

**AN ACTOR-NETWORK THEORY READING OF CHANGE FOR LOOKED  
AFTER CHILDREN**

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## **Abstract**

Doctorate in Educational and Child Psychology

The University of Manchester

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### **An Actor-Network Theory Reading of Change for Looked After Children**

The education of looked-after children (LAC) in the care of the Local Authority (LA) is supported by government initiatives to reduce the attainment gap that exists between LAC and their peers. Long-term outcomes for LAC pupils are poor (Sebba et al. 2015). The Virtual School (VS) has a statutory role in the education of LAC (DfE, 2014a) and aims to encourage stringent monitoring and intervention for LAC pupils, for example via a personalised education plan (PEP) outlining attainment, strategies intended to accelerate progress, and resources needed for doing so. The PEP process involves termly meetings between pupil, Social Worker and school's designated teacher. The current study uses Actor-Network Theory (ANT) (Latour, 1999) as a lens through which to conceptualise change for LAC pupils during the PEP process. Data was collected from three PEP meetings and accompanying documentation in one LA setting, using ethnomethodology, in order to explore the human and non-human actors in the PEP network which are active in creating change for LAC. The analysis made visible the strong role of the PEP document in providing structure for the meeting, along with the instrumental role of the designated teacher and their knowledge of the pupil embodied in non-human entities such as resources, timetabling and grades. The Social Worker influence on the network was less visible. ANT is explored as a material semiotic tool for analysis through a conceptual review of current literature within educational research, with a focus on the construction of research questions. The review demonstrates that ANT can attempt to answer questions about 'how' things came to be and 'who' and 'what' they are composed of. The current research also incorporates an appraisal of evidence-based practice, and a consideration of the implications and dissemination of the findings of the study at LA level and beyond.

## **Declaration**

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

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## **Author Note**

After graduating with a First Class BSc (Hons) in Psychology in 2005 I secured research council funding to complete an MSc in Psychological Research Methods and a PhD in the field of cognitive neuropsychology. My doctoral work focussed upon the relationship between working memory and the inhibitory control of saccadic eye movements. I passed my MSc with a distinction, but discontinued my PhD part way through to focus on raising my two sons, who were born in 2008 and 2009. Whilst on maternity leave, I co-authored a paper entitled 'Is the relationship of prosaccade reaction times and antisaccade errors mediated by working memory?', which was published in the journal *Experimental Brain Research* in 2011. I took up several part-time posts following the birth of my children, including support worker and teaching assistant roles. Alongside this, I have worked as an Associate Lecturer in higher education for ten years, tutoring adult learners on psychology, health sciences and social sciences modules.



## **Dedication**

For Blake and Lincoln.

*"It is easier to build strong children than to repair broken men"*

*~ Frederick Douglass*

## **Acknowledgement**

I would like to thank Erica Burman, Professor of Education, for her support and guidance throughout the doctoral process, and also Dr. Caroline Bond for reading and commenting upon my draft thesis papers. I am grateful to the Social Workers, school staff, carers, and children who kindly agreed to participate in my study, and to my colleagues at the Local Authority who have been endlessly helpful and encouraging over the last three years. Finally, to those around me who have shared in the ups and downs – thanks for listening, or at least for looking like you were.

## **List of Abbreviations**

AISI: Alberta Initiative for School Improvement

ANT: Actor-network theory

APA: American Psychological Association

ASC: Autism spectrum condition

BPS: British Psychological Society

CCE: Climate change education

CHRN: Child Health Research Network

DfE: Department for Education

EBP: Evidence-based practice

EP: Educational psychologist

EPAT: Educational Philosophy and Theory

ERIC: Educational Resource Information Center

GCSE: General Certificate of Secondary Education

HCPC: Health and Care Professions Council

ICS: Integrated Children's System

IRO: Independent reviewing officer

ISPA: International School Psychology Association

ITEP: Initial training for educational psychologists

LA: Local Authority

LAC: Looked after children

NCLB: No Child Left Behind mandate

NCTL: National College for Teaching and Learning

NICE: National Institute for Clinical Excellence

OPP: Obligatory passage point

PEP: Personalised education plan

PISA: Programme for International Student Assessment

SES: Supplemental Educational Services

STS: Science and technology studies

TEP: Trainee educational psychologist

VS: Virtual School

VSH: Virtual School headteacher

YiPPEE: Young people in public care – pathways to education in Europe

**Actor-Network Theory and Educational Research: An exploratory  
conceptual review**

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(As submitted to Educational Philosophy and Theory, see Appendix B for author  
guidelines)

## Introduction

This paper seeks to explore the utility and differing styles of application within educational research of a tool for analysis designed to map out the performative creation of networks. These networks are treated as a configuration of what we might perceive to be the ‘social’ – an entanglement of people, things, hierarchies and structures, orderings and groupings, actions and reactions – a milieu that it can be difficult to tease apart and make sense of. A defining characteristic of the tool for analysis in question, Actor-Network Theory (ANT) is its treatment of humans and non-humans as actors. By positioning non-human objects as equally important to humans within networks, ANT extends and redefines the domain of the social as ‘materially heterogenous’ (Callon & Law, 1997, p.169), and assumes a material symmetry that is unique. It does not focus on the meanings constructed by texts and objects, but instead sets its lens on *what* things do. ANT can be used to explore how things or entities come together to form assemblages or networks of associations and connections. ANT is relational rather than representational, in that it accepts that reality is performatively achieved, i.e. until something is enacted it does not exist (e.g. Latour, 2005).

One of the key foci with an ANT approach therefore is the relations formed between entities. It is only through these relations and assemblages that entities or actors can assume their form. Nothing exists in isolation. The close examination of these relations is often referred to within ANT literature as the ‘sociology of translation’ (Callon, 1986) and the core message is that an ANT researcher should ‘follow the actors’ (Latour, 2005, p.12) to track and map out the processes that make up an assemblage, as actors mobilize or enrol others to join the network. Networks are not stable and they do not become fixed, although some may achieve a degree of stasis: they are constantly made and unmade, configured and reconfigured so that weaker networks dissolve away and stronger networks develop. When networks strengthen they reach nodes of action and it is often at these crucial points that an event or a point of change becomes noticeable. What ANT allows for is the many components that have come together to create the effect of the change to be traced and made visible. Through this approach, it is possible to make observations about obligatory

passage points (Callon, 1986) or key sections of the network through which the action passes in order for the observed effect or outcome to be achieved.<sup>1</sup>

The field of Science and Technology Studies (STS) has been a logical discipline in which to utilise ANT approaches, but from the mid 1990s onwards there has been a migration of ANT over to other disciplines, and the sensibility has been adopted in a number of studies within the field of educational research (see Fenwick & Edwards, 2010, for a selection of key publications).

### **Storytelling Using an ANT Approach**

The following conceptual review explores a number of studies published within educationally based academic journals within the last 5 years. The main purpose is to bring together a collection of stories within the field of educational research that are told using an ANT approach, quite simply to revisit and explore what ANT has to offer for those working within education.

The following conceptual review of studies will highlight some of the differences and nuances within ANT literature, with a particular focus on the type of research question that ANT can help to answer. This will inform a discussion of the potential uses of the tool for future research. The following questions will be considered throughout:

1. What types of questions are the researchers asking and how is ANT being used to answer them?
2. What kinds of educational issues are being explored using ANT?
3. What approach do the authors take to tell their stories using ANT?

### *Literature Search Strategy*

Studies were drawn from a small pool of papers from studies carried out within Western geographical regions in order to enable a relatively homogeneous population and to ensure a comparable range of research interests. A more holistic approach would have been to cast the net wider, but this was not possible in the

scope of the current study. Papers involving original analysis using ANT or ANT allied approaches were included, and these were more easily located by including the terms ‘educational change’ within the search criteria. Qualitative studies using differing types of methodology were considered in the review, providing they utilised ANT in some way. Only peer-reviewed journal articles published within the last 5 years were considered. This provided an up-to-date overview of research trends and interests, whilst ensuring academic integrity in the research selected for review. Topics of research which were more directly relatable to the classroom were included, with one paper being excluded due to a focus on management and leadership.

In order to focus upon research published within an educational arena, a literature search was conducted using ERIC (Education Resource Information Center). Searches were carried out in August 2015.<sup>2</sup> Given the scope of the review, it was decided that a more in-depth consideration of fewer studies would keep the research in alignment with the ANT approach and would still enable the review questions to be answered in a meaningful way. The current review, although systematic and replicable, is intended to be conceptual and demonstrative in its purpose.

Ten papers were selected for consideration in the review. The next step was to create a table (see Appendix A) in order to ‘map out’ some key methodological themes from each paper – these themes emerged as the most common features or properties of the studies, as determined by the researcher. To summarise the contents of the table, the themes were:

1. Research questions
2. Focus (topic under investigation)
3. Design and methodology of the study
4. Approach or version of ANT used
5. Examples of ANT terminology employed
6. Dissemination of ANT findings (how the analysis was communicated)



These themes have been developed into review questions for the current article. These questions will be considered throughout the following account of the selected literature.

## **Telling the Stories**

### *Establishing a Research Question*

Perhaps the most logical starting point for an exploration of ANT in educational research is some consideration of the types of questions that the researchers ask. Establishing a research question in the context of an ANT account is ontologically tricky: if we are to take a wholly ANT stance then it is not appropriate to make a priori assumptions or predictions about what *might* be revealed in the course of the analysis because we cannot assume that anything is there *for the revealing*. In more ANT appropriate terms, we should not predict the action before the actors make themselves known. A further complication is ANT's rejection of pre-defined groups, social structures and subject categories – these are entities to be explained through the analysis, rather than a starting point on which to build the research. With this in mind, it is difficult to imagine that one can establish a question that is loose enough to appropriately inform an ANT analysis yet detailed enough to provide something of a starting point within a specific field of study.

An initial grouping of the papers into themes dictated by the types of research question revealed that even within such a small sample of studies there were some key differences in the approach taken, and indeed some authors asked multiple questions within one piece of research. Fenwick (2011) explored the efficacy of using a network analysis in understanding educational reform, explicitly discussing the problem of making a priori assumptions within research which problematizes change processes within a structure or organization – such an approach must by default assume that established categories such as classrooms or schools as social organisations already exist.

Other research questions appear to be an exploration of the characteristics of something that has been pre-determined as a suitable hub for analysis, e.g. curriculum development (Heydon, Moffatt & Iannacci, 2015): 'What is the

classroom literacy curriculum of the case? How is it produced?’ (p.176); teaching standards (Mulcahy, 2011): ‘What sorts of things are standards?’ (p.95), and educational policymaking (Colston & Ivey, 2015): ‘What spaces of prescription and negotiation characterize climate change education efforts within and across science education communities of practice?’ (p.6). Several authors outline their aims to be an examination of roles, some human, e.g. Koyama (2011): ‘What do public school principals do, as policy actors, when legislated to contract with, and reallocate some of their federal funds to outside SES vendors?’ (p.21) and some non-human, e.g. Nespor (2011) who explored the role of devices in organisational transformations. McClam and Sevier (2010) asked ‘What does close examination of the effects produced by altering traditional grading practices tell us about the role that grades play in constituting and stabilizing the complex network relations in a school of education?’ (p.1462); and Mitterle, Wurmman and Bloch (2015) explored the role of non-human actors in the management of teaching capacity in higher education.

Another approach was to put forward a research question which proposed to use ANT to locate something specific (i.e. the action) within a particular context. For example Mulcahy (2012) asked ‘Where is affect? How might it be channelled towards creating conditions for learning, such that learning, like affect itself, is transmissible, or better, contagious?’ (p.10). Gorur (2011) explored the acquisition of voice in the Programme for International Student Assessment (PISA), unpicking the nature of the knowledge held within the system.

What is interesting here is the variety of topics that the studies address, from what we may conceptualise as more concrete aspects of education such as policy and curriculum construction to something comparatively abstract such as affect. What follows is a consideration of each of the studies as grouped by the styles of research question outlined above, with some attention given to how the researchers use ANT to answer their questions, and how they communicate this analysis to their audience. By describing the studies selected for review, it is hoped that a picture of the utility of differing ANT approaches will be built through the re-telling of some of the examples in the text, and through the demonstration of the more commonly used ANT terminology within these examples.

### *A Well-defined Analysis*

Fenwick's (2011) paper is standalone in that it is the only article selected for review that sets out to provide a critique of using ANT for a specific purpose within educational research. Fenwick makes a clear acknowledgement of the ANT sensibility that she adopts as a standpoint for her analysis, and explains that the 'ANT-ish' approach taken makes use of core ANT characteristics alongside the more flexible 'after-ANT' (Law & Hassard, 1999) which considers that which does not sit comfortably within the realms of a traditional ANT stance. Fenwick offers two different readings of network theory and educational reform. The first is Jo Ann Luck's (2008) use of Callon's (1986) early-ANT model, which sets out problematization, interessement, enrolment and mobilization as 'moments of translation.' Luck examines in detail the process of establishing a new video conferencing system within a higher education setting, in particular the alignment of local networks (trials, steering group, grant writing) with national (and distant) ones, such as funding sources. Fenwick notes Luck's identification of a 'key intermediary', in this case a document, which she defines as 'an actor that can translate thinking and behaviour' (p.120). What Fenwick refers to here is a document which has already achieved a level of stasis: an inscription device or 'immutable mobile' which transports a packaged social meaning, which although it can perform a function of translation through its relation with actors, does not transform that which is already held within it. The process of interessement begins when the network starts to establish through the mobilization of actors, who then go on to enrol others. Most notably highlighted in Luck's account are the multiple negotiations which took place around human and non-human relations or linkages, examples of which included issues with the sound system and speakers, carpet installation to address noise concerns, written concerns about the escalating cost of the project and so on.

In a second reading, Fenwick discusses the Alberta Initiative for School Improvement (AISI), again drawing upon the importance of intermediaries such as project proposals, which acted as established guidance for teachers who became involved in the project. She refers to 'circulation' (p.126) as a mechanism through

which inscriptions, intermediaries, actors translating other actors and so on as a constant reinforcement of networks which acts to strengthen and stabilize them, ultimately reaching their strongest point when they join with other networks. Fenwick considers however that there may be ‘gaps’ between the nodes of a network – spaces of unrepresented practices, entities and so on which do not actively strengthen the dense parts of a network but on the other hand do not simply fall away. This, she states, is what is risky about focusing upon centrality in an ANT reading. Although Fenwick advocates an ANT-ish approach, which tends to decentralise readings of networks, and warns against an obsessive tracing, one wonders if ‘otherness’ could be accounted for if peripheral, weaker networks were traced as thoroughly in a reading as their more dense counterparts. This of course, would be time consuming, and it is also important to consider the tricky issue of where to start. A different researcher may have conceptualised a different area of centrality, or may indeed a less centralised account, as Latour (2005) states: ‘whatever a scholar does when she writes an account, she is already a part of this activity’ (p. 258). This is something to consider when moving on to explore the ANT analyses provided in the other nine papers selected for review.

### *A Well-defined Problem*

It may be fruitful here to introduce some of the studies which use ANT for a purpose similar to that of Fenwick in her second reading – to explore the characteristics of policies and practice. Mulcahy (2011) provides an examination of professional teaching standards, exploring their role in forging a particular style of teacher identity, using data collected as part of an Australian Research Council project. The empirical research represented in the study was conducted in two phases: the first used video recording methods to document geography teaching in the classroom, followed by post-lesson interviews with students and teachers, and the second drew upon data from focus groups which garnered professional opinion about teaching practice. In her justification of her ANT approach, Mulcahy distinguishes between early ANT and contemporary ANT, reflecting upon the possible existence of multiple ontologies and realities. Mulcahy wishes to adopt an ANT approach which is able to account for how these varying realities are achieved. In order to strengthen

her analysis, Mulcahy compares ANT with a representational perspective, which allows her to comment upon the distinctiveness of ANT in comparison to a more traditional approach to analysis. She sets up her account by defining teaching standards in the context of a representational perspective: as the pursuit of an accurate representation of ‘the reality of what teachers know, believe, and are able to do’ (p.97). They are agreed using standardised procedures to encapsulate what significant groups within the profession consensually believe to represent categories such as professional knowledge, professional practice and professional engagement. Mulcahy notes that knowledge is seen as something quite distinct from practice, with standards being the neutral containers which carry this abstract knowledge base, or tools for reporting practice. This, argues Mulcahy, does not allow or account for complex interactions between teaching practice, knowledge and the socio-political context in which teaching and learning take place. In contrast, with a performative account, it is possible to make visible not only the role of teaching standards but also the actions of those who developed them, and the processes through which they were developed. In a performative account, standards are ‘an activity in which people participate’ (p.98). Mulcahy provides a detailed, descriptive account of geography teaching which draws upon excerpts from the video-recorded material in order to tell the story of how teaching standards are ‘built and practiced’ (p.102) actively, for example through instruction, direction, motivation during a learning episode: through embodied practice. Throughout this, and her descriptions of a consultation website and focus group meetings, Mulcahy’s use of common ANT terminology is minimal, however her accounts provide a rich illustration of the interaction between bodies, materials and processes.

Keeping with the theme of exploring standards and practices in education, Colston and Ivey (2015) adhere strongly to Latour’s (2005) approach to mapping controversy, quite clearly referring to the tricky issue of making a priori assumptions by acknowledging that actors must not be assumed but rather demonstrated by being made visible in the action. Their methodology is mixed, utilising an online questionnaire and key informant interviews to explore practice around climate change education (CCE) in Oklahoma. Observation and field notes were also collected and ‘added richness to the contextual interpretation of the interview and questionnaire data’ (p.7), and network mapping techniques were used to draw a map

which represented spaces of prescription and negotiation in CCE, highlighting obligatory passage points such as climate change standards, and immutable mobiles such as state-mandate testing. It could be argued that this approach is a less ‘pure’ form of ANT, with the inclusion of data that has been filtered through a survey involving pre-determined categories and items, which makes it difficult to avoid the issue of introducing a priori assumptions to the research. The researcher selection of science education stakeholders as key informants is also tricky to reconcile with a true ANT approach, given that centrality is automatically handed to these actors as the starting point, who then have the power to enrol those local or significant to them for the purposes of the study. Recruitment for the purposes of research may make visible a different network to that which would unfold through observation of the practices in action. This, coupled with the use of software for mapping networks, makes the processes and relations between actors less visible, de-emphasising the element of performativity necessary for what could be argued to be a more thorough ANT account.

Heydon et al.’s (2015) approach to exploring literacy curricula within a kindergarten classroom was somewhat at odds with Colston and Ivey’s (2015) methodology: rather than identifying a broad topic with key informants or actors, they focussed in upon literacy events within the kindergarten classroom, using ethnographic methods. They identified a setting in which the action was visible as their starting point, making observations and fieldnotes that were then used to inform the network map. Their sources of data were wide ranging, including reflexive field notes, photography, video and audio taping, along with information about spatial, temporal and social aspects of the classroom environment, classroom space, planning documents and so on. Some limitations were in place however, such as the focus upon data collection from ten children. Like Fenwick (2011) and Mulcahy (2011), Heydon et al. (2015) provide a detailed, descriptive account of the action, framing it within the categories of literacy event observed, e.g. reading time, agenda events, shared reading and so on. Like Mulcahy (2011), Heydon et al. (2015) tend not to refer closely to ANT terminology, and whilst the account is descriptive, there is little mention of network and ANT other than the language around actors and translation. Although their choice of ANT approach and their acknowledgement of ‘cutting

networks' for the purposes of a focussed analysis is justified at the outset, there is little clear linking of the description to ANT terminology and tools, which suggests that the approach taken here is more aligned with ANT as a 'sensibility' rather than as a framework or system for analysis.

### *Well-defined Actors*

The second cluster of themes stemming from an examination of the research questions posed in the selected papers relates to the roles played within educational contexts. In the case of Koyama (2011), the role in question is a human one, that of public school principals in the funding of Supplemental Educational Services (SES), which provide additional out-of-school tutoring for pupils attending US schools that are not deemed to be up to standard within the No Child Left Behind (NCLB) system. Koyama (2011) draws upon data, mostly from interviews conducted in non-school settings, which she argues can also be important policy making contexts. She adopts ANT as an analytical approach which opens up the possibility of exploring multiple contexts within one analysis, explaining that the process of translation may be a helpful one in identifying the mobilization of networks which hold together a role – that of the school principal. Koyama (2011) does so by, like Colston and Ivey (2015), identifying individuals as the 'starting point', principals as policy actors, and traces the connections and reconnections made between policy actors and other entities, e.g. test score reports, the organization of school space, putting forward the proposition that 'ANT shifts the attention from what these nonhuman actors are to what they can do' (p.24). Koyama suggests that there are two approaches to an ANT analysis: using interviews and ethnographic research to follow the actors, or using objects or intermediaries such as reports, files and so on as a starting point. Koyama discusses data obtained using both approaches, first building a background picture of SES providers. This information is then considered through the ANT lens, identifying key policy makers as the actors to follow for the analysis. Koyama remains with this technique for reporting her analysis throughout the study. She describes what the methodology has shown and moves on to revisit this through ANT, utilising key terminology such as assembling and translation to make visible

the mechanisms through which school principals ‘established and performed their SES network power’ (p.33). Koyama provides evidence for the argument that, although an ANT analysis within what we may consider to be more visible or dense education networks may be fruitful, to gain a more thorough understanding of policy it is also helpful to move beyond this to consider market-driven reforms and interventions that originate from traded or private services. By doing so, we are extending the network further, perhaps moving away from that tendency towards centrality noted by Fenwick.

Whereas Koyama’s (2011) research extends educational networks beyond a school setting, the three papers which take an ANT approach to non-human roles in education appear to bring the focus back to school and university localities. For example Nespor (2011) explores device-mediated educational change, mapping the networks within which devices function to explore how associations are established, the speed and pace with which this occurs, and how the process of translation involving devices relates to educational change. Nespor uses data taken from interviews, documentary analysis and classroom observation to describe the creation of a computer-assisted interactive video module and an assistive communication device. In describing how both devices came to be, Nespor provides an ANT account of the assemblages that lead to the hybridization of human and non-human entities. She also highlights key points of stabilization, obligatory passage points. In this case, such points were located where the network aligned itself with other, more extensive and established networks such as the computer industry, the university system, state legislation and so on. In referring to these, Nespor is making visible the linkages between the local (school) and global (wider) networks such as those identified by Koyama, thereby demonstrating the utility of ANT in providing a broad scope for following the actors beyond what is immediately available through ethnographic research in an educational setting. Reflecting upon the contribution of ANT to the analysis, Nespor refers to the delay or immediacy of translations effected by associations, something which amongst the papers selected for review is novel to her analysis but is demonstrated vividly in the account of Michael, whose intelligence was made visible almost instantly through the use of an assistive communication device, although the device itself had taken time and several stages of development to produce.



As with Nespor's research involving the role of devices, Mitterle et al. (2015) also explored the theme of hybridization of human and non-human actors. They utilised documentary analysis and semi-structured interviews to examine how non-human actors performatively enact policy changes through interactions. Mitterle et al.'s initial approach was to identify prominent actors within German Higher Education institutions, with a clear acknowledgement that adopting this focus as a given context does add some false stability to the network, perhaps as a way of 'pinning it down' in order to make relations within it more traceable. The account details the tools and processes that are used to calculate teaching capacity, for example staff planning charts. In Mitterle et al.'s account, the analysis shows how some actors can be disconnected or non-represented in order to stabilize a network, for example some members of teaching staff were disconnected for funding reasons or in order to ensure they are excluded from calculations relating to teaching capacity. This is a good example of actors within a network being hidden, rather than falling away altogether, and highlights the complexities of the entanglement between non-human and human actors, again illustrating how the actions and roles of humans within a network can be mediated and changed by non-humans.

Similarly, research by McClam and Sevier (2010) sought to explore the role held by a grading system with regards to stability of the network of relations in a School of Education. By taking an ANT approach, along with Foucauldian conceptions of the functions of grades and grading, they demonstrated through an autoethnographic account of a change in an educational grading system the impact that a non-human entity can have upon the human within a network. When an established grading structure was changed, McClam and Sevier (2010) explained: 'Removed of their teacher-created association the grades were incomprehensible and, thus the students themselves became incomprehensible' (p.1467). Further, teaching roles were threatened: 'Without a 'grading' role we ostensibly had no teaching role' (p.1468).

#### *A Well-defined System*

A final theme to stem from clustering the research questions was a focus upon locating action within a particular context. Gorur (2010) uses data from semi-

structured interviews and documentary analysis to provide a laboratory style account of the production of knowledge within PISA (Programme for International Student Assessment). For Gorur, the issue of choosing a 'starting point' for the analysis appeared to be less problematic, with the tracing of the action presumably being guided and structured by the two main interviews upon which the analysis was based. This study is perhaps more aligned with research in the field of STS, with PISA experiencing a degree of black box treatment in that it is already considered as a given, although it is something to be unpacked, rather than as something to be enacted. Data from interviews serves to almost retrospectively recall the details of PISA knowledge production, outlining a series of processes such as early discussion, standardisation and the translation of knowledge about international schools into numerous inscription devices.

Where Gorur traced the production of knowledge, Mulcahy (2012) traces 'moments that move and affect teachers and learners and the contribution of these moments to pedagogic process' (p.15) in order to map the arrangement of people, bodies within the network that holds affect within Australian schools. Mulcahy identifies affective objects, and describes moments in which entities combine to produce a density of affect within a network: 'The curriculum artefact (data broadsheet) under consideration with its poster(s) co-mingles with the teacher's evident pleasure in her team's success and the boys' ambivalent, embodied response, bringing an affective assemblage into effect' (p. 18). In Mulcahy's account, translation occurs through the activity of materials and human bodily matter, and the product is change in the form of motivation and learning for pupils. In demonstrating this through an ANT approach, Mulcahy offers an alternative explanation of affect in the classroom, moving away from affect as being something that is within the teacher, and it becomes something that is achieved performatively and collectively. This approach assumes little other than that affect is a localised practice within the classroom, and although it appears to avoid the problematic issue of 'where to start', it could also be argued that the focus of the analysis does not offer a consideration of affect which extends beyond local networks to make visible the role of global practices on the enacting of affect in educational settings.

### **Summary: the Utility of an ANT approach**

A conceptual exploration of the ten studies in the current review illustrates how ANT can be used for many purposes, using a number of different approaches, and that the wording and style of research question posed can have an impact upon how the analysis unfolds. ANT lends itself well to particular types of question, particularly those which seek to explore ‘how’ something is achieved (e.g. Heydon, Moffat & Iannacci, 2015; Mulcahy, 2011), who it is achieved by (e.g. Koyama 2011), what makes it achievable (e.g. Nespor, 2011). ANT can also be used to explore the ‘where’, to locate something within a particular setting (e.g. Mulcahy, 2012).

Returning to an earlier question, ‘what types of answer can ANT give us in response to these questions?’, an exploration of the studies has shown that ANT accounts are detailed and rich in example. Some methodologies relied upon first-hand data from observations and fieldnotes, others upon the words of the actors involved in the network itself. Whether or not the strength of the ANT analysis is dependent upon the methodology itself is a matter that is perhaps up for debate. Is a less ‘filtered’ ANT account more reliable? Should a network be made visible mostly through the eyes of those who are tracing the assemblages? Such questions, too, relate to the issue of having a ‘starting point’ in an ANT analysis. Where an account begins with the selection of key players or actors, there is an inherent assumption about a pre-defined social structure that is immediately built into the network, a power handed to an individual that locates them centrally, enabling them to become responsible for enrolling other actors into the network in a way which may obscure aspects of relationality that may have led to different nodes of action. On the other hand, when an event or happening is selected as a ‘starting point’ it is difficult to avoid introducing the assumption that key aspects of the account are pre-determined or defined. Within the literature, it is implicitly assumed that the audience accept that a school is a school, a policy is something that guides practice, teaching is a role with which we are already familiar. It would appear that an ANT analysis is something that needs to be boundaried for the sake of providing a succinct account, and this inevitably results in some blackboxing of the social. Perhaps what needs to be made more explicit within educational research is the aspects of a network that are

assumed. The level of adherence to utilising the ANT lens is also more explicit in the dissemination of data in several of the selected papers (e.g. Fenwick, 2011; Mulcahy, 2012) than in others (e.g. Heydon et al., 2015). Although the ANT sensibility runs through all of the studies, an anchoring of the data and the descriptions within ANT terminology and conceptualisations is helpful in making a network appear more visible, and indeed is helpful in justifying what an ANT approach added to the research over and above alternative accounts.

It can be seen from the current conceptual review that ANT has a place within educational research, and can be a useful tool with which to demonstrate the performative enactment of policy, standards, affect, human and non-human roles amongst other things, providing those who are tracing the associations consider the implications for the network of selecting a ‘starting point’ which does not rely upon the pre-defined and packaged social that is ultimately rejected at the core of ANT ontology.

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## Notes

1. ANT draws from a number of different influences: the notion of an assemblage bringing about an effect is a concept made familiar in material semiotics by Gilles Deleuze (e.g. Deleuze and Guattari, 1988), and Law (2007) describes how the very idea of ‘knowing in practice’, of using exemplary case studies, affords ANT some associations with Kuhn’s inspiration of a sociology of scientific knowledge in the 1960s (Law, 2007, p.4). The earliest proponent of a more recognisable ANT type approach is Michel Callon, who is credited with creating much of the terminology commonly used within the material semiotic analysis. One of his most well-known accounts is of scallop fishing on St. Brieuc Bay (Callon, 1986), a story which introduces the ontological novelty of material symmetry, the equal treatment of scallops and fishermen as actors within the assemblage. Elements of an ANT approach can also be seen in Latour’s account of scientific research at the Salk institute in the mid-1970s, ‘Laboratory Life’ (Latour & Woolgar, 1979), in which the researchers describe how scientific facts are performatively created as an effect of the tools and practices used within the laboratory environment.
2. Search terms generated by the author and inputted into ERIC were initially kept simple: ‘actor network theory’ and ‘education’ (727 iterations) with specific topic foci being selected in order to narrow the criteria and number of hits. These were: ‘educational change’, ‘educational policy’, ‘educational reform’, ‘education policy’ and ‘teaching methods’ (16 iterations).

# Assembling the Personalised Education Plan: An Actor-Network Theory

## Reading of Change for Looked After Children

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## Introduction

### ***LAC and Education***

The Children Act (1989) provided a legal definition of a child 'looked after' (LAC) by the Local Authority (LA) , based on i) the continuous provision of accommodation for a period longer than 24 hours; ii) subsection to a care order; iii) subsection to a placement order. The same act outlines the duty of a LA to safeguard and promote the welfare of a child LAC to them, including a responsibility to promote the educational achievement of the child in care (s.22). In March 2015 there were 69,540 LAC in England alone, a potentially conservative estimate based only on children in care for at least 12 months (Department for Education, DfE, 2015a). According to the Children Act (1989): "Children who are looked after or accommodated have the same right as all children to education, including further and higher education, and to other opportunities for development" (Department of Health, 1989, pp. 9-10).

The gap in attainment between LAC and the rest of the school-age population has been persistently significant, with LAC performing more poorly across the board. In 2015, 14% of LAC achieved 5 or more A\*-C GCSE grades (or equivalent), and although this was a slight increase on the 2014 statistic of 12%, there is still a considerable level of underachievement in comparison with non-LAC, 53% of whom attained 5 or more A\*-C grade GCSEs. Across Key Stages 1, 2, and 4, attainment gaps have decreased only slightly or have remained largely static (DfE, 2015b).

LAC often find remaining in education a challenge, are twice as likely to be permanently excluded, and three times more likely to receive a fixed term exclusion than other school-age children. A high proportion (61%), have been labelled as having special educational needs (SEN), most commonly of a social, emotional or behavioural nature (DfE, 2015a). Level of education is strongly associated with life outcomes, and the lower level of attainment amongst LAC makes this group vulnerable to unemployment and social exclusion (Simon & Owen, 2006). According to the Department for Education (2015b), in 2015 5% of LAC aged 10-17 had been subject to a criminal conviction or reprimand. A large-scale project by the Rees Centre for Research in Fostering and Education (2015) identified key factors contributing to the low educational outcomes of LAC as: time in care, placement changes, school changes, school absence, school exclusions, placement type, school type, and level of educational support (Sebba et al., 2015)

### ***The Virtual School and the PEP Process***

One of the most recent initiatives (circa the Children's Act 2004) in promoting the education of LAC is the introduction of a Virtual School (VS) in each LA, overseen by a Virtual School head teacher (VSH), which aims to encourage more stringent monitoring and intervention for LAC who may be experiencing challenges at school. Each VS is inspected and regulated by Ofsted, which examines the school's ability to work in partnership with other agencies and professionals, such as Social Workers, foster carers and designated teachers. The VSH role has recently been protected by statute under the Children and Families Act (DfE, 2014b). The VS is also responsible for monitoring the use of the newly introduced Pupil Premium Plus funding, which is allocated to each LAC and worked into their own personalised education plan (PEP) specifically to help reduce the attainment gap



between LAC and their peers. Monitoring the spending of the Pupil Premium Plus funding through the process of creating a PEP is an obligation of the VSH, as outlined by the DfE in their document 'Promoting Educational Achievement of Looked after Children' (2014, sections 31-44).

