



**Fellows of UCL Centre for Inclusive Education
Annual Proceedings Paper 2018
Knowledge Exchange and Special Educational Needs**

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UCL CIE Fellows 2018

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Introduction

This year's topic is Knowledge Exchange. Knowledge Exchange (KE) supports schools through facilitating access to research and then helping schools to undertake their own practitioner enquiries with a view to contributing to findings to a wider community. The Centre is proud to offer four facilitated KE programmes, all with ethical approval for extended research analysis and publication. These are:

- Maximising the Impact of Teaching Assistants (MITA)
- Promoting the Achievement of Looked After Children (PALAC)
- Supporting Spoken Language in the Classroom (SSLiC)
- Supporting Wellbeing, Emotional Resilience and Learning (SWERL)

Through presentations, Q and A panel and discussion groups our inaugural Fellows' Evening explored how KE helps schools become 'communities of enquiry' and creates ongoing opportunities for teachers to collaborate and reflect on their teaching practice for learners with Special Educational Needs. This is the Proceedings Paper following the event.

Gill Brackenbury, Director of UCL Centre for Inclusive Education

***Knowledge Exchange: What is it and why should we care?* Dr Amelia Roberts**

Definition of KE:

Knowledge Exchange is often used to describe a process whereby researchers and practitioners work together, sharing their respective knowledge of an area, to achieve something that is 'greater than the sum of its parts', being infused with robust research evidence combined with an understanding of 'real-world' practicalities and processes. We sometimes talk of the 'bi-directionality' of knowledge, whereby we encourage programmes to create findings, often case studies, that can feed back into the research cycle, creating a form of co-constructed research and collaboratively developed research questions and research priorities.

Why knowledge exchange is like TEFLON:



But not when applied to education!

Imagine the researchers who formulated the substance that underpins 'Teflon' discussing with the saucepan manufacturers about the temperature that polymerized tetrafluoroethylene could be heated to, and how the substance could be made to be adhesive to cooking utensils. No doubt these were tricky problems to solve, but once the solution was found, the

process can be considered to be complete. Not so in education! The properties of education, and the political climate do not remain consistent, unlike the properties of synthetic resins and their respective melting points.

Research to Practice Gap (but why this isn't the whole story)

In terms of great professional development in schools, we might think about using good research evidence to create lasting change by thinking about the following:

1. Think about the pupils' needs and the impact you want to have
2. Help colleagues to think seriously and differently about their practice
3. Provide opportunities for colleagues to engage in deep collaborative learning
4. Ensure access to knowledge and skills from inside and outside
5. Use collaborative enquiry to stimulate professional learning – but not as a quick fix
6. Facilitate the practicalities to encourage a learning culture
(Nelson, Spence-Thomas and Taylor 2014)

