"There is no barrier when it comes to your deafness": participatory research exploring the views of Deaf and Hard-of-Hearing students being educated in a Resource Base

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Abstract

Resource Bases (RBs) are a form of educational provision which may allow Children and Young People (CYP) with Special Educational Needs and Disabilities (SEND) to be included within a mainstream school environment and access appropriate learning opportunities. Research has started to consider the ways in which this type of educational provision can be beneficial. However, much of the research has focused on RBs which support CYP with social communication and language needs, therefore there is a gap in the literature which considers other needs, such as Deaf and Hard-of-Hearing (D/HH) students. Furthermore, current research around the educational experiences of CYP tends to focus on the perspectives of staff or parents/carers, this means the views of the child is missing. CYP have a right to give their views about decisions which affect them, therefore it is important they are given opportunities to provide their opinions.

The current research sought to explore the school experiences of D/HH students being educated within a RB within an outer London borough secondary mainstream school. The current research aimed to have an emancipatory purpose, and as such, a participatory research approach was implemented with the aim to empower the students to provide authentic views on their experiences. Six students took on the role of co-researchers and were involved in the design, data collection, analysis and dissemination of the current research.

The students designed the aim and research questions which involved exploring their feelings in relation to their school experience and the support they receive. Individual interviews, focus groups and diary entries were used to collect data on the students' school experiences and thematic analysis was employed to identify five themes to answer their research question. The students then created presentations to disseminate their findings to their educational setting.

The themes identified by the students highlight the importance of relationships with others, including their peers and staff members. In addition, the students discuss how their own acceptance of their identity and self-esteem also influences how they view their school experiences. The findings and the participatory process used within this research has important implications for the educational provision in which the research was conducted and for the students themselves. In addition, the findings may also have implications for educational psychologists in supporting educational settings in enabling the inclusion of D/HH CYP and CYP being educated in RBs.

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List of Abbreviations

Abbreviation	Term
BPS	British Psychological Society
BSL	British Sign Language
CRAE	Children's Rights Alliance for England
CSW	Communication Support Worker
CYP	Children and Young People
DBS	Disclosure and Barring Service
DE	Diary Entry
D/HH	Deaf/ Hard-of-Hearing
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
ERIC	Education Research Information Centre
FG	Focus Group
HCPC	Health and Care Professions Council
II	Individual Interview
LA	Local Authority
NI	Northern Ireland
PM	Participatory Model
PR	Participatory Research
RB	Resource Base
SDT	Self-Determination Theory
SE	Student Experts
SEG	Student Expert Group
SEMH	Social, Emotional and Mental Health
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SLI	Speech and Language Impairment
TA	Thematic Analysis
TEP	Trainee Educational Psychologist
UEL	University of East London
UHL	Unilateral Hearing Loss
UNCRC	United Nations Rights of the Child

UK	United Kingdom
WoE	Weight of Evidence

Chapter One: Introduction

1.1 Chapter Overview

This chapter provides the background, context, and rationale for the current research. It is split into three sections. Section one details the move towards inclusive education across the United Kingdom (UK) and theoretical links to Maslow's hierarchy of needs (1943). It then considers how Resource Bases (RBs) may play an influential role in the step towards inclusive educational practice. Section two looks at the educational experiences of Deaf and Hard-of-Hearing (D/HH) Children and Young People (CYP) and considers the role that RBs as an educational provision may play in their inclusion. Section three details the current research around the views of the child and the idea that beliefs around children's limited capacity may have resulted in their views being dismissed. Finally, within the conclusion of the chapter the researcher provides a rationale for the current research and considers their own positioning within the research.

1.2 Section One: Inclusion and Educational Provisions

1.2.1 Inclusion

Inclusion can broadly be referred to as the acceptance of all people within society (Topping & Maloney, 2005). Inclusion within education refers to "the extent to which a school or community welcomes pupils with Special Educational Needs and Disabilities (SEND) as full members of the group and values them for the contribution which they make" (Farrell, 2004). Inclusion replaced the term "integration" which reflected a shift from focusing specifically on the placement of children to looking at the type of educational provision or experience they are being provided with (Farrell, 2004).

Within the UK, inclusive education is part of the government's vision for children with SEND (DfE, 2004) and as stated by Ofsted (2006) "effective schools are educationally inclusive schools", therefore schools are being encouraged to develop inclusive practices. As such within the UK, there is a government-wide agenda and commitment towards inclusive education.

Schools that are inclusive have been shown to enhance feelings of belongingness (Norwich, NALDIC Conference, 2011). Therefore, it may be helpful to view the importance and effectiveness of inclusion through the theoretical lens of Maslow's Hierarchy of Needs (1943).

1.2.2 Maslow's Hierarchy of Needs (1943)
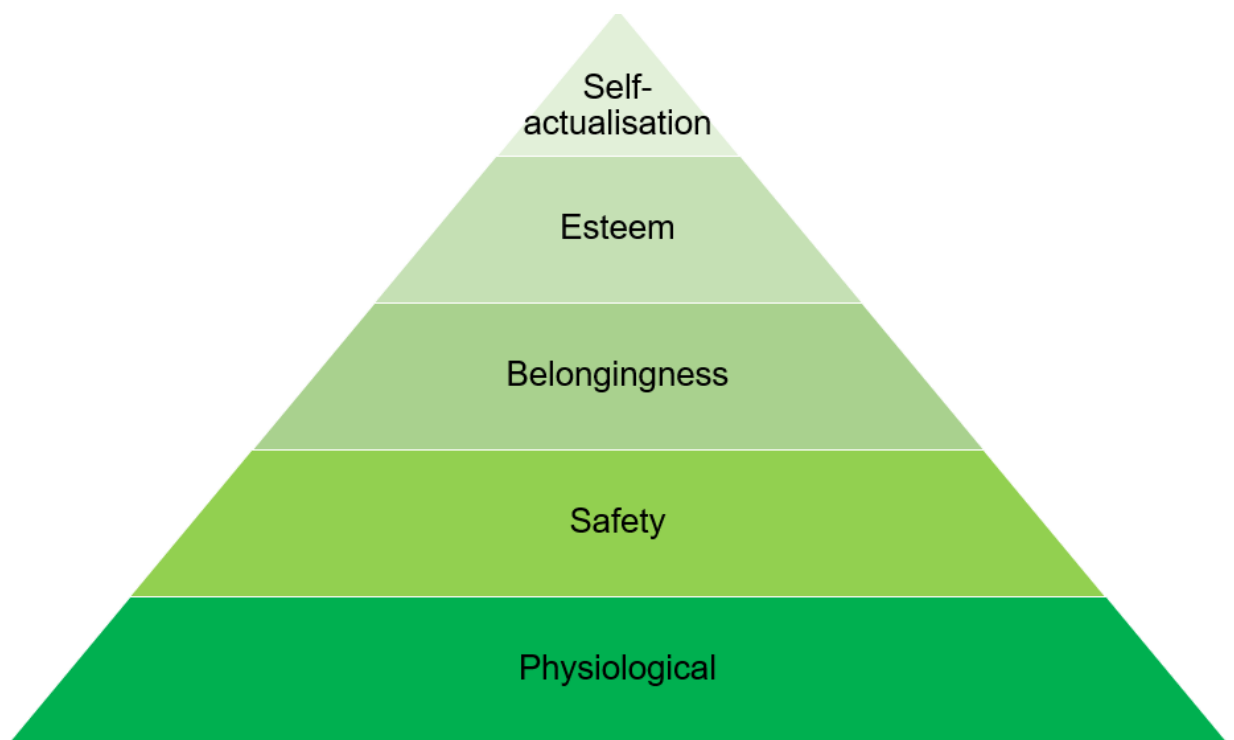
Figure 1.1: Maslow's Hierarchy of Needs

According to Maslow's hierarchy of needs (See Figure 1.1), belongingness is a fundamental building block to self-esteem and feeling a sense of accomplishment in learning and eventually self-actualisation/psychological well-being (Maslow, 1943). Belongingness refers to the need for relationships and acceptance from others. Specifically, school belongingness refers to "the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment." (Goodenow & Grady, 1993, p.80).

Maslow's hierarchy of needs has faced criticism due the subjectivity of what experiences fall into which category and that determining how needs are met is subject to different interpretations (Winston, 2016). Indeed, it is argued that

belongingness is difficult to conceptualise or assess (Allen et al., 2021). More recently, the integrative framework (Allen et al., 2021) helps to identify some of the core components which make up belonging as shown in Figure 1.2. This framework suggests that in order to feel a sense of belonging an individual must have the skills needed to connect, opportunities to connect, the desire to connect and the subjective feeling of connection based on their experiences.
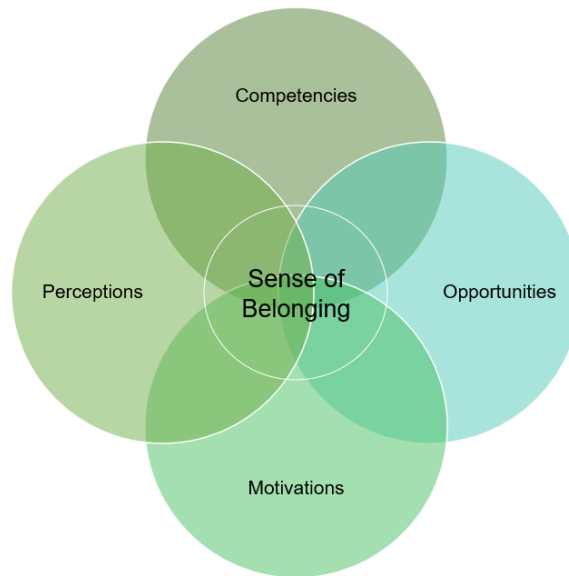
Figure 1.2: An Integrative Framework for Understanding Belonging (Allen et al., 2021)

In conclusion, regardless of how it is conceptualised, a sense of belonging is an important part of well-being and highlights the need for not only academic but social inclusion for children with SEND within education. It is important to consider the role that differing educational provisions may play in the inclusion and belongingness of CYP with SEND.

1.2.3 Educational Provision

In the 1970s-1980s, The Warnock Report (Warnock, 1978) resulted in a shift in educational practice for children with SEND. Following this report, it was recommended that all CYP with SEND, who were previously segregated in special schools, were now included within mainstream schools.

