level SEN, as well as the options available to support families who need additional help to care for their child; and
- the option of a personal budget by 2014 for all families with children with a statement of SEN or a new 'Education, Health and Care Plan', many of whom will have complex support needs. Key workers will be trained to advise families and help them navigate the range of help available across health, education and social care.

transparency

3 To transfer power to professionals on the front line and to local communities we will: strip away unnecessary bureaucracy so that professionals can innovate and use their judgement; establish a clearer system so that professionals from different services and the voluntary and community sector can work together; and give parents and communities much more influence over local services. We propose to:

raise multiple needs

- give parents a real choice of school, either a mainstream or special school. We will remove the bias towards inclusion and propose to strengthen parental choice by improving the range and diversity of schools from which parents can choose, making sure they are aware of the options available to them and by changing statutory guidance for local authorities. Parents of children with statements of SEN will be able to express a preference for any state-funded school – including special schools, Academies and Free Schools – and have their preference met unless it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources. We will also prevent the unnecessary closure of special schools by giving parents and community groups the power to take them over; and

imbalance of power

power?

clearly work with...

parental choice

REMOVE BIAS

raise multiple needs

how is this to be calculated?

3 changing the system

is a sufficient evidence base...

power to choose child's education informed by personal social context.

Example of Unit 3 interview analysis with DE:

Task keeping safe

De I am worried about that. Socialising.

P Yeah. Finding a friend.

De Because he's like winding the older people up. Like fought around B {unclear}

P In a way he's copied his dad isn't he, it hasn't come from nowhere that.

De He'll call B a "Fat B" and that's copying, and he'll call [unclear] "Shrek"

P Because he knows he'll press their buttons...

De Yah, Yeah. [unclear] then they'll just go mad at him. (1.0)

P So, in an ideal world and you could have it how you want, what would you like to happen at secondary school for D?

De I just wish he'd make a nice bunch of friends. Because he seems to pick the bad ones.

P So [secondary school rep] do you think. If you could ask for all the help you wanted, what would you like to see happen?

De Errr...that he had a nice bunch of friends. I think he gets lonely

P So do you think [secondary school rep] will spend time with him in a small group and help him make friends? There's that kind of opportunity.

De Yeah, yeah. He should understand that [unclear]

P What do you think could help him make friends?

[interruption from grandmother] ^G ((laughter))

P De was just saying it's a year today since she got here, and I said it was a day to celebrate.

G Yeah She does fabulous, absolutely brilliant. Very definitely.

P I don't know D at all, but we've met three times now and

G When she moved up here she was 6 stone, nothing to her. Well you were just your former self weren't you? Nearly coming back to De aren't you? ...[laughter]...

De I was just saying about A as well...

G Yeah, yeah. I'm just going down today to sort that out. it's never ending (.)

[lengthy story about A and G coming back to live near De. Further discussion about oldest daughter, and grandmother's possible return to live in north east. Discussion of D playing with younger cousin]

((laughter))

but also want copied letters in his notebook

but gets shrek

wants friendships

Object

not being lonely

Object

brings picture of whole family getting safe & get red