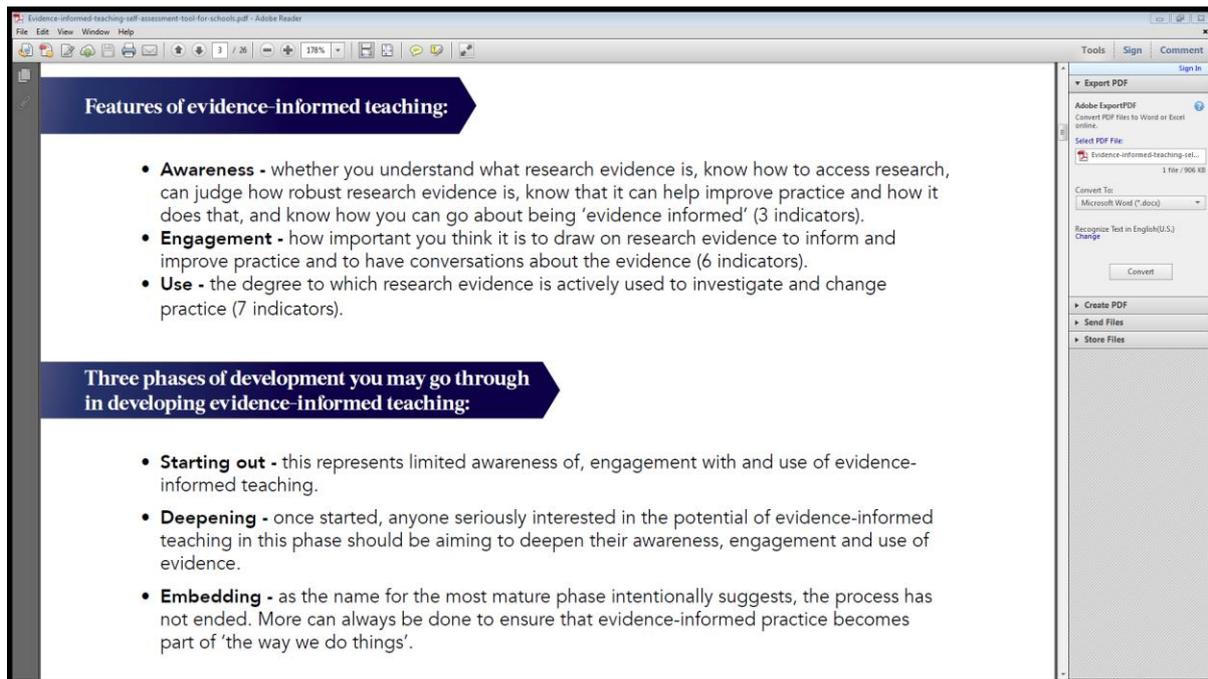
Why the Research to Knowledge paradigm is problematic

Educational research (and education itself) is messy, but there is a current 'zeitgeist' intent on finding clear cut answers in education (eg the Education Endowment Fund which reports research meta-analyses simplistically in terms of 'months of progress' gained). This alarming quest for positivism in education is exemplified by the 'What Works' agenda and characterised by large scale studies that are not responsive to locality or subtlety and ultimately reinforces a power differential of 'experts' who can tell practitioners 'how to do it'.

A naivety also exists in the assumption that once research findings are shared, then changes in education will follow. The journey in fact is complex and convoluted, as exemplified by the movement to embed Assessment for Learning into school practice:

'For us the question was not, therefore, "Does it work?" but "How can we get it to happen?"'
(Black and William, 2003, p. 629)

The paradigm is exemplified by documents such as the Chartered College for Teaching's guide to research use in schools:



Chartered College Guidance Jan 2018 Evidence-informed teaching: self assessment tools for schools

The document above is a useful one, and I recommend it, but despite its best efforts to emphasise the process of research use, the word 'embedding' implies that a received element of knowledge or practice becomes 'embedded' rather than being challenged, explored, improved upon and personalised by practitioners. This therefore retains a sense of the 'linear' directionality of experts producing research and practitioners benefitting from it.

Morton and Phipps (2013) challenge the linear directionality of 'research to practice' or 'research impact':

'The concepts of 'knowledge transfer' and 'bridging the gap between the two communities' are less applicable than the language of knowledge exchange or mobilisation, implying this more interactive approach (Davies et al, 2008; Morton and Nutley, 2011). We see that the role of the knowledge broker, rather than bridging a gap between two communities, is to create and work in this shared collaborative space'.

As HEIs continue to redefine themselves, this collaborative space, however important, is risky because traditionally research-active organisations start to share their core raison-d'être with other communities.

Different types of Knowledge Exchange being researched at CIE:

- Making Autism Research Accessible to Teachers -MARAT (Research Learning communities)
- Lesson Study
- Research-informed Practitioner Enquiry (accredited and non-accredited versions)
- Facilitated Knowledge Exchange projects (SWERL, MITA, PALAC, SSLiC)

Fundamental principles:

- Literature review to form evidence-based starting point

- Research-generating intention
- Shared language of theory of change within schools
- Protected time and space (Reeves and Forde, 2004) within practitioner context
- On-going facilitated support
- Commitment (and bravery!) of SLT to challenge existing policies and structures
- Opportunities to share learning in a range of contexts (eg peer reviewed papers and practitioner conferences or 'Teach Meets') (Stoll et al, 2012).
- Willingness to form and sustain a 'community of enquiry' (Dewey, 1902) within and beyond practitioners' workplace
- Goal is to energise '*knowledge mobilisation and co-creation*' (p.37 Shucksmith, 2016)
- Need to balance the practical requirements of educational practitioners with the prioritisation of strategic direction and reflective enquiry