Since this time, there has been a continuous debate around the difference in inclusive practice between "mainstream schools vs special schools" (Shaw, 2017). Some argue that for inclusion to truly be achieved, mainstream schools have the responsibility to make significant changes to ensure they are able to educate all children regardless of need (Frederickson & Cline, 2009). However, children with SEND who are included within mainstream settings are more likely to report disliking school compared to their mainstream peers (McCoy & Banks, 2012). This has been linked to the inaccessibility of the mainstream curriculum and being treated differently which resulted in lower feelings of acceptance (McCoy & Banks, 2012). This suggests that including children with SEND within mainstream provisions may result in academic and social exclusion.

Despite the suggestion to move away from special schools, the number of special schools within England continues to increase (DfE, 2022). Furthermore, there may be a role for special schools for some children due to their "superiority" in meeting the requirements of CYP with more complex needs (Shaw, 2017). However, families and children often face stigma as a result of attending special schools (Davis & Watson, 2001) which could therefore limit their inclusion within society. It has been suggested that whilst there may be a place for special schools, there is a need for greater partnership between special and mainstream schools to help ensure the inclusion of children with SEND (Shaw, 2017).

Therefore, the debate between mainstream and specialist provision continues. Special schools may result in exclusion from the mainstream community, but mainstream schools lead to feelings of exclusion from others within the setting (Cigman, 2007). As such, the educational provision for children with SEND needs to be carefully considered. In recent years, there has been some evidence to suggest that RBs within a mainstream setting could play a role in the inclusion of children with SEND by improving academic, social and personal outcomes through access to high quality, specialist teachers and resources (Ofsted, 2006). The next section will explore the role of RBs in inclusive education.

1.2.4 Resource Bases

1.2.4.1 Terminology. The Department of Education uses the term "Resourced Provision" which it defines as "places that are reserved at a mainstream

school for pupils with a specific type of SEND, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school."

RBs are often referred to in a variety of different ways across the literature. Some examples include "Resourced Provision" (Greer, 2020) or 'Resourced Base' (Landor & Perepa, 2017). This model of education is also referred to differently across different local authorities, for example in Kent and Hertfordshire they are called "Specialist Resourced Provision". In Harrow and Gateshead they are called "Additionally Resourced Mainstream School". In Solihull, "Additional Resourced Provision" and in Southwark, "Resource Based Schools".

The current research uses the term Resource Base (RB), as chosen by the participants, to mean a mainstream school that has additional provision, often in the form of a room or building, where children with SEND who attend the mainstream school are educated for a certain percentage of their time within the school day. This often also includes additional equipment and specialist teachers.

1.2.4.2 National Context. As of January 2022, the Department of Education reports that there were 1,125 schools with an RB, this reflects an increase since 2021 when there were 1066. This may suggest that RBs may increasingly become an educational option for more children with SEND. This highlights the need to consider the role of RBs towards inclusive education within England.

1.2.4.3 Local Context. This trend is mirrored in the Local Authority (LA) where the current research has been conducted. This outer borough London LA currently has 11 primary and secondary mainstream schools with RBs for a range of need including autism, speech and language needs, deaf CYP, complex physical needs and children with moderate learning difficulties. Furthermore, there are a number of mainstream schools within the borough undergoing the addition of a RB onsite.

1.2.4.4 The Role of RBs in Inclusion. Research has found that pupils being educated in an RB for specific learning difficulties made steady academic progress over time (Warhurst & Norgate, 2012). RBs have been reported by parents and staff members to support the social inclusion of CYP with Asperger's syndrome by providing opportunities to learn social skills in a safe space and raising peer awareness within the mainstream school (Landor & Perepa, 2017). They have also

been suggested by staff to provide a place to develop emotional well-being for CYP with Social, Emotional and Mental Health (SEMH) difficulties (Greer, 2020). Autistic pupils report that being educated in an RB provided positive experiences around structure and routine, friendship and peers, and support and communication (Warren et al., 2020).

The current discourse could suggest that RBs may support the inclusion of pupils with SEND by providing positive outcomes in relation to attainment, social inclusion and emotional development. However, much of the available literature on children's experiences in RBs has involved RBs for children with social communication needs such as Asperger's syndrome (Landor & Perepa, 2017) and autism (Warren et al., 2020), with some looking at RBs for children with SEMH needs (Greer, 2020) and specific learning difficulties (Warhurst & Norgate, 2012). There is a gap in relation to RBs which support other areas of need such as the education of deaf children.

1.3 Section Two: Educating Deaf children

1.3.1 Terminology

The British Deaf Association gives different terms to describe deaf people including hard of hearing, hearing impaired, deafened, partially hearing, profoundly deaf and deaf/Deaf (British Deaf Association, 2015). They suggest that the best way to refer to a deaf person is to ask them their preference. The participants within the current research refer to themselves as "deaf" or "Hard-of-Hearing" (D/HH), therefore this terminology will be used for the remainder of this thesis.

1.3.2 Educational Provision

D/HH children are worse off academically and socially compared to their hearing peers (Marschark et al., 2012), as such it is important to consider the role that educational provision and experience may play in this. Seventy eight percent of school-aged D/HH children attend mainstream schools within the UK (Consortium for Research in Deaf Education, 2020). Current research highlights the complexities of educating D/HH CYP in mainstream schools and the issues around this in relation to academic attainment and social inclusion.

Research suggests that attending a mainstream secondary school compared to special schools for D/HH students meant higher academic attainment (Marschark et al., 2015). However, it is argued that inclusion of D/HH CYP is not just about teaching or academic attainment, it is also community acceptance from their hearing peers which is linked to social success (Fallis, 1975). This concept is grounded in the earlier discussion which highlights the importance of belongingness in Maslow's (1943) hierarchy of needs, therefore social inclusion is also an important factor to consider.

Findings that compared the educational experiences between a deaf school and a mainstream school found no significant differences in reading or maths abilities, however CYP at the deaf specialist school reported feeling more socially successful (Doherty, 2012). Furthermore, children with moderate hearing loss who attend mainstream schools reported feelings of social embarrassment in relation to their hearing loss (Edmondson & Howe, 2019). In addition, findings also suggest that D/HH children within mainstream schools are less likely to take part in daily school activities which meant they were more isolated from their hearing peers (Coster et al., 2013). These findings may suggest that D/HH are more likely to have an inclusive education within a specialist provision. However, as discussed earlier some argue that to be inclusive, schools should restructure themselves to account for the needs of all CYP (Frederickson & Cline, 2009) and educating CYP in special schools could be argued to involve excluding them from the mainstream population (Cigman, 2007). Therefore, if D/HH CYP are only included when they attend specialist provision, this practice in itself could be argued to be exclusionary.

A further look at the inclusion of D/HH CYP within mainstream schools found that it works well when teachers are knowledgeable with the use of assisted devices and, they had peers who were sensitive to their needs (Eriks-Brophy et al., 2006).

In summary, the current literature highlights the complexities of educating D/HH CYP and the decision around mainstream or specialist provision as a better option in relation to inclusion and belongingness. Perhaps the role of a deaf RB could be considered to bridge the gap between the provisions, therefore the next section will look at the potential of deaf RBs as an inclusive educational provision for D/HH CYP.

1.3.3 Deaf Resource Bases

Six percent of deaf children in the UK attend mainstream schools with a RB (CRIDE,2020). In England there are 246 RBs for deaf children. 107 of these are within a secondary school, 138 are within a primary school and 1 is a middle school (CRIDE,2020).

The research which considers the educational experiences for D/HH CYP who have access to RBs is limited and there are mixed views. White (2010), a SENCo of a school with a RB, argued that RBs for D/HH CYP is a step towards more inclusive education. He suggested that having a RB allowed for D/HH CYP to be supported by teachers of the deaf and signing Communication Support Workers (CSWs) to ensure inclusion in mainstream school and, provides access to interventions on speech and language and sign language. In addition, having a RB within the school gave an opportunity to raise deaf awareness amongst the hearing peers which may have enabled a sense of belongingness amongst the D/HH CYP. However, this does not consider the views of the CYP themselves and given the role of the author as SENCo, the views could potentially be biased.

Ridsdale and Thompson (2002), although dated now, considered the views of D/HH CYP being educated in a mainstream school with a RB and their hearing peers and the staff members. This article highlighted that D/HH children reported difficulties with making friends and sociograms confirmed their exclusion by the hearing peers, whereby they were shown to be seen as "unpopular" amongst their hearing peers. In addition, the D/HH CYP reported that the curriculum was inaccessible, and they found mainstream classrooms too noisy, instead preferring to be in the language unit. This article also found that in contrast the teachers reported positive views about the CYP's access to the curriculum and friendships within the mainstream school. Therefore, these findings may suggest that D/HH CYP with access to a RB may not be academically or socially included within the mainstream schools.

Furthermore, due to limited access to this type of provision, White (2010) highlights that the CYP are not able to attend a school within their local community and are therefore excluded from their local mainstream school. In addition, D/HH CYP reported that not being taught British Sign Language (BSL) within their RB meant when they met other D/HH people in the community they found it more

difficult to communicate (Ridsdale & Thompson, 2002). This could suggest that inclusion within a RB may result in exclusion from the community.

Overall, the literature is limited and whilst there may be some benefits for RB for D/HH some limitations have also been highlighted. Given the rise in RBs as a form of inclusive education, it is important that more research considers the educational experiences for D/HH being educated within them. Furthermore, as adults may give overly optimistic views, it is important that research specifically explores the views of D/HH CYP. The next section considers obtaining the views of CYP within research and literature.

1.4 Section Three: Child Views

Child views are an important consideration in any decisions which directly influence them, as Article 12 of the United Nations Convention on the Rights of the Child (UNCRC, 1989) states; "Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously." This suggests that gaining the views of children about their educational experience is important when considering how provision can influence the inclusion of CYP.

Over the years, government legislation has reflected this right to include children in the decisions made about them. For example, the Children and Families Act (2014) and the SEND Code of Practice (2014) emphasise the importance of children's views in educational decisions made about them, suggesting that they should be at the centre of this.

However, in England, the Children's Rights Alliance for England (CRAE) found that children are still not involved in the decision making around national policy, or when they are involved, their views are not being respected (CRAE, 2018). This may suggest that the occurrence of hearing the views of children is limited and superficial or even tokenistic.

Within research, there is argued to be a tendency to disregard children's views and discount their experiences due to adult-centric bias (Lundy, 2007). Adult-centric bias refers to the idea that adults are "at the centre of everything, while children and young people are scaled and rated with reference to adulthood" (Florio

et al., 2020). This would mean that when views of children are collected, they are not acted upon or respected because they are being interpreted through the lens of an adult (Punch, 2002). In addition, there are argued to be commonly held beliefs which question the capacity of children to contribute to policies and decisions (Kellett, 2005).