PEPs are an integral part of the care plan required for each LAC, and outline targets and interventions that aim to enable a child to achieve positive educational outcomes. The VSH in each LA should ensure that those who contribute to the PEP, most typically Social Workers, designated teachers, carers and independent reviewing officers (IROs) are clear about their own role in creating and monitoring the child's PEP. PEPs are referred to in a number of legislative and policy documents. The NICE guidelines for LAC (2015) refer to the role of the designated teacher in preparing and monitoring the PEP. According to the Children Act (1989), when making decisions relating to the child in care, the LA must ascertain the wishes and feelings of the child (s.22.4 – a). In a recent evaluation of PEPs, Ofsted commented that the quality of such plans was 'variable' and that targets were often not specific or challenging enough for the child, and in many cases PEPs did not focus adequately on educational attainment (Ofsted, 2012). According to Ofsted, many LAs have sought to continually develop PEP provision, and some VSs have completed audits around quality of PEPs and the ease with which they are created and used. In some cases where PEPs were considered to be less effective, there had been a greater emphasis on the role of the Social Worker in the PEP process, indicating that there may be some areas for development in terms of Social Worker knowledge and understanding of issues within education (Ofsted, 2012). Indeed, Jackson & Hojer (2013) believe that the social work profession has played some role in the existing educational opportunity gap between LAC and others. They discuss the findings of the YIPPEE review (young people in public care –

pathways to education in Europe), a project co-researched across five countries, which looked at trends in post-compulsory education for LAC (Jackson & Cameron, 2011). Jackson & Hojer (2013) indicate that within the review, evidence suggests that Social Workers do not engage fully with the educational attainment of LAC, and tend to associate poor achievements to factors within the child, rather than scrutinising the systems and processes around the child's education (see also Jackson, 1998). They cite a 'gross discrepancy' (p.2) in opportunity between LAC and their peers, and suggest that the social work profession must accept some responsibility for this. They identify a theme in the YIPPEE literature review which appears to demonstrate a lack of interest from social care professionals in becoming involved in educational aspects of a child's life. First-hand accounts of care leavers also imply a lack of support from social care staff. The Rees Centre report (Sebba et al. 2015) suggested, on the basis of a project examining educational outcomes for LAC, that Social Workers need a better understanding of the education system. The report explored two key research questions: 'What are the key factors contributing to the low educational outcomes of children in care in secondary schools in England?' and 'How does linking care and educational data contribute to our understanding of how to improve their attainment and progress?' National statistical data was obtained for scrutiny alongside evidence from interviews with 26 LAC pupils due to take their GCSE exams in 2013. Sebba et al. (2015) made clear in the report that their evidence goes some way towards demonstrating the complex sociocultural situations that exist for LAC pupils, contrasting this position to that in which attainment gap data is frequently used as 'a condemnation for social work services' (p.7). Rather than criticise Social Workers, Sebba et al. (2015) focus on progress and areas for development, for example by suggesting the potentially positive role for Social Workers in further supporting birth families to continue to be involved in the lives of LAC. A key aim of the report was to consider how social work

and educational research perspectives and methods can complement one another moving forward.

### ***The Local Authority Setting***

The research took place in a LA borough in the North of England. The educational welfare of LAC pupils is a high priority within the LA, and this is perhaps an agenda driven strongly by the VSH, who is a qualified Educational Psychologist (EP). Statistics for March 2015 indicate that there were 450 LAC in the LA.

The PEP process is carried out on a termly basis. An initial PEP meeting takes place in the first (autumn) term of the academic year, and a further two PEP review meetings are scheduled in the spring and summer terms. Once a completed PEP document is returned to the Virtual School, it will be scrutinised for quality and detail by the VSH, and if deemed satisfactory the Pupil Premium Plus funding of £1600 will be released to the school. Although the full Pupil Premium Plus amount is £1900, the VS retains £300 per pupil in order to fund wider initiatives such as reading schemes and awards schemes for LAC. Pupil Premium Plus funding is to be spent on the LAC pupil only, and is intended to be used as an aid in driving attainment and success in education.

### ***The Structure of the PEP Document***

The PEP document currently used by the LA that is the focus of this research (see Appendices E-H), is six pages long, and divided into three parts. Part One covers the first page, and is to be completed by the Social Worker prior to the PEP meeting. It contains boxes regarding details of the child, home placement, details relating to LAC status and

contact details of individuals involved in the care and wellbeing of the child. Completion of Part Two is to be arranged by the Social Worker, however it is intended to be completed by the pupil or an adult that has been selected by the pupil to act on their behalf.

Part Two is on the second page of the document. It is designed to reflect the views of the pupil with regards to school and education. There is a box, the size of half an A4 page, in which free text can be written. Above the box are eight bullet points which act as prompts for areas which 'should' be 'discussed informally'.

Part Three of the form covers the next four pages, and is to be completed by the teacher prior to the PEP meeting. It is a series of tables that pertain to school related issues. The first table requires specific details such as the setting, designated teacher, year group, attendance and so on. The second table relates to progress, specifically in reading, writing, spelling, punctuation and grammar, and maths. There is a box in which to indicate if the pupil is performing below expected levels. At the bottom of this table, teachers are asked to input Year 1 and 2 phonic assessment results and to predict attainment at the end of Key Stage 2. On page four, a table entitled 'teaching and learning' provides sections for teachers to free write details relating to learning targets and planned strategies for achieving them. This information is required for literacy and maths. Below this, a title of 'The pupil premium plus for looked after children' is followed by four bullet points which outline details of this funding source, such as amount, purpose, and the need for evaluation of impact of the funding. Next, a table with the title 'curriculum interventions and support outlined in previous PEP' has four headings: interventions, cost, intended outcome, and 'has this been achieved?' The table is replicated for details relating to the current PEP, with the adjustment for 'proposed' use of pupil premium plus funding for the term.

### ***Actor-Network Theory***

The current paper aims to explore the process of constructing a PEP through the lens of Actor-Network Theory (ANT), in order to explore and make visible the global and local networks which are enacted to drive forward change for LAC pupils. ANT originated in Paris, France in the early 1980s (e.g. Callon, 1980), and does not focus on the meanings constructed by texts and objects, but instead sets its lens on *what* things do. ANT can be used to explore how things or ‘entities’ come together to form assemblages or networks of associations and connections. ANT is relational rather than representational, in that it accepts that reality is performatively achieved. Therefore, until something is enacted it does not exist. By taking a more than social (Latour, 2005) approach, ANT provides us with a descriptive tool through which we can examine the associations that constantly make, unmake and remake phenomena that we may label as ‘societies’. By positioning non-human objects as equally important to humans within networks, ANT extends and redefines the domain of the social and may therefore be a useful way of exploring the entanglement of human and non-human entities enrolled into networks of change for LAC, whilst considering the relative strengths and weaknesses of these associations within a network.

ANT has a relational epistemology – from this perspective, things are only meaningful in relation to other things. Things exist not in isolation, but interact in relation to other things, and it is in this way that reality is constructed. ANT is a potentially useful tool for ‘slowing things down’, for allowing the tracing of associations within a process or a specific event in order to make the intricacies of processes of change and transformation visible. ANT may also lead us to question the traditional concepts of ‘what we know’ and ‘how we

know what we know' in practice based on what is rendered visible in the analysis. ANT is its own ontology – we are only able to 'know' what is made visible by traceable associations. The 'social' in the traditional sense does not exist unless it is enacted, and local and global networks are not compared relatively in terms of distance or magnitude, which gives ANT a uniquely flat ontological landscape and removes assumptions about power relations. ANT could be argued to have a neutral axiology because it does not subscribe to a societal hierarchy or a moral code, predominantly because its ties with ethnomethodology (Garfinkel, 1967) make it a descriptive rather than an evaluative approach.

ANT has been described by some as a 'methodology', but many prefer to reject this rigid terminology in favour of the more flexible description of ANT as a 'framework' or 'sensitivity' (e.g. Law, 2009). Law (2009) states quite resolutely that ANT, despite its title, is not a theory. "Theories usually try to explain why something happens, but actor-network-theory is descriptive rather than foundational in explanatory terms..." (p.141). Law prefers to conceptualise ANT as a toolkit through which to tell stories and narratives about relations. In practice, ANT has been utilised in numerous ways, each researcher's version depending on the topic under investigation. One popular strain of the approach, 'post-ANT', has developed under the influence of Law's text 'After Method' (2004). Here, Law discusses the procedural and organisational concerns of ontological methodology, in which he considers the appropriateness of 'methods' in a world where realities are enacted rather than socially constructed. Bruno Latour, whose name is perhaps associated most strongly with the recent developments in ANT, states that social explanations of phenomena come loaded with assumptions about structure and power within societies, and inferential leaps forward towards an acceptable explanation in the context of existing understanding of the social can mean that new aggregates (or components) and the way in

which they are assembled can be overlooked. One advantage of an ANT approach is that it slows down the journey by seeking to examine what has happened *after* the event rather than making any kind of prior impositions on the order of things. The term 'social' is often used to describe something that stands in contrast to, for example, the physical or the biological. Latour however rejects the idea that something is inherently social because of 'what it is', and instead argues that aggregates are transformed, enrolled and translated and then arranged together in a way that becomes social for that moment at which it is visible.

Latour (e.g. 1999, 2005) is concerned that sociologists of the social make great inferences from the local to the global by relying on 'social forces' as an explanation without providing sufficient detail, or evidence, about what makes up and what mobilises these forces or laws. ANT's answer to this problem is to incorporate non-living entities, objects, into the social milieu in parallel with human actors. Latour states that actors do not perform in isolation: others engage and share in action. Action should not be explained away as being the result of some kind of mysterious social force, it is 'dislocated' because of the multiple others that act upon an actor and tracing associations between these others can map out the components of an action. Something that possesses 'agency' has the ability to change or influence a course of events. Therefore anything with agency will leave a trace, and its action can be accounted for in some way. Agencies take on different figurations or shapes, for example as people, groups or organizations.

The purpose of the current study is to utilise ANT to 'make sense' of and disentangle the PEP process, to see how the various components align themselves to create a network which facilitates change for LAC pupils. Although the analysis adopts change as an endpoint of the PEP process (framed as a positive outcome), it does not make assumptions about the

nature of this change – this should be revealed in the analyses of the PEP meetings and PEP documents.

## Methodology

As part of a multiple case study design (e.g. Flyvbjerg, 2006), three stories taken from within one Local Authority will be shared: one from a mainstream primary school, one from a mainstream secondary school, and one from a specialist autism spectrum condition (ASC) provision. Each of these vignettes tells the story of a PEP meeting, at which the author took notes and made an audio recording of dialogue. Transcripts of the meetings will be analysed alongside any relevant documents, policies or other entities enrolled into the network by the actors as the action unfolds. As the amount of data generated through tracing associations using ANT is vast, only three unit of analysis were selected for the purposes of this research, and they were boundaried tightly as specific events (meetings). A case study approach allows a level of flexibility that is appropriate to the aims of the current research, namely the adoption of the relational standpoint (Savin-Badin & Howell Major, 2013). The case studies are rooted within the discipline of sociology, albeit Latour's less traditional concept of "the sociology of associations" (2005, p.9). Pupils were selected for the study by opportunity sampling: their PEP meetings happened to be taking place when the author, a Trainee Educational Psychologist, was available to attend. Meetings were arranged via the Social Worker involved, and they took place between September 2014 and October 2015 during the trainee's placement. Consent to use the data (See Appendices L and M) was obtained from carers, school staff, Social Workers, and a representative for LAC pupils at the LA. Assent was obtained from pupils when they were present at meetings. Names of those involved have been changed in order to maintain



anonymity, and the study has been scrutinised by the University of Manchester Research Governance, Ethics and Integrity team (see Appendices N and O).

Traditional claims to construct validity (e.g. Teglasi, Nebbergall & Newman, 2012) are not applicable to the current study, given that the epistemology of ANT is relational in nature, and so not determinist. This epistemological standpoint therefore necessarily impacts upon the nature of the knowledge produced in the research: the alignment with performativity too makes the issue of validity problematic, in so much as it is difficult to evaluate the operationalisation of a construct if we are not to make any a priori assumptions about it. A more appropriate claim to validity can be acknowledged in the form of credibility, which would imply that the outcomes of the current study are believed to be credible when adopting a relational perspective (e.g. Shenton, 2004). The current research is based on a thorough systematic review (Thesis Paper 1), which identifies some key common elements of a rigorous ANT analysis, such as consistent use of terminology, a clear statement regarding the initial identity of a 'starting point' for the moment of problematisation and so on. The analysis that follows here is grounded (e.g. Parker, 2004) in these same principles, enabling a clear, transparent account which has some elements of replicability within the process (see appendices for details of analytical process). The consideration of structure and power dynamics within the analysis also provides the research with a degree of epistemic validity

The current study aims to answer the following questions: 1) How is change enacted for LAC pupils in a PEP meeting? 2) Who, and what, are the key actors for change for LAC pupils in the PEP process? 3) Is the PEP process adopted by the Local Authority in the current study fit for purpose?

## Analysis

### ***The PEP Meetings***

#### *Story One: Alice*

Alice is a Year 11 pupil who attends a mainstream Catholic secondary school full time. She lives with her foster carers, a married heterosexual couple, who are present at the PEP meeting. The meeting takes place one afternoon in November, at the end of the school day. The contact for the school is the Head of Year 11, who greets the pupil, carers and Social Worker in the foyer and leads them to his small office, in which the meeting takes place. The teacher, Mr Dunn, sits at his desk. To his left, on the other side of his desk, are three chairs against a wall, on which Alice and her carers choose to sit. To the right is a chair which the Social Worker sits on, again on the other side of the desk. The teacher is slightly obscured from the Social Worker by his desktop PC monitor, which is on the right hand section of his desk. The radiator in the room is turned up high, and the heat is stifling. The Social Worker is apologetic because she has rushed across the borough through busy school traffic to make the meeting, for which she is slightly late.

#### *Story Two: Devon*

Devon is a 10 year old boy, and he is in Year 6 at a mainstream Catholic primary school. He currently lives with foster carers. The PEP meeting for Devon takes place at the end of the school day, in a meeting room. Devon sits at a table completing his homework whilst he is waiting for the meeting to start. Also present are the designated teacher, who happens to be Devon's class teacher, and his female foster carer. At first the carer and teacher are relaxed and chatty, but the mood changes as the time at which the meeting is supposed to start, passes. The Social Worker is not yet present, and her lateness does not sit well with

the other adults present. The teacher suggests waiting 15 more minutes before rearranging. The carer becomes increasingly flustered as the plans she had made regarding Devon's evening meal have been disrupted. Eventually, the Social Worker arrives 45 minutes late and there is some detectable tension as she begins the meeting. This does however dissipate as the focus moves back to the pupil, and it is apparent that the Social Worker has a good knowledge of Devon and his needs.

### *Story Three: Adam*

Adam has a diagnosis of ASC, and he is educated in a specialist ASC provision by a team of highly trained staff. Adam is not present at the PEP meeting, and he is not able to communicate his wishes and needs, so staff have filled in Part Two of the PEP form for him. Adam's carers are not able to attend the PEP meeting. The meeting takes place in a small room. The Social Worker does not arrive on time and staff cannot contact her via phone. The teacher is seated at the table in the centre of the room, she has her laptop set up and is checking through her sections of the form whilst she waits. The Social Worker arrives, and after it is established that there was a discrepancy in times recorded in diaries, she starts the meeting.

### ***An Overview of the Analysis***

Scope for recounting the stories of the three PEP meetings and disseminating the traceable networks is limited, and so the analysis section will group the key nodes of action within the networks that were, to the researcher, made visible during the PEP process. These networks show the construction of the PEP document as something which becomes a circulating reference (Latour, 1999) of change for that child. Several social orderings are assumed in order to boundary the analysis, for example the 'school' as an organisation

which provides a child with education, 'teaching' by a 'teacher' being a means of delivering education. 'Social care' as an organisation in which 'Social Workers' operate to co-ordinate practical issues for LAC and foster carers is also an assumed social ordering in the current reading. The centrality of focus is a specific event: the PEP meeting, and, as part of this process, the PEP document. The researcher does hold some prior knowledge of the issues under consideration in the paper: she is a Year Three Trainee Educational Psychologist carrying out a practice placement within the Local Authority in which the data is collected. The researcher has a joint role working within the Educational Psychology Service and the Virtual School. A note of caution here is that although the process is viewed through an ANT lens, it is not possible to remove the subjective filter of the researcher. As events have been scaled down and reduced in order to meet criteria for the dissemination of the research, ultimately the story is told the way it is seen by one individual researcher. However, the researcher has attempted to only bring into the analysis anything which has been enacted in the meeting itself, and prior assumptions have not been made about what this might be.

The purpose of the analysis is to follow the action wherever it goes, in order to unpick the process of translation from the meeting to the PEP document. It is necessary to describe this process in order to observe (rather than assume) what works and what does not in terms of contributions to the PEP, and the conditions in which actors are reinforced or drop out of a network. A summary of the process of data analysis can be found in Appendix P.

**Key nodes of action:**

***The Scaffolding Role of the PEP Document***

Across all three meetings, a key actor is the PEP document itself, the structure of which guides the direction of the discussions. In Alice's story, the PEP document, even though it is blank in this case, provides some loose structure for the meeting initially, at least for the Social Worker: "So basically Part One is just a break down of Alice's information", "...and we're gonna use this opportunity to get Part Two filled in with yourself Alice". She apologises for arriving without the PEP document, and asks the teacher if he has a copy. She states that she has filled in her section of the form, but that she just doesn't have it with her. The teacher finds a blank copy for the Social Worker to look at so that the meeting can begin. In Devon's story, the Social Worker enrolls the document into the network by using it as vehicle by which to start the meeting. She describes the PEP form right at the start of the interaction:

So I have to fill in the first bit of the form, which says, it gives all the contact numbers, and my details, and carers details, and then there's a Part Two, where we talk to you, and we ask you what you think is going well. But I can see you've obviously filled this out. What do you think is going well in school for you?

In Adam's story too, the Social Worker begins the meeting by referring to the form: "Ok. So where should we start? We've completed Part One....So Part Two, have you managed to complete Part Two?" The PEP document here is not only scaffolding the meeting but is an

embodiment of the roles and responsibilities: the Social Worker completes Part One and the teacher completes Part Two.

There is however an exception which does not serve to reinforce the scaffolding role of the PEP document, but instead allows it to temporarily hide from the network. In Adam's case, the Social Worker and the teacher discuss how the 'teaching and learning' section of the form does not apply to a pupil such as Adam who attends a specialist ASC provision. As the Social Worker prompts to move the discussion on to part three of the form, the class teacher states: "It's a...mainstream form really, some of these...are not necessarily appropriate..." When referring to the levels of progress that the form requires to be outlined, she adds "...you can't just pick one, one level, which is why I've put all three on, but I think that's just the way the form's written and that's what they want." It seems apparent that the PEP network for specialist provision is different to mainstream: there are points at which the discussion moves away from what is directed by the form because it is deemed as not applicable to a pupil who academic needs are so specialist. For Adam, a target may be measured differently, for example as 'reading for understanding' rather than a target which specifies a desired level. Furthermore, a target or aim for a pupil with significant learning needs may be more fluid: the target may adjust and the time taken to achieve it is likely to differ from short, sharp mainstream SMART targets. As Adam's teacher states: "We've done the same story for six weeks, so next eight weeks, next half term, we'll do a new story, and it'll only be towards the end of term that they start to remember things." Perhaps the aspect of the 'teaching and learning' section of the PEP document that has now become irrelevant is the concept of accelerated progress. While the document is driven by the need to close the attainment gap between LAC pupils and their peers, for Adam this is not important: his progress is more likely to be impacted upon by his

condition, rather than by his LAC status. For Adam, a document pertaining to his needs as a pupil with ASC, rather than prioritising his 'looked afterness', might have been more helpful in planning for his future needs.

### ***Tracing Power Effects***

Within the three stories, there is a thread that runs through the PEP meetings which alludes to the power inherent in a role: in Alice's story there is almost a power-struggle between the Head of Year and the Social Worker regarding knowledge of Alice and the arrangements that will best suit her learning needs. Whilst there is criticism (e.g. Bloor, 1999) that ANT analyses do not address power issues adequately, Law (1992) states that ANT is in fact concerned with 'the mechanics of power' (p.380). He explains that we should not accept the illusion of power without questioning how it came to be generated. For Law, power is an effect of a network rather than a set of causes.

In Alice's story, Mr Dunn attempts to establish himself as a key actor early on in the meeting, with the power to make visible new entities within the network, initially by enrolling the PEP document into the network when the Social Worker is not able to do so due to not having a copy. When the discussion moves on to available additional support for Alice, she is enrolled into the action (and given a voice) by the Social Worker:

SW: Alice's wishes are around school, so I don't know whether  
you want to tell Mr Dunn, or

A: What do you mean?

SW: You know, when we spoke about you wanted extra support  
didn't you? In your maths, science

However, as the holder of some of the power in this situation, Mr Dunn uses his knowledge of Alice's existing school interventions to dominate the enrolling, adding:

MD: So you're in the intervention groups on a Monday for maths,  
ok. Have you been highlighted or is that something that you're  
voluntarily going to?

Here, Mr Dunn is relocating the expertise within the school environment. He has information regarding Alice's groups, timetable, class teachers and so on, and his knowledge allows him to control the conversation, establishing him as an important actor in the network. As the holder of knowledge about Alice's school life through various means (see below), Mr Dunn's impact upon the network at this stage is arguably stronger than that of the Social Worker, who fades out of the action in the Alice's story due to her lack of input and direction in the process. This is perhaps surprising, given the statutory role that is granted to social care teams through legislative documents. Similarly, the current analysis shows that pupil voice is perhaps not as powerful as might be expected, given the strong focus on obtaining child views in government documentation. Although Alice is enrolled into the action by her Social Worker, and is able to express views about her education, 'Er, science isn't offered at the moment but I need help with science', her voice fades away from the network when Mr. Dunn responds with uncertainty about whether or not support is feasible for this subject. Indeed, science is not represented in the pupil premium plus costings on Alice's PEP form, so it does not appear that her voice has contributed to the action. In the case of Devon too, his wish to learn the harmonica becomes lost amongst a collection of other activities, such as in-house tuition and out of school drama, that the



adults around him do not feel he will have the time to commit to learning a musical instrument.

### ***The Virtual School***

At the outset of the meeting for Alice, the VS is enrolled into the action by Mr Dunn, as the receiver of documentation and as an actor that is perceived as an authority in the PEP process: “I do...the Part Three bit, ‘cause that’s all they ask us to do”, “I’ll send that to the Virtual School”. In Adam’s case, his teacher refers to the Virtual School as ‘they’, she perceives that the form is designed by the Virtual School to elicit the response that ‘they’ are looking for. Furthermore, when discussing the measurement of progress, the teacher makes reference to the fact that her focus is different to that of the Virtual School: “We’re focussing on very different things as well, I think. So, we’re obviously coming at it from the child’s point of view, and the autism side.” For this teacher, the Virtual School as an organisation is not taking a child-centred approach to the PEP process, because sections of the form do not account for Adam’s true learning needs, and do not reflect his real progress in a meaningful way. It could be argued that the Virtual School is truly enacted as a corporate parent: the form takes on an almost authoritarian approach to learning needs. Perhaps the Virtual School here is enrolling the state, or central government policy as a key actor through its own obligation to statutory guidance. In the cases of Devon and Alice, this is promoting a push for standards. In Adam’s story, the teacher refers to the ‘changes in the code’ which means that pupil premium plus funding no longer goes directly to schools but is controlled by the Virtual Headteacher on behalf of the Virtual School, who makes a decision to release the funding on completion of a satisfactory PEP.

### ***Technology***

There are several examples of material items, specifically technology, across the three meetings, which establish their significance in maintaining the networks. Although Devon's PEP meeting runs its course using only paper documents, the Social Worker makes an interesting enrolment into the network towards the end of the session: the Integrated Children's System (ICS) used by the social care team. The Social Worker explains how she does not need a paper copy of the PEP document, because the Virtual School will upload it for her onto her system. Alongside its role in record keeping of completed PEPS, the system also contains blank PEP documents for Social Workers to complete for each meeting. This caused some disruption when the PEP document changed recently, and a number of PEPS submitted to the Virtual School in the old format had to be rewritten. The format of the PEP document itself is important in two of the stories, Adam's and Alice's, because its electronic nature allows sections of the form to be completed during the meeting itself on laptops and desktops, perhaps allowing the document to adhere more closely to the statutory guidance that it should be 'evolving.' The facility to email PEP documents back to the Virtual School is made visible in the network in two of the meetings, which gives weight to its utility as a mechanism for feeding the PEP meeting information back to the organisation quickly, driving the action of change forwards. A further key actor is enrolled by Alice herself: her lack of her own laptop restricts her from completing maths homework online.

### ***Knowledge of the Pupil and How it is Embodied***

Within each of the meetings, knowledge of the pupil is made visible through entities such as timetables, grades and resources, and this is translated into provision. This is perhaps most notable in the story of Alice, whose PEP meeting was heavily focussed upon the

support already available to her in terms of revision and study sessions in school time. Mr Dunn enrolls these entities into the network almost immediately: 'So you're in the intervention groups on a Monday for maths.' This knowledge is facilitated by his access to the school system on his desktop computer. For Mr Dunn, knowledge of Alice is embodied through her timetable: 'Maths you're in the guidance group'. He also utilises his knowledge of the school resources available to build his profile of knowledge of Alice: 'Right, ok I was gonna be a bit concerned if you had Miss Draper with her being off at the moment you see, but you've got Mr Cliff so that's all good.' These discussions make visible the role, or restrictions, of the school timetable and resources in allowing Alice to access support. One support session that runs after school clashes with a waitressing job which Alice has recently started, and can't be changed due to staffing issues. Mr Dunn suggests an alternative day on which an English teacher could stay late to provide additional support for Alice. Throughout the meeting, Mr Dunn is checking his computer, consulting the timetabled support sessions, staff rotas, and Alice's lesson timetable. This information is not made visible to others present in the room, but is filtered through the dialogue of Mr Dunn. Further facilitated by his access to the system, Mr Dunn enrolls grades into the network as an embodiment of Alice's current and predicted achievement: 'Well, today's the day where the first set of grades for the year are being collated...' Mr Dunn also takes a determinist stance as he enrolls grades as 'the truth' regarding Alice's academic performance, which detracts from her voiced opinion on her likes and dislikes in terms of subjects. Alice is keen to challenge this:

MD: Well, today's the day where the first set of grades for the year are being collated, so you'll receive that towards the end of next week, the A1 information, so that'll get sent out, so that'll tell us whether you're doing fine or not. It'll tell us the truth.

A: Or not.

In the story of Devon, the designated teacher also embodies her knowledge of the pupil through resources:

Well what we've done, is spoken to Mrs Hardwell, and we have sets for maths, and he was in set 2, which was quite a big group. So he's gone into a smaller group, so he has more TA support now.

In Devon's case, grades are not enrolled into the network through discussion, perhaps because the PEP document indicates that he is making good progress across the board, and provision for improving his maths has already been put into place. For Adam's teacher, her knowledge of him is embodied in the specialist provision he receives, for example strategies such as movement breaks, and in the resources that are appropriate for his needs, for example digital clocks and a laptop.

### **Funding**

The turn to science support in the conversation brings into play the issue of funding. A lack of scheduled science support in the timetable prompts the Social Worker to ask Mr Dunn if pupil premium plus money could be used to pay an outside agency to help Alice with her science. He defers responsibility for this decision to a senior member of staff, who is not present. At this stage, the carers act to enrol the outside tutoring agency as a key entity in

providing support for Alice, although this entity drops out of the conversation within the meeting because it is not taken further by Mr Dunn, who is keen to discuss in-house support. The Social Worker expresses some concern over the school's power to decide how pupil premium plus money is spent. She is keen for all of the funding to be spent directly on Alice, for example by using it towards the provision of 1:1 science support by an outside agency, rather than the money going directly to school and for Alice to only be placed in an existing science intervention group for which other pupils do not have to pay. Mr Dunn defends the school position by explaining that Alice's pupil premium plus funding goes into a general pot, which pays for the school's academic coaches. He appears embarrassed when Alice claims that she does not meet with these in-house coaches regularly. Querying this use of funding was a pre-determined agenda on the part of the Social Worker, who explained to the researcher after the meeting that she was unsure that a LAC pupil should essentially pay, using pupil premium plus money, to be part of an intervention which is already being run by school as part of their standard offer to all pupils. Despite dropping out of the network temporarily during the meeting, a place for Alice with the outside tuition agency is made visible again on the PEP document. Perhaps then, rather than dropping out of this network, outside tuition as a resource and active entity was temporarily hidden by Mr Dunn. This reinforces the idea that he is a powerful actor in Alice's story.

Funding does however threaten to disappear from the network in Adam's story: as a pupil his education is already well-funded by the specialist provision he attends, and much of the support he requires is provided in-house. During his PEP meeting, his teacher explained the difficulty in spending the PEP money, stating that things such as trips, 1:1 tuition and so on were already available to Adam. She had decided to use some of his £1600 pupil premium plus funding on purchasing a laptop for him, but this only used a fraction of the money available to Adam. In Devon's story, funding is also not a key actor of change, but it is given

the appearance of being so on the PEP document because the existing school support groups which Devon attends have been costed in terms of teaching assistant and learning support mentor time per hour. Due to arrangements being made within school to support him, Devon's only genuine use of funding goes towards an out of school club which does not relate to his academic attainment.

## Conclusions

### ***An Actor-Network Theory Conceptualisation***

Change for the pupils above is not solely the consequence of the action that takes place in the PEP meetings. This is merely a convenient point of centralisation, or in ANT terminology an obligatory passage point (OPP) (Callon, 1986), the funnel neck into which many other networks have fed, for example central policy, Social Worker training, school ethos – elements which could be allied to the current network which are all traceable but beyond the scope of the current analysis. The PEP meeting and document could be viewed as the 'hub of the action', where change occurs for LAC pupils because the issue is conceptualized collectively in a situation in which there is a plurality of views. Tacit knowledge becomes explicit. If we conceptualise this process in terms of Callon's (1986) process of translation, then the Virtual School is enacted as the focal actor which has brought everyone else to this point, that is, the PEP meeting and the PEP process in general. Problematisation has been initiated via the Virtual School and has led to the current OPP. Interressement follows – the process through which the focal actor begins to stabilize the network by building associations. Through the PEP document the Virtual School has enrolled the Social Worker, the designated teacher, relevant legislation, teaching and learning, funding, and pupil voice into the network. From the preceding commentary, it is clear that some of these actors are strengthened in the networks, and others fall away. This is the process of enrolment, where

roles are defined and co-ordinated. The point of mobilisation occurs when a consensus is reached. In the current research, this is when actions are agreed in the PEP meeting and are permanently recorded in the PEP document.

### ***The Efficacy of the PEP Process***

When drawing conclusions about the importance of the entities within the network of change for LAC pupils subjected to the PEP process, it is essential to keep in mind the question 'What do they do?' There are a number of key actors within the networks explored above that mobilize change. Firstly, the Virtual School has been enacted as a powerful driver for standards, action and change for LAC. It is logical that the VS is enacted with some level of centrality, as the focal actor that has called all the players to the stage to act out this process of change. The power held by the VS comes from a number of legislative sources, and the legislation is enacted through the careful wording and construction of the PEP document which guides and scaffolds the meeting, whilst defining the roles of the Social Worker and designated teacher. In all cases, the designated teacher too is a key actor: Mr. Dunn's association with technology enables him to enact a knowledge of grades and resources which reinforces his position in the network. Devon's teacher does not make use of technology in the meeting itself, but her position is also reinforced by her knowledge of school funding and resources. Adam's teacher is highly specialist and she drives forward the meeting, even facilitating the dropping out of grades and accelerated progress from Adam's network by her strong proposition that in the format presented on the PEP form at least, these are not relevant entities for a pupil with significant learning needs.

There are some difficulties with the current PEP process in the LA which have been made visible through an ANT account. The role of the Social Worker in the PEP process can be seen to be a sticking point here. The Social Worker has some responsibility for completing certain sections of the document. However, from what we have observed, these sections are not likely to enact change for pupils when the focus is upon accelerated progress and the closing of the attainment gap. The Social Worker's role here is largely administrative. In the meetings too, whilst the Social Worker may occasionally prompt discussion, they do not make decisions. The lateness and lack of preparation demonstrated in this analysis are also key actions which contributed to some disempowerment in the role of the Social Worker. This is largely in conflict with the importance of the Social Worker role outlined in legislation. Similarly, in the two meetings during which pupil voice was gathered, contributions from children became almost tokenistic and their wishes were secondary to the more active entities such as availability of tuition and resources.

The issue of funding too is an interesting one. The pupil premium plus funding was not significant to Adam's network because his status as a pupil with ASC meant that his educational needs were already being met regardless of his LAC status. For Devon, his needs were being met in house and pupil premium plus funding contributed to an outside school activity rather than on closing the attainment gap. For Alice, her PEP document suggests that her pupil premium plus funding is utilised for outside tuition at which she receives maths support, but there is no clear statement to show that she is to receive support in science.

This leaves several points regarding the PEP process on which to ruminate. Firstly, there is a tacit implication in the PEP document that the change for which agencies are striving is



primarily an academic one: accelerated progress and the closing of the attainment gap. Although this is essential, should it be foregrounded at the expense of acting upon pupil voice and the focus upon less core academic pursuits?

Secondly, do all parties involved understand the mechanism of pupil premium plus funding? The funding is less likely to have an impact where support is already provided in-house. Although in-house provision is favourable, the funding should not remain unspent and it appears that the Social Workers have more of an understanding of this aspect of the PEP process than do school staff.

Next, does the focus on attainment and learning take the power in the PEP process away from Social Workers? If so, how can we reinforce the social care role in this network? Perhaps there is a stronger role for Social Workers in arranging the allocation of pupil premium plus funding. The current PEP document reinforces the teacher role where, as in the case of Mr. Dunn, there is a great deal of knowledge regarding resources, grades and timetabling available to school staff that is not available to Social Workers.

Finally, does the PEP form work for all LAC pupils? In the case of Adam, his progress was not reflected in the document because it did not fit the established criteria. Although there was an effective discussion around Adam's needs in the meeting, the form still pertains to his LAC needs, even though these needs are ultimately secondary to his disability. A one-size-fits-all PEP document may not be satisfactory.

### ***The Utility of the ANT Approach***

As can be seen, ANT has proved to be a rich sensibility through which to explore roles, responsibilities and nodes of action within the PEP process. By using a lens which adopts such a unique symmetry, we can observe the impact upon the network made by both humans and non-humans. This has allowed us to witness the importance of the physical construction and content of the PEP document itself, along with the means through which it is shared and transported. ANT has also enabled us to move past basic assumptions about the construct of power, towards further unpicking what elements assemble to present this image. Finally, we can see whether elements we might have assumed to be essential to the PEP process are reinforced within the network, or whether they hide or drop out altogether. This type of conceptualisation could be useful in a number of different situations in which there is a plurality of viewpoints, for example where there is multi-agency involvement which incorporates a shared responsibility, or instances in which there is a need for organisational change.