Core elements:

- **A criteria-enriched framework is generated from the literature review with a clearly articulated summary of findings for practitioners to consider, using the framework to audit their own settings.**
- The audit constructs a series of domains, arrived at collaboratively, identifying the evidence underpinning decision processes
- Theory of change model is utilised
- Collaborative decision-making, leading to priority change identification, the specification of actions, creation of appropriate time-line and data collection methods.
- Each school is allocated a facilitator
- Schools feedback their project results to other schools in the cohort on a 'Review Day' and we co-author a case study to showcase each project.
- **MITA, PALAC, SSLiC, SWERL KE projects are all based on this model which CIE has developed (Gill Brackenbury, Rob Webster, Catherine Carroll)**

An example of one of our Facilitated Knowledge Exchange Projects: Supporting Wellbeing, Emotional Resilience and Learning (SWERL)

The SWERL Domains are:

- Supported and knowledgeable staff
- Graduated Response to Need: role of the teacher
- Enabling Environment
- Whole School Planning and Design
- Building relationships
- Robust communication systems
- Planned Transitions

These domains form the basis of an audit and schools assess their own practice before working with a facilitator to design and evaluate their own action plan.

Kotter's 8 step change model:

We use a simple 8 step model to support schools in understanding that the change process is complex, challenging and requires planning, attention and adjustments.

	Step
1	Create urgency
2	Form a powerful coalition
3	Create a vision for change
4	Communicate the vision
5	Remove obstacles
6	Create short term wins
7	Build on change
8	Embed the change into the school structure

Barriers to Collaborative Research Partnerships:

Despite the exciting potential of Knowledge Exchange, barriers remain:

Resources

- Time, money and appetite for change often limited in educational settings
- Writing up case-studies costs money on top of traditional CPD costs
- Evaluating long-term impact is expensive
- KE is a long term commitment

Conceptual understanding

- Many still wedded to the 'top down' model of CPD
- KE terminology inconsistent/contested and not in lay parlance yet
- Variety of KE models can be confusing

Current ecology of education

- Role of Higher Education Institutes(HEIs) is in flux – KE is risky for HEIs
- The way universities are assessed and rewarded can penalise collaborative working. For example, REF 'Impact Case Studies' reward a linear model of 'research to practice': '(We need to) *explore ways in which REF Impact guidance could admit and reward non-linear processes of knowledge mobilisation and co-creation*' (p.37 Shucksmith, 2016).

Does this mean the picture is bleak?

At the end of each facilitated KE project, schools present to each other the work they have achieved across the 6 to 8 month period. Most of these projects are ambitious, innovative and rigorously evaluated. All our schools achieve incredible and inspirational work, despite being under considerable day to day pressures from all sides.

These schools are not put off by the challenges that face them. We can learn from schools and take inspiration from them. They are not giving up, so neither shall we.

SEND knowledge exchange from the classroom: living with compliance incompatibility and system dysfunction

Professor Klaus Wedell CBE

It is a great pleasure to be taking part in this event at the Centre for Inclusive Education, which has grown out of SENJIT (the SEN Joint initiative for Training). I now realise that it was an early project about KE, although I did not know the term at that time. SENJIT was founded when Margaret Thatcher disbanded the Inner London Education Authority (ILEA), covering all the inner London local authorities. The ILEA had established a centre for special education at Webber Row as a resource for all those working in this field. All of us in London valued this resource, and were horrified at its potential loss. I decided that our Department at the IOE should offer a home for 'Webber Row', and thereby provide a direct opportunity for KE between the practitioners in SEND and the special needs academic and research members of our special needs work here. So Nick Peacey, who is also here this evening, and who had led Webber Row, joined us along with a dowry of very useful furniture and SEND resources. We called it SENJIT, because it had a suitably multicultural sound. Nick's phenomenal entrepreneurship developed CPD over the years into an integral part of our Department's activities. Now it has gone on to a new era of equally phenomenal development as 'CIE' under Gill Brackenbury's leadership.