Therefore, whilst the Rights of the Child and national policy holds the belief that children should be able to provide their views on decisions made about them, it is apparent that this is not always happening within practice.

1.5 Conclusion

In conclusion, there is an increase of RBs within England and the LA where this research takes place. As highlighted within this chapter, RBs may have a role to ensure inclusion for CYP so it is important to consider the experiences of CYP being educated within them. Given that the educational outcomes and inclusion of D/HH is an area of concern, it may be that RBs could provide an opportunity for inclusive education for this particular group. Whilst there has been some research that has considered the views of D/HH CYP on their educational experiences in mainstream provisions and special schools, there is very limited research which provides an insight into D/HH pupils' views on being educated within RBs. Given that adults may provide inflated views on the academic and social inclusion of CYP and the rights of the child in providing their views on matters which directly affect them, it is important to seek the opinions of D/HH CYP being educated within RBs. Therefore, the current research seeks to address this gap and explore the views of D/HH CYP being educated within RBs.

1.6 Researcher Position

This section is written in the first person.

My own experiences and values have shaped this research therefore it is important to share these to ensure transparency. I was educated within a mainstream school that had a RB. I remember the children from the RB joined our classes, but I am unsure if they were ever really seen as a member of the class, suggesting they may have been "othered" by their mainstream peers. Since working

in education, I have always wondered if those children felt part of the mainstream school and if they were truly included. Whilst being on placement as a Trainee Educational Psychologist (TEP), I have had the opportunity to see RBs through a critical lens and often felt that at times CYP within RBs may be included within the classrooms in a tokenistic way. This made me wonder about their sense of belongingness and inclusion.

In addition, one of my key values within my current role is a passion for pupil views. I always attempt to put the views of the child at the heart of my work and ensure these are not only present within my reports but also shared with adults working with them. I also try to include the child in the process of my involvement by asking for their consent and, at times, writing child friendly reports for them.

Therefore, the combination of my curiosity around belongingness and inclusion for CYP within RBs and my passion for pupil views has significantly shaped this research.

1.7 Chapter Summary

This chapter has considered the importance of inclusion in relation to belongingness and how educational provision can influence this. It has suggested the role of RBs as a form of educational provision which could address issues of social and academic inclusion for CYP with SEND. This chapter considered the specific educational experiences of D/HH and how often their academic inclusion comes at the cost of social inclusion within schools. The importance of gaining the views of children was discussed and the importance of their views being considered when deciding on the appropriate educational provision was highlighted. Finally, the chapter concluded with the rationale and aim for the current research. The next chapter will consider the themes drawn from the current literature on D/HH CYP's experiences of being educated in a RB

Chapter Two: Literature Review

2.1 Chapter Overview

This chapter outlines the systematic literature search procedure and the process by which the articles were derived, including the quality assurance tools used to assess the quality and relevance of the articles. It then provides a critical review of the articles which identified key themes and gaps. Finally, the chapter concludes with the implications of the literature review for future research and provides a rationale which has led to the current research aims.

2.2 Rationale for Literature Review

A literature review aims to identify, evaluate, and synthesise current work in a way that is reproduceable (Fink, 2020). The current literature review used an explicit systematic search method, which is defined as the *"explicit use of rigorous method that can vary at least as much as the range of methods in primary research."* (Gough, 2007). There is no standard procedure for a systematic literature review, instead there are many approaches. However, as highlighted by Gough (2007), most will follow a systematic map of research activity (Appendix 2.1).

The first stage was to formulate a review question:

1) What are the experiences of D/HH CYP being educated within RBs?

Due to a paucity of research that specifically explored the experience of D/HH CYP attending RBs, the search was expanded to incorporate research relating to the experiences of children attending RBs that support a variety of SEND. In addition, given the importance of understanding the current literature around D/HH CYP specifically, another search was conducted to include the educational experiences of D/HH CYP within a variety of school settings. As such, two separate searches were completed based on two research review questions:

1) What are the experiences of CYP being educated within RBs?
2) What are the educational experiences of D/HH CYP?

2.3 Search One: Search Strategy

A systematic search was carried out in March 2022 using the EBSCO Host search engine and included the following databases:

Academic Search Complete

APA PsycInfo

British Education Index

Child Development & Adolescent Studies

Education Research Complete

ERIC (Education Research Information Centre)

Appendix 2.2 outlines the details of the search procedure for search one which resulted in four articles. The references of the articles were checked which identified no further papers. Hand searching using the phrases "Hearing-Impaired Unit" and "Resourced Provision or Resourced Unit" in Google scholar found three additional papers.
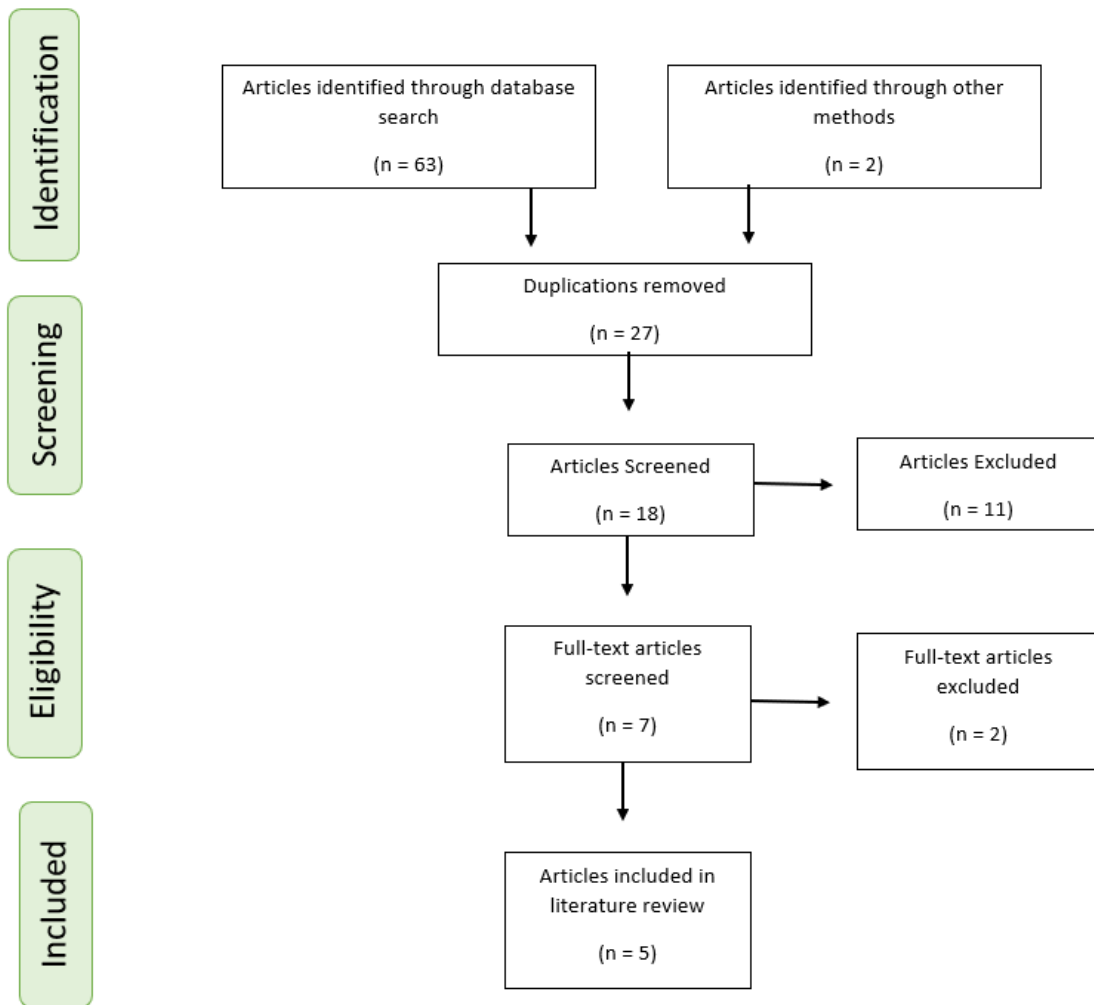
Figure 2.1: Prisma flow chart: Search One

A rerun of the literature review was conducted in April 2023 which found three additional papers. All three papers were excluded after screening due to being unrelated to the review question as detailed in Appendix 2.2.

2.4 Search One: Critical Analysis Procedure

In total, seven articles have been included in the in-depth critical analysis as outlined below. A literature review table of the included articles detailing aims, methods, and so on, can be located in Appendix 2.3. The next step as laid out in the systematic map of research activity (Gough, 2007) is to apply a quality and

relevance assessment on the articles found. This allows the researcher to synthesise the findings and provide a critical review of the current body of research. To determine the papers' quality and relevance to the research review question the "Weight of Evidence" (WoE; Gough, 2007) framework was applied. This method provides a generic judgement of each article before considering its appropriateness to the current review question and is a strength of this literature review. See Appendix 2.4 for a table outlining a WoE judgement for each paper.

Two papers (Cuckle & Wilson, 2002; Ridsdale & Thompson, 2002) were given a "low" rating and were therefore removed from the synthesis. All five remaining studies were conducted in England and used qualitative methods, conducting interviews.

The findings from the articles were considered in relation to their limitations and their implications for the review question: What are the experiences of CYP being educated within RBs? All studies had some representation of pupil views, however four also included the views of parents, teaching staff or peers. Due to the current review question, only the findings specifically related to the views of the pupils have been drawn upon to elicit the themes. A synthesis of the papers included in the literature review identified three themes within the articles. The process of identifying the themes involved the researcher noting important areas within each article and synthesising these to find commonality. The themes identified to answer the review question include social inclusion, belongingness and academic support. Each theme is discussed below in relation to the study it has been drawn from including a critical analysis. This needs to be interpreted cautiously as the RBs all support different SEND so there may be a difference in educational experience as a result of SEND. Despite this, there are still shared experiences and the themes pulled from the papers highlight some similarities in the experiences of attending a RB despite varying SEND.

2.5 Search One: Themes

2.5.1 Theme: Social Inclusion

The social inclusion of children being educated in a RB was a theme that occurred across all five papers and was highlighted as an area of importance by CYP being educated within a RB.

Simkin and Conti-Ramsden (2009) interviewed 139 adolescents about their experience of attending a specialist language unit at the age of seven years old. 71% of the participants reported a positive experience related to their time in the specialist language unit. The positive comments made by the participants included interpersonal reasons, specifically around having friends in the unit. In addition, the participants who reported a negative experience at their language unit discussed interpersonal factors in relation to being excluded or seen as different by their mainstream peers. This suggests that attendance at the RB positively influenced friendship development and highlights that these CYP found it difficult to feel socially included within their mainstream classes. However, the data was collected retrospectively so participants' recollections of their experience may have some inaccuracies. In fact, some participants stated not remembering attending the language unit at all. In addition, the responses were coded independently by the researcher who may have interpreted statements as positive or negative according to their own assumptions and therefore the findings may have some biases.