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ELISABETH PARKER

Thesis Paper 3

The Dissemination of Evidence to Professional Practice:

How We Know What We Know

Word count: 5742

## **Introduction: What is evidence?**

The purpose of the current paper is to consider the value of thesis papers one and two as 'evidence', and to evaluate the utility of this research in terms of its implications for the Local Authority in which the data was collected, and beyond this the implications for wider policy and practice. It would be difficult to provide any kind of evaluative statement on the current research without considering it in the context of evidence-based practice (EBP). In educational psychology, as with other applied psychology disciplines, there appears to be an established discourse surrounding EBP which serves to align the concept with the scientist-practitioner approach. For example, the American Psychological Association (APA) agreed that EBP in psychology is: 'the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences' (2005), a definition which is in parallel with that adopted by the Institute of Medicine in relation to EBP. Lilienfeld, Ammirati & David (2012) venture so far as to dichotomise research in school psychology as either 'scientific' or 'pseudoscientific' – the latter being a phenomenon in which practice is littered with 'errors in thinking' which serve to increase the 'scientist-practitioner gap.' Lilienfeld et al. (2012) state that surveys repeatedly reveal that school psychologists underuse science to inform clinical practice. What is not clear is the extent to which practitioner psychologists within educational psychology identify with the label of 'scientist' and indeed to what extent they view their day-to-day work as existing within the realms of the 'clinical'. Both would seem to be a logical precursor to moving on to engage in the role of scientist-practitioner.

There are multiple ways in which 'scientist-practitioner' can be defined. According to Belar and Perry (1992), the scientist-practitioner model transcends ties to any particular job title, and is characterised by the integration of scientific methods with professional practice.

With specific reference to the psychologist as scientist-practitioner however, the policy statement of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (1990, reproduced in Belar and Perry's article), refers to psychology as the 'science of behaviour' (p.72), with a strong focus on the professional mastery of assessment (psychological tests and measurements) and intervention techniques.

Evidence-based approaches however may not be quite so simply described as either scientific or not scientific: indeed there is literature regarding EBP that takes a more cautious approach to pinning down what 'evidence' is and how psychologists should use it (e.g. Goodman, 2015). The British Psychological Society's guidance on EBP is somewhat less prescriptive, with accreditation guidelines for clinical psychology doctoral training programmes generally informed by National Institute for Clinical Excellence (NICE) guidelines for EBP. The BPS provides the disclaimer that such guidance is designed to 'inform not replace' decision making and that it should not be applied in a 'formulaic fashion' (BPS, 2014). Perhaps of most relevance to Educational Psychologists is the Health and Care Professions Council's (HCPC) Standards of Proficiency for Practitioner Psychologists, which outlines the framework of competencies to which practicing EPs must adhere. Standard 12.1 states that practitioners should: 'be able to engage in evidence-based and evidence-informed practice, evaluate evidence systematically, and participate in audit procedures' (HCPC, 2010). This too is a less prescriptive approach which leaves some room for multiple interpretations of the word 'evidence' and indeed the type of activities which qualify as systematic and audit-based. Fox (2003) argues for a practice-based research approach which avoids the pitfalls of logocentrism, that is, the idea that there is a 'truth' which exists independently of linguistic representation, in favour of that which is

“integral to practice, which is ‘everybody’s business’, can lead to ‘practice-based evidence’, but also challenges many deeply-held commitments and will inevitably transgress norms, values and interests in the research community” (pp. 97-98). Fox (2003) states that while practice deals with people and research deals with data, research evidence should be converted from data into something that is considered to be relevant by practitioners. While the subject matter may be the same, the world-views of research and practice are different (p.83). Actor-network theory embodies practice-based evidence by providing a lens through which to observe events that happen in the field – that happen in practice. ANT warns against accepting practices as fixed (as demonstrated in Latour & Woolgar’s 1979 observations of the construction of scientific facts in the Salk laboratory) but reminds us that “if things seem solid, prior, independent, definite and single then perhaps this is because they are being enacted, and re-enacted, in practices. Practices that continue. And practices that are also multiple” (Law, 2004, p.56).

If knowledge within educational psychology is at risk of being produced through a narrow range of preferred methodologies, the field of social work too is at risk of being constructed in a safe way. Webb (2001) stated that: “evidence-based practice carries with it a predisposition towards a particular epistemic view of human agency and thereby the nature of social work” (p. 61). Webb argues that knowledge derived from research evidence does not pass through Social Workers unmediated, and that consideration should be given to Social Workers as ‘dynamic, interconnected agents who make decisions according to heuristic devices which are bound up with specific cultural formations’ (p.76).

According to Law (2004), Science and Technology Studies tell us that scientific knowledge and technologies participate in the social world: they shape it and they are shaped by it. Returning to the roots of ANT, a form of practice-based evidence, Latour and Woolgar

(1979) tell the story of how science can both produce and describe realities. Different practices can produce different perspectives and multiple realities (e.g. Mol, 2000). The concern for educational psychology then may be that an adherence to methods that are traditionally understood to be rigorous, systematic and 'scientific' under the most commonly adopted epistemology of social constructionism may lead to the production of a limited and narrow scope of research outcomes and a construction of the 'truth' which can become more readily established and unfalsifiable. Although this is safe territory, because ultimately we want to 'know what we know', there is also the possibility that we miss things, because as a phenomenon becomes more established through the methods that produce it, we cease to question 'how we know what we know', and allow ourselves to make assumptions about things such as social order, groups and systems.

ANT is not unique as a form of practice-based evidence. Motzkau (2015) too considers transdisciplinary psychosocial research as a way of researching practice as process – in itself a type of practice-based evidence. For her, practitioners are nodes in a process, and the term 'mattering' is used to describe matter in the process of emergence, that is how things come to be within a practice. This, like ANT, is a relational approach which faces similar challenges of 'where to start', how to engage empirically and what kind of analytic framework to adopt when following a process. Motzkau adopts immersive navigation techniques to explore the active listening role of Social Workers seeking to understand evidence in the child protection cases. Evidence gathering is conceptualised as an iterative process, which accounts not only for what can be seen, but also that which is emergent and that which holds the potential to become emergent. The methods and analytical tools utilised to make these multiple realities visible must be sophisticated and malleable enough to reflect this.

The current research is an example of how a tool for analysis which takes a different epistemological and ontological standpoint can provide a novel lens through which to explore a phenomenon. Here, 'science' is a flat ontological landscape which does not distinguish between the natural (the science itself) and the social. Evidence is simply what can be seen and traced through associations. ANT deals effectively with issues of agency and of multiple viewpoints.

With specific reference to the issue of Looked After Children (LAC) in the UK, Berridge (2006) argues that it is not good practice to overlook wider social theory in research, and states that an over reliance on statistics alone can result in oversimplified explanations of phenomena such as low educational outcomes. Berridge cites Trinder (1996), who views pragmatist social work research as lacking depth, as it "combines a vision of an ordered and understandable world with a passing glance to plurality and social constructionism" (p.236). Berridge (2006) states that although a majority of knowledge regarding educational outcomes for LAC is derived from government statistics, interpretation can be problematic due to a lack of contextual information. Berridge also argues that reliance upon an 'audit culture' in which research relates to policy in fields such as social work, can be limiting: "there are dangers in adopting too mechanistic an evidence-based approach and assuming that the overriding or even sole task of social research is to provide clear policy and practice solutions" (p.8).



## **Rationale for the dissemination strategy**

Greenhalgh et al. (2004) draw upon the work of Rogers (1995) in order to consider the process of dissemination, that is, the active and planned sharing of evidence with the intention of promoting innovation in practice. They conducted a meta-narrative review of health-based research, including that from the field of psychology, to explore such strategies, and utilised narrative synthesis techniques rather than statistical ones in order to account for differences in conceptualizations and research methods (for an example see Dixon-Woods et al. 2004). Greenhalgh et al. (2004) identified several determinants of organizational innovativeness and successful assimilation of research evidence into practice. Amongst those relevant to adoption of change within a service are: relative advantage of the innovation to the service, compatibility with the existing values, norms and needs of the service, relative simplicity or potential for staged implementation, trialability, observability of benefits, and potential for reinvention and adaptability of suggested innovation. Furthermore network structure was key to the uptake of changes in practice, for example where dissemination was planned to include an existing network of professionals. Two key features of such networks are 'opinion leaders' who are strong actors within the identified network, and 'boundary spanners' who are those with roles both inside and outside of the organization implementing the change.

With this in mind, this paper will now reflect upon multiple implications of the current research, taking into consideration not only what the findings may mean in relation to policy and practice, but also in relation to LAC pupils and their experiences of engagement in the PEP process. The key nodes of action from the ANT analysis will be discussed, along with some resulting immediate, future and possible actions for the Local Authority. A strategy for dissemination of the research at the Local Authority level and beyond will also be discussed. This strategy is guided by the principles identified by Greenhalgh et al. (2004)

in their literature review. Discussion took place with the Virtual School Head teacher as an 'opinion leader' within her network, and particular consideration was given to social care staff as 'boundary spanners' who perform a role both within and outside of education, and within and outside of the Virtual School itself. The network for dissemination is considered in both proximal (within service) and distal (beyond the service) terms, with the dissemination strategy being boundaried by the identification of the Local Authority as the 'service' in order to make dissemination meaningful in terms of potential practice-based innovation, given that the PEP process was being observed 'in-situ' for the placement LA. Beyond this, there are implications for wider networks of EP and Social Worker practice, such as that which may exist beyond the boundary of the LA service in question.

### **Implications for policy and practice in the placement Local Authority**

#### *What works well in the PEP process?*

The key nodes of action for the networks constructed in the PEP process are documented in the research. Some of these key nodes of action serve to demonstrate that the PEP document and the PEP process in the Local Authority under consideration is both rigorous and practical, as discussed in thesis paper two.

Following completion of the analysis, a meeting was held with the Virtual School Headteacher (VSH) at the placement Local Authority in order to reflect upon the findings and to discuss possible implications of the research. Part of this discussion was a consideration of the strengths of the existing PEP process and PEP documentation. For the VSH, the 'corporate parenting' role of the Virtual School (VS) made visible in the analysis was a positive reassurance that the monitoring and tracking facilities that are necessary for the rigorous standards required by Ofsted (e.g. 2012) are in place. The VSH explained that

when she had initially commenced her post only a handful of PEP documents were completed, and standards of completion were also extremely low, with important details regarding attainment often being omitted. This meant that tracking progress for a majority of LAC pupils was not possible, or that records were inaccurate. The VSH stated that her intention was that the PEP document should be attainment driven rather than child focussed – the PEP document for her is an ‘engine to drive improvement’ and all professionals working with LAC should be accountable in terms of the progress made by a pupil. The PEP process is the mechanism through which this can be achieved. A further positive aspect of the PEP process was the technological ease through which information is communicated – email facilities make the sharing of completed documents a more streamlined pathway. It is worth noting here that for the VSH, the PEP process appears to perform the function of an ‘audit’ of attainment. In the context of the research by Berridge (2006), caution should perhaps be applied when drawing conclusions from PEP data, given the potential to reduce and oversimplify explanations of phenomena such as low attainment.

### **Key findings from the analysis**

The analysis made visible some key points for further consideration within the Local Authority. These will be shared below, along with reflections from the LA VSH, and potential actions arising from the findings:

#### *The scaffolding role of the PEP document*

The meetings were partly shaped by the presence or absence of the PEP documentation for the teacher and Social Worker: the PEP document was relied upon heavily to structure each meeting, and so where, for example, a Social Worker did not have a copy of the PEP

document they were less able to contribute to or to control the course of the meeting. The VSH noted that this would be a helpful point to feedback to Social Workers. This highlighted the importance of pre-meeting preparation for all professionals. The LA issues a flow chart to schools and social care professionals which outlines the PEP process in detail, and the VSH felt that this flow chart may need to be reinforced with further prompts such as training.

The agency of the PEP document itself was an interesting point for the VSH to note, and she stated that she had purposefully constructed the PEP document to leave very little room for error, misinformation or omission. The document was written with Ofsted scrutiny in mind, and adheres closely to relevant legislation. The VSH reflected on the potential to manipulate or alter the course of the PEP meeting by altering the document itself, and this could be a useful future consideration should there be any changes in legislation or policy for LAC pupils.

The analysis made visible the issue that the PEP document is essentially intended for mainstream pupils for whom 'looked afterness' is the key issue that may impact upon their education. As demonstrated in the research, pupils with significant special educational needs may have their LAC status as an aspect of their identity which is secondary to other needs. These needs may already bring a high level of funding to the pupil's educational setting, or may mean that their progress is tracked and monitored in a more personalised and specialised way. The VSH agreed that the PEP document is about 'attainment and expected progress', and that progress for children with learning or other needs may be measured differently. Progress is not necessarily linear and may occur over a long period of time. The issues relating to the PEP document being difficult for teachers in specialist provisions such as the one attended by Adam has been acknowledged by the VSH and, as a result of the current findings, an alternative version of the document has been created for

use in specialist provision (see Appendix G). This allows for a less prescribed, more flexible definition of progress and attainment and the aim is that the document is more user-friendly for teaching staff to complete.

#### *Power dynamics, roles, and pupil voice*

With regards to the role of the Social Worker and the idea that the power in the meetings was often held by the teacher due to their 'insider' knowledge of the systems operating within the school, the VSH reflected that the role of the designated teacher in the meetings was positive and that they should feel empowered to make suggestions regarding interventions and support for pupils. She did feel however that the Social Worker role could be more powerful if Social Workers were consistently well prepared for each meeting. For example, Part One and Two of the PEP document should be Social Worker led, but these parts were generally skimmed over in each meeting, perhaps due to issues such as the observed lateness and lack of possession of a hard copy of the document by Social Workers. If social care staff were able to spend the initial part of the meeting working through Part One and Two of the document, even if just to clarify and check understanding of information that has already been recorded, then this may change the early dynamic of the meeting slightly so as to establish a voice for the Social Worker. It may be that the pupil voice section (Part Two) has been collated by the school, but this would provide a good opportunity for mutual information sharing and exchange. This is potentially a key area to feed back to social care staff at staff development meetings, and would perhaps be a useful discussion point to promote self-awareness and reflection of practice within the educational environment.

As mentioned, the VSH suggested that PEP meetings could potentially serve as more of an opportunity for school and social care to share information, for example it may be beneficial if the Social Worker could bring the LAC pupil's care plan to the meeting. This

would be consistent with the idea that the PEP process should feed into the LAC review process as part of a two-way communication between social care and education. The care plan is a legal document which adheres to the guidance set out in the Children Act (1989), in which the support provided by the Local Authority and other services and agencies is outlined. The PEP document is part of the care plan, and it might be helpful for schools to understand the PEP process in its wider context. It is perhaps also worth considering as a point of contrast that the Social Worker may not necessarily need to be more active in the meeting itself, given that the school is ultimately well equipped to meet the academic and learning needs of the pupil in an attainment-driven process. As the VSH indicated, a PEP meeting is not able to go ahead without the presence of the LAC pupils' Social Worker, which is indicative of the power inherent in the role itself, regardless of where the expertise around education is held.

Returning to an earlier source, Motzkau (2015) provides some conceptual context to the issues raised here. She discusses the difficulty of the Social Worker role as being one in which professionals are expected to both support and intervene, that is to build a rapport through active listening, collecting evidence (for example in situations in which there may be child protection issues) regarding the relational, yet at the same time being required to make decisions which can undermine this process. This paradoxical role may mean that the identity of the Social Worker is in constant flux. Perhaps with the PEP process, elements of both are in play, with the Social Worker building a rapport with school personnel whilst simultaneously safeguarding the rights and educational welfare of the pupil (for example questioning funding and resources). Motzkau discusses her work with reference to the uncertain and volatile working conditions faced by Social Workers, who often handle significant caseloads in the face of understaffing and a culture of the scapegoating of front line workers, most notably in the media. It is important to be mindful of this context when considering the actions of social care staff in the stories told in the current research.

An important point to take from the analysis was the lack of agency held in the pupil voice. Although pupils were given the opportunity to contribute (apart from in the case of Adam), and this voice was recorded appropriately, it did not always impact upon the course of the action in the meeting. The VSH reflected that this was likely to be due to the attainment-driven focus of the document. Furthermore, when consulting with LAC pupils during the drafting of the document, the VSH reports that children felt that they were repeatedly asked the same questions about their interests and needs by professionals. This feedback meant that Part Two of the document was streamlined to include specific questions to be asked of the pupil so as not to repeat excessive amounts of information that had already been obtained. What is not clear from the document however is how pupil voice should be treated once this information has been gathered – recording pupil voice without acting upon it could be viewed as a somewhat tokenistic approach (see, for example, Harding & Atkinson 2009 for a discussion of using appropriate methods to gather pupil voice information). In response to this, the VSH suggested that prior to the next autumn term round of PEP meetings, the document may be amended to include a question such as ‘Have you considered the information in this document in consultation with the child in order to include their views?’ In addition to this, pupil voice could be made more meaningful by the setting of small, achievable targets with the pupil. These could relate to either education or an outside interest or hobby, and would therefore fulfil criteria for meeting the child’s needs holistically as required in the care plan. These could be monitored, evaluated and amended as necessary at subsequent termly PEP meetings, a role which could be adopted by the Social Worker, thereby adding some structure to their contributions within the meeting. The VSH reflected upon whether or not it might be beneficial to build in a more child-centred approach to the PEP process in general. The resistance to this stems from her audit of PEP documents in use in other local authorities, and based on her own informal research it would appear that LAs with the most successful PEP processes (in terms of PEP

completion rate and LAC pupil attainment) are those that use the closing of the attainment gap as their driver for the system, rather than those that focus upon the holistic needs of the pupil in the PEP document. It should be stated however that there are other mechanisms within the Virtual School, such as a close relationship with the educational psychology service, the employment of a Family Intervention Worker, and LAC Education Co-ordinators, through which pupils' social, emotional and pastoral needs are supported.

### *Funding mechanisms*

There was some tension apparent between the Social Worker and teacher in one particular meeting, regarding how the Pupil Premium Plus funding should be utilised to support the child. Ultimately, the responsibility for authorising release of the money lies with the VSH, and it may be that a more formalised mechanism through which to raise disputes relating to funding is needed for instances such as this. The VSH reflected anecdotally that this is a phenomena she has experienced before in her role, and that it typically relates to a lack of understanding of the system. Furthermore, the circumstances surrounding LAC pupils are often complex and sensitive, and so the nuances in terms of what is acceptable for one case may be different to the next. She felt that further training and input for professionals regarding the spending of Pupil Premium Plus money may be required moving forward, along with raising knowledge around the lines of communication with the VS where issues about funding arise.

### **Strategy for dissemination within the Local Authority**

The following strategy for dissemination within the Local Authority was negotiated and agreed in conjunction with the VSH:



- A paragraph explaining the research, including details of key findings, is to be written for the Annual report of the LA Corporate Parenting Board. The contents of the report will be shared at a board meeting, which is attended by significant personnel such as the Head of the Council, the Director of Children's Services and the Head of Voluntary Services. This is an effective strategy for disseminating the research at a leadership level within the Local Authority.
- Input and feedback in the form of a presentation containing the points relevant to school staff (for example power dynamics, pupil voice) to designated teaching staff at the next training session run by the Virtual School.
- Verbal feedback to Social Workers around the point outlined above at one of the regular social care staff development meetings.
- Feedback to Educational Psychologists at one of the team's monthly meetings.  
Further opportunity to present to the team may arise at a Team Day to be held in the summer term.
- Feedback to LAC pupils, potentially at Care Leaver's session, and workshop around their input regarding issues with pupil voice in the PEP process. It would be interesting to see whether LAC pupils felt goal setting around pupil voice would be appropriate within a PEP meeting.
- There is also the potential for the researcher to train a member of the Virtual School or educational psychology team to utilise ANT as a tool for analysing future PEP meetings in order to monitor and evaluate any changes made as a result of the current study, or indeed to track the impact of the training and feedback provided following the research.

## **Wider implications of the research**

### *Social Worker understanding of knowledge of issues within education*

Beyond the Local Authority, there are wider issues that can be considered further in light of the current research. Associated with the issue of the power dynamic that exists between the Social Worker and the designated teacher in the PEP meetings is the already well-documented lack of educational expertise and knowledge held by social care staff, despite the central role they are expected to perform in supporting LAC pupils to establish and maintain successful educational placements. According to research by Ofsted, in some cases where PEPs were considered to be less effective, there had been a greater emphasis on the role of the Social Worker in the PEP process, indicating that there may be some areas for development in terms of Social Worker knowledge and understanding of issues within education (Ofsted, 2012). The issue highlighted by Ofsted is supported by the evidence from the current study, which clearly demonstrates the active role school staff have in constructing outcomes relating to teaching and learning, in comparison to the input of the Social Worker. Jackson & Hojer (2013) believe that the social work profession has played some role in the existing educational attainment gap between LAC and others. They discuss the findings of the YIPPEE review (young people in public care – pathways to education in Europe), a project co-researched across five countries, which looked at trends in post-compulsory education for LAC (Jackson & Cameron, 2011). Jackson & Hojer (2013) indicate that within the review, evidence suggests that Social Workers do not engage fully with the educational attainment of LAC, and tend to attribute poor achievements to factors within the child, rather than scrutinising the systems and processes around the child's education (see also Jackson, 1998). There is little supporting evidence in the current study to suggest that social care staff take a within-child stance however, and indeed the fact that one Social Worker challenges issues relating to funding, implies that social care staff

may indeed have more of an awareness of systems and processes around the education of LAC than Jackson & Hojer's (2013) research suggests. Further to this, the VSH for the LA in which the research was conducted explained that Social Workers have had quite specific input regarding Pupil Premium Plus Funding in recent months, to which they have responded positively in terms of assimilating their knowledge into practice, as demonstrated here. Perhaps, in some cases, Social Workers are therefore lacking the support and training necessary to enable them to perform their expanding role effectively (e.g. Motzkau 2015). It may be helpful for social care training programmes, for example those undertaken at degree level, to welcome some input from Virtual School staff, who may be best placed to identify the gaps in knowledge that Social Workers may hold regarding the education system. This is also potentially a key area for future research to focus upon.

In the Rees Report (Sebba et al., 2015) the involvement of Social Workers is considered to be a key determinant of future successful outcomes for LAC. In particular, the research evidence, derived from statistical data and interviews with LAC pupils, suggests a pivotal role for Social Workers in supporting birth parents to understand the importance of education much earlier on in the child's life in order to ensure smoother transition in subsequent years. In addition to this, the DfE has launched a Children's Social Care Innovation Programme which is to be evaluated by the Rees Centre for Research in Fostering and Adoption, which is due to be disseminated in late 2016. This more positive focus on the Social Worker's role is important, and the current research suggests that in future studies, some consideration should be given to the factors and contexts in which social care staff can become disempowered, in order to encourage situations in which Social Workers can exert a necessary and protective influence, and to ensure that decisions are made which are in the best interests of the child. By considering issues made visible in the current study, for example lateness, lack of preparedness and lack of access to

information about grades, resources and timetabling, it may be possible to develop a more active role for social care staff in the PEP process.

### **Methodological Implications for Educational Psychology**

The current research has demonstrated the potential utility of ANT as a tool for analysis through which we can observe and describe processes as they unfold. It is not a framework as such, but the structure of the current research does go some way towards demonstrating that ANT is perhaps more accessible than it may appear upon first encountering it. ANT is not a methodology, it is a strategy that works well alongside an ethnomethodological approach. For this reason, it could be a useful addition to the toolkit of the EP undertaking research, as well as the EP in practice. EPs are extremely well placed to observe many different relationships from an 'outside' albeit knowledgeable perspective. Casework can involve complex networks made of multiple stakeholders: pupils, school staff, private agencies, Local Authority services, social care teams, all of whom shape and are shaped by each other. Alongside this are the artefacts that hold agency, the non-human actors who are also shaped by and shape a network, for example, class sizes, resources, timetables, attainment targets, government policy, teaching policy, inspection programmes and so on. Given that the EP role can often involve 'bridging' lines of communication, interaction and understanding between these actors, it would seem natural to suggest that an EP would be well-placed to utilise the ANT lens to untangle the social milieu in which a pupil operates. Often as EPs we 'know what we know' and attempt to understand *why* a situation is the way it is in a meaningful way. Perhaps it would be a useful additional dimension if we were to attempt to understand *how* a situation came to be in order to be able to identify where EP time can best be utilised or prioritised, along with the allocation of other resources and agencies available to the child. Norwich,

Richards and Nash (2010) used questionnaire data to illustrate that multi-agency and collaborative working with professionals involved with LAC pupils is a growing part of EP work, particularly for those who hold a specialist role in this area, and for these EPs managing and negotiating relationships with and between social care and education professionals was a significant point of tension. They suggest that future work should be commissioned within EP services to explore the EP role in working with LAC more fully. In addition to providing a tool for analysis, ANT is in itself a vehicle for dissemination, a tool for teaching and training due to its rejection of assumptions and of a representational epistemology in favour of a posthuman and relational approach. ANT allows us to observe and to explain, and this could open up opportunities for the development of relational professional practice frameworks with the EP profession. As demonstrated in the work of Motzkau (2015), such approaches can be creative and exploratory.

### **Wider dissemination of the research**

The following strategy has been developed in order to enable the TEP to disseminate the research beyond the LA level:

- A fifteen minute presentation was given by the TEP to the Child Health Research Network (CHRN) meeting in February 2016 at the University of Manchester. This focussed upon the problems encountered in using ANT in a structured and effective way, and also provided an opportunity to present initial findings to an audience of academics from a number of different institutions and across a range of different disciplines. Feedback was positive, in particular with relation to the demonstration and application of ANT to a novel situation.
- A fifteen minute presentation is to be given by the TEP at the 38<sup>th</sup> Annual International School Psychology Association (ISPA) Conference at the University of

Amsterdam in July 2016, at which the focus for contributions is ‘school psychologists as communicators, collaborators, organizers and mental health advocates.’

- Thesis Paper One, a literature review of ANT studies within the field of education, is to be initially prepared and submitted for publication to the journal Educational Philosophy and Theory. Thesis Paper Two has been submitted to the British Educational Research Journal.
- There is potential scope for the research to be disseminated in other allied arenas, such as a social work journal, or to be reformulated as a paper which offers a methodological contribution in an arena such as the Journal of Research and Method in Education.

## **Conclusion**

The ANT approach in the current research has made visible a number of key points relating to the PEP process that exists within the Local Authority under consideration. These have been discussed with the Virtual School Head Teacher, and a number of actions have been proposed as a result of the findings, including the adapting of the PEP document to better suit the needs of those attending non-mainstream specialist provision, thereby encouraging more inclusive practice. A strategy for dissemination of the research within the LA has been agreed with the VSH. In addition to this, wider implications of the research have been considered, along with a strategy to disseminate beyond the LA in order to reach a varied audience, which could include educational psychologists, teachers, Social Workers, and academics interested in broadening transdisciplinary methodological perspectives in education, social work and educational psychology research.

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**Appendix A: Table 1: Matrix of key features of 10 selected research papers**

REFERENCE	Research Questions	Focus	Design and Methodology	Approach	Examples of ANT terminology employed	Analysis and description used
Fenwick, T. (2011). Reading educational reform with actor network theory: Fluid spaces, otherings and ambivalences. <i>Educational Philosophy and Theory</i> , 43 (1). pp. 114-43.	What does a network analysis contribute to understanding educational reform efforts? What can be understood about educational reform by stepping outside a network analysis, which while important for illuminating certain dynamics, can become a singular and totalizing representation that obscures others? How might after-ANT readings of educational reform help us to appreciate the spaces or blanks beyond networks, the partial and	Considers the flexibility in approach of different ANT readings through two different examples from within educational reform.	Two examples selected by the author for consideration.	ANT-ish approaches.	Assemblages; entities; translations; hybrids; immutable mobiles; intersement.	A critical discussion of examples through ANT lens, concludes with section about the utility of ANT approach in this context.

	ambivalent belongings, and the otherness that cannot/should not be colonized by a single (networked) account?					
Colston, N.M. & Ivey, T.A. (2015). (Un)doing the next generation science standards: climate change education actor-networks in Oklahoma. <i>Journal of Education Policy</i>	What spaces of prescription and negotiation characterize CCE efforts within and across science education communities of practice in Oklahoma?	Traced educational policy controversies over whether to include climate change concepts in revised State academic standards.	Mixed methods research design. Informant interviews (n=17) with stakeholders in Oklahoma science education contributed to the design of an online questionnaire for secondary science teachers. Observation and field notes from education meetings and teacher workshops were also analysed.	ANT approach, specifically Latour's approach to mapping controversy (2005).	Obligatory passage points; assemblages; networks of prescription and negotiation.	Grounded theory and descriptive statistics used to analyse, reduce and synthesize results, which led to development of an actor-network map. This map was provided in diagrammatical form, along with a synthesis of findings.
Nespor, J. (2011). Devices and educational change. <i>Educational Philosophy and Theory</i> , 43 (1). pp. 15-37.	Aims to shed light on the roles of devices in organizational transformations initiated by workers such as technicians and teachers. Also aims to develop theoretical tools for	Examines device-mediated educational change.	Two case studies: an interactive video teaching device and an assistive communication device. Data for the first case study is drawn from a 7-year period of studying the introduction of computer-mediated instruction, involving interviews with	ANT perspective	Enactments; obligatory passage point; translations; boundary artefact.	Descriptive accounts of the development of the technology interwoven with theory and ANT framework, followed by a conclusion regarding the case studies and the utility of an ANT approach.



	analysing such change processes (specific research questions not stated).		administrators, professors and students, documentary analysis, and classroom observation.			
Mulcahy, D. (2012). Affective assemblages: Body matters in the pedagogic practices of contemporary school classrooms. <i>Pedagogy, Culture &amp; Society</i> , 20 (1), pp.9-27.	Where is affect? How might it be channelled towards creating conditions for learning, such that learning, like affect itself, is transmissible, or better, contagious?	Focusses upon the salience of affective encounters in classrooms for teaching and learning.	Data collected as part of an Australian Research Council project on relationship between professional teaching standards and teacher professional learning, and the development of a set of professional standards for Geography teaching. Video recordings of teaching sessions were made. Pre and post lessons interviews with participants were conducted. 11 case studies conducted in 8 schools.	An Assemblage account of accomplished teaching which attends to moments in the classroom that move and affect teachers, learners and treats these as embodied practices of assembly. Draws upon ANT and the socio-material approach.	Assemblages, agencement, performativity	Three sections: 1) a consideration of the research that informs the concept of affect 2) description of methodology and the telling of two stories of bodily affectivity in classroom teaching and its effects (data) 3) understandings and analyses of affect in pedagogic practices and implications for practice, along with a consideration of the utility of an ANT approach.
McClam, S. & Sevier, B. (2010). Troubles with grades, grading and change: Learning from adventures in alternative assessment	Why was the change of grades in one class so significant to the network of relations?  What does close	ANT account of the social effects produced across a school of education when two teachers	Autoethnography (teacher narratives). Retrospective individual narratives created and organised into four categories of interactions: 1) with and between the two researchers 2) with students 3) with peer instructors 4) with broader School of	ANT along with Foucauldian conceptions of the disciplinary function of grads and grading (Foucault, 1995)	Translation; intermediary; intersement (Callon, 1986); enrolment	Transcripts of the discussion between the two teachers is treated to an ANT analysis as key themes emerge (e.g. role changes).  Followed by a conclusion regarding the effects and significance of grading changes and the utility of ANT and

practices in teacher education. <i>Teaching and Teacher Education</i> , (20), pp.1460-1470.	examination of the effects produced by altering traditional grading practices tell us about the role that grades play in constituting and stabilizing the complex network of relations in a school of education? How can the consideration of this unique example of the attempts to alter traditional grades and grading illuminate the problems and possibilities for change in teacher education?	changed traditional grading practices.	Education faculty. These narratives were used as the basis for an interactive reconstruction of our shared experiences and an assemblage of stories into one data set.			Foucauldian concepts in exploring this.
Heydon, R., Moffatt, L. & Iannacci, L. (2015). 'Every day he has a dream to tell': Classroom	'To identify if and how childrens' interests, literacy practices and funds of knowledge were implicated in the production of the	Literacy curricula within a Canadian full-day kindergarten classroom.	Case study methodology and ethnographic data collection.  Data collected over a period of 3 months and ended when data saturation was reached, with a follow-up visit 5	ANT and multiliteracies (for conceptualisation of literacy).	Translation; relations; events; practice; perform;	Analysis of events considered participants, settings, topics, language varieties, purposes, norms, genres etc. (p.176).  Network connected to events and practices surrounding

<p>literacy curriculum in a full day kindergarten. <i>Journal of Curriculum Studies</i>, 47(2), p.171-202.</p>	<p>curriculum' (p. 172).</p> <p>What is the classroom literacy curriculum of the case? How is it produced? What is the role (if any) of the childrens' interests and funds of knowledge in this production? What are the implications of these findings for children's literacy and identity options?</p>	<p>Mixed social and economic community. Approximately 90 children within three kindergarten classrooms were potentially observed.</p>	<p>months later.</p> <p>Observations recorded via field notes, photography, video and audio taping. Classroom space mapped, schedules and timetables documented. Curricular planning tools e.g. lesson plans and day books collected, as were products of curriculum .g. children's work. Semi-structured interviews conducted with practitioners and children.</p> <p>Purposive sampling of urban school to obtain knowledgeable practitioners.</p>			<p>production of curricula was mapped.</p> <p>'Looking down' approach used for analysis (inductive network identification system, e.g. Fenwick, Edwards &amp; Sawchuk, 2011).</p> <p>Tracing of relations, connections and associations between actors followed to trace and describe practice. Moments of translation described.</p>
<p>Gorur, R. (2011). ANT on the PISA trail: Following the statistical pursuit of certainty. <i>Educational Philosophy and Theory</i>, 43(1), pp.76-93.</p>	<p>To what extent is reliance on PISA justified? How does PISA acquire a voice to speak about the world's education systems? What is the nature of this knowledge, and how is it produced? Should policy makers consult PISA</p>	<p>An exploration of the role of PISA (Programme for International Student Assessment) data in informing policy making, along with a</p>	<p>Based upon a larger illustrative case study. Case study is founded upon ministerial media releases, OECD and Australian government policy documents and reports and 18 interviews with relevant officials and advisors. Current paper heavily based upon accounts of two interviewees.</p>	<p>ANT approach (e.g. Law, 2008)</p>	<p>Translations; circulating reference; assembling; performance; inscription devices</p>	<p>Narrative presented in the style of a laboratory study. Descriptive account of the history of PISA and processes involved in gathering information.</p>

	data for policy 'messages'?	consideration of the use of ANT concepts in education policy.				
Koyama, J. (2011). Principles, power and policy: Enacting 'supplemental educational services'. <i>Anthropology and Education</i> , 42(1), pp.20-36.	What do public school principals do, as policy actors, when legislated to contract with, and reallocate some of their federal funds to, outside SES vendors?	Considers the role of a for-profit supplemental education services (SES) provider and school principals during implementation of No Child Left Behind mandated SES programmes in schools.	Draws upon ethnographic research conducted in New York City over a span of 3 years. Participants were 45 public school principals.	ANT	Linkages; associations; translation; actors	Descriptive account of historical background and key features of NCLB mandate and SES programs illustrated with words and actions of school principal participants.
Mulcahy, D. (2011). Assembling the 'accomplished' teacher: The performativity and politics of professional	What sorts of things are standards? How are they generated within processes of a research project? Can there ever be a stable, unitary conception of	An exploration of the character and politics of professional teaching standards, in particular	Case study. Data collected as part of an Australian Research Council project. Members of professional teaching association were invited to nominate well-regarded teachers to take part in research. Classrooms video	ANT (relational) approach is contrasted with representational understanding of teaching standards. Influenced by Law (e.g. 1994).	Materialities; performative approach; translation; multiplicity; entanglement; embodied practices; distal	Article is organised into sections: preliminary definitional work; a sketch of modes of storying standards and standards developing as emerging fields of study and practice along with a summary of the central tenets of ANT; an

teaching standards. <i>Educational Philosophy and Theory</i> , 43(1), pp.94-113.	practice and standards, teaching and 'accomplished teacher?'	their role in producing teacher identity. Contrasts the representational and the performative idioms for thinking.	recorded and post-lesson interviews conducted with students and teacher. Ten case studies conducted in 8 schools. Focus groups and teacher panel meetings with semi-structured questions conducted to document what geography teachers say about accomplished practice over a period of 6 months.		and proximal thinking	empirical study of the development for professional teaching standards for teaching Geography in Australian schools (data worked in via story telling); conclusion regarding distinctiveness of contribution of ANT
Mitterle, A., Wurmann, C., & Bloch, R. (2015). Teaching without faculty: Policy interactions and their effects on the network of teaching in German higher education. <i>Discourse: Studies in the Cultural Politics of Education</i> , 36(4), pp.560-577.	Not stated. Aim is to discuss the performative effects of non-human actors evolving around students and teachers, how they interact with each other and how teaching becomes the result of contingent relations between various usually separated areas of higher education research.	Exploration of the impact of higher educational (HE) reform policies on the practice and teaching conditions in German HE.	Considers instruments related to the calculation of teaching capacity, e.g. staff planning charts, standardised student/faculty ratios. Examined teaching load of 8 universities on the basis of all courses taught during one semester. Course catalogues connected with employment data of teaching personnel. Followed up with 15 semi-structured interviews with teaching staff and 5 semi-structured interviews with deaneries.	After ANT (Law, 1999)	Devices; translation; immutable mobiles;	Descriptive account, e.g. calculating teaching capacity, followed by conclusion which grounds account in ANT.