As Amelia has demonstrated in her introduction to this event, KE covers a wide range of interactions, whose main purpose is to support reciprocity between research and practice. The projects of the CIE have illustrated the reciprocity involved, which always functions to validate the research through the feedback from putting the findings into practice. Within the field of SEND however, one always has to allow for the array of circumstances within which practice is carried out. Brahm Norwich, (who unfortunately can't be here tonight), has very aptly pointed out that 'research may inform practice decisions, but cannot determine them'. The validity of this statement has continued to impress me in the work in which I've been involved since my retirement in 1995. In my contribution this evening I want to deal with two well-known examples of the array of circumstances which make it difficult for teachers, SENCOs and others to follow through some of the implications of research findings: – compliance incompatibility and system dysfunction.

Compliance incompatibility causes the stress resulting from the accountability discordance between official government 'guidance' aimed at assessing pupil progress in terms of the specific National Curriculum subject 'standards' rather than achievement of the aims of the 'broad and balanced curriculum' envisaged in the Education Acts. This is a common theme in the messages exchanged among the 2500 or so members of the SENCO Forum, which I've been reporting in my quarterly summaries in the British Journal of Special Education. Much of the mutual support offered by SENCOs has involved ways of dealing with this discordance. It is generally accepted that achievement of the broader standards is often a precondition for pupils' attainment in the specific attainment within the National Curriculum. As the governor for special needs in our local small rural primary school for example, I'm very aware that we are under pressure to achieve 'floor standards' in terms of the proportion of pupils reaching the prescribed National Curriculum levels. We would claim that we are committed to ensure that we do our utmost to enable all pupils to achieve the 'next step' in their learning. However, the concept of 'expected levels' currently prescribed may not actually reflect the appropriate 'next step' in the development of an individual pupil. The current third Code promotes a 'graduated response' to an individual's learning difficulties, which in practice demands that the teacher takes an experimental approach within the successive cycles of 'assess, plan, do, review' to find out what works for progress to be achieved. For example, in my voluntary TA role for the five year olds allocated to me, I'm working with one who is not making the expected progress in the 'phonics' assessment. So

I'm focussing on enabling him to enjoy producing a book about himself, where all the words have personal meaningful significance. This is a well-trying approach to generate motivational support for reading in the rest of his classroom work, and is intended as an investment for subsequent progress. However, the increased enjoyment does not figure in National Curriculum metrics. All of this takes teacher thinking time, to resolve compliance incompatibility!

This leads me on to the second factor mentioned in my title –‘systems dysfunction’ which may constrain teachers, SENCOs and other SEND practitioners in their attempts to apply research findings to meet children’s and young people’s SENDs. The current austerity policies have greatly reduced LAs’ central government funding for specialist professional services (and also NHS health services) to support schools and their SENCOs in meeting individuals’ needs. LAs have raised the threshold at which they agree to ‘determine’ the provision available through the EHCP procedure. This reduced capacity has to some extent been evidenced through the CQC/OFSTED joint ‘local area’ inspections. It seems to relate to whether the scale of government funding appropriately matches the size of the LA and Health service provision in the local areas – and in turn impacts on the possibility of ‘planning to scale’ for provision. The ethos of coordination and collaboration prevailing in an area also influences the scope for achieving economies of scale through coherence of planning. It is clear that these constraining factors may have a number of negative implications for individual pupils. For example, it may be that the lack of specialist professional expertise may result in pupils not being offered appropriate support. It may also result in support for a pupil being delayed until the pupil’s problems are ‘severe enough’ – and then becoming correspondingly harder to treat. Such an outcome then results in the austerity aims becoming self-defeating. In the context of the present discussion about the reciprocity of Knowledge Exchange, the point which emerges is that the implications of research may, in practice, become unachievable.

So – what are the implications for KE? Should the real-life constraints on effective practice be regarded as constituting evidence questioning the validity of research implications? This is clearly a contentious issue which was excellently set out in a recent message on the SENCO Forum. The SENCO was commenting that the Forum illustrated a ‘horizontal’ exchange of ideas and views about the provision of SEND support. He commented that “there is no assumption that anyone has a monopoly of knowledge and information. Issues are discussed in the context of the real-life experiences of Forum members and the children and young people they serve.” The experiences have implications not only for principles and practice, but equally for the validity of the very policies (and theories) within which practitioners are constrained to operate. Such two-way KE can constitute the evidence on which the policies (and theories) should be evaluated, and also offer crucial indications for selecting the issues addressed by research in the first place.