Harvey and Spencer (2019) looked at the views of six children who currently attend a pre-school resourced language unit which allowed for the retrospective limitation of the previous study. Most of the children had developed friendships within the unit and reported valuing these friendships. However, some children did report that they liked playing with their mainstream peers and also discussed friendships within the mainstream classroom. This suggests that there may be individual differences around the development of friendships within the RB compared to those within the mainstream classroom. Whilst this study provided a variety of options for the pupils to share their views, due to time constraints this was only within one session and therefore the quantity of data collected from the pupils is limited compared to that collected from the adults. This makes it difficult to consider the

factors that influence a positive experience with friendships within the mainstream setting from the children's perspectives.

Similarly, O'Hagan and Hebron (2016) used semi-structured interviews with three children attending a specialist RB for autism. The small participant sample only included males and the focus of the interviews were around friendships. As a result, they specifically recruited children who are known to have friendships as decided by the school SENCo so this may not be an accurate representation of all CYP in the RB. All three children nominated other students in the RB as their friends despite being predominantly in mainstream lessons. Despite the sampling bias, this study may suggest that the RB has supported the formation of friendships amongst these children. However, the study further highlights that there may be some issues with social inclusion within the mainstream setting.

This finding is further explained by Warren et al., (2020) who used story board interviews with five autistic CYP who attended an RB. This research method was designed by the staff who work with the children and know them well which may have increased the level of participation of the CYP. It was highlighted by the participants that breaktime was said to be the best part of most of their days as they play with peers. Whilst most of their friendships were within the RB, three out of the five children did discuss some mainstream relationships. One child expressed feeling lonely at playtime as others did not want to play with them. The authors discuss that the children spend most of their time in the RB and when they do attend the mainstream classrooms, they often attend with peers from their RB with whom they sit, away from their mainstream peers. This could explain why children generally form friendships with their peers in the RB and brings about questions around the true social inclusion of these CYP within the mainstream classroom. It is important to note that the pupils' views were analysed by the researchers alongside the interviews with the staff. Based on reading the article, at times it was felt that the staff reports were used to provide explanation for some of the pupils' comments, however this may have resulted in the pupils' views being interpreted through the lens of the staff members perspectives.

Finally, Hebron and Bond (2017) interviewed nine children within secondary and primary RBs who were autistic or had a Speech and Language Impairment (SLI)

within their first year at the provision. The interviews found that those who came from special schools did not feel judged by their peers about this which they highlighted as a positive. In addition, the pupils favoured the RB over their previous schools because of fewer bullying experiences and more positive social experiences within the RB. The CYP reported that the RB gave them opportunities to meet new people. The pupils reported having helpful and supportive friendships within the RB and their mainstream classes. They also highlighted that not being perceived as different from their mainstream peers was an important consideration for them. These positive experiences further strengthen the importance of the social inclusion of these children within the mainstream classroom across a variety of RBs and different age groups and highlights the role the RB plays in supporting their social inclusion.

      2.5.1.1 Summary. The findings about peer and social relationships were mainly positive. This theme suggests that RBs support the development of friendships, although many of these friendships were within the RB, even when not attending it for long periods of time. Whilst this highlights the supportive nature of the RB in helping young people develop friendships, it brings about questions about the social inclusion of these pupils in the mainstream setting. In addition, some papers highlight that pupils were able to form friendships within the RB and the mainstream classroom, whereas others suggested there were barriers to forming friendships in the mainstream classes. The reasons for these experiences are considered in some findings and included difficulties with communication, feeling different from others and due to being seated away from their mainstream peers and mainly socialising with their RB peers.

2.5.2 Theme: Belongingness

      Another theme that occurred across many of the articles was belongingness both at the school and community level. The young people highlighted several positive factors in relation to being educated in RBs because it meant they were included in the school system. However, there were some instances where they were excluded as a result of attending a RB.

      Story boards and semi-structured interviews with five autistic boys all being educated within one primary RB found that their perception of being educated in the RB was positive (Warren et al., 2020). The participants did not express a dislike for

attending two settings, instead they expressed that it was "cool" and "exciting". Throughout the article, there are times that the researchers have interpreted meaning from the pupil views by using information from the staff interviews. This may mean certain points from pupils have been interpreted from an adult's perspective, therefore it is difficult to conclude to what extent these pupils feel a sense of belongingness. However, it does appear that their experiences within the RB were positive.

Similarly, semi-structured interviews with nine pupils who were autistic or had SLI attending primary and secondary RBs highlighted the positive influence of the RB in relation to feelings of belongingness (Hebron & Bond, 2017). The participants reported that they were not perceived as different by their peers, were made to feel welcome and saw themselves as part of the school system despite being in a RB. The CYP specifically discussed that the communication between the mainstream staff and staff within the RB was positive which helped them to feel included. Unfortunately, the paper does not discuss further experiences highlighted by the pupils as to reasons for fitting in or feeling a sense of belongingness. It is possible that this is because the majority of the quotes highlighted in the article were from parents, due to parental interviews possibly being richer in data. This may have resulted in greater importance being placed on the parental views rather than the views raised by the pupils. This makes it somewhat difficult to determine what aspects of the RB meant that these pupils felt a sense of belongingness. Furthermore, whilst these participants reported not experiencing being perceived as different, this was highlighted as a concern in other articles.

Interviews examined the views of 139 adolescents with SLI who had previously attended language RBs at the age of seven (Simkin & Conti-Ramsden, 2009). Their responses were coded as positive, negative, or neutral and whilst many responses were positive, 11% of what they said was coded as negative. Further inspection of this found that negative comments were mainly related to feeling different from their mainstream peers, this may highlight that being educated in a RB may have influenced feelings of belongingness within the whole school system due to experiences of feeling left out when entering the mainstream school. This article only collected pupil views; therefore, a strength of this article is that the findings have not been interpreted through the lens of the adults' views. However, given the self-

report method used with children with SLI, the authors identify that the participants may have experienced difficulties in understanding and expressing themselves. In addition, the responses were coded independently by the researcher who may have analysed the data through an adult-lens resulting in some potential biases within the findings. However, this article does suggest that in some cases, being educated within a RB may negatively influence CYP's sense of belongingness within the mainstream environment.

Finally, issues with belongingness within the wider community were also raised as an area of concern in one article. O'Hagan and Hebron (2016) highlighted the issue with there not being local schools with RBs, therefore pupils are often educated in a school that is outside of their local community. This raises difficulties with transport, but it also means the children are not being included within their local community which may result in limited feelings of belongingness. Semi-structured interviews with three students attending an autism specialist RB which looked specifically at friendship development found that inclusion within the community was highlighted as an issue (O'Hagan & Hebron, 2016). The participants cited their distance from school as the reason for not being able to bring friends home. Due to having to travel further to access the RB, many of their friends did not live close by which may have impacted their ability to see their friends outside of school. This may suggest that CYP within RBs might not feel included within their own community as they are being educated outside of their home location.

2.5.2.1 Summary. In summary, this theme highlights that there are reported differences in relation to feelings of belongingness when being educated in a RB. In some cases, pupils reported the RB supports belongingness and communication between staff within the RB and the mainstream setting supported the CYP in feeling a connection between the two settings. However, in some cases there were concerns raised around being seen as different within the mainstream setting due to attending a RB. These feelings are likely to result in a lower sense of belongingness within the mainstream setting. Finally, belongingness within the wider community was also raised as negatively impacted by attending a RB due to often having to travel further to access this type of educational setting. These findings suggest there

may be differences in belongingness for children attending an RB and further research is required which explores the reasons for this from the perspective of CYP.

2.5.3 Theme: Academic Support

Finally, a theme around the positive impact of attending a RB on the academic support received was also highlighted within several papers.

A group of CYP who were autistic or had SLI reported that the RB gave them access to more resources and staff who were experts which meant they were able to positively access the curriculum (Hebron & Bond, 2017). They also discussed that although the work they did was hard, they enjoyed being challenged and staff having high expectations. The authors highlight that this positive experience may have been enhanced by the opportunities provided by the RB, such as individualised support and flexibility, which allowed for academic inclusion. These findings were found across both primary and secondary age children and over several different RBs which highlights that this is a similar theme reported by CYP being educated within RBs regardless of age or need. However, as these findings were analysed by the researchers themselves it is difficult to determine exactly why some of these views were reported.

Furthermore, a group of adolescents who attended a language unit for their primary education also reported that access to support from an additional adult as well as specialised resources meant that the pace and level of work matched their needs and allowed for their language difficulties (Simkin & Conti-Ramsden, 2009). Although this data was collected retrospectively, it confirms previous suggestions that the RB enables CYP's access to the curriculum by offering scaffolding through the provision of additional adults and resources.

A group of autistic boys in a primary RB reported that they preferred the lessons within their RB over those within the mainstream classroom due to the higher volume of noise within the mainstream classroom as a result of their peers shouting (Warren et al., 2020). In addition, the boys liked having a familiar lesson within their base in the morning to settle them for the day. This suggests that the familiarity and low noise level within the RB allowed these children to access

learning. This may suggest that the noise levels within mainstream classrooms impacts the academic inclusion of CYP being educated in RBs.

Finally, interviews with six nursery age children being educated in a specialist provision for language disorders, which involved drawings, gestures and language as led by the child, highlighted that they valued their teachers and the other staff members within the RB (Harvey & Spencer, 2019). In addition, they reported mixed feelings around attending the mainstream setting. Those children that found it difficult, highlighted that it was too loud compared to the language RB. These findings may suggest that these children found the additional adult support and the quieter environment provided by the RB more conducive to their learning. However, given the language needs of the children, often their views were then explained or given meaning to through triangulation of parental and staff views. This suggests that at times, the pupils' views may have been interpreted through the lens of the adults' views which may have resulted in adult-centric bias.

2.5.3.1 Summary. In summary, attending a RB appeared to have a positive outcome on the perceptions of the academic support received by the pupils both within mainstream lessons and when being educated in the RB. The literature highlights that pupils report that the additional support, the quieter environment and specialised work or resources provided by the RB positively influenced their experience with accessing the curriculum. In some cases, it appears that the students reported feeling more supported within the RB environment for their academic needs which may highlight that inclusion within the mainstream classroom may be less supportive or conducive to learning. This could be explored further in future research.