Lancione, M. & Clegg, S. (2013). The chronotopes of change: Actor networks in a changing business school. <i>Journal of Change Management</i> , 13(2), pp.117-142.	How does organizational change happen in the daily life of a project? What gives unity to a chain of small relational changes? How can processual change possibly be managed?	Investigates the process through which a business school reshapes its identity. Offers a processual perspective on change.	Case study of UTS Business School in Australia. Ethnographic research – participatory observation plus semi-structured interviews. Secondary data such as reports and publicity material were considered. Three year longitudinal study.	ANT approach.	Translations; mediators; chronotopes; enactment	Provides a critical account of the concept of change. Data for analysis coded using NVivo, and materials divided into different settings to which they were referring, and then re-codified according to sub-settings identified. Authors ‘followed the action’ and further re-codified according to ‘chronotopes’ and key actants, and changes across time were traced.
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## Appendix B: Author guidelines (EPAT)

### Manuscript preparation

#### 1. General guidelines

- Manuscripts are accepted in English. Any consistent spelling and punctuation styles may be used. Please use single quotation marks, except where 'a quotation is "within" a quotation'. Long quotations of 40 words or more should be indented with quotation marks.
- A typical manuscript will not exceed 6000 words including tables, references, captions, footnotes and endnotes. Manuscripts that greatly exceed this will be critically reviewed with respect to length. Authors should include a word count with their manuscript.
- Manuscripts should be compiled in the following order: title page; abstract; keywords; main text; acknowledgements; references; appendices (as appropriate); table(s) with caption(s) (on individual pages); figure caption(s) (as a list).
- Abstracts of 200 words are required for all manuscripts submitted.
- Each manuscript should have 3 to 4 keywords.
- Search engine optimization (SEO) is a means of making your article more visible to anyone who might be looking for it.
- Section headings should be concise.
- All authors of a manuscript should include their full names, affiliations, postal addresses, telephone numbers and email addresses on the cover page of the manuscript. One author should be identified as the corresponding author. Please give the affiliation where the research was conducted. If any of the named co-authors moves affiliation during the peer review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after the manuscript is accepted. Please note that the email address of the corresponding author will normally be displayed in the article PDF (depending on the journal style) and the online article.
- All persons who have a reasonable claim to authorship must be named in the manuscript as co-authors; the corresponding author must be authorized by all co-authors to act as an agent on their behalf in all matters pertaining to publication of the manuscript, and the order of names should be agreed by all authors.
- Please supply a short biographical note for each author.
- Please supply all details required by any funding and grant-awarding bodies as an Acknowledgement on the title page of the manuscript, in a separate paragraph, as follows:
  - *For single agency grants:* "This work was supported by the [Funding Agency] under Grant [number xxxx]."

- *For multiple agency grants:* "This work was supported by the [Funding Agency 1] under Grant [number xxxx]; [Funding Agency 2] under Grant [number xxxx]; and [Funding Agency 3] under Grant [number xxxx]."
- Authors must also incorporate a Disclosure Statement which will acknowledge any financial interest or benefit they have arising from the direct applications of their research.
- For all manuscripts non-discriminatory language is mandatory. Sexist or racist terms must not be used.
- Authors must adhere to SI units. Units are not italicised.
- When using a word which is or is asserted to be a proprietary term or trade mark, authors must use the symbol ® or TM.

## 2. Style guidelines

- Description of the Journal's article style.
- 

## 3. Figures

- Please provide the highest quality figure format possible. Please be sure that all imported scanned material is scanned at the appropriate resolution: 1200 dpi for line art, 600 dpi for grayscale and 300 dpi for colour.
- Figures must be saved separate to text. Please do not embed figures in the manuscript file.
- Files should be saved as one of the following formats: TIFF (tagged image file format), PostScript or EPS (encapsulated PostScript), and should contain all the necessary font information and the source file of the application (e.g. CorelDraw/Mac, CorelDraw/PC).
- All figures must be numbered in the order in which they appear in the manuscript (e.g. Figure 1, Figure 2). In multi-part figures, each part should be labelled (e.g. Figure 1(a), Figure 1(b)).
- Figure captions must be saved separately, as part of the file containing the complete text of the manuscript, and numbered correspondingly.
- The filename for a graphic should be descriptive of the graphic, e.g. Figure1, Figure2a.

All submissions should be made online at the *Educational Philosophy and Theory Scholar One Manuscripts* website. New users should first create an account. Once logged on to the site, submissions should be made via the Author Centre. Online user guides and access to a helpdesk are available on this website.

Manuscripts may be submitted in any standard editable format, including Word and EndNote. These files will be automatically converted into a PDF file for the review process. LaTeX files should be converted to PDF prior to submission because ScholarOne Manuscripts is not able to convert LaTeX files into PDFs directly. All LaTeX source files should be uploaded alongside the PDF.



Taylor & Francis Style	
Updated July 2013	
Journal title and acronym	Educational Philosophy and Theory
Trim size	B5
Catchline	<i>Journal Title</i> , 2013 Vol. X, No. X, 1–3, <a href="http://dx.doi.org/10.102901910191019">http://dx.doi.org/10.102901910191019</a> top of page 1, ranged left
Footline	© 2013 Philosophy of Education Society of Australasia bottom of page 1, ranged left
Running heads	(verso) <i>John Smith</i>  Notes: Author name(s); italics; & not <i>and</i> ; left aligned  (recto) <i>Rational Desires and Empirical Evidence</i>  Notes: Short title; italics; right aligned
Logo	
Article type (when needed)	
Title	<b>Relational Desires and Empirical Evidence: Performing posthuman pedagogies</b>  Notes: Bold + justified+ initial caps on main words before colon; lower case after colon, 16 pt
Authors	JOHN SMITH  Notes: Justified; small caps; Joint authors parallel divided by &; 14 pt
Affiliation	<i>Department of Philosophy, University of Southlands</i>  Notes: Beneath author; justified; italics; affiliation (no address), no email.
Received dates	Not required for this journal
Abstract	<b>Abstract</b> <i>Roughly, psychological egoism is the thesis that all of a person's intentional actions are ultimately self-interested in some sense; psychological altruism is the thesis that some people's intentional actions are ultimately other-regarding in some sense. C. Daniel Batson and other social psychologists have argued that there are experiments that provide support for a theory called the 'empathy-altruism hypothesis', which entails the falsity of psychological egoism.</i>  Notes: Justified, no indent one space above and two below; normal size font; heading bold roman, abstract text italics
Keywords	Keywords: constructivism, Vico, Piaget, Cassirer, Bateson,

	<p>pedagogy</p> <p>Notes: Indented; lower case unless proper names; normal size font</p>
Correspondence details	Not required
Headings	<p>A heads: <b>Another Anthropological Approach: In the Case of A-heads Text After Colon is Also Title Case, not Lower Case</b></p> <p>B heads: <i>An Empirical Basis?</i></p> <p>C heads: THE PICTURE-SEQUENCING TASK</p> <p>Notes: A heads: Bold + left aligned + roman + title case B heads: Italic + left aligned + title case C heads: Roman + left aligned + title case + small caps</p>
Paragraphs	
Tables	<p><b>Table 1:</b> Caption caption caption</p> <p>Notes: One line space before and after</p>
Figures	<p><b>Figure 1:</b> Example of a figure caption</p> <p>Notes: One line space before and after figure</p>
Permissions statement for third-party figure and table captions	<p>If the rightsholder has supplied text for this purpose, use their text. Otherwise, insert the rightsholder's name within the square brackets: © [Rightsholder]. Reproduced by permission of xxx. Permission to reuse must be obtained from the rightsholder.</p>
Displayed quotations	<p>... they require a common treatment:</p> <p style="padding-left: 40px;">I also assume that philosophical concerns about the possibility of knowledge express at root the same anxiety as philosophical concerns about how content is possible, an anxiety about a felt distance between mind and world. Davidson and Rorty usually focus on concerns of the former sort, whereas I focus on concerns of the latter sort. (McDowell, 1994, pp. 146–147)</p> <p>Notes: Indent on left and right side by 20 points + normal font size + 1 line space before and after. No quote marks at start and finish of quote. Full stop at end of quote, then citation in brackets e.g. ...and therefore cannot be built into a viable definition as they stand. (McDowell, 1994, pp. 146–147) Where possible, citations should be given in the text, not in separate endnotes. But if the author has not done this consistently, and it would introduce potential errors to make the change, then leave citations in notes. But references should NEVER be given in the notes after a displayed quotation: always give the reference after the quotation, in accordance with the style outlined above.</p>
Lists	<ol style="list-style-type: none"> <li>1. If we can perceive moral properties, then Pat fails to perceive the property of wrongness and Chris does not fail to perceive the</li> </ol>

	<p>property of wrongness.</p> <ol style="list-style-type: none"> <li>2. If Pat fails to perceive the property of wrongness and Chris does not fail to perceive the property of wrongness, then Pat's perceptual faculties are defective.</li> <li>3. Pat's perceptual faculties are not defective.</li> <li>4. Therefore, we cannot perceive moral properties.</li> </ol> <p>Notes: Number or letter or bullet list + indent both sides + normal font size + 1 line space before and after</p>
Equations	<p>Notes: Indent both sides+ normal font size + 1 line space before and after</p>
Acknowledgements	<p>Wherever possible, put acknowledgement note marker at the end of article text.</p>
Funding	<p>A heading. Goes after Acknowledgements Text smaller Funding agency written out in full. Grant number in square brackets. Multiple grant numbers separated by comma and space. Agencies separated by semi-colon, e.g. This work was supported by the Wellcome Trust [grant number xxx]. This work was supported by the Wellcome Trust [grant number xxx], [grant number xxx]; Cancer Research UK [grant number xxx]; another funder [grant number xxx].</p> <p>Style to match that for Acknowledgements <b>If there is no funding information, the paragraph won't appear.</b></p>
Supplemental data	<p>A heading. Goes after Funding Text smaller Supplemental data for this article can be accessed <a href="#">here</a>. [link to data]</p> <p>Style to match that for Acknowledgements <b>If there is no supplemental information, the paragraph won't appear.</b></p>
Notes	<p>Notes</p> <ol style="list-style-type: none"> <li>1. Wright (2002, 2008) doesn't seem to distinguish the therapeutic project from the dogmatic one. Pryor (2000, p. 517) also conceives of dogmatism as having a therapeutic aim.</li> </ol> <p>Notes: Set Notes at end of article before References Heading = left aligned+ bold + normal font size. Smaller font size for notes (10pt). Arabic numbers, normal size; hanging indent Wherever possible, put acknowledgement note at the end of the text of the article. <b>No endnote marker in Title or Abstract.</b></p>

Notes on contributors	<p>Dr <b>Jane Smith</b> is a Research Fellow with the Children and Families Research Centre in the Faculty of x at x University, Melbourne. Her research interests include the role of schooling in the medicalisation of childhood, particularly the increase in diagnosis of Attention Deficit Hyperactivity Disorder and other psychiatric categories in school-aged children. She is the Chair of the x Group and Treasurer for the x Society of Australasia. Email: <a href="mailto:xxx@gmail.com">xxx@gmail.com</a></p> <p>Notes: Notes on Contributors is located at the back of each issue, compiled when issue complete. Check with authors that bio is up-to-date. UK spelling. Authors of book reviews and guest editors do not appear in Notes on Contributors.</p> <p><b>Caps:</b>           President (of society)                           Executive Editor (of journal)                           Society (of EPAT)</p>
Appendix	Set before Notes, at end of article after affiliation. Heading = left aligned and bold.
Voice	Keep voice as used by author
Spelling preferences	<p>UK: Oxford Concise English Dictionary  US: Merriam-Webster's Collegiate Dictionary  UK or US English and punctuation ok as long as consistent within article:</p> <p><b>UK English:</b> colour; travelled; enquiry – etc.  <b>US English:</b> color; traveled; inquiry — etc.  (BUT Notes on Contributors = UK spelling)</p>
Punctuation	<p>Apply minimal hyphenation  (Not hyphenated: Email; postmodern)  'Single' quotation marks, with closing punctuation outside marks (unless it belongs to the quoted material) and "double" marks for quotes within quotes: Australian and UK style</p> <p>Order of parentheses in text: ([ ]): US style</p> <p><b>Content-specific style points, editor preferences</b></p> <ul style="list-style-type: none"> <li>• Change instances of 'essay' and 'paper' to the word 'article' (when referring to the article you are edited... if the author refers to someone else's essay, that's fine)</li> <li>• Remove contractions where possible. The subject matter lends itself to using jargon, often including contractions, but they should be eliminated if it doesn't disrupt the flow: for example "Let's look at the significant symbols..." can stay as is. Another example "Why shouldn't they come?" can stay as is. An example of one that should be changed: "...not so bleak as we're given to believe," should be changed to "...as we are given..."</li> <li>• Multiple refs with same author should be in proper order (ascending by date)</li> <li>• No periods around abbreviations (this includes states, countries (US, UK, USSR), and degrees, (PhD, MA).</li> <li>• Insert space between author's initials if there are 2 or more, in text and refs. M.R. Stevens should be M. R. Stevens.</li> </ul> <p><b>Word list, spelling preferences, common acronyms:</b></p>

	<p>acknowledgement  <i>a priori</i> (italics)  <i>ad hominem</i> (italics)  Ch.  <i>de facto</i> (italics)  Email  ed. / eds  2<sup>nd</sup> edn.  <i>et al.</i> (italics)  do not use ff e.g. pp. 331-354 (not pp. 331 ff)  ibid (not italics)  judgement  <i>The New York Times</i> (italics)  op cit. (not italics)  postmodern  poststructuralist  <i>per se</i> (italics)  <i>prima facie</i> (italics)  sect. (in citations)  trans.  Vol. (in citations)</p>
Dashes	em-dashes are thus: example text—example text
Numbers and units	Spell out one to ten, then 11, 1000, 10000, 200,000
Dates	<p>2 January 2011  in the twentieth century  in the 1970s</p>
Contents page	
Editorial	
	<p><b>Editorial</b>  <b>The UN Convention of the Rights of the Child: Report on NZ</b></p> <p>Example text the Convention on the Rights of the Child was adopted in 1989....</p> <p>Notes:  There will not always be a title for the editorial; in which case heading should be <b>Editorial</b> only  No author or affiliation below title but at end of editorial = author name in small caps and affiliation below in italics, right aligned:</p> <p>Example text clearly, New Zealand has a long way to go especially in relation to the children of indigenous peoples who are disproportionately represented in statistics of educational failure and child abuse. This is an important area of research for philosophers of education and for the philosophy for children movement.</p> <p style="text-align: right;">MICHAEL A. PETERS  <i>University of Illinois at Urbana-Champaign</i></p>



Other article types	
Book reviews	<p><b>Ehrmantraut, M. Heidegger's Philosophic Pedagogy</b>  London, Continuum, 2010</p> <p>Example text Heidegger's influence in education has been important but not central, it has ebbed and flowed</p> <p>Notes:  Main header on first page of reviews, left aligned and bold: <b>Reviews</b>  Running heads: <i>Reviews</i>  Review title: bold author name. bold full title; title case before colon, lower case except for initial cap following colon  On next line Place of publication, Publisher, year  Other conventions as for normal articles  End of Review author name range right +small caps; author short affiliation in italics + email range right.</p> <p style="text-align: right;">JOHN LI  <i>Graduate School of Education, The University of Melbourne</i></p> <p>Page references within reviews = p. 24 or (p. 24) i.e. include 'p.' or 'pp.'.</p>
Volume contents and index	
Erratum	
Obituary	
Reference Style	T&F standard APA

## Appendix C: Author guidelines (BERJ)

This journal uses ScholarOne Manuscripts (previously Manuscript Central) to peer review manuscript submissions. Please read the [guide for ScholarOne authors](#) before making a submission. Complete guidelines for preparing and submitting your manuscript to this journal are provided below.

All submissions should be made online at the [British Educational Research Journal Manuscript Central Site](#) . New users should first create an account. Once a user is logged onto the site submissions should be made via the Author Centre.

Authors should prepare and upload two versions of their manuscript. One should be a complete text, while in the second all document information identifying the author should be removed from files to allow them to be sent anonymously to referees. When uploading files authors will then be able to define the non-anonymous version as "File not for review".

Articles should normally be between 5000 and 8000 words, and each paper should be accompanied by up to four keywords. Drafts of papers which can be accessed on individual/personal websites will be regarded as unpublished. However 'working papers' or 'formal reports' on institutional or quasi-institutional websites which are specifically designed to publicise findings and act as dissemination vehicles will be regarded as 'previously published'. Authors should ensure that papers submitted to the journal are substantially different from such working papers and reports, summarising and referring to them as appropriate, but not repeating them verbatim.

Manuscripts should be double spaced, with ample margins, and bear the title of the contribution, name(s) of the author(s) and the address where the work was carried out. Each article should be accompanied by an abstract of 200-250 words and 4-5 keywords. Abstracts should be accurate summaries including the rationale for the article, methods employed (if relevant in empirical reports) and conclusions drawn. The full postal and email address of the author who will check proofs and receive correspondence should also be included. Footnotes to the text should be avoided. Sponsorship of the research reported (e.g. by research councils, government departments and agencies, etc.) should be declared.

**Non-discriminatory writing** : Please ensure that writing is free from gender or ethnic bias. Authors might wish to note the BERA Ethical Guidelines for Educational Research.

Contributors will normally receive a decision on their article within 12 weeks of its receipt by the Editor.

**Tables and captions to illustrations** : Tables must be in separate files and not included as part of the text. The captions to illustrations should be gathered together and also in a separate files. Tables and figures should be numbered by

Arabic numerals. The approximate position of tables and figures should be indicated in the manuscript. Captions should include keys to symbols.

Figures : Please supply one set of artwork in a finished form, suitable for reproduction. Figures will not normally be redrawn by the publisher.

As an author, you are required to secure permission if you want to reproduce any figure, table, or extract from the text of another source. This applies to direct reproduction as well as "derivative reproduction" (where you have created a new figure or table which derives substantially from a copyrighted source). For further information and FAQs, please see

<http://journalauthors.tandf.co.uk/preparation/permission.asp>

References : References should be indicated in the typescript by giving the author's name, with the year of publication in parentheses. If several papers by the same author and from the same year are cited, a, b, c, etc. should be put after the year of publication. The references should be listed in full at the end of the paper in the following standard form:

*Journal*

Smyth, J. & Hattam, R. (2002) Early school leaving and the cultural geography of high schools, *British Educational Research Journal* , 28(3), 375-398.

*Book*

Whitty, G.(2002) *Making sense of education policy: studies in the sociology and politics of education* (London,Paul Chapman).

*Chapters in a book*

Zukas, M. & Malcolm, J. (2002) Pedagogies for lifelong learning: building bridges or building walls?, in: R.Harrison, F. Reeve, A. Hanson & J. Clarke (Eds) *Supporting lifelong learning. Vol. One: Perspectives on learning* (London, Routledge).

*For online documents:* Standler, R. (2000) *Plagiarism in colleges in the USA* . Available online at: [www.rbs2.com/plag.htm](http://www.rbs2.com/plag.htm) (accessed 6 August 2004).

Titles of journals should not be abbreviated.

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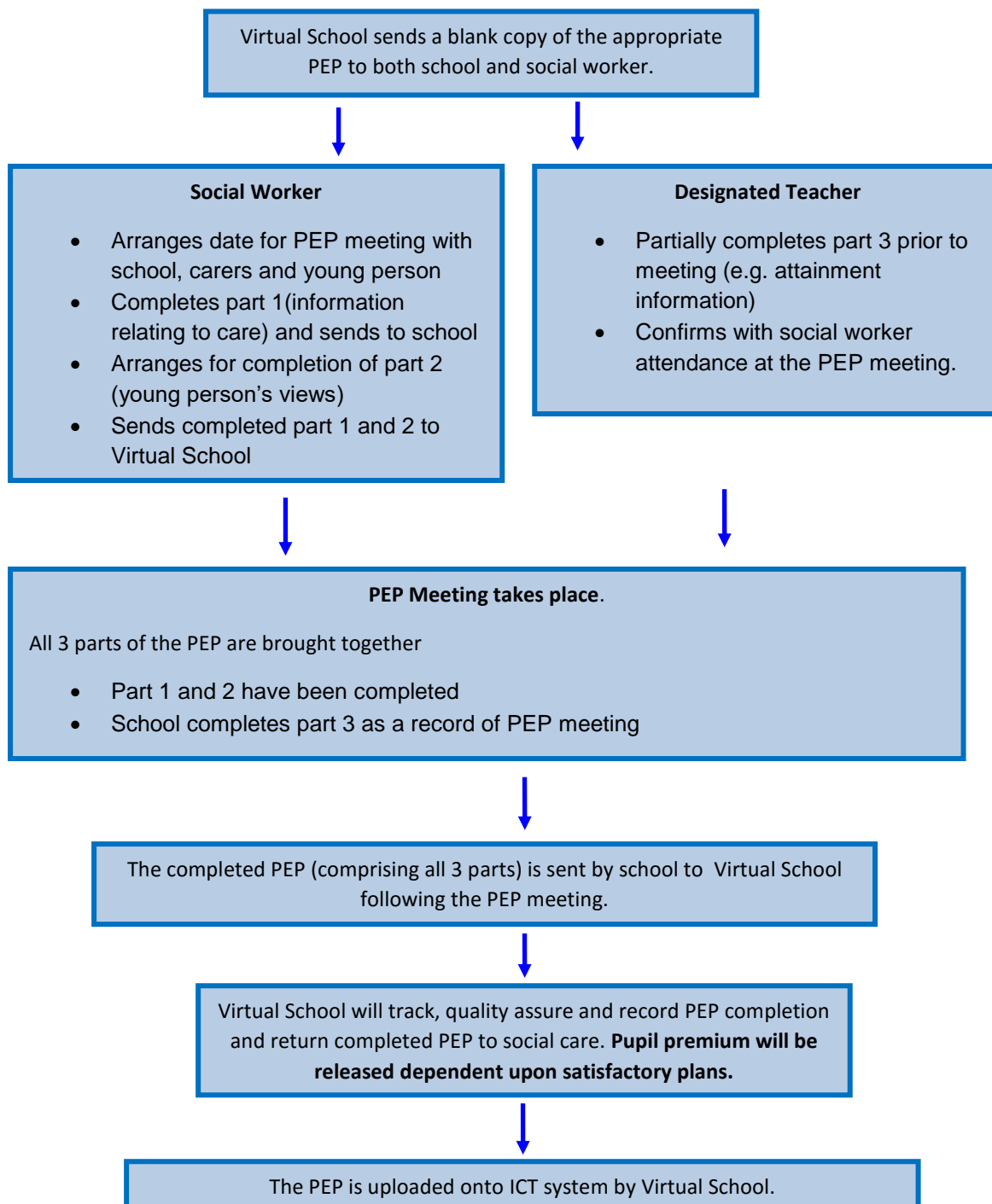
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## Appendix D: Local Authority PEP process flow chart

### The Personal Education Plan Process

A personal education plan is an integral part of the care plan and must be put in place within 10 days of a child becoming looked after\*. The following process outlines the duties of the relevant parties in accordance with statutory guidance.



## Appendix E: Local Authority KS1 PEP document

**PART 1 - To be completed by the Social Worker prior to the PEP Meeting.**

<b>Name of child/young person:</b>			
<b>D.O.B:</b>		<b>Age:</b>	
<b>Name of School:</b>			
<b>Date child became looked after:</b>			
<b>Placement Address:</b>			
<b>Placement Type (Please Tick)</b>			
Placed with parents	<input type="checkbox"/>	Residential Care	<input type="checkbox"/>
Foster Care	<input type="checkbox"/>	Relative/friend	<input type="checkbox"/>
<b>Legal status of child (Please Tick)</b>			
Interim Care Order (Sec. 38)	<input type="checkbox"/>	Care Order (Sec. 31)	<input type="checkbox"/>
Accommodated (Sec. 20)	<input type="checkbox"/>	Other	<input type="checkbox"/>
<b>Previous Schools Attended:</b>			
<b>Contact Details</b>			
<b>Role</b>	<b>Name</b>	<b>Address</b>	<b>Tel No</b>
Social Worker			
Team Manager			
Carer			
Mother			
Father			
Other attendees			
Restrictions on contact with parents or others			
<b>Record name and contact details of:</b>			
Who should be called in case of emergency?			
Who will receive and respond to communication from school, including school reports? The Social Worker should always receive a copy of any school report.			

Who will attend parent's evenings?		
Who will give permission for school trips etc?		
Who will sign any home/school agreements?		
Who takes responsibility on health issues?		
Who will bring the Young Person to school?		
Can this young person be included in whole school/class photo's, filmed productions etc?		
Does this young person have EAL?		
<b>Has there been any involvement of other professionals e.g. Speech Therapist/ OT/CAMHS/Physiotherapy?</b>  If so please attach relevant reports.		
<b>Contact Details</b>  Virtual Headteacher	<b>Contact Details</b>  Education Co-ordinator	<b>Contact Details</b>  Education Co-ordinator

**PART 2-The completion of this document is to be arranged by the Social Worker. The form should be completed by the young person or by an adult who has been chosen by the young person.**

**It should be reflective of the young person's views with regard to school and education.**

**The following areas should be discussed informally and the views recorded below following the discussion.**

- The young person's perception of school, anything he or she really enjoys
- Progress the young person feels he or she is making
- Goals for the future and how can we support these
- Ways we could improve school and education
- Potential additional activities or additional tuition
- Any difficulties that the young person may want to discuss
- Any ways we could improve participation in the PEP process
- Any specific areas he or she may want to focus on improving

**Please record the views here**

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**PART 3-To be completed by the Teacher prior and during the PEP meeting**

Date of Meeting	
-----------------	--

Name of Child/Young Person		
School		
Name of Designated Teacher for LAC		
Designated Teacher's email address:		
Name of class teacher:		
Year Group	Attendance:	DOB:
First Language:		Ethnicity:
Does this pupil have a statement / EHC Plan		Yes / No
Is the pupil considered to have special educational needs?		Yes / No
Does school have a copy of the care plan?		Yes / No
Is the young person accessing 25 hours per week education?		Yes / No

Attainment/Progress									
At the end of last academic year did the child achieve the following? Please tick									
	Progress requiring additional support and intervention (emerging)			Good progress (expected)			Better than expected progress (exceeding)		
Reading	Low		High	Low		High	Low		High
	Emerging		Emerging	Expected		Expected	Exceeding		Exceeding
Writing	Low		High	Low		High	Low		High
	Emerging		Emerging	Expected		Expected	Exceeding		Exceeding
Spelling, punctuation and grammar	Low		High	Low		High	Low		High
	Emerging		Emerging	Expected		Expected	Exceeding		Exceeding
Maths	Low		High	Low		High	Low		High
	Emerging		Emerging	Expected		Expected	Exceeding		Exceeding
If the child is achieving below the expected level for their year, please could you provide some further detail of their performance in school:									

--

In the current academic year is the child achieving the following? Please tick									
	Progress requiring additional support and intervention (emerging)			Good progress (expected)			Better than expected progress (exceeding)		
<b>Reading</b>	Low Emerging		High Emerging	Low Expected		High Expected	Low Exceeding		High Exceeding
<b>Writing</b>	Low Emerging		High Emerging	Low Expected		High Expected	Low Exceeding		High Exceeding
<b>Spelling, punctuation and grammar</b>	Low Emerging		High Emerging	Low Expected		High Expected	Low Exceeding		High Exceeding
<b>Maths</b>	Low Emerging		High Emerging	Low Expected		High Expected	Low Exceeding		High Exceeding
<b>Phonic Assessment Result</b>				<b>Y1</b>					
<b>What is the predicted attainment at the end of KS1</b>				Reading		Writing		Maths	

<b>Teaching and learning</b>
<p>Class teachers are to complete the required information below; confirming the child's learning targets along with the planned teaching strategies for the coming term in order to accelerate progress. Where your school operates a system of pupil progress meetings, the learning targets entered below should be in line with decisions taken at the most recent meeting.</p> <p><b>Learning targets</b> should be expressed in terms of the knowledge and understanding to be developed by the pupil in reading, writing and maths.</p> <p><b>Teaching strategies</b> should identify how the teacher will support the achievement of the learning targets.</p>

<b>Literacy:</b>  Pupil learning targets and planned teaching strategies for the coming term.	
<b>Maths:</b>  Pupil learning targets and planned teaching strategies for the coming term	

#### **The Pupil Premium Plus for looked after children**

- The pupil premium is managed by the Virtual School Head and used for the benefit of the student's educational needs, as described in this PEP. It is our intention to provide up to £1600 per pupil, per annum, in three termly sums.
- The PEP meeting must decide how the pupil premium can be used to help the student succeed in meeting and exceeding their PEP targets.
- Funding will be transferred to the school following quality assurance of this PEP by the Virtual School. Further discussion will take place if necessary.
- The Designated Teacher should evaluate the impact of any previous pupil premium spending on progress, engagement and attendance.

<b>Curriculum interventions and support outlined in previous PEP</b>			
Use of previous Pupil Premium Plus	<b>Please refer to previous PEP to complete the boxes below to review last term's targets. If this is the first PEP completed please leave this blank.</b>		
<b>Intervention</b>	Cost	Intended Outcome	Has this been achieved?



--	--	--	--

Curriculum interventions and support outlined in current new PEP			
Proposed use of Pupil Premium Plus for this term	Please fill in the boxes below. Detailed information including costings must be included. If this is not completed the payment of the pupil premium plus may be withheld. The school will receive £1600 pupil premium per annum upon provision of appropriate intervention.		
Intervention	Cost	Intended Outcome	Has this been achieved?

Additional Information	
Is any social, emotional and behavioural support required?	
Have there been any incidents related to bullying?	
Virtual School intervention (Please put date and details).	
Have you considered additional Tuition? If not why?	
Please detail any out of school hours learning activities, study support	

and leisure interests.	
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**PART 1 - To be completed by the Social Worker prior to the PEP Meeting.**

<b>Name of child/young person:</b>			
<b>D.O.B:</b>		<b>Age:</b>	
<b>Name of School:</b>			
<b>Date child became looked after:</b>			
<b>Placement Address:</b>			
<b>Placement Type (Please Tick)</b>			
Placed with parents		Residential Care	
Foster Care		Relative/friend	
<b>Legal status of child (Please Tick)</b>			
Interim Care Order (Sec. 38)		Care Order (Sec. 31)	
Accommodated (Sec. 20)		Other	
<b>Previous Schools Attended:</b>			
<b>Contact Details</b>			
<b>Role</b>	<b>Name</b>	<b>Address</b>	<b>Tel No</b>
Social Worker			
Team Manager			
Carer			
Mother			
Father			
Other attendees			
Restrictions on contact with parents or others			
<b>Record name and contact details of:</b>			
Who should be called in case of emergency?			
Who will receive and respond to communication from school, including school reports? The Social Worker should always receive a copy of any school report.			
Who will attend parent's evenings?			
Who will give permission for school trips etc?			