The Interface

Good evening.

One of the advantages of having being in education rather longer than I might be prepared to admit, is having had the time to reflect on what really matters in terms of the education of children and young people who have special education needs and/or disabilities, and of the vital importance of working across the disciplines and across the services, as no one person, approach or intervention ever has all the answers.

Yet it is a field that is full of people pushing different ideas, which, combined with a human tendency to seek out evidence for the views we already hold, is further proof of how necessary it is for researchers and those at the sharp end of education to work alongside each other.

For some time now, schools have recognised the value of collaboration and across the diversity of schools that exists, have established a range of formal and informal partnerships, including federations and multi-academy trusts. More specifically, 800 Teaching Schools and their Alliances have Research as an element of their work, and, more recently, 23 Research Schools have been named, the latest being a Nursery School.

So there is growing recognition of the importance of evidence-based teaching. In addition, individual teachers may be involved in research, as part of studying for the National Award for SEN Co-ordination, a higher degree, or seizing an opportunity for some action-based research. While individual study can be extremely valuable, also needed is a whole school approach to the education of children and young people who have SEND, and for schools to share the knowledge and experience they gain within and across educational establishments.

I can't help thinking that two of the most heated and long standing debates around SEND, might have been avoided if links between research and the reality of what happens in the classroom had been stronger. The first example is around the inclusion of SEND pupils in mainstream schools and whether special schools should have a continuing role – a debate that, although less heated than in the 1980s and 90s, still rumbles on. However, since the turn of the century there has been a move to talk more about having a flexible range of provision.

A Flexible Continuum of Provision

One of my abiding memories is having together in one room, these three gnetlemen: Ed Balls when he was secretary of state for education, Michael Gove as the shadow secretary of state and David Laws who was the education spokesperson for the Liberal Democrats, and getting them to agree in public, that they supported the idea of a range of provision, as set out in the government's 2007 document, ***Planning and Developing Special Education Provision***.

The Importance of Language

Of far longer duration than the debate about inclusion, which began after the Warnock Report of 1978 and the 1981 Education Act that followed it, has been a debate that has been going on for centuries rather than decades. This has been over the education of children who are Deaf, with those supporting oralism, with its stress on spoken language, battling against those who recognise a place for signing for those with little or no hearing. This debate entirely misses the point, that what is important is the development of language, not how it is acquired.

Words have been described as the tools of thought, and whether language is acquired through words that are spoken, through British Sign Language, or through the Deafblind Manual Alphabet, is largely irrelevant. Helen Keller proved this when she realised everything has a name, and that realisation opened the doors to comprehending the world around her, to having the means to communicate and to think. So that, later, as an adult, she was able to explain:

“Once I knew only darkness and stillness... my life was without past or future... but a little word from the fingers of another fell into my hand that clutched at emptiness, and my heart leaped to the rapture of living.”

While there’s nothing wrong with passionate debates, they can focus time and energy on the debate itself rather than those involved being able to step back and see the wood instead of the trees.

Labels

Another discussion, but perhaps less heated, has been around the pros and cons of labelling. While a label may be seen as a useful starting point for understanding the nature of a child’s needs, we seem to be reaching a point where the more conditions we define, the greater the overlap between them and the more prevalent comorbidity appears to become.

Neurodevelopmental disorders

In 2007, I had the opportunity for some post-doctoral research working alongside a neuropsychologist, Dr Winand Dittrich, looking at 4 neurodevelopmental disorders that continue to be of interest, not least because of a significant rise in prevalence, which has taken autism, for instance, from being described as a low incidence need to one of the most common childhood conditions within the SEND continuum. The other three conditions were: ADD/ADHD, specific learning difficulties, and specific language impairment (since renamed as developmental language disorder). As well as appearing to be on the increase, they are of interest because they have a biological basis which is not yet fully understood; they have symptoms that overlap; and they have a tendency to co-exist, both with each other and with other disorders.