2.5.4 Summary

The systematic review identified three themes related to pupils' views on their experiences of being educated in a RB. CYP report that being educated in a RB influences their social inclusion, sense of belongingness and academic support in both positive and negative ways, although overall the experiences reported tended to be positive.

However, three of these studies were conducted over a decade ago and during this time there have been changes to the education of CYP with SEND in line with The SEND Code of Practice (2014). This change reflected a greater inclusion of families and CYP in the assessment and implementation process of Education, Health and Care Plans (EHCPs) and for EHCPs to be more solution-focused with a priority on outcomes (Spivack et al., 2014). This change may mean that there are different experiences reported by CYP currently educated in RBs, therefore up to date research is now required.

Furthermore, the literature search highlights that there are some common limitations across the field of research on pupils' views of being educated in RBs. Firstly, none of the articles involved the participants in the interpretation of the findings. Therefore, it is possible researchers who cannot relate or understand the experience of being educated in a RB may have interpreted the findings through their own constructs. Secondly, many of the papers also included adult views alongside the children's and whilst this may be helpful in triangulating views, at times they may have masked the importance of the views of the CYP or resulted in an interpretation of their views through an adult lens.

Finally, the specificity of the findings to the current research could be considered a limitation. Whilst many of the pupils highlighted that the RB may have supported their academic and peer inclusion and gave a sense of belongingness, the variety of SEND involved in the studies may limit the generalisability of their experiences and the ability to compare these findings to the current research with D/HH pupils.

In summary, this literature search has outlined the experiences of CYP being educated within RBs, with a predominant need of social communication and language difficulties. It has highlighted the need for research which involves a greater level of participation of the CYP involved. It is important that future research seeks to understand the perspectives of CYP and their interpretation of their experiences, rather than relying on adult reports to triangulate the information. Furthermore, it highlights the need of the secondary literature review search to specifically explore the educational experiences of D/HH CYP.

2.6 Search Two: Search Strategy

A systematic search was carried out in April 2022 using the EBSCO Host search engine and included the following data bases:

Academic Search Complete

APA Psych Info

British Education Index

Child Development & Adolescent Studies

Education Research Complete

ERIC

Appendix 2.5 outlines the details of the search procedure which resulted in eight articles.
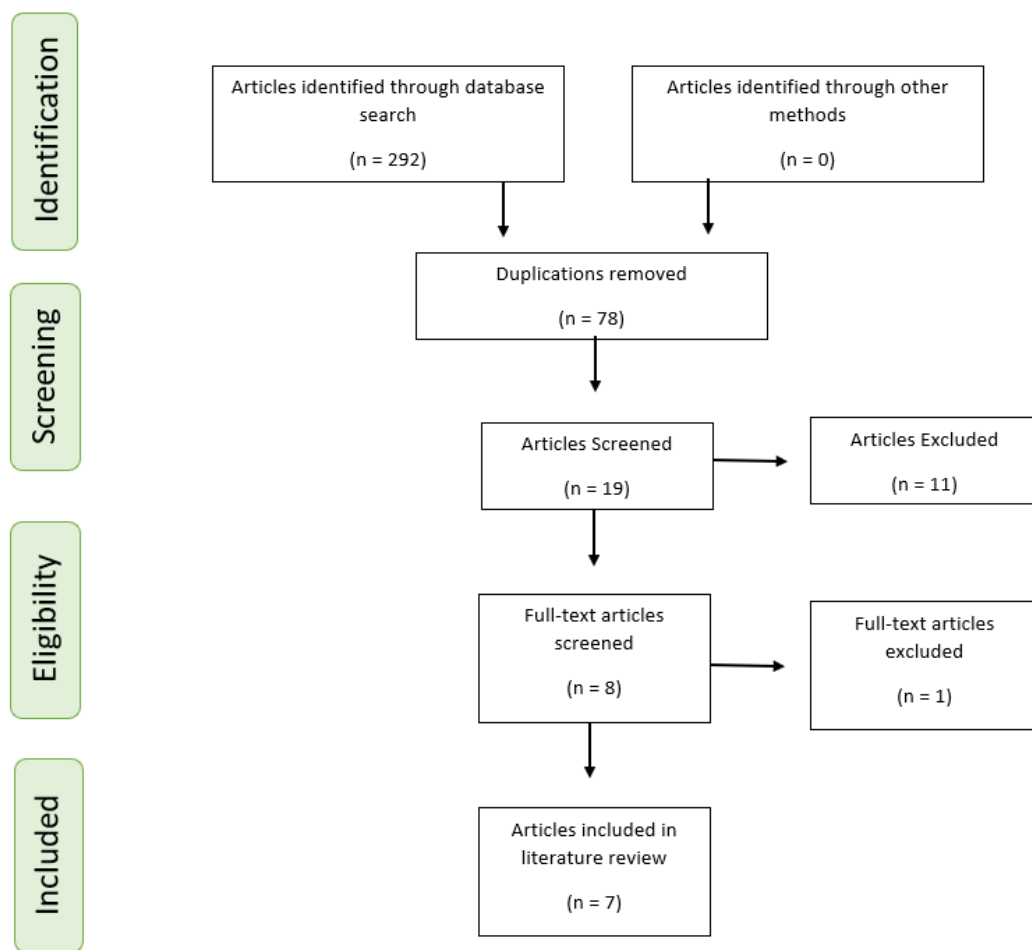
Figure 2.2: Prisma flow chart: Search Two

A rerun of the literature review was conducted in April 2023 which found six additional papers. All six papers were excluded due to being unrelated to the review question as detailed in Appendix 2.5.

2.7 Search Two: Critical Analysis Procedure

In total, eight articles have been included in the in-depth critical analysis which followed the procedure as outlined in the systematic map of research activity (Appendix 2.1). A literature review table of the included articles detailing aims, methods, and so on, can be located in Appendix 2.6 and the WoE judgements can be located in Appendix 2.7. As a result of the researcher's WoE judgements, one article was given a "low" rating and excluded (Vetter et al., 2010). One article took

place in Cyprus (Hadjikakou & Stavrou, 2016), one in Canada (Israelite et al., 2002), one in Sweden (Olsson et al., 2017), one in Sweden and Northern Ireland (NI) (Doherty, 2012) and the remaining three were conducted in England (Bartlett, 2017; Edmondson & Howe, 2019; Iantaffi et al., 2003). Six studies were qualitative, conducting interviews, and one article used quantitative questionnaires. All the studies represent the voice of D/HH CYP. The findings from the articles were considered in relation to their limitations and their implications for the review question: What are the educational experiences of D/HH CYP? The synthesis identified three themes, deaf awareness, identity and acceptance and social inclusion, which are discussed below. The process of identifying the themes involved the researcher noting areas of importance within each article and synthesising these to find commonality.

2.8 Search Two: Themes

2.8.1 Theme: Deaf Awareness

Deaf awareness refers to the knowledge and understanding others have in relation to the strengths and needs of individuals who are D/HH. The deaf awareness of staff members was highlighted consistently as an important factor which influenced the educational experiences of the participants in the identified papers.

A comparison of D/HH adolescents' experiences of mainstream and special schools highlighted issues around the deaf awareness of teaching staff within the mainstream environment (Olsson et al., 2017). Data was taken from 10 questions from the "Total Survey" which participants completed about their life and health in 2011 using a Likert scale (1-5). The D/HH CYP attending the mainstream schools reported that the teachers were less supportive and created less conducive learning environments compared to the CYP attending special schools. Given the self-report and quantitative nature of this data it is difficult to interpret why the CYP felt this way and what specifically teachers did not appear to show deaf awareness about. In addition, this was secondary data, therefore the questions were designed for a different research aim and the data was collected over a decade ago. Despite these limitations, this paper highlights that the educational experiences of D/HH CYP are

negatively influenced by a lack of awareness from their teachers, and that this is particularly evident within a mainstream setting compared to a special school.

Other articles that used qualitative methods could allow for the previous study's limitation and begin to provide insight into some of the views reported by D/HH CYP. Findings from semi-structured interviews with 10 deaf students attending mainstream schools (Bartlett, 2017) also highlighted that teachers' lack of deaf awareness was a barrier to their learning. They discussed that teachers did not create an environment supportive to their deafness by wearing jewellery, which was picked up by the radio aids, not putting on subtitles when showing a video or forgetting to recognise that the environmental noise levels impact inclusion. In addition, these children reported having to advise their teachers on how to use the technology such as radio aids. One participant discussed that they wished the school did one day on deaf awareness for everyone, including their peers. These participants were recruited from a charity as opposed to through the LA or school which may have allowed CYP to discuss freely and may have limited any potential biases or input from teachers and schools. However, this article did not provide any further information around year group, location, school, gender of participants or interview prompts used which makes it difficult to generalise findings or interpret them in relation to environmental factors. However, it highlights that teachers' poor knowledge around deafness has resulted in negative educational experiences for deaf CYP and has resulted in limited inclusion within the mainstream teaching environment.

Similarly, even when children attended a school for the deaf in NI it was found that themes around the lack of teachers' deaf awareness were influential to the educational experiences of deaf CYP. Interviews conducted with 16 profoundly deaf CYP who all attended a school for the deaf (Doherty, 2012) found that many of the participants reported that teachers lack awareness around deaf culture or support and that this negatively impacted their school experience. The participants shared that the teachers had shown limited deaf awareness around signing or through using signed English instead of BSL. This was particularly difficult when the CYP had not been given access to a classroom assistant to facilitate communication with the teachers. This theme was highlighted even with teaching staff present in interviews and the school being involved in the recruitment process. This may suggest that

some participants could have been giving desirable answers or feeling less able to highlight negative experiences related to teaching staff. These findings were compared to the views of CYP educated in a school in Sweden and it was found that the CYP in Sweden felt better academically and socially included, reporting that people were deaf aware, and that sign language was used. The authors suggest that this finding may have occurred due to differences in language policies and the early intervention access provided within Sweden. This suggests that Sweden may have higher levels of deaf awareness compared to NI and this factor may have influenced the educational experiences of deaf CYP in a positive way.

Semi-structured interviews with 18 pupils with Unilateral Hearing Loss (UHL) in a secondary school in Cyprus highlighted the importance of deaf awareness of teachers (Hadjikakou & Stavrou, 2016). The participants shared that their teachers being aware of their hearing loss and adapting the classroom environment and lessons was helpful and led to school satisfaction and academic inclusion. Whilst this paper highlights the regular occurrence of the importance of deaf awareness, the questions designed were based on previous literature findings. This means that it is possible that some other themes may have occurred organically that may have been missed due to the interview structure. In addition, the researchers coded the data themselves so may have been biased by previous findings in the literature.