Who will sign any home/school agreements?		
Who takes responsibility on health issues?		
Who will bring the Young Person to school?		
Can this young person be included in whole school/class photo's, filmed productions etc?		
Does this young person have EAL?		
<b>Has there been any involvement of other professionals e.g. Speech Therapist/ OT/CAMHS/Physiotherapy?</b> If so please attach relevant reports.		
<b>Contact Details</b>  Virtual Headteacher	<b>Contact Details</b>  Education Co-ordinator	<b>Contact Details</b>  Education Co-ordinator

**PART 2-The completion of this document is to be arranged by the Social Worker. The form should be completed by the young person or by an adult who has been chosen by the young person.**

**It should be reflective of the young person's views with regard to school and education.**

**The following areas should be discussed informally and the views recorded below following the discussion.**

- The young person's perception of school, anything he or she really enjoys
- Progress the young person feels he or she is making
- Goals for the future and how can we support these
- Ways we could improve school and education
- Potential additional activities or additional tuition
- Any difficulties that the young person may want to discuss
- Any ways we could improve participation in the PEP process
- Any specific areas he or she may want to focus on improving

**Please record the views here**

--

**PART 3-To be completed by the Teacher prior and during the PEP meeting**

Date of Meeting	
Name of Child/Young Person	
School	
Name of Designated Teacher for LAC	
Designated Teacher's email	

address:			
Name of class teacher:			
Year Group	Attendance:	DOB:	
First Language:		Ethnicity:	
Does this pupil have a statement / EHC Plan		Yes / No	
Is the pupil considered to have special educational needs?		Yes / No	
Does school have a copy of the care plan?		Yes / No	
Is the young person accessing 25 hrs per week education?		Yes/No	

Progress								
Please enter the end of Key Stage 1 levels in reading, writing and maths.								
End of KS1 attainment:    Reading: <input type="text"/> Writing: <input type="text"/> Maths: <input type="text"/>								
At the end of last academic year did the child achieve the following? Please tick								
	Progress requiring additional support and intervention (emerging)		Good progress (expected)		Better than expected progress (exceeding)			
Reading	Low Emerging	High Emerging	Low Expected	High Expected	Low Exceeding	High Exceeding		
Writing	Low Emerging	High Emerging	Low Expected	High Expected	Low Exceeding	High Exceeding		
Spelling, punctuation and grammar	Low Emerging	High Emerging	Low Expected	High Expected	Low Exceeding	High Exceeding		
Maths	Low Emerging	High Emerging	Low Expected	High Expected	Low Exceeding	High Exceeding		
If the child is achieving below the expected level for their year, please could you provide some further detail of their performance in school:								

In the current academic year is the child achieving the following? Please tick										
	Progress requiring additional support and intervention (emerging)				Good progress (expected)			Better than expected progress (exceeding)		
<b>Reading</b>	Low Emerging		High Emerging		Low Expected		High Expected		Low Exceeding	High Exceeding
<b>Writing</b>	Low Emerging		High Emerging		Low Expected		High Expected		Low Exceeding	High Exceeding
<b>Spelling, punctuation and grammar</b>	Low Emerging		High Emerging		Low Expected		High Expected		Low Exceeding	High Exceeding
<b>Maths</b>	Low Emerging		High Emerging		Low Expected		High Expected		Low Exceeding	High Exceeding
<b>Phonic Assessment Result</b>					<b>Y1/Y2</b>					
<b>What is the predicted attainment at the end of KS2</b>					Reading		Writing		Maths	

Teaching and learning	
<p>Class teachers are to complete the required information below; confirming the child's learning targets along with the planned teaching strategies for the coming term in order to accelerate progress. Where your school operates a system of pupil progress meetings, the learning targets entered below should be in line with decisions taken at the most recent meeting.</p> <p><b>Learning targets</b> should be expressed in terms of the knowledge and understanding to be developed by the pupil in reading, writing and maths.</p> <p><b>Teaching strategies</b> should identify how the teacher will support the achievement of the learning targets.</p>	
<b>Literacy:</b>  Pupil learning targets and planned teaching strategies for the coming term.	

<b>Maths:</b>  Pupil learning targets and planned teaching strategies for the coming term	
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### The Pupil Premium Plus for looked after children

- The pupil premium is managed by the Virtual School Head and used for the benefit of the student's educational needs, as described in this PEP. It is our intention to provide up to £1600 per pupil, per annum, in three termly sums.
- The PEP meeting must decide how the pupil premium can be used to help the student succeed in meeting and exceeding their PEP targets.
- Funding will be transferred to the school following quality assurance of this PEP by the Virtual School. Further discussion will take place if necessary.
- The Designated Teacher should evaluate the impact of any previous pupil premium spending on progress, engagement and attendance.

Curriculum interventions and support outlined in previous PEP			
Use of previous Pupil Premium Plus	Please refer to previous PEP to complete the boxes below to review last term's targets. If this is the first PEP completed please leave this blank.		
Intervention	Cost	Intended Outcome	Has this been achieved?
Curriculum interventions and support outlined in current new PEP			
Proposed use of Pupil Premium Plus for this term	Please fill in the boxes below. Detailed information including costings must be included. If this is not completed the payment of the pupil premium plus may be withheld. The school will receive £1600 pupil premium per annum upon provision of appropriate intervention.		
Intervention	Cost	Intended Outcome	Has this been achieved?




Additional Information	
Is any social, emotional and behavioural support required?	
Have there been any incidents related to bullying?	
Virtual School intervention (Please put date and details).	
Have you considered additional Tuition? If not why?	
Please detail any out of school hours learning activities, study support and leisure interests.	

Transition Arrangements (yr 6 only)	
Intended secondary school?	
Has an application been made?	
Ofsted grade of intended	

secondary school	
Please detail any work to support transition	
Who will be responsible for overseeing transition arrangements?	

## Appendix G: Local Authority KS3 PEP document (specialist provision)

**PART 1 - To be completed by the Social Worker prior to the PEP Meeting.**

Name of young person:	
D.O.B:	Age:

<b>Name of School:</b>			
<b>Date child became looked after:</b>			
<b>Placement Address:</b>			
<b>Placement Type (Please Tick)</b>			
Placed with parents	<input type="checkbox"/>	Residential Care	<input type="checkbox"/>
Foster Care	<input type="checkbox"/>	Relative/friend	<input type="checkbox"/>
<b>Legal status of child (Please Tick)</b>			
Interim Care Order (Sec. 38)	<input type="checkbox"/>	Care Order (Sec. 31)	<input type="checkbox"/>
Accommodated (Sec. 20)	<input type="checkbox"/>	Other	<input type="checkbox"/>
<b>Previous Schools Attended:</b>			
<b>Contact Details</b>			
<b>Role</b>	<b>Name</b>	<b>Address</b>	<b>Tel No</b>
Social Worker			
Team Manager			
Carer			
Mother			
Father			
Other attendees			
Restrictions on contact with parents or others			
<b>Record name and contact details of:</b>			
Who should be called in case of emergency?			
Who will receive and respond to communication from school, including school reports? The Social Worker should always receive a copy of any school report.			
Who will attend parent's evenings?			
Who will give permission for school trips etc?			
Who will sign any home/school agreements?			
Who takes responsibility on health issues?			
Who will bring the Young Person to school?			
Can this young person be included in whole			

school/class photo's, filmed productions etc?		
Does this young person have EAL?		
<b>Has there been any involvement of other professionals e.g. Speech Therapist/ OT/CAMHS/Physiotherapy?</b> If so please attach relevant reports.		
<b>Contact Details</b>  Virtual Headteacher	<b>Contact Details</b>  Education Co-ordinator	<b>Contact Details</b>  Education Co-ordinator

**PART 2-The completion of this document is to be arranged by the Social Worker. The form should be completed by the young person or by an adult who has been chosen by the young person.**

**It should be reflective of the young person's views with regard to school and education.**

**The following areas should be discussed informally and the views recorded below following the discussion.**

- The young person's perception of school, anything he or she really enjoys
- Progress the young person feels he or she is making
- **Goals for the future and how can we support these**
- Ways we could improve school and education
- Potential additional activities or additional tuition
- Any difficulties that the young person may want to discuss
- Any ways we could improve participation in the PEP process
- Any specific areas he or she may want to focus on improving

**Please record the views here**

--

**PART 3-To be completed by the Teacher prior and during the PEP meeting**

Date of Meeting	
Name of Child/Young Person	
School	
Name of Designated Teacher for LAC	
Designated Teacher's email address:	
Name of class teacher:	



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In the current academic year is the young person achieving the following? Please tick			
Please fill in other areas	Current level	What is the target for the end of this year?	Is the young person on track to achieve the target? Please list any actions to be taken if not?
English			
Maths			
Please comment on the young person's progress?			
<div style="height: 150px; border: 1px solid black;"></div>			
If the young person is achieving below the expected level for their year, please could you			

**provide some further detail of their performance in school:**

### **Teaching and learning**

Class teachers are to complete the required information below; confirming the young person's learning targets along with the planned teaching strategies for the coming term in order to accelerate progress. Where your school operates a system of pupil progress meetings, the learning targets entered below should be in line with decisions taken at the most recent meeting.

**Learning targets** should be expressed in terms of the knowledge and understanding to be developed by the pupil in reading, writing and maths.

**Teaching strategies** should identify how the teacher will support the achievement of the learning targets.



<b>Literacy:</b>  Pupil learning targets and planned teaching strategies for the coming term.	
<b>Maths:</b>  Pupil learning targets and planned teaching strategies for the coming term	

#### The Pupil Premium Plus for looked after children

- The pupil premium is managed by the Virtual School Head and used for the benefit of the student's educational needs, as described in this PEP. It is our intention to provide up to £1600 per pupil, per annum, in three termly sums.
- The PEP meeting must decide how the pupil premium can be used to help the student succeed in meeting and exceeding their PEP targets.
- Funding will be transferred to the school following quality assurance of this PEP by the Virtual School. Further discussion will take place if necessary.
- The Designated Teacher should evaluate the impact of any previous pupil premium spending on progress, engagement and attendance.

Curriculum interventions and support outlined in previous PEP			
Use of previous Pupil Premium Plus	Please refer to previous PEP to complete the boxes below to review last term's targets. If this is the first PEP completed please leave this blank.		
Intervention	Cost	Intended Outcome	Has this been achieved?


Curriculum interventions and support outlined in current new PEP			
Proposed use of Pupil Premium Plus for this term	Please fill in the boxes below. Detailed information including costings must be included. If this is not completed the payment of the pupil premium plus may be withheld. The school will receive £1600 pupil premium per annum upon provision of appropriate intervention.		
Intervention	Cost	Intended Outcome	Has this been achieved?

Additional Information	
Is any social, emotional and behavioural support required?	
Have there been any incidents related to bullying?	
Virtual School intervention (Please put date and details).	
Have you considered additional Tuition? If not why?	

<b>Please detail any out of school hours learning activities, study support and leisure interests.</b>	

## **Appendix H: Local Authority KS4 PEP document**

**PART 1 - To be completed by the Social Worker prior to the PEP Meeting.**

<b>Name of child/young person:</b>			
<b>D.O.B:</b>		<b>Age:</b>	
<b>Name of School:</b>			
<b>Date child became looked after:</b>			
<b>Placement Address:</b>			
<b>Placement Type (Please Tick)</b>			
Placed with parents		Residential Care	
Foster Care		Relative/friend	
<b>Legal status of child (Please Tick)</b>			
Interim Care Order (Sec. 38)		Care Order (Sec. 31)	
Accommodated (Sec. 20)		Other	
<b>Previous Schools Attended:</b>			
<b>Contact Details</b>			
<b>Role</b>	<b>Name</b>	<b>Address</b>	<b>Tel No</b>
Social Worker			
Team Manager			
Carer			
Mother			
Father			
Other attendees			
Restrictions on contact with parents or others			
<b>Record name and contact details of:</b>			
Who should be called in case of emergency?			
Who will receive and respond to communication from school, including school reports? The Social Worker should always receive a copy of any school report.			
Who will attend parent's evenings?			
Who will give permission for school trips etc?			
Who will sign any home/school agreements?			
Who takes responsibility on health issues?			

How will the young person get to school?		
Can this young person be included in whole school/class photo's, filmed productions etc?		
Does this young person have EAL?		
<b>Has there been any involvement of other professionals e.g. Speech Therapist/ OT/CAMHS/Physiotherapy?</b>  If so please attach relevant reports.		
<b>Contact Details</b>  Virtual Headteacher	<b>Contact Details</b>  Education Co-ordinator	<b>Contact Details</b>  Education Co-ordinator

**PART 2-The completion of this document is to be arranged by the Social Worker. The form should be completed by the young person or by an adult who has been chosen by the young person.**

**It should be reflective of the young person's views with regard to school and education.**

**The following areas should be discussed informally and the views recorded below following the discussion.**

- The young person's perception of school, anything he or she really enjoys
- Progress the young person feels he or she is making
- Goals for the future and how can we support these
- Ways we could improve school and education
- Potential additional activities or additional tuition
- Any difficulties that the young person may want to discuss
- Any ways we could improve participation in the PEP process
- Any specific areas he or she may want to focus on improving

**Please record the views here**

--

**PART 3-To be completed by the Teacher prior and during the PEP meeting**

Date of Meeting	
Name of Young Person	
School	
Name of Designated Teacher for LAC	
Designated Teacher's email address:	

Name of class teacher:		
Year Group	Attendance:	DOB:
First Language:		Ethnicity:
Does this pupil have a statement / EHC Plan		Yes / No
Is the pupil considered to have special educational needs?		Yes / No
Does school have a copy of the care plan?		Yes / No
Is the young person accessing 25 hrs per week education?		Yes / No

<b>Progress</b>									
Please enter the end of Key Stage 2 levels in reading, writing, SPAG and maths.									
End of KS2 attainment: Reading: <input type="text"/> Writing: <input type="text"/> SPAG: <input type="text"/> Maths: <input type="text"/>									
<b>At the end of last academic year did the young person achieve the following?</b>									
	Progress requiring additional support and intervention (emerging)			Good progress (expected)			Better than expected progress (exceeding)		
<b>English</b>	Low Emerging		High Emerging	Low Expected		High Expected	Low Exceeding	High Exceeding	
<b>Maths</b>	Low Emerging		High Emerging	Low Expected		High Expected	Low Exceeding	High Exceeding	
<b>Science</b>	Low Emerging		High Emerging	Low Expected		High Expected	Low Exceeding	High Exceeding	

<b>In the current academic year – please list the subjects, courses and other learning.</b>				
<b>Award type e.g. GCSE, Btec, ASDAN, OEA etc</b>	<b>Subject</b>	<b>Level i.e. P Scales, Entry Level, Level 1 or 2</b>	<b>Working at Grade</b>	<b>Predicated Grade</b>


**Do you anticipate that the young person is on track to achieve 5 GCSE's grade C or above, including Maths and English, based on their current performance?**

**If the young person is achieving below the expected level for their year, please could you provide some further detail of their performance in school:**

### Teaching and learning

Class teachers are to complete the required information below; confirming the young person's learning targets along with the planned teaching strategies for the coming term in order to accelerate progress. Where your school operates a system of pupil progress meetings, the learning targets entered below should be in line with decisions taken at the most recent meeting.

**Learning targets** should be expressed in terms of the knowledge and understanding to be developed by the pupil in reading, writing and maths.

**Teaching strategies** should identify how the teacher will support the achievement of the learning targets.



<b>Literacy:</b>  Pupil learning targets and planned teaching strategies for the coming term.	
<b>Maths:</b>  Pupil learning targets and planned teaching strategies for the coming term	

#### The Pupil Premium Plus for looked after children

- The pupil premium is managed by the Virtual School Head and used for the benefit of the student's educational needs, as described in this PEP. It is our intention to provide up to £1600 per pupil, per annum, in three termly sums.
- The PEP meeting must decide how the pupil premium can be used to help the student succeed in meeting and exceeding their PEP targets.
- Funding will be transferred to the school following quality assurance of this PEP by the Virtual School. Further discussion will take place if necessary.
- The Designated Teacher should evaluate the impact of any previous pupil premium spending on progress, engagement and attendance.

Curriculum interventions and support outlined in previous PEP			
Use of previous Pupil Premium Plus	Please refer to previous PEP to complete the boxes below to review last term's targets. If this is the first PEP completed please leave this blank.		
Intervention	Cost	Intended Outcome	Has this been achieved?

--	--	--	--

Curriculum interventions and support outlined in current new PEP			
Proposed use of Pupil Premium Plus for this term	Please fill in the boxes below. Detailed information including costings must be included. If this is not completed the payment of the pupil premium plus may be withheld. The school will receive £1600 pupil premium per annum upon provision of appropriate intervention.		
Intervention	Cost	Intended Outcome	Has this been achieved?

Additional Information	
Is any social, emotional and behavioural support required?	
Have there been any incidents related to bullying?	
Virtual School intervention (Please put date and details).	
Have you considered additional Tuition? If not why?	
Please detail any out of school hours learning activities, study support	

and leisure interests.	
------------------------	--

Future planning – post 16		
What careers advice, information and guidance has been received?		
What is the young person's plans post 16?		
What qualifications and/or experience does the young person need?		
What further actions need to be undertaken to help the young person prepare for their future learning, training or work? Please complete the table below		
Action	By Whom	When

## Appendix I: Transcript, PEP meeting one (Alice)

PEP Meeting One:

Specialist Provision (Autism) (Autumn term first PEP meeting)

SW: Social Worker

CT: Class Teacher

TEP: Trainee Educational Psychologist

(Pupil, R, and carers not present)

SW: ...and action (laughs).

(Sound of pen on desk)

SW: Right, so we had the LAC review last week, and we're just looking at RG's PEP today, erm, present is SW, erm, I'm R's Social Worker

CT: I'm LL, I'm the class teacher

TEP: And I'm BP, I'm a Trainee Educational Psychologist

SW: OK. So where should we start? We've completed Part One

CT: Done Part One

SW: I've completed Part One, that's the, giving all the information about who to contact, and who gives permission for school trips, and, who comes to parents evenings etc. So Part Two, have you managed to complete Part Two?

CT: Yeah, did Part Two, er, R's views, it's us talking about R, about what we think

SW: Let's have a look. Do you want me to read it out? Part Two?

TEP: It's up to you

SW: (Reads Part Two of PEP) R appears to enjoy coming to school. He enters the building without problem, and walks straight down to class with his escort. He likes to have lots of movement breaks as he arrives in class following a long taxi journey. He likes to have time to run in the garden, jump on the trampette, or play with his toys. PH School have a very structured day, and R likes to know what's happening. Each session starts with the same routine, to address some of R's sensory needs, vital to him achieving a calm, alert state so he is able to take part in the lessons successfully. He also has access to various different activities at any time to keep him in his calm, alert state, for example take a break movement breaks, proprioceptive input (CT laughs), vestibular movements or fiddle toys. R achieves best when his autism is addressed throughout the day. R likes to follow a visual timetable, either in symbol format or written word, to show him the session for the day and the activities within each session. Sessions are based mainly in one classroom, with some specialist sessions such as P.E, music, art and I.C.T held in specialist rooms. R enjoys very physical activities such as P.E, D.T and sessions in the light room. He also likes to go out into the community on the minibus. He loves to access computers in school and is focussed and motivated to produce his work on them when appropriate. R is in a small group of peers with a high staffing ratio. He likes to have familiar staff nearby who know R well and understand his needs. He likes to be with peers who are generally calm and predictable, although he is learning coping strategies for when situations become unpredictable. R needs an environment that supports his autism and will teach him the skills to eventually cope as an adult with autism in the outside world.

So that answers the question in Part Two, erm, which looks at goals for the child and potential additional activities or additional tuition etc

CT: uh-hmm (in agreement)

I think he's very good as well at, erm, the movement breaks, and the things like that we're trying to, it's him speaking and asking for things, and he's , even at the minute we've done a lot of work with him and we've got prompt cards, and actually lots of different prompt cards, R's got three or four different ones for his like, proprioceptive I always get that wrong

SW: (laughs)

CT: He like squeezes

SW: Does he?

CT: And headbangs, and er things like that, so he can choose, but we're getting quite good that we can see when he needs, so we'll kind of offer him the card

SW: Yeah

CT: Er, and then he might ask for what he needs and get it. We did have a spell where he was doing that automatically and getting things himself but then

SW: That's fabulous

CT: It's these cycles that he has that he's erm, he still needs us to give it to him, er, at the moment, erm, and there's times when he needs lots and lots – at the minute he needs lots of movement breaks so he comes in and he's straight out in the garden and even during the lessons he's in and out and he's up and down, erm, but then at other times he can calm that right down and he'll sit for the whole lesson and he doesn't need as much

SW: That's good

CT: Erm, so it depends, but I think the way school works is that that's what it needs, and it doesn't phase anybody that he jumps up in the lesson

SW: No

CT: And runs out. And even the other children which is quite good, cause they'll accept that he'll just stand up and run

SW: It's almost an aid to learning isn't it?

CT: Yeah, yeah, I think that-that what helped when he f-when he first came here he wasn't getting things like that, they were trying to stop him, erm, and we think that's where all the running at home came from, so as soon as we kind of embraced that and said 'yes he needs a movement break, off you go' he kind of looked

SW: I think it's great that's been recognised

CT: Erm, so straight away he's, he knows, and we do bring him back, we'll say 'R it's time for this lesson, and he'll come and he'll sit down and do a bit of the activity

SW: Yeah

CT: And then he might go again, and he will, he will come back. So it's, it's nice

SW: It's good that you can apply whatever works for each individual child

CT: I think he thrives on that really, yeah

SW: Good (clears throat)

So, erm, part three (thumbs through PEP document). Do you want to? This is the teaching and learning bit isn't it?

CT: The, we were talking about this earlier, some of these, because again it's a, a mainstream really form, some of these

SW: Yeah, yeah

CT: Are not necessarily appropriate to (looks at laptop) I might need to plug in, so like, English, our have done their reading and writing, speaking and listening, because he's still on P levels or the very low

SW: Ok

CT: Level one, and our maths is split up, so he's not got, because some of them are like, in his number he's quite high, but his like, using and applying

SW: It's not reflected in that, is it?

CT: It's low, so you can't just pick one, one level, which is why I've put all three on, but I think that's just the way the forms written that that's what they want

SW: So maybe the form needs tweaking a bit for, for

CT: Possibly

SW: This type of school

CT: Yeah, that's what we found, when we went for the training, when they first came out we were on the training course that they delivered, erm, twelve months ago, October last year I think it was, and that's what we said at the time, it is very much a mainstream type of form

SW: Yes it is, yeah

CT: That even little things like that could be, that's why I've written it in really, cause it doesn't make, and ours make very slow progress

SW: Absolutely

CT: So we, although actually looking at lower down at the progress he has made on some of them, erm, like his reading, that's like he's done the two sub levels, which is what they say is normal. But the writing and the maths he's not necessarily, but he might, he's still making progress

SW: Yeah

CT: But it's at a very small

SW: Yeah

CT: Pace, and it depends

SW: Is it what you would expect though?

CT: Yeah, yeah. And it's not, then if something is, I mean we're trying all the time

SW: (coughs)

CT: If it is quite slow, then we'll check it out why

SW: Yeah

CT: Or it might just be that we've focussed on different things

SW: Yeah

CT: Erm, or it might just be that he's in, at the minute he's doing a lot of shouting, there's a lot going on in his head, so he's not in that calm state at the moment, so trying to get him to think about his writing, if he doesn't know the answer straight away he'll start to get anxious, whereas at other times when he's in a lot calmer er position he'll make more progress. So we do see things like that in this type of school

SW: Yeah

CT: Er, so I have put them on

SW: Yeah

CT: (sorting out laptop) I'll just plug that in. Erm, but we've got all that data anyway so we're tracking that every half term (plugs in laptop) So what this is, erm, like the targets what we're working on we tend to be working on the same things each time, so his reading we're trying to get him to understand er, we're reading all different kinds of stories and it's the understanding behind it, because again that's what children struggle with. He can read a lot of the words, but understanding what's happening. R's not so bad actually, some of the others really struggle so they can read everything on the page but they don't know what's happening

SW: Cause we talked at the LAC review about him getting mixed up with the word 'finished'

CT: Yeah. Yeah.

SW: He's using it out of context, so it's hard to know what he means by that

CT: Yeah, so we do, and we revisit like the same lesson every single week, more or less it's the same story every week for the half term. So by now, by this week when we did it this week he was writing about a town in Mexico, we've been doing, and he's just about getting the stories, writing the story out himself, just very very basic, but we've done the same story for 6 weeks, so next 8 weeks, next half term we'll do a new story, and it'll only be towards the end of term that they start to remember things

SW: Yeah

CT: And take it in, so it takes that long with them, so it's a similar, it'll probably carry on the same target, just with a different story, erm, and retelling the story in his words. He's getting the main bits, but its, but again it's the in between bits. We might say there's a

'school' and a 'market' and then we'll make the phrases a little bit longer because it's again, the autism, I'll just use the words I need to get my

SW: Yes, yes

CT: That's the main point of the story so I don't need all the in between bits

SW: No

CT: So we are working through that, so again that might take, that might take 12 months

SW: Yeah

CT: Or two years, something like that, so, erm, we are trying to work this half term on writing the books out, but I think next half term we're going to go back on the computers, because again I put that earlier on, he really likes the computers, and that motivates him, and he's very fast

SW: Yes, absolutely

CT: I do keep going back to the writing to get him to improve his handwriting, erm, but yeah he's a whizz on the computer, he'll get it done so that will help as well, erm, develop those sentences and phrases

SW: Mmm

CT: A bit more I think, so we just tweak it slightly each half term

SW: Mmm

CT: Erm (refers to document on screen)

Right, that's what I've put in there, using the pictures, he's good at remembering from what's on the pictures. The maths does change because we do different topics

SW: Yeah

CT: Each half term, so that's just what we've been working on this half term, and then we move on to shape and space and measures in the next, but we use with the maths, we use it in a very functional way as well, so I try, we pick out of the curriculum the important bits, and I don't tend to focus on the other bits for these. So, erm, like the shape and space and measures, it's 'heavy' and 'light', 'more' and 'less' we've done today actually

SW: Mmm

CT: Erm 'enough', 'not enough' so we've done that before where we've used plates and cutlery and shopping bags – 'do you need a bigger shopping bag? Do you need a smaller shopping bag?' and so it becomes more functional

SW: Yeah

CT: And so we can repeat it over and over again. I know when you look at the National Curriculum as it was, but the things they need to, there's so many bits they need to do, and some of it just, just the way they're thinking, they can't take everything in, so we just tend to pick the important



SW: In the number section, is that where, you know, because they going shopping and they pay for things, is that included in, is that that section?

CT: Sometimes, this half term it hasn't been, I tend to do, the way I focussed on it, I'll do a lot of work on time and a lot of work on money

SW: Yeah, yeah

CT: So I'll do a lot, either a half term or a full, probable a half term and each and then we'll repeat them, so that, now and again I would do the shape, space and measures but that might be like, once, so next half term I'll do that. But every year I'll at least do a half if not two half terms of time and money, because they're the things that mean more to them

SW: Yes

CT: If he does go to the shop he now knows his money, I've bought them their own wallets and they have to go and ask the office staff for the money, erm, so they've got little cards to help them remember they've got to go and they've got to ask for their £2, they get £2 each, put it in the wallet, and then they go to the shop with the wallet, hand the money over and they know they've got to put the receipt in the wallet as well as waiting for their change they know they've got to put the receipt in, so its skills like that

SW: Yes

CT: And then in class I work with the real money as well

SW: Yes

CT: So we don't use the toy money, erm, so I do a whole half term on, at least, and then I might repeat some of, I might do that after Christmas but then again in Summer

SW: Mmm

CT: Erm, because they're the skills, and time

SW: And time

CT: To know the time, and looking at timetables, even just TV guides and things like that so you know what time it's coming on, and I've got a digital clock in class, cause digital seems a bit easier, so I try with that a couple of times as well

SW: Uh-huh

CT: So the number, we do focus on it, but not as, not covering the money at the minute

SW: Yeah

CT: And just other things that could be useful, so we have been doing 'first', 'second', but in practical situations, so that it's our turn, 'who wants to go first on the trampette to start the lesson?' We jump on the trampette to start the lesson so who wants to go first, what date is it, using the dates

SW: Yeah

CT: And R's actually using them correctly. There's a couple he gets mixed up on, especially on the date, but I think because we're doing it all the time he's just picking up, so, erm, and

we try and give them the teaching activities all through the day, erm, so the clock again, looking at the clock through dinnertime, when I'm teaching I'll use the times of day that they know, and then throughout the day, so even just like today we might say 'right, what time is it?' or 'what does that mean?' or 'it's snack time, look at the clock' cause when you get to that time that's what you get, so they're constantly looking and again at the digital clocks, we found the digital clock seems easier for them to understand

SW: Yeah, I can understand that yeah

CT: Which I hadn't thought of, and somebody mentioned it, and I thought right well I need a digital clock

SW: Cause it just focuses on those numbers rather than a clock face for them

CT: Half past and quarter past, erm, so we've got a digital clock in class now, so yeah, it's 2.15 or its 12.30, or, and they can see the time

SW: Oh, that's great

CT: Erm, so they're the ones for this half term then yeah. We'll move on to, and then there are some bits that do get missed, but then I think because you do have to repeat over and over again for them to understand, that's why I do tend to focus on the more functional skills, and the others well, I don't think they're ever going to be taking A Levels

SW: No, they're not

CT: We focus on that really

SW: It's helping them to be the best they can be, isn't it?

CT: Yeah, I think that's the philosophy of the school as well, I think in there, we're thinking about when they leave here, what are the skills that they need to leave here

SW: Yeah, yeah, to live in society

CT: So time, and money, and yes knowing whether you can have one biscuit, or two or one £1 coin or two, or

SW: Yes

CT: Or whether you need a big bag or a small bag

SW: Yeah

CT: So we do it that way

SW: (laughs, refers to document) And then we've got the curriculum interventions, erm (reads) how the school is addressing any attainment gaps to accelerate progress

CT: Can I just, before you do that

SW: Yes

CT: Just going back to that one

SW: Sorry have I missed a bit out?

CT: No, it's just at the very bottom, when we're talking about the progress there, erm, that sometimes as well, because we've focussed a lot on reading, erm, with our children as well we've noticed that if the reading does well, something else might just

SW: Suffer

CT: Plateau a little bit

SW: Yes

CT: So, that might explain why there's that anomaly – he will have still made progress, but just small progress, and again that's why this is working at, aimed at mainstream, so actually two sub levels, whereas ours might not make two sub levels in the space of a year. They might do

SW: Yeah

CT: But it also depends again what mood they're in or if they've had a tough couple of months then they'll just stay the same. Or they might be getting, like, we use the b squared assessment data and they might be doing things over and over again and just not quite have mastered it, although they're experience and they're understanding it a lot more, or they might go just encountering it in the day or just experiencing it and getting a lot, getting (pause) better but just not mastered it so I can't quite tick it

SW: Yeah

CT: And I'm quite strict at that, I'm thinking well they can't do it all the time, so I can't tick it, they can't do it, erm, but it looks quite bad when you say he's not made

SW: But that's how you measure the progress isn't it?

CT: So, sorry

SW: Yeah, that's fine. Curriculum interventions

CT: This is...because we're focussing, we're focussing on very different things as well, I think. So we're obviously coming at it from the child's point of view, and the autism side, erm, so we're promoting again the communication and the social skills, getting them to think, so as well, like, with the targets not improving in literacy – literacy isn't our main focus, our focus is on them, erm, so we're doing all the sensory side of it, and then if that works, we're just trying to focus, but to help them help themselves as well, because with R especially his problem is his communication, that he can't say when things are bothering him

SW: Otherwise you're just guessing aren't you? Does he need this, does he need that?

CT: Yea, and we've put, there's a lot of things in place, there's all the little prompt cards, but then they'll work one week and then you'll have a bit of a dip and he doesn't want to know. We've got a prompt card for him, he doesn't like people talking when he's around

SW: To each other?

CT: Yeah,

SW: I've noticed that when I do my visits, when I'm talking to (carers)

CT: Yeah, so we did a, erm, we've got a card that either says stop talking or talk to me, thinking that he might want you to talk to him, not talking, erm, so and sometimes he would say it 'stop talking stop talking'

SW: He was actually sighing (sighs heavily) because he wasn't happy that we were chatting

CT: Yeah so what do you need, what would like, what do you want to say, I mean I've done it today with him, and I've purposefully talked, because then I started, he came in front of me and got my arms in like a squeeze, cause he likes the squeeze, sensory, which again, he's done that before, he just said 'squeeze please' but he's not asking for it at the minute, er, so then we tried to say 'what do you want like?' and not even with the prompt card in front of him sometimes he asks for it. Erm, and then the hand came up, so I said 'well I'm talking to K' cause nobody's said anything other, to stop him, things like that so we don't just say what do you want, do you want me to stop talking

SW: Yes

CT: Erm, trying to get him to think for himself, so

SW: Yes, and communicate

CT: You know, a lot of work around that really, and again, he can do really well, and then will take a dip, he's just not using anything, so then we'll focus on more of that during all the lessons, as well, we're looking at that side of it

SW: And he can grasp a concept or activity much quicker if he sees it being done

CT: Yeah

SW: Or an example of the finished product

CT: So we've done that where we've shown what we want, I remember last year doing DT and we had these moving pictures, and I'd done an example and just put it down and he made his own version of it and he sorted out what he needed and looked at it, and worked out what he needed without

SW: Without instructions

CT: Yeah, erm, having seen it, or if he gets a bit stuck, sometimes he gets a bit stuck and he can't ask for help, erm, so somebody just at the side saying 'right well I'm going to do this and I'm going to make mine and I'm going to do it like this, or I'm going to do my writing like this' and he'll look and he'll take that direction, even more so than saying 'do you want some help?'

SW: Yeah

CT: Because then I think he feels like he's not doing it right. So then he gets anxious if he's not doing it right, so it works really well if you can either show him the finished one...sometimes he'll just go off and make it himself and sometimes it's the process that we're looking at, so we need to slow him down a little bit, it just depends what the objective of the lesson is

SW: Hmm

CT: But he does, he can do it a lot better when he sees it, if it's something that he's just wanting to make

SW: Yeah (reading PEP document) and you've talked there about the functional, practical activities to help him in the real world

CT: Yeah, so that's your time, the date, money, that's a lot of the maths

SW: The size of the shopping bag he's gonna need

CT: Yeah (pause) and we use, so the shopping we use two or three of the same shops, we go back to the same shops and at first they just go and maybe choose snack so they just get used to it, and get used to the layout of the shop until they change it, so they remember it, so they get used to it and then they might say 'oh well, we need this today' as well so he's got a bit of a shopping and he's got to go and find that and then get his stuff, so we work that way, and then again that we judge on their moods. Some days we think right, we can get to Tesco café today because we're all right, so we'll think right, we'll go in that one shop, we call it the yellow shop cause it's got a yellow banner over the door

SW: Oh, ok

CT: But we all know it as the yellow shop, and I literally lead them in one at a time, like right, choose your snack and come out. So they still get to do it, erm

SW: So what are the staff like in these shops? Are they patient?