Comorbidity

Looking at comorbidity, a study of 50 children in Wales with a diagnosis of dyspraxia, otherwise known as developmental co-ordination disorder, found only 14% had dyspraxia as a single diagnosis. As those who have special needs are said to be 6 times more likely to have a mental health condition, the complexity of children’s needs and the necessity of knowing more about how to support their learning, becomes even more apparent.

The CLDD Project

The Complex Learning Difficulty and Disability Research Project, which ran from 2009-11, (as well as arriving at a definition of CLDD based on co-existence), highlighted the value of researchers working alongside teachers in their classrooms. Together they found ways, not only of enhancing the learning capacity and enjoyment of learning for even the most complex and seemingly limited child, but they used an Engagement Scale as a way of measuring their progress. Currently, the 7 areas of Engagement that were used, are part of a pilot following the 2016 Rochford Review into pupils working below the standard of the national curriculum tests.

NFNSE

Partly as a result of his work in leading the CLDD Research Project, Professor Barry Carpenter was instrumental in establishing the National Forum for Neuroscience and Special Education (NFNSE), together with Francesca Happe and myself, which is hosted by the

National Association of Head Teachers (NAHT). Our patron is Dame Professor Ute Frith, who has written that:

“Education is concerned with enhancing learning and neuroscience is concerned with understanding the mechanisms of learning. It seems only logical that the one should inform the other.”

An early meeting, based on the idea of speed dating, saw 20 researchers and 20 school leaders being given a few minutes to ask each in turn questions to which they were seeking answers. Being in a room with such a multi-professional mix was an exhilarating experience.

A rather more in depth occasion occurred on 30th January this year, when NAHT and members of the National Forum held a conference with the Royal College of Psychiatrists, entitled: ***Collaborative Approaches to the mental health of children: from issues to interventions.*** This brought home to me again the benefits to be gained from learning together and not just with people from our own profession.

AAGF

A related piece of work is that of the Autism and Girls Forum (AAGF), where parents and carers, researchers and other professionals and those on the spectrum, have come together with the aim of raising the profile of girls on the autism spectrum and to address a growing concern that they are being under-diagnosed. There is an increasing amount of evidence that, rather than there being far more boys with autism, it may be that boys are more likely to be diagnosed, because the diagnostic tools were designed with boys in mind, whereas girls may present very differently. Francesca Happé referred to them recently as ‘the lost girls’, because they may go through primary school masking their autism in an effort to conform and be like other girls, but the strain becomes too much when the demands of secondary school and the changes that happen in the teenage years, become overwhelming.

What seems to be happening then is that they may be diagnosed with anxiety, depression, eating disorders or start to self-harm, rather than the underlying condition being recognised. This makes them extremely vulnerable and fails to provide them with the support they need. Currently, members of the Forum are providing the chapters for a book to be published next year by Routledge which will give the perspectives of parents, of those on the spectrum and of a range of professionals, including school leaders, as well as explaining the latest research

School to statistics

Successive governments have encouraged a narrowing of the curriculum, an over-emphasis on assessment and accountability measures, and a belief that if you make the national curriculum and the testing that goes alongside it more rigorous, then schools and the pupils within them will automatically rise to the challenge. For years now, it has felt as if schools have been reduced to columns of statistics when they are so much more than that and where the ones who suffer the most are those to whom academic learning may not come easily.

Changes at the top

Since the SEND Reforms began to be discussed in 2010, there have been 4 changes of Ministers responsible for special needs, the most recent change being the removal of Robert Goodwill who had only been in post for a few months and the arrival of Nadhim Zahawi. In addition, since the turn of the century, there have been 10 secretaries of state for education, few of whom knew much about education beyond their own schooldays. Yet, the SEND world has moved on, not as fast as it might have done and not as fast as I hope it will do in the future.

Discussion in brief: summary and responses to discussion questions

The following questions were posed to the event Delegates and Fellows. A brief summary and example answers are provided below:

- **How core is KE to your current CPD activities?**

Delegates' experience ranged from being completely new to the concept of KE to being well-versed and involved in supporting other settings in KE activities.