In addition, Iantaffi et al. (2003) conducted interviews with 83 D/HH pupils across a range of settings including mainstream, SEN bases or specialist units. The CYP highlighted the importance of teachers managing noise levels and having a good understanding of how to support the CYP such as moving within the eyeline of the pupil so that they can read the teachers lips. The CYP reported that there were some teachers who were less aware and did not appreciate difficulties or understand how the technology worked. Issues raised in the interviews were further explored using focus groups which provided rich data. For example, the pupils highlighted that they found it difficult to manage loud environmental noise such as when the teacher was shouting or if many of their peers were talking. However, they reported that many teachers did not recognise this difficulty. It is important to note that this paper is dated before EHCPs were in place so should be considered with caution. This is due to differences in the inclusion of families and CYP and the increased priority on outcomes as a result of EHCPs (Spivack et al., 2014) which may result in different

educational experiences. Although given the other more recent findings, it appears not much has changed.

Finally, whilst most of the articles highlighted concerns around a lack of deaf awareness from the teachers, one article also raised this as an issue with peers. Edmondson & Howe (2019) interviewed five young people with moderate hearing loss who attended a mainstream school and found that their hearing peers' curiosity and lack of understanding around their hearing loss was difficult for the CYP to manage at times. For example, they discussed that they found it frustrating when they continued to have to answer the same questions about their hearing loss to their peers. These children were the only children in their year group with hearing loss which may explain why there was less awareness amongst peers and why this issue was particularly salient for this participant group. In addition, this article framed all their prompts through the lens of social inclusion, therefore it is difficult to know if peers' deaf awareness would have occurred without the social inclusion prompts.

Furthermore, interviews with seven HH adolescents highlighted concerns that the lack of their teacher's deaf awareness and perspectives influenced their friendship development (Israelite et al., 2002). Five of the participants reported negative experiences with their class teachers because they had little knowledge around HH pupils, they often felt stereotyped or misunderstood due to a lack of awareness. In addition, the CYP expressed that their teachers' negative attitudes meant that the participants felt less accepted by their peers. The participants felt that some experiences such as pointing and staring from their peers was because the other students did not know anything about HH people, again highlighting that the deaf awareness of peers is also important. The methodology of this study was strong, the students were able to discuss their own thoughts and interests around school and the interviewers asked follow-up questions. Furthermore, there was use of triangulation between participants responses within the group interviews, individual questionnaires and peer debriefing and multiple researchers looked at the data when coding, this may mean the findings hopefully represents the pupils' voices accurately.

2.8.1.1 Summary. In summary, the deaf awareness of others appears to be influential to the school experience of D/HH CYP, regardless of their educational

setting. In most cases, there is poor deaf awareness amongst class teachers with some mention of whole school and peers. The literature highlights that a lack of deaf awareness has acted as a barrier to the academic and social inclusion of D/HH CYP. In contrast, when it is reported that staff members have good knowledge, participants speak positively about their inclusion within their education setting. The lack of deaf awareness experienced by the CYP links to how these CYP make sense of their identity. They do not want to be seen as different and want their needs managed discretely but having to educate their teachers and peers continually highlights their differences. This is further discussed in the next theme which looks specifically at identity.

2.8.2 Theme: Identity and Acceptance

The literature review highlighted discussions around participants' acceptance of their hearing loss and how their identity as a D/HH young person influenced their school experience.

Interviews and focus groups found that deaf CYP reported feeling embarrassed about their hearing loss and attempted to hide it by avoiding wearing their hearing or radio aids which made their hearing loss visible (Iantaffi et al., 2003). This suggests these young people are struggling with acceptance around their deaf identity. This can explain why teachers having a lack of deaf awareness and pupils having to overtly ask for help around hearing loss support can be difficult for deaf CYP. In addition, the participants reported that exposure to deaf adults or deaf pupils helped with their feelings of self and identity. This article is 20 years old, although more recent research has suggested that the same issues are still salient in the educational experiences of deaf CYP.

A study conducted in 2019 found that CYP with moderate hearing loss attending mainstream secondary schools discussed battling with acceptance around their hearing loss (Edmondson & Howe, 2019). The participants shared that they would try to hide their hearing loss by covering their hearing aids. These children were the only ones in their year groups with hearing loss which may have further made acceptance and embracing their deaf identity difficult. The participants did discuss that acceptance of hearing loss took place over time. In addition, attending a deaf club and meeting other deaf CYP helped with their identity by supporting them

in feeling they were not alone and developing their confidence. Some reported now wanting to help others with hearing loss by helping them accept their deaf identity and raising awareness.

Themes around wanting to fit in and not be seen as different were also raised in interviews with 10 deaf secondary age students attending mainstream school in England (Bartlett, 2017). The participants expressed wanting to be seen as "normal people who happen to be deaf" and disliked drawing attention to their hearing loss to get their needs met as they did not want to be different to their hearing peers. This suggests that these CYP were finding it difficult to identify as deaf within the mainstream setting.

Group interviews with HH students found that the desire to fit in with their mainstream peers was a significant area of discussion raised and many cited it as one of their main challenges as a HH student (Israelite et al., 2002). The participants discussed wanting to act and talk like hearing people to be considered normal. They attempted to reduce experiences of "othering" by highlighting their similarities to their hearing peers. The participants discussed feeling freer to talk in their HH classes, compared to the mainstream where they would try to hide their hearing loss. Although, the participants were being interviewed by one of the teachers from the HH classes which may have biased their responses. In addition, it is important to consider that these CYP were using oral methods of communication, therefore it is likely these children have more of a desire to fit in and use speech compared to other CYP whose primary method of communication is via signing.

Even when children attended a school for the deaf in NI, it was apparent that acceptance of their deaf identity was still highlighted as an important theme. Interviews with 16 profoundly deaf from birth adolescents who attended a school for the deaf highlighted that they were struggling with their deaf identity, feeling negative feelings towards being deaf and finding it difficult to embrace (Doherty, 2012). The CYP did discuss that one thing that helped with their acceptance was having access to a deaf club which specifically looked at deaf culture. In addition, ongoing contact with other deaf peers who they can sign with and who are deaf aware was reported as being important and supportive. These findings were compared with deaf CYP in Sweden who reported good emotional adjustment and acceptance overall. It was

discussed that in Sweden there is a greater awareness and acceptance around deafness and families are supported early on. These experiences may have resulted in a stronger sense of acceptance and identity for the Swedish deaf CYP.

Whilst the articles within the literature review suggest that the influence of mixing with other D/HH peers or adults appears to be related to deaf identity and acceptance, one study found that although the participants reported that they did not mix with other D/HH peers or adults, identity and acceptance did not appear to emerge as an important theme for these participants (Hadjikakou & Stavrou, 2016). The participants in this study were all trained orally meaning they have been taught to focus on lip-reading and use speech, therefore they had good auditory-oral communication skills, they did not have any other known disability and in addition the majority did not use hearing aids. These factors may have meant that the participants had less difficulty with their acceptance and identity within the school setting. Although, as the participants were not directly asked it is difficult to know why this theme did not arise for them despite having limited interaction with other D/HH peers or adults.

2.8.2.1 Summary. D/HH CYP appear to struggle with their identity and acceptance regardless of the type of hearing loss or educational setting. Given that so many of the studies highlight the desire to hide their hearing loss, it further explains why deaf awareness and raising their profile amongst peers and teachers is important. Having contact with other deaf CYP and adults is also an area of importance for these CYP, this is likely to be more difficult in a mainstream school where there are less D/HH CYP. In addition, attending deaf clubs which embrace deaf culture is also beneficial. The desire to fit in with others is also linked to social inclusion which is discussed in the next theme.

2.8.3 Theme: Social Inclusion

The importance of peer relationships and experiences of bullying was highlighted as influential to the school experiences of D/HH CYP across all the articles.

2.8.3.1 Friendships. Five pupils in mainstream schools all reported having supportive and understanding friendships which had been important to their school

experience (Edmondson & Howe, 2019). In addition, it was discussed that when these support networks were unavailable, other peers were less understanding and this could be difficult for the participants. This may have been more significant for the children within this study given that they were the only deaf children within their year groups. This highlights that the role of friendships and other peers can act as both a barrier and a protective factor to the social inclusion of deaf CYP. It is important to highlight that this study was conducted through the lens of social inclusion so it may have inflated the findings.

However social inclusion also came up in open ended interviews with 10 participants within their home environment (Bartlett, 2017). The participants in this study also highlighted the role of supportive peer relationships within mainstream school that support inclusion by making allowances such as facing them when talking but also seeing them as "normal". This highlights that even when interviews take place outside of the school setting and with open interview prompts, support from friendships is still an important theme for D/HH CYP being educated within a mainstream school.

Both aforementioned articles did not provide any further detail on the participant sample. Therefore, it is difficult to know if these children had any additional needs beyond being deaf which may have influenced their social inclusion or ability to form social relationships.

Semi-structured interviews with 18 pupils within a mainstream secondary school all with UHL and no other reported disabilities identified that the majority reported having peer friendships, with only a small number feeling socially isolated (Hadjikakou & Stavrou, 2016). These findings were not compared to their hearing peers so therefore it is difficult to conclude if the small number that reported social isolation is in-line with hearing peers who also report isolation or if this is exacerbated by their hearing loss. Regardless, this study highlights that having good social connections is an important aspect to education for these participants. Furthermore, all the participants are orally trained meaning they rely on speech and lip-reading as their main form of communication; therefore the authors suggest that friendship development has been successful due to the participants having good communication skills. This may suggest that D/HH being educated within

mainstream settings may benefit from oral training to support with the development of peer relationships which is important to the social inclusion of D/HH CYP.

Qualitative interviews and focus groups with 61 deaf KS3 pupils within mainstream schools where some also had specialist units highlighted friendship as a defining topic that was discussed when considering their views of school (Iantaffi et al., 2003). Participants were given multiple ways to express their views within one-to-one interviews and topics raised were further discussed in focus groups. It was shown that friendships with hearing peers were important, and the article highlights the importance of raising awareness amongst hearing pupils but also providing deaf pupils with support to develop their own social inclusion strategies in relation to social and linguistic experiences. The article did not compare differences between pupils attending mainstream schools with or without a specialist unit. It would have been insightful to see if attending a school with a specialist unit had any influence on the development of peer relationships.