CT: They're very, some of them are very good, erm, I think because they're very local, erm, they know, not necessarily know the children but they know of the school, and the school next door

SW: Yeah

CT: Because that's an autism school as well and they're accessing the community as well, and again, because we use the same places I think, the only issues are the other customers, sometimes the other customers that are not used to seeing them can be a bit scared if they get a bit upset or if they get a bit anxious it's the customers, but then we've got a high staffing ratio, so, and so things like Tesco café, we've been in recently but we've not been in since earlier this year, we got a new child into class that we weren't exactly sure how he was going to react so we thought well then right, we'll go to the other shops first, and then when it's been a few weeks we'll try Tesco café, because it's quite a long walk from the car park and upstairs, go and by whatever you want when you've got all these different things and

SW: So lots of visual stimulation going on at the same time

CT: And we literally go in, and they choose their snack, they sit down, they eat it and they go, whereas last year when we did it we were extending it a little bit, so, erm, with the intention that we would like to go somewhere and be able to sit for a while. I'm hoping that things like, that [carer] was talking about, like going out for tea, out to a restaurant or something

SW: Something like that

CT: Even like a pub, that they could go as a family. If we do the little tiny bits it might take 5 years, if we spend 5 minutes, then 10 minutes, then 20 minutes

SW: I mean there's been progress anyway, in that he doesn't have to wear a tracker anymore, he doesn't run off any more - that has been a lot of improvement in terms of him being out in the community

CT: Yep

SW: And the head banging has greatly decreased hasn't it?

CT: Yeah, we only get some, I wanted to talk to [carer] this afternoon actually about that because I got a little bit worried about whether, if he's not doing it at all at home, and yet he's doing it in school, erm, if it's something in school then, that's bothering him or whether it's just... you see we have to mark down every little bit

SW: Yeah

CT: Every time that he gets cross and he might just bang his head, to us that's an incident. Now it might not be an incident it might be 'I've asked you', got cross, but that he's not had the big incident that follows. There's been a reduction, there's been a reduction in the intensity and the severity that, because he used to look for something hard, to whack his head on something hard but now, I think it's just the process, erm, because we have mats, and he'll do it on the mat, erm, so things like that, that's where we were, I know [carer] didn't want us to but we were stepping back a little bit, erm, because he looks at us as well when he's doing it, he'll look to see if anything

SW: That's quite manipulative then

CT: Yeah, so because he'll stop, he'll say 'apple juice please' or, erm, if you're moving something he'll say 'stop now' and you'll say right, so you need to walk or you need to so

SW: Does it happen when you say we'll if you're not doing that then you're not having this?

CT: He loses his laptop, erm, see he only gets his laptop in school

SW: So does that mean you can take it away in school?

CT: It's not the policy to take things away, they're not supposed to get sanctions like that in school, so - the only thing I do do is when he's on his laptop, if he bangs the laptop, the laptop goes because it's a piece of equipment that he's not going to break

SW: Yeah

CT: I know he's gone through three at home has he, three laptops?

SW: Something like that yeah

CT: So he's not allowed the laptop if he bangs it. But the other incidents it's not, it's either 'I want more of that one particular food' or erm, I mean he doesn't eat very much anyway so it might be something he wants, or he brings some toys in and he'll say 'it's time for this' . Questions as well, if you ask him directly to do something, make request of him sometimes he doesn't want to do it so he can't just give you a credible answer, he'll bang his head, or he'll ask for the computer when he knows he only gets it at choose time, when it's in the middle of a lesson or if it's at playtime

SW: Yeah

CT: Which we've always, that's been consistent since the day he came in, that there was only so many times, so we get them around there, and it does feel like he can, he can control some of them, you can tell the difference now - we can spot it, you say right no ok, that's, you can see in his head, but when he erm, when he looks it's like he'll go and then he'll stop and look at you

SW: Hmm

CT: I think, he is, to me, he's thinking 'right, well if I bang my head you'll have to do this'

SW: Are you able to ignore it if it's on the mat?

CT: Erm, that's what we've been doing, as long as he's safe, some of it we have, but that's where [carer] said he didn't want us to, because he said when he's left it escalates, whereas we've found the opposite, that he will bring himself out, if we go in to help him, because if he does bang his head we have to go in and put the cushions on your hands and then we give him the support, because he likes the squeeze tight, and then if we go in with that, and sometimes it takes two people, cause he'll watch and he'll fight against it, he'll always fight against it, so the more that you have to go in the harder it gets and the more anxious he gets and eventually he'll calm. So if we don't go in he'll get less anxious and he'll calm himself. There's a lot of the screaming and shouting, and he might go against his hand, he lean on his hand and he'll bang it against him, but it's not the hard surfaces that he's used to

SW: But he might have found out the way that home and school are two completely different environments

CT: I think he's got that, because there's things like the squeeze, and the pictures where he can choose things, which I'd tried sending that home, and he threw them in the bin

SW: Yeah

CT: Er, when he first came the OT sent home all of these different images of what he could choose if he wanted a headband, or if he needed a squeeze, and he put them in the bin as if to say, that's a school thing, I'm not doing that at home

SW: So that being the case, maybe it's justified having two separate approaches

CT: Yeah

SW: The one for home, and the one for school

CT: Because we also, he'll like, he'll hold him, and he doesn't like that, but we can't hold him the way that [carer] holds him, erm, he's getting so much bigger and so much stronger now and we've got different ways we can work, we're just not allowed to hold him in that way

SW: And also because you're teaching him how to be in the community as well

CT: Yeah

SW: So you can't have him, behaving like, I think the approach that you're using is right because

CT: I think it's the boundaries as well, because what we out in at school, there's a lot of different boundaries that won't be at home, it will be 'yeah, you can watch television now because it's your own time' so

SW: So that's what it does need separate approaches, doesn't it?

CT: Yeah

SW: I think, erm

CT: I think, I think as well because that me going well, that's what we're allowed to do, but you can do different things, but we're not allowed to do certain things, so

SW: Yeah

CT: So, erm but yeah, the difference is between, or the difference is with R, again, where of like, three of us go in to help him it makes him worse, but I suppose if we step back that makes him better so

SW: It works

CT: So that makes him worse, so that why we don't...but if he does look like he's hurting himself or he's not coming out of it we'll go in and help, but we have recently just tried to take that little step back, and he will, he'll sometimes be where he'll look, and he'll look to see if you're coming you know and sometimes he'll just sit up, and wait and then go and

SW: But if that works in a school environment I think we have to stick with that

CT: Yeah

SW: That approach, erm, because at some point later on it's going to be a different grown up he's going to stay with, it won't always be [carers], or whether he may end up in some sort of residential placement I don't know, as a young adult, erm, he's got to learn in an environment where there's lots of people, that you can't do that

CT: And then I suppose at school he's having to share staff, with his 1:1 there's always somebody there but we do swap and change people so he gets used to other people

SW: Yeah

CT: Erm, and that person might turn and talk to somebody else, or be sharing equipment, or something, but I suppose at home if there's a laptop there then he can use it if it's for him to use, whereas in school there might be one laptop to go between a few, so I think things like that are his main issues really, that's where we do a lot of our work and our...I've lost all me words...interventions

SW: I think what we need to look at is what his erm, his pupil premium of £1600 is being spent on

CT: Erm, we requested, because I think in the past it's gone into, it's not actually come direct to us because of the changes in the code, it's gone into like the general things that he gets anyway, all the extra bits, erm, we've requested a laptop

SW: Right

CT: For the first



SW: For just him in the school?

CT: Yes

SW: Yeah that's great

CT: (coughs) so fat the one he uses, we do have one in class that can be used by everyone but he tends to use it, because a child that's actually left now pulled a lot of the keys off, but because he's really good he knows what the keys are, so it's like there's just a gap and he'll press it, erm, we do try and use them within some of the lessons, or alternate, so this term with literacy we've been writing to try and increase that, erm, handwriting skills, but then with some of them they've been going back on the laptops as I was saying before. So we've asked for that and also, erm, hopefully it'll help with, erm, his like, occupying himself at choose times and things like that, although we have, we really need to be very careful because we have done that with the other laptop before and he just keeps on asking for it all the time, he wouldn't give it up when it was lesson times and so it was restricted to certain points in the day, erm, we do need to do that, and he just goes on everything, he's a whizz

SW: (laughs)

CT: Erm, but we thought if we had his own, he's not necessarily having to wait for everybody else and taking turns, and it would work rather than the one he's using at the minute

SW: Yeah, that's a good idea, yeah

CT: Put the software on, I think [staff member] would put that on, so the software can go on

(4 second pause)

CT: So I think, I think that was the first one, cause it's like £500

SW: It is

CT: Or something isn't it? So that's what we thought would be more beneficial for him at the minute

SW: Yeah

(4 second pause)

SW: And have you thought of having 1:1 tuition?

CT: Yeah he gets 1:1 anyway, erm

SW: Do you have any school trips? I'd imagine it would be quite difficult to have a school trip

CT: We do

SW: Or holidays

CT: We've done it once, and I think the funding, somebody gave the school the funding, and we went for like, three days, I don't think R was one of, it was when I first came

actually so R wasn't with us, erm, so we went for like two nights in places but we've not done it since, so I think that was somebody, it was a charity or somebody who'd donated the money

SW: Yeah

CT: To the adventure farm

SW: I've heard of it

CT: Manchester way, so we went up there. Er, we do day trips but again it can be, I was saying before we went to the Chill Factor-E last year, erm, because we were doing about winter sports, we had Canada as a country, so we were doing all about the winter Olympics, and we had a practice in the garden even though it was summer, we were doing curling and tubes and things like that so I booked us to go to the Chill Factor-E, it took a while to sort it all out and I rang them up and I said what type of group it was and that we needed to be able to get straight in and boots on and straight out- they don't wait!

SW: (laughs)

CT: And then we got there and it was a whole school's end of year trip day so there was probably about 150, 200 children so

SW: Oh god

CT: So we did have to wait, and they didn't have the right sized boots, and we couldn't get hats, and then we had to wait before we went on the slopes, and there were other people on the slopes and

SW: That's a shame

CT: It worked really well considering, but I'd been on and I'd said the type of group, so actually I was a bit annoyed that they couldn't just have let us through, the type of group that were coming. But having said that the children were brilliant, and R was on that day and was actually asking to go skiing, going round like the little tubes

SW: (laughs) Yeah

CT: And he was saying, and he was dragging me by the hand onto the skis. 'Skeleton' he said cause there's like a little [inaudible], and he said 'Skeleton!'

SW: (laughs)

CT: So he'd obviously been watching the Olympics you know, to remember something like that

SW: Yeah

CT: And he really enjoyed it. I think we have more fear, and then we just try and put everything in place. So there are some things, we try and make it link to what we're doing, where we can

SW: Mmm

CT: But there's not lots of like overnights and holidays and

SW: I suppose that's an idea though isn't it?

CT: But later on, when we start doing into the FE department then we do Duke of Edinburgh and things like that, so

SW: So he's been going to [residential] and that's working really well for his short breaks

CT: He used to staying over places isn't he?

SW: He is, he is, I mean he even had ten days there and that was really good for him

CT: And when he came to ours he went straight in with no problems

SW: So he's alright with that isn't he?

CT: Yeah, yeah

SW: I think, because he knows he's going back to [carers]

CT: Yeah, yeah

(3 second pause)

SW: Ok, well, that's great (shuffles papers) That's about it I think isn't it?

CT: I think so. I just need to fill that form in now don't I, and I just email that back now?

SW: Just send it to, erm, the Virtual Head

END (40m 43s)

## **Appendix J: Transcript, PEP meeting two (Devon)**

### PEP Meeting Two:

#### **MAINSTREAM SECONDARY PROVISION (AUTUMN TERM FIST PEP MEETING)**

SW: Social Worker

DT: Mr W, (School staff, designated teacher)

Carer 1: Female carer

Carer 2: Male carer

E: Pupil

SW: So right, just to start then, have you got the PEP forms Mr W?

DT: Er, I've got a blank PEP form of the Part 3, for me, which I pretty much know what'll go in it

SW: Yeah, I've filled in part

DT: And I'll send that to the Virtual School

SW: Yeah I've filled in

DT: What I tend to do is, the part 3 bit, cause that's all they ask us to do, I put into that, I get the maths and the English stuff from the teachers and I email that to the Virtual School

SW: Yeah, no that's fine yeah. (looking at blank form) So basically the part 1 is just a break down of E's information, like the main, erm, what school, address, things like that, so that what we'd fill in

Carer 1: Uh-huh

SW: And we're gonna use this opportunity obviously to get part 2 filled in with yourself E, and to get your wishes and feelings of what you want from school, but I think we've already discussed that haven't we, in staff visits, when I've come out and seen you, we sort of know what sort of

Carer 2: Yeah

SW: E's wishes are around school, so I don't know whether you want to tell Mr W, or

E: What do you mean?

SW: You know, when we spoke about you wanted extra support didn't you in your maths, science

DT: So you're in the intervention groups on a Monday for maths, ok. Have you been highlighted or is that something that you're voluntarily going to?

E: Er, you know Monday first lesson

DT: The guidance one?

E: Yeah

DT: Oh, so you've been highlighted for that one

E: Yeah

DT: That's good, ok. So you had that this week didn't you?

E: Yeah

DT: Are you in the groups after school of a Monday?

E: The afternoons were English

DT: That's a Tuesday

E: No for Monday cause I can't do Tuesday cause I've got work, so miss said can you come Monday

DT: Right, so that's gonna limit the opportunity for you to do the maths intervention isn't it? Ok, whos your maths teacher?

E: Miss M

DT: Ok, have you spoken to her about your desire to get some extra help

E: (shakes head)

DT: Right, well you need to speak to her just to see what she can offer you, what she can suggest to you, cause obviously you've got that guidance lesson, that's only once a fortnight, whereas the intervention sessions are taking place every Monday, erm, so you just need to speak to Mrs M to see, cause I know she's around every day until fairly late, so she might be able to say if you can come along on this day I'll just be there, give you some past papers, give you some help or whatever. Obviously I understand you've got to do the English – is that for the controlled assessment is it?

E: Yeah

DT: Ok, that's pretty important to do that, but the maths as well is also as important, so speak to Mrs M and just make sure that you, you're getting whatever else is available there for you. What other intervention is offered at the moment?

E: Er science isn't offered at the moment but I need help with science

DT: Ok (writing notes and consulting timetable on screen) So English you're doing at the moment, on a Monday, maths you're in the guidance group. Ok, so who did you have for that on Monday just gone?

E: Mr W

DT: So Mr W took you in that one, ok, and then you feel, you feel as though you need something in science

E: Yeah

DT: But there's nothing offered at present?

E: No

DT: Ok.

SW: Would there be opportunities if there was something outside of school, you know, if you sort of couldn't facilitate it?

DT: Yeah

SW: Anything, would you be able to fund it through the PEP, but say an outside body could provide it?

DT: Yep, I mean there is something that is available, I'm not the person who says yay or nay you know to the use of the money that is available, er, that's Mr M, who decides on things like that, er but if we sort of get information about it, and it is something that is gonna help

Carer 1: Well, we've actually been to a new place that's opened up in [local area]

DT: Oh right

E: They helped me on my maths

Carer 2: They've been running since

Carer 1: So we went to that for an educational reason last night and she's getting a free assessment meeting next Wednesday

Carer 2: Next Wednesday yeah

Carer 1: And a taster, but that's the information on that (hands over leaflet to DT)

DT: Yeah I've got that, I was gonna ask you to get some of that for us, ahead of the game

Carer 1: So

(shuffles as leaflet passed round)

Carer 2: E's had to have 15 minutes with them yesterday, we had a bit of a sort of face to face with them yesterday, and erm, you were quite impressed weren't you?

E: I know a whole list of what I need to do

Carer 2: Uh-huh

SW: So is it just maths, science and English that you need extra support with or is there anything else?

E: I'm not, I'm not bothered with RE cause I'm not gonna use that

SW: (writing notes) So you're not

E: History I can go back at lunch so it's fine

DT: So there's stuff available there in English at the moment isn't there? History, yep, what else? What other subjects?

E: Art I'm fine, PE ok

DT: (writing notes) Art good, PE, history, RE and then science isn't it?

E: Yeah



DT: How are we doing in RE?

E: (pauses) Alright

Carer 1: She doesn't like it!

E: (smiles) I don't like it

DT: Well, today's the day where the first set of grades for the year are being collated, so you'll receive that towards the end of next week, the A1 information, so that'll get sent out, so that'll tell us whether you're doing fine or not. It'll tell us the truth.

E: Or not

DT: Or not, ours is the truth. But it's, it's just the grade sheets, there's no comments or anything, it's just the grade sheets and it'll say current attainment, predicted, and then deportment, the attitude to learning, basically whether E is working as hard as she can or whether there's room for improvement there

E: No comment

DT: No comment. But the idea is that the interventions, erm, so I've got down here that we've got the English intervention is taking place, the maths intervention currently is just during the guidance sessions, but E will have a chat with Mrs M to see if there's anything else that you can find. Science intervention there's nothing there at the moment, but I know science, when we get closer to exam time, they do a very intensive focused set of revision sessions after school etc, but that tends to happen after Christmas, rather than in the run up to the mock exam in a month's time, its more in the run up to the real exams taking place next year. We did a similar thing last year if you remember, you know the exam we done at the end of year ten right, there was a similar thing happened then wasn't there? So that will happen again prior to the exams for 11. History, like you say they have basically like a drop in session, over any sort of lunch times there's always a history teacher around isn't there? Art – is that portfolio work is it?

E: Yeah, I'm already ahead of everyone

DT: You got ahead of the game there, ok. Who have you got for that?

E: Mr C

DT: Right ok, I was gonna be a bit concerned if you had Miss O with her being off at the moment you see but you've got Mr C so that's all good. So is there anything else? Anything that you would like from us? Any other support that we can offer you? (pause) Because that's what this is for, it's for you to say need this, don't need this

E: Erm a computer, like I want a laptop or something cause I can't hardly like go to homework club or anything so I'd like to do like, maths online

DT: So you don't have a laptop at present?

E: No

DT: Ok so

Carer 2: The password she had for this had expired

E: Yeah, Miss M is sorting me one

Carer 2: Oh so that's being sorted out is it?

E: Yeah

DT: What was that password E?

E: It's for the

DT: My Maths?

E: No it's for the maths site that she's just basically on

DT: Oh yeah, can't think of the name

E: But they erm, they gave

DT: It's like, lots of questions

E: Yeah, she gave us the password for it for the class one, but when I tried putting it in I couldn't, it just kept saying error, so I emailed her and she said she'd reset it

DT: So there must have been some sort of mistake in that one

E: Yeah

DT: Erm, so the laptop, I'll speak with Mr M straight away on that one cause I know that is something that we have been able to facilitate obviously in the past, erm, I can't say it'll happen this quick or that quick or whatever but I'll make sure that he gets onto that one as quickly as possible cause that obviously would support you outside of school in terms of your revision, cause then you can access the school 24 hour system, access for example My Maths, GCSE Bitesize

Carer 2: the Bitesize, EDEXCEL have got past papers published

DT: Everything's there, so if we can get that for you we'll do that as quickly as we can. OK. Is there anything else?

SW: So there's the maths tuition

DT: I've got that down, again that's a thing, that's a decision for themselves, erm, I'll pass that along so we've got that information there, so you'll make the decision on that one. It's basically Mr M, under the decision of Mr L the headteacher, at the end of the day they decide.

SW: Yeah, well all I'm thinking is cause E's working now aren't you E? And she's trying to balance that out obviously with revision and she's making smart decisions and stuff, but

you know where you're saying about the group sessions, you know that would be offered, is that available for all students? As in like general, so it's gonna be like a group

DT: For the science?

SW: For the science, is that like, available to all the school? S, I think the PEP money is used for the sort of specialist stuff, one on one type, you know what I mean?

DT: Yep

SW: We're gonna utilise the money instead of leaving it in the pot

DT: Yeah, the way the money comes into the school is, some of it is put into sort of a general fund, which provides things like the academic coaches, so the support of the academic coaches. Do you have like, regular meetings with the academic coaches?

E: I've got one in like, 4 week's time

DT: So that's not that regular then is it? So when was your last meeting with one of them?

E: Like, two weeks before we broke up

DT: So your next ones in another 4 weeks? Right, I'll have a look at that one, er, cause that's quite a lengthy amount of time between them.

SW: What are the academic coaches sir?

DT: Er, they're a learning mentor type role, but their focus is primarily on support with academic sort of achievement, so its advice and support. Where we've got the learning corp is another resource that we have, and they're maybe focused on the pastoral side of things, so that can be counselling, self-esteem, that sort. The academic coaches, they don't go near that sort of thing, you know, if there's any issues that arise there that gets dealt with by the other side, academic coaches are primarily for, to advance the academic achievement, you know, E's potential, whatever her grades are, to make sure that she achieves that. So that's what that is for. I'll have a look at that because I don't like that amount of time between meetings

SW: Do we have, erm any sort of ideas sort of what E's targets are, I know you're saying next week will be the most recent one, erm

DT: Er, well I can find the last one but it's

SW: You know, so we know what we're working with

Carer 2: Because basically when she's done her mocks that will establish which level of exam she gets entered for, and it's important that the objective is 5 A\*, A-C isn't it? That's the objective and that's the standard that's required by law really, if it's at all achievable.

DT: What do you want to do next year?

E: Uniformed service

DT: And what do you need to get into that?

E: 5 C's

Carer 2: Including maths and English

DT: (looking at computer) Just a quick scan down, the last information that we have on E, this is the report that was sent out in July, in the summer, so if I just go through. So art, target was an A\* current attainment A, er Biology target B, current attainment at that point in year 10 was a D, ok, so a bit lower, er, worked a lot harder outside of classroom it's saying there. Chemistry – didn't do very well in your chemistry did you last summer? Ok, so that's a U at that point in the summer

Carer 2: What's the target for that?

DT: That target is a B again in the chemistry. Erm, I can print this out for you, we don't need to write this down. The English, target was a B, current attainment is a C, so at the end of year 10 that's in line for what you'd expect, about a grade, half a grade below. History, target a C, current attainment was an E, in the most recent assessment though she got a grade D so obviously you're on the way towards that target. Er, maths target a B current attainment was a D. What did you get in your most recent maths assessment?

E: C, I was like a couple of marks off a B

DT: So you're getting closer, so you're improving, so I mean I'm a maths teacher so I'm more confident on that one. So what we get at the end of year 10, we expect to get at least a grade and a half better by the end of year 11, and you're already up to the C almost a B, so you should be getting yourself the B at the end of the year in your maths, shouldn't you? Erm, PE is a non-examination subject. GCSE PE? Target a C current attainment was a D there. Your practical was excellent, your theory not so excellent.

E: It's more like the biology side of it though so

DT: Yeah I was just gonna say that, it was probably the biology side that you didn't do so well there as well. So obviously there's areas that we can improve in

Carer 2: Physics

DT: Physics current attainment at that point was a U, again with a target for B

E: I got an A the other day

DT: Did you?

E: Yeah

DT: What was that in?

E: It was in one of the, like, end of module exams

DT: So how come you got an A on that and a U in the summer? What was different?

E: Erm, it was easier

Carer 1: (laughs)

DT: Why did you find it easier? You know where I'm going with this don't you?

E: I didn't revise! I didn't!

DT: You must have! You must have prepared better!

E: I actually didn't!

Carer 2: Maybe it's part of physics that she can actually get her head around

DT: So what did you get your head around better?

E: I don't know

Carer 2: I've seen...

E: I screenshotted it on my phone – Miss let me take a picture cause these wouldn't have believed me!

DT: They wouldn't believe you

Carer 2: Yes we would!

E: (laughs)

DT: Those doubting Thomas' there!

Carer 2: (laughs) Realists

(5 second pause)

DT: So for most of them, obviously there's just a couple of exceptions here with the sciences being lower, most of them seem at that point in year 10 to be on the way towards the target. There's none of them, like that target, that we're gonna underachieve

Carer 2: We need some energy, power and work yeah, so

E: (scrolling through phone) It says, it says target grade C , actual grade A. I was like, woo!

DT: Excellent, well done! Well you say you didn't do much revision for that, but you've got your mock exams coming up at the start of December, ok, so you need to be making sure that you prepare for those

E: Oh, erm, I need a biology revision guide , cause I got the chemistry and I got the physics but I never got a biology one

DT: (consults screen) It's been ordered – but you've not received it?

E: Yeah

(Ten second pause, DT makes note)

DT: Who's your biology teacher?

E: Mr C, but he told me to ask my form teacher

DT: Right, when did they [other guides] arrive? They're fairly recent aren't they?

E: Last year

DT: Oh are they last year?

E: Yeah



DT: I thought they were this year. Oh right ok. We'll see what we can do about that. I'm sure it will be lying around somewhere. Ok, so erm, the science, like you say, nothing at the moment but looking at your report there, that seems to be the one that would require the most extra support, making sure you get it at the end of the year. Have you spoken to your teachers? Have they got any sort of advice?

E: They've given me stuff in detention

DT: So they have given you some extra stuff – is that helping?

(E nods)

DT: Are you doing it?

E: Yeah I'm doing it cause they make me hand it in, so

DT: Ok, good. You make them sound like they're really evil

(E laughs)

DT 'They make me do this' yeah. So it's for your own benefit isn't it? Did you say it's for uniform services? How do you apply for that?

E: Erm, I'm going to [FE college]

DT: Right, ok, so the course you're going for, have you been the open evening, you know what they want from you?

E: Yeah I've been accepted as long as I get the grades

Carer 2: Yeah she's had a conditional offer, so conditionally if she makes the grades

DT: So it's 5 C's

Carer 2: C or above

DT: That's achievable isn't it?

Carer 2: Hope so

DT: Well, very best of luck, great you know what you want to do

Carer 1: You're doing really well aren't you?

DT: What's the job you've got?

E: A waitress

DT: Ok, and what, say that's on a Tuesday, what are your hours?

E: Wednesday and Thursday

DT: So Tuesday, Wednesday, Thursday? What are the hours?

E: Half 6 till half 9

DT: Ok. So whereabouts is that? If you don't mind me asking

E: (laughs) It's just down the road at [Indian restaurant]

DT: I'm just being nosey that's all

Carer 2: Best curry house in town

Carer 1: Nepalese

Carer 2: Nepalese it is

DT: Is that on North Road?

Carer 1: That's the one

Carer 2: Yep

DT: I think we've had a departmental meal there

Carer 2: It's good

DT: Yeah. How are you finding balancing

E: It's good

DT: But obviously you've got all your school work, and 3 hours 3 nights a week. Are you able to balance your work around it?

Carer 2: To be honest it stops if she doesn't. It's doable

DT: It's, it's a mature thing to deal with to have to balance having your revision as well as your work, but as long as you're able to cope with it. Well if you're not, it will get stopped, yeah?

Carer 2: We're hoping, and he's said as much, we're hoping that he'll eventually transfer her over to a Friday/Saturday, so not a school night. But at the moment. It's busy of a Friday and Saturday

E: Yeah it's coming up to Christmas

DT: Yeah

Carer 1: So he's just trying to get her trained and everything at the moment

DT: Are you enjoying it?

E: Yeah

Carer 1: She's doing well, aren't you?

DT: Is this why you needed your national insurance number?

E: Uh-huh

Carer 2: Yeah

E: And I obviously need it for bank accounts and all that sh

Carer 2: Stuff

DT: Stuff

Carer 1: Stuff

DT: That's the word beginning with 's' you were trying to say there – stuff

E: Yeah, yeah totally

DT: (laughs)

(3 second pause)

SW: Yeah so, when could you let us know by about all the stuff that you've gotta ask

DT: I will speak with Mr M first thing tomorrow morning, erm and I'll ask him to try and get things decided as soon as possible, and then we'll get in touch with yourselves, erm, I think I've got a phone number for you haven't I?

SW: Do you want me to give you it again?

DT: (reads out phone number from PEP)

SW: That's right that

DT: Yep, I've got that here, and we've got all of your contact details now haven't we?

Carer 1: Yeah, we have

DT: That's if everything is there, so we'll make sure. So I'll complete the part 3 from us at school

SW: I'm not in, I don't work Fridays as well so

DT: OK, so not Fridays

SW: No

DT: Erm, so yeah, I'll complete that part 3 and send that on to the Virtual School, cause they're the ones who release the money

SW: Yeah, I just need to fill in, er, part 2

DT: Yeah

SW: And then that's it, once they're done

DT: Is there anything else that you would like us to do for you E?

E: (pauses, mumbles) No nothing else

DT: Well, it sounds as though there is!

SW: Yeah that's what I thought

DT: This is your meeting, this is all about you

E: The 50<sup>th</sup> anniversary thing, you know that thing where we have to go down to town

DT: Yes

E: Why do I have to go all the way down there to go all the way back to go all the way down there to go all the way back?

Carer 1: (laughs)

DT: Because it's all coming from school, together, to the cathedral, and then back from the cathedral, to here

E: But then I have to go all the way back!

DT: I know

Carer 1: But as we explained she has to come in to get a mark

DT: Yeah, you've got to come into school, travel with school, yeah it's unfortunate you're from [local village] – but think of the teachers who live in the South end of town – they are

going to drive probably past the cathedral, to come here, to then go to the cathedral on the bus, probably wave at their house, and come all the way back to school. So lots of people do. It's a celebration

E: Yeah but children they get tired easily!

DT: Aw bless

SW: Have a nap on the bus on the way

E: No, cause I'm ugly when I'm asleep!

SW: Why, do you sleep with your mouth open?

E: No!

DT: Sit by a fiend then who's not gonna make fun of you while you sleep

Carer 1: You're not ugly!

E: When I sleep!

Carer 1: You're not!

Carer 2: Have a nap on the bus it'll do you the world of good

Carer 1: I've seen you when you're asleep you look cute, you don't look ugly

Carer 2: (laughs)

DT: What happened with your knee in the summer?

E: Pulled ligament or something

DT: Is that all it was? It wasn't anything too serious in the end?

Carer 2: It was bad enough at the time

DT: Yeah, yeah it was bad when we were doing D of E

E: I was on gas and air

Carer 2: Yeah that was real, I mean, she was heartbroken about that but I was with her at the hospital and, er, I mean they put her on gas and air to manipulate it, that's how bad it was

E: And I was still crying

DT: Yeah

Carer 2: Yeah, she was like nearly through the roof, she wasn't very happy with the consultant

DT: I mean the thing is, obviously it started finishing off the bronze there with the expedition, but if you wish you can still continue you can still go on to the silver, even though you haven't finished that expedition part you can do, so if you were thinking of it

E: Yeah

DT: You can do it, so don't let that out you off

E: Miss did tell me but I was like I'm not gonna do it cause I still haven't finished my bronze, so



DT: You can, I've got the meeting it's after school, so in the hall for silver D of E, cause I do the D of E as well you see

E: Yeah

SW: Are you gonna do it E, or? Be good won't it?

E: I wanted to do the other one, but

DT: Well you did it – she did the practice expedition

Carer 1: But she came to us on the Tuesday and she was broken by the Friday

DT: Oh dear

Carer 2: I don't even know how she made it from the station

E: Well from school, all the way to the train station, off the train, all the way

Carer 1: I was panicking cause it was about twenty past 5 when she got in, and I seen her hobbling up the road

SW: Aw, bless her

DT: Do you go to H to catch the train? Is that quicker than B?

E: Yeah, it's only down the road and then

DT: I know where it is, I'm just trying to work it out. I'd walk to B myself.

Carer 2: It's probably a bit like where we live, it's like 50:50 which is closest

DT: W or B

Carer 2: Yeah

DT: Anyway

E: I don't know the way from B

Carer 2: And yet you go there every morning

(shuffles as meeting winds down)

DT: Right, I'll find out as quickly as I can on those things and let you know, erm, and if anything can be actioned it'll be actioned as soon as possible. Ok, thankyou, nice to meet you.

END (25m29s)

## **Appendix K: Transcript, PEP meeting three (Adam)**

PEP Meeting Three:

Mainstream Primary, Spring PEP meeting

SW: Social Worker

DT: Designated Teacher

C: Carer

P: Pupil

(Audio started slightly after beginning of meeting)

P: To talk about things, how things are in school?

SW: Yes, that's right

P: Uh-huh

SW: So I have to fill in the first bit of the form, which says, it gives all the contact numbers, and my details, and [carers] details, and then there's a part 2, where we talk to you, and we ask you what you think is going well. But I can see you've obviously filled this out. What do you think is going well in school for you?

P: Erm

SW: What do you enjoy?

P: History. Erm. English

SW: Mm hmm

P: Erm, PE

SW: Music?

P: Yeah, yeah

SW: You used to like music!

P: Erm, and biography

DT: Your English writing

C: And you're doing very well at your sport aren't you?

P: Yeah

SW: What do you think you're not so strong on? What subjects do you think you might need some help with?

P: Maths

SW: Maths (writes it down). Anything else? Or are you coping with everything else?

P: I'm alright with everything else

SW: Are you? Ok. So, when I visited you last week we said we'd talk about the maths support didn't we? At today's meeting. So we'll have a look at what can be done about extra support for maths. And what else did we say about what we'd like to spend the pupil premium on? I Know! Trips.

C: And the drama as well, I think that's going to keep going isn't it?

DT: Yep, that's fine. Have you invoiced the school for that?

C: No, the actual company come and invoice the school

DT: Ok that's fine

SW: It's easier that way isn't it?

DT: It is, yeah

SW: Yeah. So are school gonna make sure he gets the extra tuition in maths?

DT: Well what we've done, is spoken to Mrs C and we have sets for maths, and he was in set 2, which is quite a big group. So he's gone into a smaller group, so he has more TA support now

SW: Oh, ok

DT: And he's gonna continue with his 1:1 tuition too, and he has Mrs M for maths in class and Mrs M for maths 1:1, so there will be liaison to make sure that they're working together to keep plugging the gaps that we're finding

SW: Oh that's good. Are you happy with that?

P: Yep

SW: You like this school don't you?

P: Yeah

SW: Yeah. Got some good friends in this school

DT: And he'll still have open access to our learning mentor as well.

SW: Ok great. So who are your best friends?

P: B and F

SW: F – I like that name. So, erm, is there anything else you would feel you need help with in school? Cause we're going to use the pupil premium to cover extra tuition in maths, to cover school trips, and to cover the drama. Does that seem reasonable to you as well?