We are involved in the (UCL Centre for Inclusive Education) Supporting Spoken Language in the Classroom (SSLiC) project.

Working with a school in the SSLiC project

We do not currently engage in knowledge exchange nor is it recognizable terminology to us. We would be very much open to engaging with knowledge exchange it isn't something we've found to be available to us.

Our school worked with () last year to become an 'attachment friendly' school. I feel this was close to KE as the CPD wasn't delivered top down but was based on our children and further training based on our findings. A core group of teachers led the change in our school and by ownership being with the teachers it was more successful.

Personally I feel it should inform CPD generally. A person or school is aware of their weaknesses/areas for development and so should be aware of how knowledge exchange works.

Very! 6 weeks per term attributed to research. Topics:

- How effective is precision teaching?
- Division - what resources are necessary for embedding understanding?
- Is phonics the ultimate way to teach reading?

Absolutely central

- **What challenges and benefits might a KE approach bring in your context?**

A great number of delegates cited 'time' as an issue in respect of implementing new ideas. We might add 'resources' and 'priorities' as these both impact on how time is allocated.

Benefits: a chance to inform action/change through research/evidence; to benefit from expertise; opportunities for reflection. Challenges: persuading teachers who are pushed to their limits in terms of workload; to be open to change; getting buy-in from Senior Management Team focused on achievement rather than opening up discussion about what might not be working well.

Concern is the time the school/senco is willing to commit to face to face/school staff gatherings around particular children or issues. Main challenge is linking time commitment to potential gains not just for specific kids for the whole school and for developing skills generally

The challenge is always:

- * time for staff to be released

* the active support SLT in schools

* LA managers (both groups are supportive)

Of course time in addition to all current demands or current chosen demands. Essentially knowledge exchange needs to be high on the schools agenda and therefore Ofsted's agenda.

Benefits- opportunity to see researched trialled in practice in a 'messy' way. Opportunity to adapt evidence and research to what works in school.

Challenges- time to work with other professionals and evaluate practices

Co-teaching is beneficial - learn a lot about specific key areas identified as needing more research eg division. Data shows that practical resources are necessary - why? Children's experiences (are also a benefit) Challenge - teachers' protected time – (finding) time for research and co-teaching? (Another challenge is) presentation of research takes time and may not be relevant to all key stages eg key stage 2 to early years foundation stage – (making time for finding out) what can we learn from each other?

Needs to be valued across and within the school hierarchy and the governing body. (Needs) dedicated time, identified lead from within leadership team and governing body

Getting teachers to experiment with their own practice and moving teachers away from the 'what works' agenda to adapting and implementing changes that meet the needs of their own pupils and teachers

- **Do practitioners need more information on how KE might enrich their approach to research, learning and staff development?**

All respondents agreed that this is the case, with some expanding on the concept of 'Knowledge' to include time and opportunities to deepen understanding and practice.

This is the first time I have heard of knowledge exchange. I can only imagine other colleagues are in the same position

We don't know where to start! But we would like to be more informed and have every chance being effective and supporting our children

Yes. It isn't something we are familiar with in most of our schools.

I would suggest Ofsted need more information which would put it on a school's agenda.

It's not about information, it's about having the time to locate, analyse, adapt and use the information.

- **How can we best evaluate the impact of KE?**

Delegates shared a range of ideas, with some citing the importance of a long term view of recording changes to practice.

Gather information about the impact of the experience through interviews with participants. Measures of impact against criteria for change.

Teachers' own perception of their general skills development

Evaluate the process of change brought about by knowledge exchange, then evaluate impact through data and as suggested, meet 'experts in the field' to gain an understanding from both sides.

Feedback from schools - research write-ups - sharing research on forums

Results (and) measures of progress

Longitudinally - over 2-3 years and over a wide set of measures. Too much focus on short term impact over a very short time frame ie one year.

We look forward to continuing on our Knowledge Exchange journey together!

And finally

UCL Centre for Inclusive Education would like to thank our Fellows, our delegates and all of our colleagues for supporting our work in developing platforms to support change for young people in education. This event was sponsored by UCL Knowledge Exchange and Innovation Fund and we are grateful to them for their generosity.

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