This was partly considered by Israelite et al.'s (2002) research which interviewed and gave questionnaires to seven adolescents who attended specialist classes for HH students full-time or part-time within a mainstream school. This study highlighted that the participants reported feeling isolated in the mainstream environment and found fitting in with their hearing peers difficult. However, they also highlighted feeling accepted and valued by the other children in the specialist classes and that this was important for their emotional well-being and resulted in positive school experiences. This study therefore highlights that whilst an RB may be supportive to inclusion with other D/HH pupils and lead to positive feelings of acceptance, it could potentially hinder the development of peer relationships within mainstream classes and with hearing pupils. It is important to note that some of the participants had additional learning needs, physical difficulties or had English as an additional language (EAL), all of which may have also influenced peer development. This makes it difficult to give a strong conclusion around the role of the educational provision on social inclusion.

Whilst the articles have highlighted friendship development for D/HH being educated within mainstream schools, when this is compared to special schools it was found that D/HH reported being more satisfied with their friendship groups in

special schools compared to mainstream schools (Olsson et al., 2017). Although this finding was less pronounced for D/HH without an additional disability. This may suggest that special schools may act as a protective factor to social inclusion for D/HH who have additional needs. This data was collected through a survey about life and health with a 5-point Likert scale which was completed independently and anonymously within the classroom. Therefore, given the self-reported nature of this assessment it is difficult to know if all participants interpreted the questions correctly without any additional qualitative data. Furthermore, there was a large non-response rate from students at special schools, therefore some views are missing within the findings of this research.

2.8.3.2 Bullying. During interviews with profoundly deaf adolescents who attended a school for the deaf in NI, half of the sample reported experiences of bullying linked to their deafness and expressed that little was done to prevent it (Doherty, 2012). Given that teaching staff were present during the interviews which took place in classrooms, it may be that this experience was even more common, but participants were not able to share as freely. It was reported that bullying amongst deaf peers was often around who could sign better. The researchers suggest that adults do not see bullying as an issue because all the pupils are mixing with other deaf CYP, however, as the findings highlight, bullying is still an area of difficulty for these CYP. In contrast, Swedish deaf CYP reported positive social experiences at school and bullying was not raised as an area of difficulty, discussing that the schools' awareness and acceptance of people who were deaf was supportive to their social inclusion.

Similarly, within mainstream settings, Bartlett (2017) found that participants also reported experiences of bullying directly related to their deafness, with hearing peers being aware of this and making comments around their deafness. Furthermore, children attending specialist classes within a mainstream school reported experiences of bullying from their hearing peers (Israelite et al., 2002). These findings suggest that bullying from hearing peers might be a regular experience for D/HH CYP being educated within mainstream schools or RBs which is likely to influence social inclusion.

2.8.3.3 Summary. This theme highlights the important role that supportive friendships play in the inclusion and positive experience of D/HH CYP. D/HH CYP can make friendships with hearing peers in mainstream schools, however when they have any other additional needs this can be more difficult, and they may be better supported in developing friendships within special schools. In addition, it shows that many deaf CYP experience bullying in relation to their deafness, regardless of where they are being educated. Even within schools for the deaf, social inclusion is still an area of difficulty suggesting that the school's ethos and acceptance plays a role in this experience rather than solely being educated with other deaf CYP. This could be linked to the lack of deaf awareness as highlighted in theme one. Whilst these articles highlight experiences of bullying in relation to deafness, there is no comparison with hearing peers therefore whilst it is clear the topic of bullying is around deafness, it cannot be concluded that these deaf CYP experience more bullying compared to their hearing peers.

Furthermore, when considering the role of educational provision, many of the articles highlight the importance of peer relationships for D/HH CYP being educated within a mainstream school. Being educated within specialist provision does support peer relationships if there are further additional needs. Therefore, whilst the literature highlights that peer relationships are important to the educational experience of D/HH, it does not particularly consider the influence of the educational provision.

2.8.4 Summary

The second systematic review identified three interconnecting themes related to D/HH pupil's views on their educational experiences. The CYP report that the deaf awareness of others, their own identity and acceptance and social inclusion impact their experiences within school. Furthermore, this literature review has also shed some light on the experiences of being educated within different settings however it does not provide specific comparisons making it difficult to consider the educational experience of D/HH CYP being educated within a RB.

There are some limitations with the articles included within the review which should be considered. First, the research is from a variety of countries with different education systems and different approaches to deafness. Therefore, findings are difficult to generalise to the UK system and the current research.

Furthermore, given that pupil voice was predominately collected through speech and in some cases through an interpreter, it is possible important information may have been missed in translation or miscommunication. One way to account for this limitation going forward is to include participants within the data analysis or check the themes accurately represent their views. Whilst some articles used critical friends to ensure themes drawn from the data were accurate (Bartlett, 2017), all the articles used researchers to interpret the data which is recognised as a significant limitation by some (Edmonson & Howe, 2019).

In summary, this literature search has outlined the educational experiences of D/HH CYP. It has highlighted that within research D/HH CYP are not given enough freedom to share what is important to them and interpretation may have been influenced by biases or themes may have been missed. Therefore, there is a need for research which involves CYP in the research and analysis further. It is important that future research seeks to understand the perspectives of CYP rather than relying on researchers to interpret the findings.

2.9 Implications

These literature reviews have been conducted to consider the review questions:

1) What are the experiences of CYP being educated within RBs?
2) What are the educational experiences of D/HH CYP?

As discussed in chapter one and highlighted within the literature review, when considering the inclusion of CYP with SEND it is important to consider their sense of belongingness and social inclusion as well as their access to learning experiences. The current literature highlights the need for further research which considers the role of RBs in the educational experiences for CYP, particularly those who are D/HH.

In addition, whilst previous research has sought pupil views, the majority has been designed and analysed by the researchers without consulting the CYP. In addition, much of the research involves adult's views as well, therefore as discussed in chapter one, the views of the child may not be respected because they are being interpreted through the lens of an adult (Punch, 2002). Therefore, it is important that future research attempts to understand the interpretation of pupil views through

holistic methods which include participants. This suggests that the current literature review has highlighted a gap in seeking a true understanding of the experiences of CYP who attend a RB. One way to address this gap is to use a Participatory Research (PR) approach, which positions CYP as experts of their own lives and involves them in the research process (Lundy, 2007).

2.10 Chapter Summary

This chapter highlights the current available literature on the views of CYP being educated in RBs and the school experiences of deaf CYP. The search process and critical analysis procedure has been described and the resulting themes highlighted. In addition, limitations and gaps within the research have been discussed which have provided the rationale for the aim, research questions and resulting methodology, as will be discussed in the next chapter.

Chapter Three: Research Methodology

3.1 Chapter Overview

Following the literature review, chapter three discusses the methodology of the research. This chapter first indicates the researcher's ontological and epistemological positioning and how this has influenced the methodology of the research. Details regarding the PR approach adopted within the research project are provided. There is a consideration of the importance of pupil voice and participation within academia and the limitations that PR poses. Finally, the chapter shares how a PR method has been applied and the role taken by the Student Experts Group (SEG) including the design, data collection, analysis, and dissemination. The chapter finishes by considering the ethical implications and evaluation of the research.

3.2 Ontological and Epistemological Position

Before the methodology of the current research is discussed, it is important to explicitly state the underlying ontological and epistemological position of the researcher which has guided the decisions made throughout the research process. This ensures that the researcher is transparent about the claims made in relation to the findings and implications of the research and therefore its relevance and transferability (Holloway & Todres, 2003).

3.2.1 Ontology

Ontology refers to the beliefs about the nature of reality, its assumptions are concerned with what is true (Scotland, 2012). A realist position argues that there is one true discoverable reality, and this is independent of the person seeking to uncover this reality (Cohen et al., 2007). Some suggest that a realist approach is beneficial when conducting social research because it allows the researcher to provide an explanation to "how and why" questions in relation to the real world (Robson & McCartan, 2016). This makes the research findings generalisable. However, realism has faced criticism because it ignores the social and political context in which reality is constructed and researchers do not consider how their own values may influence the judgements they make and therefore impact the reality they discover (Scotland, 2012). In contrast, a relativist position suggests that there is not

one singular truth and instead reality is understood through the subjective experience of it and is therefore constructed by individuals which considers their values, experiences, and knowledge (Guba & Lincoln, 2005). Therefore, the researcher must consider the relative reality within which they are constructing knowledge. This belief raises questions around the validity and transferability of findings due to there being multiple truths and interpretations of reality (Scotland, 2012). Despite this limitation, the current research holds a relativist ontological view. This research does not aim to find a singular universal truth about being educated within a RB, instead it recognises that the reality constructed within this research is relative to the participants involved and the system they are being educated within. Therefore, it seeks to uncover multiple relative truths.

3.2.2 Epistemology

Epistemology refers to the nature of knowledge and the way the knowledge has been generated and communicated (Scotland, 2012). Given the relativist ontological position, the assumptions around generating knowledge about an individual's reality are linked to their construction of their world. Therefore, the epistemological position of the current research is social constructionism. Social constructionism holds the belief that life and experiences are the product of social processes and meaning is socially produced through language and symbols (Gergen, 1999). The current research aims to understand the meaning D/HH CYP make of their educational experiences by exploring the constructs they have produced. In addition, the researcher recognises that the knowledge produced is relative to the specific school context of the CYP, as well as the wider social and cultural context, which is in line with the social constructionist framework (Creswell & Poth, 2017). Furthermore, knowledge construction is a social process therefore the current researcher acknowledges that the views gained will have been influenced by the interaction between the researcher and the CYP. The researcher recognises that their own interaction and their own values and biases will influence the gaining and interpretation of the data. Therefore, the researcher maintained a reflexive research diary to consider their experiences and biases and how these may have influenced the research process and decisions made. Extracts of this diary have been included throughout this chapter.

3.3 Purpose of Research

The purpose of research can be described as exploratory, explanatory, emancipatory and/or evaluative. The purpose of the current research was to be emancipatory which aims to produce knowledge and empower marginalised individuals by directly involving them within the research, rather than adopting the position of dominant researcher (Noel, 2016). Emancipatory research comes from an understanding that multiple realities exist (Noel, 2016). Therefore, given the relativist ontological position adopted by the current research, emancipatory is an appropriate purpose to take up to find out the relative reality of D/HH CYP and to recognise that the participants are the true knowers. Some raise concerns that by applying an emancipatory purpose, one could potentially objectify the researched group by creating the narrative that they are somehow different and therefore may limit their independence and being seen as an equal (Noel, 2016). However, by selecting a PR method whereby the participants take on the role of co-researchers, the participants were able to exercise independence and autonomy. Therefore, the purpose of the current research was to empower the young people involved by adopting participatory principles and providing opportunities to have their views heard and for their voice to influence the knowledge gained.