DT: Well we've allocated the money, and you know, we haven't actually put in the drama. We've put in the learning mentor, the small group support

SW: Yeah because you like your learning mentor don't you

P: Yeah

DT: And erm, small group support, 1:1

SW: Yes

DT: We'll also pay, because we have a trip, a residential trip in

C: Is it March?

DT: Yes, thank you, yes I couldn't remember which month it was!

SW: (laughs)

DT: Yes so we'll have a residential trip then, so that's like 160, £170 so we're going to Winmarleigh for two nights

SW: That's lovely

C: Sounds nice, yeah

DT: Which is absolutely fantastic so we can pay for that

SW: Oh fantastic

DT: Ok. So he did mention about the harmonica

SW: Yes he mentioned this last week!

DT: I don't know if I can manage that one! He said he'd like to learn to play the harmonica or flute

SW: I mean there's a music shop down the road, you can always go

C: We have got a harmonica

SW: Oh, have you?

DT: Oh right, ok! There's someone else mentioned a harmonica this week. Is there somebody famous playing the harmonica or something that I missed out on?

C: I don't know – did Dad buy you a harmonica or something?

P: No, C gave me it didn't he?

C: My Dad gave him a harmonica ages ago

DT: Ok. Just for two boys to talk about harmonicas in the same week seems a bit

SW: Yeah (laughs) Have you seen something on the T where someone's playing the harmonica?

P: No, I just wanna, cause I used to play the guitar in my old school and I just wanna like

SW: Play something

C: You'll have got quite a lot on though won't you? Cause you've got the drama in school now, and the drama out of school, football, and then scouts and choir

DT: Homework!

C: (laughs) He was practising before

SW: Has he done his homework?

C: Yeah it takes a bit of practising an instrument, but

DT: The one bit I couldn't fill in was just, because I haven't seen you, was about secondary school and about what you have thought about secondary school or have you looked round secondary school?

C: Well at one point he was expressing an interest in MT

DT: Yes I remember now

C: Do you remember? We talked about it a couple of times, but in hindsight now he is sort of established in this school with the nice sort of friends that he sees out of school, and it's nice for him, and I just think that to keep that sort of continuity with his peers then SH will be good for him

SW: OH, so it's gonna be SH? Oh good, because you wanna keep those sort of contacts with your friends, don't you?

P: Yeah

SW: Yeah I think that's very important

DT: Have you been to see it and been round it at all?

P: Yeah, we went round it once

SW: And what did you think of it?

P: It's good



SW: Yeah? Do you think you could be happy there? Yeah? Good

C: I think so. I think the little boys that showed us round at MT was actually, on the second time, because we went a couple of times to see MT, and I did actually find the little boys that showed us round exceedingly precocious!

SW: Did you? (laughs)

DT: You get that gut feeling don't you?

C and SW: Yeah

DT: At one stage all 90 children would have gone to SH, but the last couple of years the numbers haven't, the numbers that we send there have kind of dwindled slightly

SW: Have they? A lot to MT?

DT: Not necessarily MT, it's because of parent choice really, and we found that last year about 15 didn't go last year which was the most we've ever not sent

C: I think SH haven't done that brilliantly in the Ofsted, and I must admit the head was not very charismatic at all

SW: Oh dear! (laughs)

C: I think he's probably good, but it wasn't

DT: The school is now on the up, it's obviously had a bit of a

C: But when I went round, everything that MT had to offer when we went round there, you know all the shows that MT put in place, like the science that we went in and everything was bubbling you know, all of that, and the facilities that MT seemed to have like the 4D cutters and all of this, SH seemed to have all of that, the same type of things to offer, so

SW: Yeah

C: Like hopefully it'll be on the up and it'll be good really, so

SW: Yeah. So how much longer have you got at this school now? Another two months?

DT: Yeah, July he leaves

SW: Really?

P: Is it July?

SW: July, wow, that's come around really fast, hasn't it? Well, hopefully by the time you leave to go to your next school you'll be top of the class in maths, won't you?

P: Mm

SW: With your extra tuition

DT: He's trying really hard

C: Concentrating a lot more and things aren't you, and he's taking his homework really seriously

DT: Yeah he's just done it sat there tonight

SW: Oh has he?

DT: Tell [SW] about the uniform!

P: Oh, er, what uniform? My jumper?

DT: No, no – about your homework and your uniform

C: I thought the teachers had told you to do that, but how do you do your homework?

P: Oh! Er, when I get home I do my homework in my school uniform

SW: Is that because you feel like you're still in school? And it makes you do all your homework? That's really good, that's a great idea

P: And it makes me wanna do it more, cause like when I get changed

SW: Cause you're still in your uniform

P: When I get changed I feel more lazy

SW: You know what, that makes sense to me

DT: You know, I might share that with the class tomorrow

SW: That's a good diea, it keeps you

DT: [Pupil] said

SW: Yeah, it keeps you in that frame of mind, doesn't it, to carry on with your school work. What a good idea! Have you thought that up yourself? Makes sense doesn't it?

C: Then you can get a different head on can't you, for

DT: You can relax after that can't you?

P: Yeah

SW: (laughs) Do you have any questions [pupil] about school or about this meeting?

P: No

SW: No? You're quite happy?

P: Yeah

SW: Ok. Is there anything else you'd like to discuss with school? About your life or anything?

P: Not really

SW: No?

P: No

SW: Cool, that's it then. That was really rather painless wasn't it? (12 minutes in total)

(SW goes on to discuss forthcoming care planning meeting as an addendum to PEP meeting. Contains sensitive discussion about Mum which is quite emotive for pupil, 20 minutes in total)

DT: I'll just amend that about SH, and then I'll send it to you

SW: That needs to go to the virtual head

DT: Do you not want a copy?

SW: No, they upload it onto our system

DT: Oh right, ok that's fine

SW: And we get access to it on ICS.

END (26 minutes)

## **Appendix L: Participant information form for professionals and carers**

## ***Examining the process of personalised education plan construction using Actor-Network Theory***

### **Participant Information Sheet (School staff/Social Worker/carer)**

You are being invited to take part in a research study which will form part of a thesis for the Doctorate in Educational and Child Psychology. Before you decide whether or not to take part it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

#### **Who will conduct the research?**

*Beth Parker  
School of Education, Environment and Design  
Ellen Wilkinson Building  
The University of Manchester  
Oxford Road  
Manchester*

#### **Summary of the Research**

*The research will examine the process of constructing a personalised education plan (PEP) document. PEPs are an important part of a looked after child's (LAC) care plan, and they set out support and targets relating to a child's education. PEPs are created through a multi-agency process involving a planning meeting at the start of the school year, and review meetings in the spring and summer terms. PEPs are required by law, and some of the funding available to LAC pupils is dependent upon the provision of a PEP.*

*The research will involve an exploration of the associations between people and things (for example policies, documents, or legislation) involved in constructing the PEP, for example by accessing documents from PEP reviews, and from observations at PEP meetings. Where possible, these meetings will be audio recorded. After the meeting, the notes and transcriptions produced will be analysed by the researcher using a tool called 'Actor-Network Theory' (ANT). This framework may help us to map out connections and relationships involved in the process of PEP construction in order to better understand how it the process works, what makes it successful, and what might form barriers to an effective PEP. The analysis may also tell us about the roles of the different professionals involved in the PEP process and how they impact upon and shape PEP construction. ANT is a relatively new tool for analysis, but has been shown to be an effective way of analysing the associations and links between the 'actors' within a network that play an important part in change.*

#### **What is the aim of the research?**

*By taking a thorough approach to examining the process of PEP construction, it may be possible to see what factors help or hinder the process of creating a document that is intended to provide a blueprint for the educational provision of LAC. An ANT analysis is an effective lens through which to view 'how' things are made in the social world. The Local Authority within which the research is being undertaken is keen to audit their PEP process, and so the research may prove useful when developing a model of best practice.*

### **Why have I been chosen?**

*The purpose of observing the PEP meeting and accessing records is to collect data about the process rather than information about the child for whom the PEP is being created. However, as the research will involve discussions and records about a child who is in social care, it is necessary to obtain consent in order to continue.*

### **What would I be asked to do if I took part?**

*You do not need to do anything. The researcher will simply observe and audio record the PEP meeting, access relevant documents via the Local Authority, and make notes for the analysis. The researcher will not make any direct contact with the child, but the research may involve observations of the child if they attend their PEP meeting. Following data collection and analysis, individuals involved in creating the PEP will be invited for a feedback and reflection session during which the analysis and the process can be discussed. You are welcome to attend this feedback session and you will be contacted by the researcher to inform you of the date, time and venue.*

### **What happens to the data collected?**

*All identifying details (e.g. name, school) collected during the process will be anonymised in order to maintain confidentiality. The recording of the meeting will be transcribed and analysed by the researcher using the ANT framework in order to map out relationships between people and objects involved in the process.*

### **How is confidentiality maintained?**

*Recordings will only be kept as long as is necessary in order to transcribe them, after which they will be deleted. All written records will be made anonymous and stored securely until they are no longer required, at which point they will be destroyed.*

### **What happens if I do not want to take part or if I change my mind?**

*It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason.*

### **Will I be paid for participating in the research?**

*There will be no payment for participating in this research.*

### **What is the duration of the research?**

*It is anticipated that data collection will commence in September 2014. The analysis will be written up in the format of a doctoral thesis due for submission to the University of Manchester in spring 2016.*

**Where will the research be conducted?**

*The research will be conducted within various venues within the Local Authority, for example the school at which the child forming the case study is in attendance.*

**Will the outcomes of the research be published?**

*The research will be assessed as part of the researcher's professional Doctorate in Educational and Child Psychology. It is likely that the research will also be written in the format of an article intended for publication in an academic journal. By ticking box 6 below you are agreeing to the research being published in this way. All data, including the name of the Local Authority, will be made anonymous in all written work, including publications.*

**Criminal Records Check (if applicable)**

*The researcher has a fully enhanced CRB disclosure and is therefore cleared to work with children and within school settings.*

**Contact for further information**

*Researcher: Beth Parker*

*Email: [elisabeth.parker@postgrad.manchester.ac.uk](mailto:elisabeth.parker@postgrad.manchester.ac.uk)*

*Telephone: 0161 275 3511 (please leave a message with Jackie Chisnall, Programme Secretary)*

*Supervisor: Professor Erica Burman*

*Telephone: +44 (0)161 275 3636*

**What if something goes wrong?**

If there are any issues regarding this research that you would prefer not to discuss with members of the research team, please contact the Research Practice and Governance Co-ordinator by either writing to 'The Research Practice and Governance Co-ordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL', by emailing: [Research-Governance@manchester.ac.uk](mailto:Research-Governance@manchester.ac.uk), or by telephoning 0161 275 7583 or 275 8093



## **Appendix M: Consent form**

### ***Examining the process of personalised education plan construction using Actor-Network Theory***

#### **CONSENT FORM**

If you are happy to participate please complete and sign the consent form below

**Please  
Initial  
Box**

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.

3. I understand that the PEP meeting will be audio recorded

4. I agree to the use of anonymous quotes

5. I agree that any data collected may be passed to other researchers

6. I agree that any data collected may be published in anonymous form in academic books or journals.

7. I agree to take part in the above project

\_\_\_\_\_  
Name of participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of person taking consent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Appendix N: Ethical approval documents**

<b>Manchester Institute of Education</b>
<b>Ethical Approval Application Form</b>

This ethical approval application form has been revised to incorporate changes made to the new University Research Ethics Committee (UREC) Form. It has been designed to incorporate prompts for information needed to ascertain whether the proposed research matches MIE's research template pre-approved by UREC and to facilitate completion of the form to a standard

that will allow speedier review, and approvals, by RIC members. Please follow all directions contained in this document.

**SECTION 1: Student Details /Identification of the person responsible for the research**

<b>Name of Student:</b>	Beth Parker
<b>Student ID (quoted on library/ swipe card):</b>	9265592
<b>Email Address:</b>	beth_g_uk@yahoo.co.uk
<b>Name of Supervisor:</b>	Prof. Erica Burman
<b>Supervisor email:</b>	erica.burman@manchester.ac.uk
<b>Programme (PhD, Prof Doc, MEd, PGCE, MSc, BA etc):</b>	Prof Doc (D.Ed.Ch.Psychol)

<b>Year of Study</b>	2
<b>Full/Part-time</b>	Full time
<b>Title of Research Project:</b>	Examining the process of personalised education plan construction using Actor-Network Theory
<b>Recruitment and Data Collection</b>	<b>Start Date:</b> <i>On receipt of confirmation of ethical approval</i> <b>End Date:</b> May 2016
<b>Location(s) where the project will be carried out:</b>	Sefton (placement Local Authority)
<b>Student Signature:</b>	Beth Parker
<b>Supervisor Signature:**</b>  <b>Date:</b>	

\*\* Supervisor signature confirms that the student has the relevant experience, knowledge and skills to carry out the study in an appropriate manner

## SECTION 2: PROJECT DETAILS

(Please write your answers in the boxes provided. Boxes will expand to fit answers as necessary)

### 1. *Aims and Objectives of the Project*

#### 1.1 Research Question

State the principal research question(s).

- 1) How do processes and practice impact upon the construction of the PEP document?
- 2) How do professionals decide what is made visible/not visible in the PEP at different points in the child's school life?
- 3) What is the impact of policy and regulatory bodies on PEP construction?
- 4) How are networks around PEP documentation made, broken and remade?
- 5) How do different professionals contribute to the PEP? What might the potential role for an EP be in the PEP process?

#### 1.2. Academic justification

Briefly describe the academic justification for the research. (Why is it an area of importance/ has any similar research been done?)

The research will examine the process of constructing a personalised education plan (PEP) document. PEPs are an important part of a looked after child's (LAC) care plan, and they set out support and targets relating to a child's education. PEPs are created through a multi-agency process involving planning meetings. PEPs are required by law, and some of the funding available to LAC pupils is dependent upon the provision of a PEP. The placement Local Authority (LA) is keen to audit processes around PEPs, and Ofsted have recently deemed a majority of PEPs in LAs across the country as unfit for purpose. The research will involve an exploration of the associations between people and things (for example policies, documents, or legislation) involved in constructing the PEP, for example by accessing documents from PEP reviews, and from observations at PEP meetings. Notes and transcriptions produced will be analysed by the researcher using 'Actor-Network Theory' (ANT), which may help us to map out connections and relationships involved in the process of PEP construction in order to better understand how it the process works, what makes it successful, and what might form barriers to an effective PEP. The analysis may also tell us about the roles of the different professionals involved in the PEP process and how they impact upon and shape PEP construction.

### 2. *Methodology*

## 2.1 Project Design:

Please briefly outline the design and methodological approach of the project, including the theoretical framework that informs it.

Multiple embedded case study design (following the PEP process for three looked after children within one Local Authority). Ethnographic data collection methods will be used. Observation of PEP meetings forming routine part of professionals' workload (e.g teachers and social workers) will take place. These will be audio recorded and recordings will be transcribed for analysis. Records for analysis will also include researcher notes. No direct contact will be made with participants other than to explain the research and gain consent.

Records of previous PEP documents and review meeting documentation will be obtained and analysed for each child. Unstructured group interview with individuals involved in PEP process will take part after analysis in order to feedback and reflect. This will also be audio recorded and transcribed and analysed.

### **Sampling:**

Opportunistic: LAC pupils will be placed within trainee's placement Local Authority.

**Method(s) of Analysis:** Actor-Network Theory will be used to analyse PEP meeting notes, audio transcripts of meetings, and existing PEP documentation. ANT is a particularly useful way of exploring professional roles objectively and yet is relatively new within the field of education, and so the proposed research may make a methodological contribution to research within educational psychology. Discourse analysis may be used to analyse the group interview.

## 2.2 Data Collection Methods:

Describe the research procedures/activities as they affect the study participant and any other parties involved. Which of the following will your research involve and what will you be asking your participants to do.

### 2.2.1. *Interviews*

Yes

☒

No

☐

*If Yes, describe how these are to be conducted (Append your interview guide:*

- Following the data collection and analysis, a feedback session will be organised for professionals who participated in the study, i.e those present at the PEP meetings. This will act as an opportunity for member checking, and for those involved to be made aware of the results of the analysis. This session will not be structured other than being based loosely on some of the key themes emerging from the analysis. Participants will be encouraged to reflect upon the process of PEP construction, e.g their experiences and their own role within it. Invite participants to reflect on the PEP process – how did it feel? What went well? Does document reflect child's needs?
- Invite participants to reflect on their role in the PEP process.
- Discuss results of ANT analysis. What did it show and what may this mean?
- Invite participant to react to analysis, is this a 'true' reflection of how they experience the process?
- Session to be facilitated rather than involving direct questioning.

#### 2.2.2. Questionnaires

Yes

☐

No

☒

*If Yes, how will these be delivered to and collected from participants? (Append your draft questionnaire(s)):*

#### 2.2.3. Observations

Yes

☒

No

☐

*If Yes, describe the context for the observation and what participants will be engaged in. (Append copy of any observation framework or other data collection guide to be used):*

Data will be recorded in the form of fieldnotes from PEP meetings. Meetings will involve social workers, designated teachers, other relevant professionals and sometimes a pupil, working together to create the PEP document. Meetings will be audio recorded and transcribed where consent is obtained to do so. No observation schedule will be used, observations will be unstructured. There will be no direct contact between the researcher and participants

#### 2.2.4. Diary

Yes

☐

No

☒



*If Yes, describe the context for use of the diary and what participants will be asked to do. (Append copy of the Diary instructions and format):*

2.2.5. Intervention

Yes ☐

No ☒

*If Yes, describe the intervention and what participants will be asked to do. (Append a detailed description and any images necessary to support the description):*

2.2.6. Assessments

Yes ☐

No ☒

*If Yes, give full details of the assessment(s) and what participants will be asked to do. (Append a copy of the assessment schedules to be used):*

2.2.7. Other

Yes ☒

No ☐

*If Yes, give full details and what participants will be asked to do. (Append supporting documentation as appropriate):*

Documentary analysis. For each pupil, a PEP from September 2013 will be obtained via Virtual School head at Sefton, and analysed, along with documentation from the spring and summer term reviews for that pupil. Participants will not be asked to do anything in relation to this.

2.2.8. Does data collection use video or still image? Yes ☐

No ☒

**If Yes, complete the VASTRE documentation** - Available from:  
<http://www.seed.manchester.ac.uk/studentintranet/miestudenthome/integrityethics/stillimageresearch/>

2.2.9 Research Experience

Please state your experience in conducting these research interventions or assessments (where applicable) and methodologies outlined above -provide supporting evidence (e.g. course unit code).

I have used similar ethnographic methods in a previous research project, observing a feedback meeting in a school and analysing it using Actor Network Theory (Assignment 1 on D.Ed.Ch.Psychol course)

### 2.3 Sampling

What type of sampling method do you propose to use?

2.3.1. Statistical

Yes ☐

No ☒

*If Yes, describe the type, your justification for taking this approach and proposed sample size:*

2.3.2. Other

Yes ☒

No ☐

*If Yes, describe the type, your justification for taking this approach and proposed sample size:*

Opportunity - LAC pupils will already be placed within trainee's placement Local Authority. Up to three pupils will be used to allow for pupils who may change placement during the course of the research, or for those with incomplete records.

### 2.4 Analysis method

What type of analyses do you propose to use to explore this data?

2.4.1. Quantitative analyses

Yes ☐

No ☒

*If Yes, please give details:*

2.4.2. Qualitative analyses

Yes

☒

No

☐

*If Yes, please give details:*

Actor-Network Theory will be used to analyse PEP meeting notes, audio transcripts of meetings, and existing PEP documentation. ANT is a particularly useful way of exploring professional roles objectively and yet is relatively new within the field of education, and so the proposed research may make a methodological contribution to research within educational psychology. Discourse analysis may be used to analyse the group interview.

## 2.5 Ethical Issues

**Briefly state the main ethical issues raised by the methodology outlined above.**

Sensitive information may be discussed in the PEP meeting. However this information is not outside the realms of what a trainee educational psychologist will typically encounter in the course of their work. The pupil may be present at the meeting (although this is unlikely), and will therefore need to provide assent. Audio recordings will need to be stored securely, and all data will need to be made anonymous.

## 3. Participant Details

### 3.1 Characteristics of participants

Please specify the characteristics of the participants you wish to recruit.

number	3
sex	Male or female
age group(s)	5-16
Location(s)	Sefton schools

### 3.2 Vulnerable groups

3.2.1. Will your project include participants from either of the following groups?

(Tick as appropriate)

- ☒ Children under 16 in school, youth club or other accredited organisation.
- ☐ Adults with learning difficulties in familiar, supportive environments
- ☐ NONE OF THE ABOVE (go to item 4.)

3.2.2. Inclusion of vulnerable groups

*Please describe measures you will undertake to avoid coercion during the recruitment stage.*

It will be made clear to pupils that participation is optional, and that the researcher will leave the PEP meeting during the pupil's contribution if this is preferred. The pupil's teacher or social worker will provide these options so that the pupil feels more comfortable. There will be no direct contact between the researcher and participants as the research is observational.

3.2.3. Research in UK with vulnerable groups

Please confirm you have relevant clearance for working with vulnerable groups from DBS and/or other relevant sources.

DBS*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Other	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>

*If Other, please describe*

\*NB: You will need a DBS application through the University. Any work related DBS clearance is not valid for your University research.

3.2.4. Please confirm that you will notify the Administrator for Ethics and Fieldwork (AEF) immediately if your DBS status changes.

I will immediately notify the AEF if my DBS status changes ☒

NA ☐

#### 4. Recruitment

##### 4.1 Permissions

Do you have permission to collect data from an organisational fieldwork site from...

4.1.1. The organisation where the research will take place

☐ (e.g. School head etc)? Yes ☒ NA

☐ 4.1.2. Sub-settings within the organisation (e.g. class teacher etc)? Yes ☒ NA

If Yes, append letter/email confirming access to this application

4.2.1. How will your pool of potential participants be identified? (tick all that apply)

<input type="checkbox"/>	Letters/ emails and follow up phone calls to organisations
<input type="checkbox"/>	Posters / Advertisements
<input type="checkbox"/>	Website/Internet (including Facebook/other social media)
<input checked="" type="checkbox"/>	Known or named client groups (students, etc).
<input checked="" type="checkbox"/>	Networks and recommendations
<input checked="" type="checkbox"/>	Person in a position of authority in organisation
<input type="checkbox"/>	Directory/database/register in public domain

Describe the nature of these routes to identify your pool of potential participants.

The Virtual School head at Sefton will select suitable pupils to trace based on their Social Worker, school setting, length in placement (e.g. pupils less likely to move soon) using her own database or professional recommendations

#### **4.2 Participant recruitment**

4.2.3. How will you approach potential participants? (tick all that apply)

<input type="checkbox"/>	Letter
<input checked="" type="checkbox"/>	Email
<input type="checkbox"/>	Website/internet (including Facebook/other social media site)
<input type="checkbox"/>	Presentation at meeting or similar
<input checked="" type="checkbox"/>	Other (describe here):

Indicate how information about your study will be delivered to potential participants and how they will (directly or indirectly) let you know they would like to take part in your research.

The Virtual School head will informally approach the Social Workers running the meeting, and then an email follow up will be sent to arrange times.

Potential participants will be given participant information sheet along with a brief summary of aims and involvement in email.

#### **Append text of letters / emails/ posters / advertisements / presentation etc**

4.2.4 How will you ensure those interested in the research are fully informed about the study and what will be expected of them if they take part?

Information giving will be undertaken **through**:

<input type="checkbox"/>	Letter
<input type="checkbox"/>	Email
<input type="checkbox"/>	Website/internet (including Facebook/other social media site)
<input type="checkbox"/>	Telephone
<input checked="" type="checkbox"/>	Information sheet (covering headings in University template)
<input type="checkbox"/>	Presentation at meeting or similar
<input type="checkbox"/>	Other (describe here):

**Append text of recruitment letters / emails / information sheet to this application**

4.2.2. Who will the potential participants be?

<input type="checkbox"/>	Persons unknown to the researcher
<input checked="" type="checkbox"/>	Client groups (students, etc) within an organisation known by the researcher
<input checked="" type="checkbox"/>	Persons accessed through networks and recommendations
<input checked="" type="checkbox"/>	Persons nominated by a position of authority
<input type="checkbox"/>	Other (describe here) :

Indicate whether there is any existing relationship between yourself and the source/group of potential participants.

I am a trainee psychologist within Sefton. My supervisor has good relationships with Social Workers and school staff. Pupils will not be known to me.

Information giving will be undertaken **by**:

x	the researcher
x	someone in a position of authority
	a neutral third party to known or named client groups
	Other (describe here):

Provide details on how you will fully inform potential participants about your study:

Through participant information sheet and informal discussions where potential participants ask for clarification. Virtual School head to initially approach social workers.

#### 4.2.5 Information accessibility

What arrangements have you made to ensure information is accessible to those unable to read standard English? (low literacy level, non-English speaker, persons with learning disabilities)

Information can be provided in another format if requested, although main participants will be social workers and teachers and therefore have a good standard of English.

Please confirm:

x	I have supplied information relevant to each participating group
x	The information provided follows the guidance provided in the University of Manchester Participant Information Sheet Template



#### 4.2.6 Decision period

How long will the participant have to decide whether to take part in the study? *If you are proposing a decision period of less than 2 weeks, full justification for this approach should be given.*

3 weeks.

#### 4.2.7. Incentives

State any payment or any other incentive that is being made to any study participant. *Specify and state the level of payment to be made and/or the source of the funds/gift/free service to be used and the justification for it.*

None

#### 4.2.8 Avoiding coercion

How will your recruitment methods avoid putting any overt or covert pressure on vulnerable individuals to consent (children, junior colleagues, adults with learning disabilities)?

It is unlikely that pupils will be present at PEP meetings, and if they are there will be no direct contact with the researcher, who is only observing the meeting. However, if pupils do attend, verbal assent to continue the observations will be obtained (by a person familiar with the pupil e.g teacher) and the researcher will leave the meeting during the pupils contribution if necessary.

### **4.3. Consent**

#### 4.3.1 How will participants' consent to take part be recorded?

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Implied consent - return/submission of completed questionnaire |
| <input checked="" type="checkbox"/> | Written consent form matching University template              |
| <input type="checkbox"/>            | Verbally (give details of how this will be recorded)           |
| <input type="checkbox"/>            | Other method (give details here):                              |

**Append text of consent forms/consent taking procedure to this application.**

Please confirm: ☒ My consent taking procedures are relevant to each participating group

x

The consent taking procedures follow the guidance provided in the University of Manchester Consent Form Template

#### 4.3.2 Special arrangements

Please outline **any special consent taking arrangements** relevant to your research study.

## **5. Participation in the research**

### **5.1 Duration**

How long will each participant be expected to take part in activities?

As long as the PEP meeting runs for – usually about an hour. The feedback session will also last approximately one hour.

### **5.2 Benefits to participation**

Are there any benefits to participation for participants (beyond incentive noted above)?

Research will inform practice in the Local Authority.

### **5.3 Deficits to participation**

Will any benefit or service otherwise received by participants be withheld (e.g. pupil misses lesson, or part thereof) as a consequence of taking part in this study?

no

## **6. Risks and Safeguards**

Please outline any adverse effects or risks for participants in respect of the methods you have indicated in Section 2B [Interview; Questionnaire; Interventions; Assessments; Observation; Diary keeping; Other activity]

## 6.1 Physical risks

### 6.1.1 Potential

What is the **potential** for adverse effects of a physical nature; risks or hazards, pain, discomfort, distress, **inconvenience, or change in lifestyle / normal routine** for participants?

None – PEP meetings will take place regardless of research

### 6.1.2 Safeguards

What **precautions or measures** have been taken to minimise or mitigate the risks identified above?

N/A

## 6.2 Psychological risks

### 6.2.1 Potential

Will any topics discussed (questionnaire, group discussion or individual interview) **potentially** be sensitive, embarrassing or upsetting, or **is it possible** that criminal or other disclosures requiring action could take place during the project?

Work with looked after children can be sensitive, but discussions will be education focussed so disclosures will be unlikely in this context

### 6.2.2 Safeguards

## 6.3 Risks for you as researcher

It is important that the **potential** for adverse effects, risks or hazards, pain, discomfort, distress, or inconvenience, of a physical or psychological nature to **you** as the researcher have been assessed. **This is a requirement by law.** Risks to you **are identified as part of the RREA/FRA**

What **precautions or measures** have been taken to minimise or mitigate the risks identified above?

Meetings will involve professionals who deal with these issues regularly. It is unlikely that the child will be present.

**process.** Ensure this assessment has been completed by either:

- a. a completed and approved Fieldwork Risk Assessment (FRA), or
- b. a signed Low Risk Fieldwork Declaration in Section D of RREA form.

Briefly state here the conclusions of your assessment and append a copy of your approved FRA form (if required), in addition to your RREA, to this application:

Research has received low risk ethical clearance in August 2014 (see appended email)

#### 6.4 Early termination of the research

6.4.1

Criteria

What are the criteria for electively stopping the research prematurely?

N/A as the research is observational, although lack of access to meetings would be problematic

6.4.2 **Please confirm**, by ticking here, that:

☒

any **adverse event requiring radical change of method/design or abandonment** will be reported in the first instance to your research supervisor and then to the MIE RIC Chair

### ***7. Data Protection and confidentiality***

#### **7.1 Data activities and storage of personal data**

Will the study use any of the following activities at any stage?

<input checked="" type="checkbox"/>	Electronic transfer by email or computer networks
<input type="checkbox"/>	Use of personal addresses, postcodes, faxes, e-mails or telephone numbers
<input checked="" type="checkbox"/>	Publication of direct quotations from respondents
<input type="checkbox"/>	Publication of data that might allow identification of individuals
<input checked="" type="checkbox"/>	Use of audio/visual recording devices
<input type="checkbox"/>	Sharing data with other organisations
<input type="checkbox"/>	Export of data outside EU

Will the study store **personal** data on any of the following?

<input type="checkbox"/>	Manual files
<input checked="" type="checkbox"/>	Home or other personal computers
<input checked="" type="checkbox"/>	Laptop computers

## 7.2 Confidentiality of personal data

What measures have been put in place to ensure confidentiality of personal data? *Give details of whether any encryption or other anonymisation procedures have been used and at what stage?:*

All data will be anonymised through the use of pseudonyms, including names of schools, individuals and of the Local Authority. Transcripts will be stored in the Local Authority on an encrypted hard drive, or on an encrypted data stick. Data kept on personal computers will be fully anonymised.

## 7.3 Research monitoring and auditing Please confirm:

The student researcher's supervisor(s) will monitor the research

☒

*If other arrangements apply please specify:*

## 7.4 Data Protection

Please provide confirmation that you will employ measures that comply with the Data Protection Act and the University Data Protection Policy (UDPP)?

**Data Protection Act:** I confirm that all Data collected will be:

<input checked="" type="checkbox"/>	Fairly and lawfully processed
<input checked="" type="checkbox"/>	Processed for limited purposes as outlined in this application
<input checked="" type="checkbox"/>	Adequate for the purpose, relevant and not excessive
<input checked="" type="checkbox"/>	Accurate
<input checked="" type="checkbox"/>	Not kept longer than necessary
<input checked="" type="checkbox"/>	Processed in accordance with the participant's rights
<input checked="" type="checkbox"/>	Secure – <b>on an encrypted storage device</b>
<input checked="" type="checkbox"/>	Only transferred to other settings with appropriate protection.

**University Data Protection Policy (UDPP):** I confirm

<input checked="" type="checkbox"/>	My data and its storage will comply with the UDPP
<input checked="" type="checkbox"/>	Paper copies of data and encrypted storage devices will be stored in a locked draw or cupboard

☐ *For UG research:* On completion of my research, the data will be kept until the study has been completed and will then be shredded/destroyed

☒ *For PGT/PGR research:* On completion of my research, the data will be passed to my supervisor for archiving at the University for a period of 5 years after which it will be shredded/destroyed

**7.5 Privacy during data analysis** Please confirm:

☒ Analysis will be undertaken by the student researcher

☒ Analysis will take place in a private study area

*If other arrangements apply please describe:*

**7.6 Custody and control of the data** Please confirm:

☒ The student researcher's supervisor will have **custody** of the data

☒ The student researcher will have **control** of the data

*If other arrangements apply please describe:*

#### 7.7 Access to the data

☒ The student researcher will have access to the data

☒ The student's supervisor(s) will have access to anonymised data

*If other/additional arrangements apply, please describe:*

#### 7.8 Use of data in future studies

Will the data be stored for use in future studies? Yes ☐ No ☒

**If Yes, confirm** this is addressed in the information giving/consent taking process by ticking here. ☐

### 8. Reporting Arrangements

#### 8.1 Dissemination

How do you intend to report and disseminate the results of the study?

*(Tick all that apply)*

☒ Peer reviewed scientific journals

<input type="checkbox"/>	Book / Chapter contribution
<input type="checkbox"/>	Published review (ESRC, Cochrane)
<input type="checkbox"/>	Internal report
<input type="checkbox"/>	Conference presentation
<input checked="" type="checkbox"/>	Thesis/dissertation
<input type="checkbox"/>	Other e.g Creative works (describe here):

## 8.2 Participant and community feedback

How will the results of research be made available to research participants and communities from which they are drawn? *(Tick all that apply)*

<input type="checkbox"/>	Written feedback to research participants
<input checked="" type="checkbox"/>	Presentation to participants or relevant community groups
<input type="checkbox"/>	Other e.g. Video/Website (describe here):

## 9. Research Sponsorship

### 9.1 External funding

Are you in receipt of any external funding for your study? (tick one)

<input type="checkbox"/>	External Funding	<input checked="" type="checkbox"/>	No external funding
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If you have funding please provide details:

Organisation	
UK Contact	
Amount	
Duration	

### 9.2 Sponsoring organisation

Who will be responsible for governance and insuring the study? (tick one)



The University of Manchester

☒

Other organisation

☐

**If not UoM**, provide details of who will act as sponsor of the research and their insurance details

## 10. Conflict of Interest

Have any conflicts of interest been identified in relation to this project? (tick at least one option)

☐

Payment for doing this research?

*If so, how much and on what basis?*

☐

Direct personal involvement in the research of a spouse/funder?

*If so, please provide details:*

☐

Does your department/the University receive payment (apart from costs)?

*If so, please provide details:*

☒

**NONE of the ABOVE APPLY**

**Thank you**

**This is the end of the form**

Please use the checklist below to ensure that you append all necessary supporting documents

### CHECKLIST

Please tick to indicate whether the document is APPENDED OR NOT APPLICABLE for this application.

Documents	Appended	
	Yes	NA
<b>Data collection instruments</b>		x
Draft copy of <b>each</b> data collection instrument named in Q2.2 (Questionnaire, Interview guide, etc)		x
Video and Still Image Recording Declaration (VASTRE)		x
<b>Participant recruitment</b>		
Letter(s) of permission to conduct research within <b>each</b> organisation	x	
Recruitment advertisement(s) specified in Q4.2.1 (poster/email/letter/ presentation)	x	
Participant Information giving – one <b>for each</b> participant type specified in Q3.1 (Information sheet/letter/email/script)	x	
Consent taking – one <b>for each</b> participant type specified in Q3.1 (Consent form or alternative procedure)	x	
<b>Fieldwork risk assessment</b>		
Fieldwork Risk Assessment Form (approved)		x
RREA form Low Risk Fieldwork Declaration (Section D) completed	x	

### SECTION 3: MINOR AMENDMENT TO RESEARCH PROJECT

<b>Application for Approval of Minor Amendment<sup>1</sup> to a Research Study</b>			
<p><i>Details of proposed amendment (please give as much detail as possible)</i></p>			
<p><b>Supervisor Declaration</b></p> <p>I agree that the amendment proposed does not change the character of this research or the participant groups.</p> <p>I confirm that the research risk assessment for the study as MEDIUM remains.</p>			
<b><i>Supervisor's signature*</i></b>		<b><i>Date.</i></b>	

Please send applications for amendment to ethical approval for MEDIUM risk research to the Manchester Institute Administrator for Ethics and Fieldwork at [ethics.education@manchester.ac.uk](mailto:ethics.education@manchester.ac.uk) who will pass on the request to the RIC member who authorised the original application wherever possible.

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<sup>1</sup> Minor amendments are those that do not alter the character of the research or the participant groups

## RESEARCH RISK AND ETHICS ASSESSMENT

### Manchester Institute of Education, University of Manchester

The Manchester Institute of Education is committed to developing and supporting the highest standards of research in education and its associated fields. The *Research Risk and Ethics Assessment* (RREA) resource has been created in order to maintain these high academic standards and associated codes of good research practice. The research portfolio within the Manchester Institute of Education (MIE) covers a wide range of fields and perspectives. Research within each of these areas places responsibilities of a differing nature on supervisors and students subject to course, level, focus and participants. The aim of the *Research Risk and Ethics Assessment* is to assist supervisors and students in assessing these factors.

The Manchester Institute of Education has determined three levels of *Research Risk* each of which has a number of associated criteria and have implications for the degree of ethical review required. In general, the research risk level is considered to be:

- **High** IF the research focuses on groups within society in need of special support, or where it may be non-standard, or if there is a possibility the research may be contentious in one or more ways.
- **Medium** IF the research follows standard procedures and established research methodologies and is considered non-contentious.
- **Low** IF the research is of a routine nature and is considered non-contentious<sup>2</sup>.

Agreement to proceed with research at each of these levels is provided by an appropriate University Research Ethics Committee, a MIE Research Integrity Committee member, or by the supervisor/tutor respectively.

#### How to complete the Research Risk and Ethics Assessment (RREA) form.

This form should be completed, in consultation with the MIE *Ethical Practice Policy Guidelines*<sup>3</sup>, by Manchester Institute of Education students and their supervisors in all cases, except where a pre-approved assignment template currently exists<sup>4</sup>. A separate **Fieldwork Risk Assessment form** must be completed as indicated in this RREA, in order to plan how safety issues will be responded to during fieldwork visits. The Fieldwork Risk Assessment form is available on the MIE ethics intranet. For all projects where this does not apply, a LOW Risk Fieldwork Declaration (Section D) must be completed. Instructions on this and subsequent stages of the RREA process are provided at the end of each following sections.

There are six main sections to this document, with three additional sections for UG/PGT research, PGR Pilots or Prof Doc Research Papers seeking ethical approval for LOW risk studies from a

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<sup>2</sup> A reasonable person would agree that the study includes no issues of public or private objection, or of a sensitive nature.

<sup>3</sup> <http://www.education.manchester.ac.uk/intranet/ethics/>

<sup>4</sup> For courses with approved templates see: <http://www.education.manchester.ac.uk/intranet/ethics>

supervisor/tutor:

**ANY student**

- Section A – Summary of Research Proposal (page 1)
- Section B – Description of Research (page 2)
- Sections C.0-C.1 – Criteria for HIGH risk research (page 4)
- Section C.2 – Criteria for MEDIUM risk research (page 6)
- Section C.3 – Criteria for LOW risk research (page 8)

**Where indicated**

- Section D – LOW risk Fieldwork Declaration (page 9)

**LOW Risk UG/PGT/PGR Pilot/Prof Doc Research Papers only**

- Section E.1 – Criteria for LOW risk ethical approval (page 11)

**Supervisors and tutor approvals of LOW risk student research**

- Section E.2 – Supervisor confirmation that research matches LOW risk criteria (page 12)
- Section E.3 – Minor Amendments to LOW risk study and supervisor approval (page 13)

It may be appropriate for supervisors and students to review and discuss responses to these questions together.

## RESEARCH RISK AND ETHICS ASSESSMENT

Manchester Institute of Education, University of Manchester

*To be completed by AEF administrator*

<b>RIA reference</b>			
<b>Date received</b>		<b>Date approved</b>	

### SECTION A - SUMMARY OF RESEARCH PROPOSAL

This section should be completed by the **person undertaking the research**.

<b>A1. Name of Person/Student:</b>	Elisabeth Parker		
<b>A2. Student ID (quoted on library/ swipe card):</b>	9265592		
<b>A3. Email Address:</b>	beth_g_uk@yahoo.co.uk		
<b>A4. Name of Supervisor:</b>	Professor Erica Burman		
<b>A5. Supervisor email address &amp; contact phone no.:</b>	<a href="mailto:erica.burman@manchester.ac.uk">erica.burman@manchester.ac.uk</a> 0161 275 3636		
<b>A6. Programme (PhD, ProfDoc, MEd, PGCE, MSc, BA etc):</b>	ProfDoc		
<b>A7. Year of Study</b>	1	<b>A8. Full/Part-time</b>	FT
<b>A9. Course Code</b>	EDUC		
<b>A10. Title of Project:</b>	Examining the process of personalised education plan construction using Actor-Network Theory		
<b>A11. Participant Recruitment Start Date:</b>	<i>On confirmation of ethical approval</i>	<b>A12. Project Submission Date:</b>	Spring 2016
<b>A13. Proposed Fieldwork Start Date:</b>	01.09.2014		
<b>A14. Location(s) where the project will be carried out:</b>	Sefton (Placement Local Authority)		
<b>A15. Student Signature:</b>			

The following section to be completed by the SUPERVISOR

<b>A15. Assessed Risk Level</b>	<input type="checkbox"/>	Low	<input type="checkbox"/>	Medium	<input type="checkbox"/>	High	<input type="checkbox"/>	NRES reqd.
<b>A16. Supervisor Signature</b>								
<b>A17. Date</b>								

## SECTION B – DESCRIPTION OF RESEARCH

This section should be completed by **the person undertaking the research**.

**B1.** Provide an outline description of the planned research (250 words max).

**Principle Research Question(s):**

- 1) How do processes and practice impact upon the construction of the PEP document?
- 2) How do professionals decide what is made visible/not visible in the PEP at different points in the child's school life?
- 3) What is the impact of policy and regulatory bodies on PEP construction?
- 4) How are networks around PEP documentation made, broken and remade?
- 5) How do different professionals contribute to the PEP? What might the potential role for an EP be in the PEP process?

**Academic justification:** The research will examine the process of constructing a personalised education plan (PEP) document. PEPs are an important part of a looked after child's (LAC) care plan, and they set out support and targets relating to a child's education. PEPs are created through a multi-agency process involving planning meetings. PEPs are required by law, and some of the funding available to LAC pupils is dependent upon the provision of a PEP. The research will involve an exploration of the associations between people and things (for example policies, documents, or legislation) involved in constructing the PEP, for example by accessing documents from PEP reviews, and from observations at PEP meetings. Notes and transcriptions produced will be analysed by the researcher using 'Actor-Network Theory' (ANT), which may help us to map out connections and relationships involved in the process of PEP construction in order to better understand how it the process works, what makes it successful, and what might form barriers to an effective PEP. The analysis may also tell us about the roles of the different professionals involved in the PEP process and how they impact upon and shape PEP construction.

**B2.** The principal research methods and methodologies are (250 words max):

**Project Design:**

Multiple embedded case study design (following the PEP process for three looked after children within one Local Authority).

**Data Collection Methods:**

Ethnographic data collection methods will be used. Observation of PEP meetings forming routine part of professionals workload (e.g teachers and Social Workers) will take place. These will be audio recorded and recordings will be transcribed for analysis. Records for analysis will also include researcher notes. No direct contact will be made with participants other than to explain the research and gain consent.

Records of previous PEP documents and review meeting documentation will be obtained and analysed for each child. Unstructured group interview with individuals involved in PEP process will take part after analysis in order to feedback and reflect. This will also be audio recorded and transcribed and analysed.

**Sampling:**

Opportunistic: LAC pupils will be placed within trainee's placement Local Authority.

**NB: If your research methods include collection of image or video data, you must complete the VASTRE document (regardless of research risk).**



**B3.** Please indicate which of the following groups are expected to participate in this research:

<input type="checkbox"/>	Children under 16, <u>other than</u> those in school, youth club, or other accredited organisations.
<input type="checkbox"/>	Adults with learning difficulties, <u>other than</u> those in familiar, supportive <sup>5</sup> environments.
<input type="checkbox"/>	Adults who are unable to self-consent
<input type="checkbox"/>	Adults with mental illness/terminal illness/dementia/residential care home
<input type="checkbox"/>	Adults or children in emergency situations
<input type="checkbox"/>	Those who could be considered to have a particularly dependent relationship with the researcher
<input type="checkbox"/>	Prisoners
<input type="checkbox"/>	Young Offenders
<input type="checkbox"/>	Other vulnerable groups (please detail)

**OR**

<input checked="" type="checkbox"/>	None of the above groups are involved in this study
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**B4.** Number of expected research participants.

12

**B5.** Will you conduct fieldwork visits?

Yes	<input checked="" type="checkbox"/>	Complete <u>either</u> the Declaration in Section D1 <u>or</u> the Fieldwork Risk Assessment (FRA) form if indicated in your RREA by criteria marked by an asterisk.	No	<input type="checkbox"/>	Complete the Declaration in Section D2
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<sup>5</sup> The person with learning difficulties has appropriate support within the setting from accredited support workers or family members.

**B6.** The research will take place (tick all that apply):

<input checked="" type="checkbox"/>	within the UK
<input type="checkbox"/>	within the researcher's home <sup>6</sup> country if outside the UK
<input type="checkbox"/>	wholly or partly outside the UK and not in the home country of the researcher*

**\* You must complete a separate Fieldwork Risk Assessment form**

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<sup>6</sup> The researcher's 'home country' is defined as one in which (1) the researcher holds a current passport through birthright or foreign birth registration, (2) a country where the researcher has resident status, or (3) where the researcher holds a permit or visa to work, has a contract of employment, and is not a UK tax-payer.

## SECTION C – RESEARCH RISK ASSESSMENT

The following sections should be completed by the person undertaking the research in discussion with their supervisor/tutor.

### C.0 – Criteria for research classified as **HIGH RISK** – National Research Evaluation Service

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | The study involves primary research with adults who are unable to self consent |
| <input type="checkbox"/> | The study involves primary research with NHS patients                          |
| <input type="checkbox"/> | The study involves primary research with prisoners/young offenders             |

**Students** - If any of these options apply, you should complete an NRES application. See your supervisor for further guidance.

**Supervisors** – Forward this RREA form to [ethics.education@manchester.ac.uk](mailto:ethics.education@manchester.ac.uk) when you are satisfied that the project requires approval through the Integrated Research Application Service (IRAS).

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### C.1 – Criteria for research classified as **HIGH RISK** (tick any that apply)

I/we confirm that this research:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | involves vulnerable or potentially vulnerable individuals or groups as indicated in B3  |
| <input type="checkbox"/> | addresses themes or issues in respect of participant's personal <i>experience</i> which may be of a sensitive nature (i.e. the research has the potential to create a degree of discomfort or anxiety amongst one or more participants) |
| <input type="checkbox"/> | cannot be completed without data collection or associated activities which place the researcher and/or participants at <i>personal risk</i> *   |
| <input type="checkbox"/> | requires participant informed consent and/or withdrawal procedures which are not consistent with accepted practice  |
| <input type="checkbox"/> | addresses an area where access to personal records (e.g. medical), in collaboration with an authorised person, is not possible  |
| <input type="checkbox"/> | involves primary data collection on an area of public or social objection (e.g. terrorism, paedophilia)   |
| <input type="checkbox"/> | makes use of video or other images captured by the researcher, and/or research study participants, where the researcher cannot guarantee controlled access to authorised viewing.   |
| <input type="checkbox"/> | will involve direct contact with participants in countries on the Foreign and Commonwealth Office warning list <sup>7</sup> *   |
| <input type="checkbox"/> | involves face to face contact with research participants outside normal working hours <sup>8</sup> that may be seen as unsocial or inconvenient*  |

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<sup>7</sup> <http://www.fco.gov.uk/en/travel-and-living-abroad/travel-advice-by-country/>

<sup>8</sup> For example, in the UK, normal working hours are between 8am-6pm, Mon-Fri inclusive.

<input type="checkbox"/>	will take place wholly or partly without training or qualified supervision*
<input type="checkbox"/>	requires appropriate vaccinations which are unavailable*
<input type="checkbox"/>	will take place in locations where first aid and/or other medical support or facilities are not available within 30 minutes*
<input type="checkbox"/>	may involve the researcher operating machinery, electrical equipment, or workplace vehicles, or handling or working with animals at the research location(s), for which they are not qualified, and where a qualified operative or handler is not available to act as supervisor.*

➔ **\* IF YOU HAVE TICKED these HIGH risk criteria you must also complete a separate Fieldwork Risk Assessment form**

➔ **IF YOU HAVE ONLY TICKED HIGH risk criteria NOT marked (\*) you MUST complete the LOW Risk Fieldwork Declaration on page 9 of this form**

<p><b>A. PGR research / PGR Pilots</b></p> <p>If ONE OR MORE of the <b>HIGH risk</b> criteria have been selected ethical <b>approval must be sought from a UREC committee</b>. The person undertaking the research and their supervisor should agree this risk assessment and submit:</p> <ul style="list-style-type: none"> <li>• Completed RREA form</li> <li>• Completed the UREC form.</li> </ul>	<p><b>B. PGT/ UG research <u>not</u> reviewing/evaluating professional roles or practice</b></p> <p>If ONE OR MORE of the <b>HIGH risk</b> criteria have been selected ethical <b>approval must be sought from a UREC committee</b>. The supervisor and person undertaking the research should agree this risk assessment and submit:</p> <ul style="list-style-type: none"> <li>• Completed RREA form</li> <li>• Completed the UREC form.</li> <li>• Completed Fieldwork Risk Assessment form where indicated</li> <li>• Supporting documents</li> </ul>	<p><b>C. PGT or UG research reviewing / evaluating professional roles or practice,</b></p> <p>If ONE OR MORE of the <b>HIGH risk</b> criteria have been selected ethical <b>approval must be sought from the Manchester Institute of Education (MIE) Research Integrity Committee (RIC)</b>. The supervisor and student agree this risk assessment and submit:</p> <ul style="list-style-type: none"> <li>• Completed RREA form</li> <li>• Completed MIE Ethical Approval Application form</li> <li>• Completed Fieldwork Risk Assessment form where indicated</li> <li>• Supporting documents.</li> </ul>
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**NB:** 'Supporting documents' include recruitment adverts/emails, draft questionnaires / interview topic guides, information sheets and consent forms.

**The documents listed above should be submitted to:**

- A. Mrs. Debbie Kubiena, Room B3.10 along with your PhD Research Plan for consideration at the PhD/Prof Doctorate Review Panel.
- B. The Administrator for Ethics and Fieldwork (AEF) via [Ethics.Education@manchester.ac.uk](mailto:Ethics.Education@manchester.ac.uk) **by your supervisor**. In doing so, supervisors confirm that they have agreed the assessed risk level and that the documents are complete and correct. The AEF will arrange authorisation for your documents to be submitted to UREC.
- C. The Administrator for Ethics and Fieldwork (AEF) via [Ethics.Education@manchester.ac.uk](mailto:Ethics.Education@manchester.ac.uk) **by your supervisor**. In doing so, supervisors confirm that they have agreed the assessed risk level and that the documents are complete and correct. The AEF will forward your completed documents to a member of the MIE RIC committee for approval.

***If no HIGH risk items are ticked supervisors and students should continue to section C.2 on the next page ⇒***

## C.2 – Criteria for research classified as **MEDIUM RISK** (tick any that apply)

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I/we confirm that this research:

<input type="checkbox"/>	is primary research involving children or other vulnerable groups which involves direct contact with participants <sup>9</sup> .
<input type="checkbox"/>	study is on a subject that a reasonable person would agree addresses issues of legitimate interest, where there is a possibility that the topic may result in distress or upset in <u>rare</u> instances.
<input type="checkbox"/>	is primary research which involves substantial direct contact <sup>10</sup> with adults in non-professional roles*
<input type="checkbox"/>	is primary research which focuses on data collection from professionals responding to questions outside of their professional concerns.
<input type="checkbox"/>	is primary research involving data collection from participants outside of the EU or the researcher's home country via direct telephone, video, or other linked communications.
<input type="checkbox"/>	is practice review/evaluation involving topics of a sensitive nature which are not personal to the participants.
<input type="checkbox"/>	involves visits to site(s) where a specific risk to participants and/or the researcher has been identified, and the researcher may not be closely supervised throughout*
<input type="checkbox"/>	requires specific training and this is scheduled to be completed before fieldwork starts, or, training will not be undertaken but the research will be closely supervised by an academic advisor with appropriate qualifications and skills
<input type="checkbox"/>	requires vaccinations which have been received, or are scheduled to be received in a timely fashion*
<input type="checkbox"/>	requires face to face contact with research participants partly outside normal working hours <sup>11</sup> that may be seen as inconvenient*
<input type="checkbox"/>	takes place in, or involves transport to and from, locations where the researcher's lack of familiarity may put them at personal risk*
<input type="checkbox"/>	may require the operation of machinery, electrical equipment, or workplace vehicles, or handling or working with animals at the research location(s), for which they are not qualified, but such operation or handling will be undertaken under close supervision from a qualified operative or handler*

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<sup>9</sup> This does not include research in locations where children are present if they are not the focus of the research.

<sup>10</sup> For example in focus group or one to one interview in private locations, and not 'market research' which is characterised by brief interaction with randomly selected individuals in public locations

<sup>11</sup> In the UK normal working hours are between 8am-6pm, Mon-Fri inclusive.

➔ \* IF YOU HAVE TICKED these MEDIUM risk criteria you must also complete a separate Fieldwork Risk Assessment form

➔ IF YOU HAVE ONLY TICKED MEDIUM risk criteria NOT marked (\*) you MUST also complete the LOW Fieldwork Risk Declaration on page 9 of this form

If ONE OR MORE of the **MEDIUM risk** criteria have been selected, ethical approval must be sought from the Manchester Institute of Education (MIE) Research Integrity Committee (RIC) and so you should complete the MIE Ethical Approval Application form (available on the Manchester Institute of Education Ethics Intranet).

The supervisor and student should agree this RREA assessment and submit:

- Completed RREA form
- Completed Manchester Institute of Education Ethical Approval Application form<sup>12</sup>
- Completed Fieldwork Risk Assessment form where indicated
- Supporting documents.

**NB:** 'Supporting documents' include recruitment adverts/emails, draft questionnaires / interview topic guides, information sheets and consent forms.

**Document should be submitted for review as indicated below:**

- A. **PGR Thesis** - Mrs. Debbie Kubiena, Room B3.10 along with your PhD Research Plan for consideration at the PhD/Prof Doctorate Review Panel.
- B. **All other cases** - to the Administrator for Ethics and Fieldwork (AEF) via [Ethics.Education@manchester.ac.uk](mailto:Ethics.Education@manchester.ac.uk) **by your supervisor**. In doing so, supervisors confirm that they have agreed the assessed risk level and that the documents are complete and correct. The AEF will forward your completed documents to a member of the MIE RIC committee for approval.

***If none of the HIGH or MEDIUM risk criteria have been ticked, supervisors and students should continue to section C3 on the next page ⇒***

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<sup>12</sup> This document and guidance for completion can be downloaded from <http://www.education.manchester.ac.uk/intranet/ethics>



### C3 – Criteria for research classified as **LOW RISK**

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#### **C 3.1    NO human participants**

I/we confirm that this research (tick as appropriate):

<input type="checkbox"/>	<b>is not of high nor medium risk to the researcher, in accordance with the criteria provided in sections C.1 and C.2 respectively.</b>
<input type="checkbox"/>	is Secondary research (i.e. it will use material that has already been published or is in the public domain).
<input type="checkbox"/>	is Secondary data analysis (i.e. it will involve data from an established data archive)

**If you have ticked one of the options in C3.1 above, and C3.2 does not apply, you should now complete section C3.3 ➡**

#### **C3.2    Human participants**

I/we confirm that this research (tick as appropriate):

<input checked="" type="checkbox"/>	<b>is not of high nor medium risk to the researcher, or participants, in accordance with the criteria provided in sections C.0, C.1 and C.2 respectively.</b>
<input checked="" type="checkbox"/>	<b>A reasonable person would agree that the study addresses issues of legitimate interest without being in any way likely to inflame opinion or cause distress<sup>13</sup></b>
<input checked="" type="checkbox"/>	is Practice review (i.e. the research involves data collection from participants on issues relating to the researcher's professional role, in a setting where the researcher is employed or on a professional placement)
<input type="checkbox"/>	is Practice evaluation (i.e. the research involves data collection on a student's professional role, in a setting where the researcher is employed or on a professional placement. The data collected will be used for comparison against national or other targets or standards).
<input checked="" type="checkbox"/>	is Primary research on professional practice with participants in professional roles conducted in their work setting.
<input type="checkbox"/>	is Market research (i.e. the research may involve data collection from the general public approached or observed in public locations for the purposes of market investigation).
<input type="checkbox"/>	is Primary research using a questionnaire completed and returned by participants with no direct contact with the researcher.
<input type="checkbox"/>	is part of a research methods course and participant groups are limited to peers, colleagues, family members and friends.
<input type="checkbox"/>	is a Pilot Study

#### **C 3.3    Research context**

I/we confirm (tick as appropriate):

<input checked="" type="checkbox"/>	<b>the location(s) of the research are not listed on the Foreign and Commonwealth Office warning lists<sup>14</sup></b>
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<sup>13</sup> A reasonable person would agree that the study includes no issues of public or private objection, or of a sensitive nature.

X	the researcher is not in a position to coerce potential participants/secondary data owners
X	Primary or practice research involves <u>no</u> vulnerable group (as indicated in question B3).
X	Primary or practice research will be conducted in a public space or building (e.g. the high street, the University campus, a school building, etc)

## D. LOW Risk Fieldwork Declaration

Students not directed to complete the separate Fieldwork Risk Assessment in Section C should tick the items in D.1 or D.2 to confirm the LOW risk nature of their fieldwork visits. Then sign the Declaration in D.3

**D.1 Fieldwork visits** (If you will not make any fieldwork visits, tick the alternative items in D.2 below.)

I/we confirm:

X	the researcher will not travel outside the UK or their home nation.
X	the fieldwork does not require overnight stays in hotels or other types of public temporary accommodation.
X	public and private travel to and from the research location(s) are familiar to the researcher and offer no discernable risk.
X	the researcher will not travel through, or work in research locations which may have unlit areas, derelict areas, cliffs, or local endemic diseases
X	the researcher will carry only necessary personal items when travelling to, and within, research locations.
X	no specific vaccinations are required to undertake this research
X	first aid provision and a trained first aider are available where appropriate
X	the researcher will only operate machinery, electrical equipment, or workplace vehicles, or handle or work with animals at the research location(s) if they are qualified to do so
X	the fieldwork will be carried out within normal working hours <sup>15</sup> at a time convenient to participants.
X	the researcher will not give out personal telephone information to participants, or owners of secondary data resources, in relation to the research project
X	the researcher is fully aware of and sensitive to cultural and religious practices of participant groups, and will act accordingly.
X	primary or practice research will not involve fieldwork visits to private homes.
X	the researcher will provide a regularly updated fieldwork visit schedule to a nominated University contact.

<sup>14</sup> <http://www.fco.gov.uk/en/travel-and-living-abroad/travel-advice-by-country/>

<sup>15</sup> For example, in the UK normal working hours are between 8am and 6pm Mon-Fri inclusive.

☒

the researcher will carry a Manchester Institute of Education Emergency Contact Information Card during all fieldwork visits.

If you are unable to tick all items above, you must complete a separate Fieldwork Risk Assessment form.

## D.2 No Fieldwork visits

I/we confirm:

☐

this research does not involve fieldwork visits of any kind

☐

the researcher will not give out personal telephone information to participants, or owners of secondary data resources, in relation to the research project

## D.3 Researcher Declaration:

**By signing this completed document, I declare that the information in it is accurate to the best of my knowledge and that I will complete any actions that I have indicated I will complete.**

Signature:

Date 07/08/2014

Name (in capitals): ELISABETH PARKER

Student ID: 9265592

### **PGR Panel Students ONLY**

If ONE OR MORE of the **LOW risk** criteria above have been selected, ethical approval must be sought from the Manchester Institute of Education Research Integrity Committee. The supervisor and student should agree this research risk assessment and submit:

- Completed RREA form
- Completed the Manchester Institute of Education Ethical Approval Application form<sup>16</sup>.
- Completed Fieldwork Risk Assessment form where indicated
- Supporting documents

**NB:** 'Supporting documents' include recruitment adverts/emails, draft questionnaires / interview topic guides, information sheets and consent forms.

Documents should be submitted to:

Mrs. Debbie Kubiena, Room B3.10 along with your PhD Research Plan for consideration at the PhD/Prof Doctorate Review Panel.

⇒ ***UG, PGT, PGR Pilot studies, PROF DOC Research Papers involving ONLY LOW RISK CRITERIA***

⇒ ***Go to Section E.1 page 11***

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<sup>16</sup> This document and guidance for completion can downloaded from  
<http://www.education.manchester.ac.uk/intranet/ethics>

<b>SECTION E</b>	<b>UG/PGT/PGR Pilot/PROF DOC Papers</b>
<b>Ethical Approval Application for LOW risk research</b>	

Section E.1 to be completed by students. Section E.2 to be completed by supervisors/tutors

### E. 1 Research ethics criteria

Tick as appropriate and/or indicate NA against items in bold where they do not apply to this research.

I/we confirm:

#### Codes of Practice

X	I/we have read and understood the Manchester Institute of Education Ethical Practice and Policy Guidelines
X	the researcher will abide by the Manchester Institute of Education's Ethical Protocol detailed therein
X	the researcher is aware of and will abide by any organisation's codes of conduct relevant to this research

#### Researcher skills/checks

N/A	all necessary training procedures for this research have been completed
X	all appropriate permissions have been obtained to use any database or resource to be analysed in Secondary research
X	all relevant enhanced DBS or other checks have been completed
X	I will inform the AEF if my DBS (or related) status changes
N/A	written permission to be on the site to conduct primary research has been received

#### Rights of participants

X	participant information sheets (PIS), consent forms, questionnaires, and all other documentation relevant to this research <u>have been discussed with supervisor/tutor named in A.5</u>
X	PIS and consent forms <u>have been confirmed by the supervisor named in A.5</u> , as covering required headings illustrated in the MIE Participant Information and consent templates, AND as accessible to proposed participant groups.
X	the researcher understands the Data Protection Act and the University Data Protection Policy and all data will be handled confidentially and securely, including storage on encrypted devices.

### Research Integrity

X	no data will be collected before approval of the study by the supervisor/tutor
X	the student researcher will immediately report any issues arising during the course of the study that conflict with the Manchester Institute of Education protocol, to the supervisor who has signed the ethics approval and suspend data collection pending advice from that supervisor/tutor
X	the researcher will report any proposed deviation from the research specification outlined in this assessment to the supervisor/tutor to update the current assessment or clarify any need for further approvals BEFORE such changes are made

### Research output

X	the only publication/output from this research will be the assignment or dissertation unless consent has been obtained from participants for further dissemination
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## E.2 Supervisor confirmation that research matches LOW risk criteria above.

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When satisfied that the assessment is correct, **supervisors** should complete this section.

For 'low risk' research approval relevant **items in bold must be ticked or marked as NA if not applicable to this research** and one or more of the specific research criteria as appropriate

The supervisor confirms:

<input type="checkbox"/>	The submission has been discussed and agreed with the person(s) undertaking the research.
<input type="checkbox"/>	The student has had appropriate training and has the skills to undertake this study, or has qualified supervision in place.
<input type="checkbox"/>	The research activities outlined in the proposal involve no substantive risks to the student researcher or potential participants.

**AND** one or more of the following as appropriate:

<input type="checkbox"/>	Primary or Practice research will not address issues of public or social objection or of a sensitive nature.
<input type="checkbox"/>	Information giving and consent taking processes follow Manchester Institute of Education guidance.
<input type="checkbox"/>	Where fieldwork visits do not correspond to all items in the LOW Risk Fieldwork Declaration, a separate Fieldwork Risk Assessment form has been completed and approved.
<input type="checkbox"/>	Secondary research assignment/project has appropriate resource or database access permissions.
<input type="checkbox"/>	They will act as custodian for data used for any study that results in a publication (Masters dissertation or otherwise) and will arrange for archiving of data within the Manchester Institute for a minimum period of 5 years.

I confirm that the proposed research matches low risk criteria and that the documents supplied are complete and correct. I submit the items below in support of this Low Risk Ethical Approval:

Submitted	NA	Document
<input type="checkbox"/>	<input type="checkbox"/>	Completed <b>RREA form</b>
<input type="checkbox"/>	<input type="checkbox"/>	Completed <b>Fieldwork Risk Assessment</b> form where indicated

		Student research <b>proposal, or equivalent</b> , on which the assessment is based <sup>17</sup>
		<b>Supporting documents</b> including :
		Draft questionnaire/interview topic guide/other data collection tool
		Recruitment email/advertisement
		Information sheet for each participant group
		Consent form (or alternative) for each participant group

<b><i>Supervisor's signature:</i></b>		<b><i>Date:</i></b>	
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**Documents should be submitted electronically for archiving and audit purposes**, to the Administrator for Ethics and Fieldwork (AEF) via [Ethics.Education@manchester.ac.uk](mailto:Ethics.Education@manchester.ac.uk) **by the supervisor**. The AEF can only provide formal confirmation of ethical approval via email to both student and supervisor when a complete set of documents are supplied. Copies of all documents should be retained by the supervisor.

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<sup>17</sup> For audit purposes, a person unfamiliar with the research outlined in Section B must be able to ascertain the full details of the student project from this RREA form and/or supporting documents appended.



### E.3 Amendments to proposed research design for LOW risk research

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Any minor<sup>18</sup> amendment to low risk approved research submissions should be recorded and signed-off by the supervisor as necessary below. Substantial changes to research will require a reassessment and revised ethical approvals. A revised copy of the RREA showing the approved amendments, and any amended supporting documents, should be forwarded electronically to The QA administrator via [ethics.education@manchester.ac.uk](mailto:ethics.education@manchester.ac.uk). The QA administrator will provide formal acknowledgement of approval of the change by email. A copy should be retained by the supervisor.

**To be completed if/when applicable:**

<b><i>Minor<sup>19</sup> amendment to assessed research agreed (1):</i></b>
<b><i>Details of amendment</i></b>  <i>This section will record any applications made during the life time of the Project regarding minor changes from what was approved.</i>

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<sup>18</sup> Minor amendments are those that do not alter the character of the research or the participant groups

<sup>19</sup> Minor deviations from previously approved research submissions are defined as those which neither change the nature of the study nor deviate from any participatory research groups previously identified. Supervisors should contact a member of the MIE Research Integrity Committee for advice if in doubt.

<b><i>Supervisor's signature:</i></b>		<b><i>Date:</i></b>	

## **Appendix O: Ethical approval letter**

Dear Beth

**Ref: PGR-9265592**

**Project Title:** Examining the Process of personalised education plan construction using Actor-Network Theory

I am pleased to confirm that your ethics application has now been approved by the School Research Integrity Committee (RIC) against a pre-approved UREC template.

If anything untoward happens during your research then please ensure you make your supervisor aware who can then raise it with the RIC on your behalf

**This approval is confirmation only for the Ethical Approval application.**

Regards

Georgia Irving

## Appendix P: Actor-Network Theory: The Process of Data Analysis and Guiding Questions

- 1) Initial collating of data from various sources: audio recordings, transcripts of audio recordings, PEP documentation, fieldnotes regarding meetings and conversations with other professionals.
- 2) Establish the 'outcome factor' (e.g. change for looked after children as represented in the PEP document) and follow the process of translation in the event that leads to this - this is where the networks are mapped.
- 3) Initial read through of data – begin making notes on each event (meetings). The following questions will help to guide the analysis:
  - What is happening here? (description of action)
  - Who or what is involved?
  - What do/does they/it do? Does this action have an effect upon the outcome of the event?
  - Is power made visible in the analysis? How? Where is it located?
- 4) Note key observations and quotes/examples to illustrate issues relating to the above questions.
- 5) Begin to map networks from each event (meeting) on to each other. Guiding questions here are:
  - Are some aspects of one network reinforced in another?
  - Do the networks overlap at all?
  - Does anything differ between the networks for each event?
  - Where might the networks head if we were able to trace them further? What is the evidence for this? (e.g. mention of legislation or processes outside of meeting)
- 6) Consider how this story is to be told through dissemination of the research, e.g. in the form of vignettes or clustered into groups of observations.

### *Points to consider throughout:*

- *Observe both human and non-human actors that enrol/are enrolled*
- *What can we learn about entities that do not become involved or stay in the network?*
- *Consider drawing a visual representation or map of the network with links between the entities, arrows can indicate entities which act (actors) and those which are acted upon (actants)*
- *Keep to hand a list of terminology true to the version of ANT being used, e.g. circulating reference, intermediaries, enrolment etc.*