3.4 Theoretical Framework

The current research is grounded in the following theoretical framework which has provided the lens through which the research methodology has been designed.

3.4.1 Self-Determination Theory (Ryan & Deci, 2000)

According to the self-determination theory (SDT) (Ryan & Deci, 2000), there are three basic needs which people require to feel motivated to grow: autonomy, relatedness and competence. These concepts were important to consider within the current research to ensure the co-researchers were given the opportunity to participate meaningfully.

Autonomy refers to the need to feel in control. This allows people to feel they have a sense of control over their own behaviour and choices and that they can influence their environment. Further research has highlighted how choice and

ownership lead to increased motivation and participation (Bucknall, 2010). The current research aimed to use participatory principles to provide the participants with a sense of autonomy in relation to the research. This hopefully led to increased motivation and participation.

Relatedness refers to the need for belongingness. The sociocultural perspective sees learning as a social experience which occurs through collaboration (Rogoff, 1990); therefore, learners must be members of their community. This highlights the importance of the learning environment and the importance of understanding school experiences. In addition, it shows how using a participatory approach could elicit a form of collaboration and belongingness.

Competence refers to the need to be effective in what we do. This research aimed to provide CYP with the research skills and training so that they could engage effectively with the current work and feel a sense of accomplishment from their involvement which is linked to the emancipatory purpose.

SDT has been used to ensure that the research process allowed for autonomy, relatedness and competence to provide the co-researchers with the motivation for full participation.

3.5 Research Design: Participatory

The purpose of this research was to explore the views of D/HH CYP in relation to their educational experiences within a RB. Given the epistemological and ontological underpinnings and the theoretical frameworks in which this research lies, it was important to ensure pupil views were gained in a non-tokenistic way to determine how they made sense of their reality. Therefore, a PR method was adopted to gain authentic views which reflect the relative reality and the constructs of the children whose experience was being researched. The next section details the PR method and the theories and model related to CYP taking on the role of co-researchers. Finally, this section discusses some of the limitations of PR and how these have been overcome.

3.5.1 The Participatory Research Method

PR is defined as "a research process which involves those being researched in the decision-making and conduct of the research, including project planning, research design, data collection and analysis, and/or the distribution and application of research findings" (Bourke, 2009, p.458). In line with this definition, the PR approach was used to involve participants by having them take on the role of a co-researcher and therefore actively engage with the research from the onset of the project through to the dissemination. The aim of this research approach was to reduce the power imbalance between researcher and participant and to provide a context in which those whose views are often marginalised in the literature can be expressed and listened to. Within the current research, PR is defined as an approach to empower and motivate D/HH CYP to provide their views on their educational experiences. Its purpose is to provide the opportunity for the participants to communicate authentic views and give insight into being educated within an RB from the child's perspective.

3.5.2 Children as Researchers

It is suggested that children have expert knowledge of childhood (Kellett, 2005) therefore to understand the experience of children being educated within RBs this knowledge can only be known to the children in that position. It is not enough to have children as participants, instead Kellett (2005) argues that we must empower children to become active researchers. This is also linked to the UNCRC article 12 (1989), which highlights that children have a right to participate in decisions about their lives and therefore adults have a duty to seek out, engage with and respond to the views of children. However, in practice it is apparent that research with children can be tokenistic due to assumptions about CYP's ability to contribute (Clark, 2004; Kellett, 2003).

The involvement of children within research has arisen as a way to address concerns around children's voices being missed in research about them and the power imbalances related to adult-led research (Bucknall, 2010). According to Hart's (1992) Ladder of Participation, participation is on a continuum whereby there are 8 levels at which CYP can be involved in decision making. The ladder starts with non-

participation which includes "manipulation", "decoration" and "tokenism", whereby children have little influence within the decision making or how they decide to be involved. The next levels are forms of participation which range from "assigned but informed" to "child-initiated, shared decisions with adults". The final level is where CYP are considered equal to the adults and are fully involved in the decision making. The aim of PR is to have CYP participate at a level which is higher up on the ladder of participation to ensure authentic involvement.

PR which does place children as the researcher and with a high level of participation tends to take place with older, articulate and less vulnerable children (Bradbury-Jones et al., 2018). In addition, children who have additional needs are less likely to be involved in PR (Lundy et al., 2011). The participants within the current research are all D/HH, a group which is often marginalised and may be considered vulnerable. Therefore, for this research to be truly emancipatory, the participants must feel empowered to contribute. This provided a strong rationale for using a PR approach to empower the D/HH CYP within the current research to provide their views in a non-tokenistic way.

3.5.3 Participatory Model (Aldridge, 2017)

Given the emancipatory aim of the current research and the theoretical underpinnings, Aldridge's (2017) Participatory Model (PM) (Figure 3.1) was adopted because it considers how participation can go from passive and tokenistic to transformative and emancipatory. Furthermore, the PM is specifically related to conducting research with vulnerable or marginalised individuals. Given the participants within the current research could be considered vulnerable and marginalised, the PM was appropriate to consider the level of participation of the co-researchers in the current study, with the aim of being participant-led.

PARTICIPATORY MODEL

PASSIVE → ACTIVE → SOCIAL CHANGE/ TRANSFORMATION

PARTICIPANT AS OBJECT (of study)	PARTICPANT AS SUBJECT	PARTICIPANT AS ACTOR	PARTICIPANT-LED
OUTCOME: 'TOKENISTIC' (FROM PERSPECTIVE OF PARTICIPANT)	OUTCOME: RECOGNITION	OUTCOME: INCLUSION	OUTCOME: EMANCIPATION

Domain distinguished by:
- Researcher-led;
- Limited opportunities for social change outcomes;
- Vulnerable/marginalised participants more likely to be excluded;
- Quantitative, survey-based methods may be used as well as laboratory-based techniques.

Domain distinguished by:
- Researcher-led but recognition of participants as individuals (but not actors);
- Social change outcomes not based on consultation with participants;
- Vulnerable/marginalised participants more likely to be excluded or their needs overlooked;
- Quantitative and qualitative methods may be used but methods not designed or led by participants themselves.

Domain distinguished by:
- More equal researcher-participant roles and relationships;
- Consultation;
- Social change outcomes but voices of participants not necessarily prioritised over researcher voice;
- Participants as co-researchers but not necessarily, or at all times, involved at all stages of research process;
- Vulnerable/marginalised participants included;
- Qualitative participatory methods used drawing on different elements of PR (narrative research, visual methods and so on).

Domain distinguished by:
- Participant-led research roles and relationships;
- Consultation, inclusion;
- Social change outcomes prioritised;
- Voices of participants, including vulnerable/marginalised participants, prioritised at all stages;
- 'Bottom up', individualised research methods and approaches used; for example, peer-research, self-advocacy, and 'emancipatory' methods.

Figure 3.1: Aldridge's (2017) Participatory Model

3.5.4 Participatory Research Method: Critical Considerations

It has been argued that PR methods with CYP are unreliable and lacking in robustness of findings due to the capacity of those involved and the requirement to make adaptations to the research procedure, particularly to the data analysis (Nind, 2011). However, the current research is grounded in the belief that CYP have the capacity to be researchers due to their curiosity to learn about their environment and world (Lundy et al., 2011). Therefore, competence of the co-researchers is the starting assumption, and their experiential expertise increases the validity of the findings (Bissell et al., 2018).

In addition, PR is not always about the quality of research but about the empowerment (Kellett, 2005). PR is intertwined with the researcher's philosophical commitment, hence the need to be transparent about the emancipatory purpose of

this research. As suggested by principles highlighted by Stone and Priestly (1996), emancipatory research must consider "what's in it for them?" and recommends that the nature of engagement in research should be decided upon by those being researched to ensure a benefit. This highlights the benefits of using PR within the current project.

When adopting participatory approaches there is a risk that some voices may overshadow others, which could result in the privileging of certain views (Spencer et al., 2020). There was a need to carefully consider this within the current research due to the age differences amongst the co-researchers and the differences in their emotional ability to communicate. As such, the researcher needed to consider the influence of group dynamics and ensure all views and voices were given equal weight.

Finally, when adopting PR there may be an assumption that due to the level of participation this form of research could be considered more ethical (Thomas & O'Kane, 1998). However, there is the need for significant ethical reflections around power and the right for non-participation (Clark & Richards, 2017). Some argue that those adopting PR approaches are not reflexive or critical about the ethical implications of this method (Clark & Richards, 2017). Therefore, the current research carefully considered the ethical implications of adopting this methodology which are discussed in detail later in the chapter.

3.6 Recruitment

3.6.1 Recruitment Procedure

Information about the research project was shared with schools in the researcher's placement LA by their link Educational Psychologist (EP). A secondary school expressed an interest, and a meeting was held with the Special Educational Needs Co-ordinator (SENCo) whereby details of the research was discussed. Once ethical approval was gained, the school signed a consent form (Appendix 3.1) and shared the information sheets with the students attending the RB and their parents/carers (Appendix 3.2). A student who entered Year Seven in September 2022 was not included in the recruitment procedure as this pupil was still experiencing the transition period and school staff deemed it inappropriate for them

to miss mainstream experiences to take part in the research. The rest of the students all agreed to take part.

3.6.2 Participants

Six participants from one secondary school with an RB for D/HH CYP agreed to become co-researchers. Table 3.1 displays the participants pseudonyms, sex and year group. The secondary school in which the research took place is an outer London, mixed demographic school. The RB within the school is aimed to support D/HH CYP from years seven to 13 with EHCPs to access educational experiences. The RB is run by the school's SENCo who is also a teacher of the deaf, and two CSWs. The CYP have varying degrees of deafness from mild to profound and use cochlear implants or hearing aids. All students currently within the RB are orally trained, meaning they use speech and lip reading as their main form of communication in school, although the provision is set up to support students who also use sign supported English and BSL.

Table 3.1:

Characteristics of Participants

Pseudonym	Year group	Sex
Sara	13	Female
Jennie	11	Female
Andrew	10	Male
Alyana	9	Female
Rose	9	Female
Bunty	8	Male

The co-researchers named their group the SEG and referred to themselves as Student Experts (SEs), which is how they will be referred to for the remainder of this thesis. The SEs all attended the same RB although they were in different year groups and this was perhaps their first time completing a joint project as a group, the group dynamics and processes were regularly considered by the researcher in the reflective diary. The SEs included two males and four females and ranged from Year eight to Year twelve. The SEs were able to take part in any aspect of the research.

They all took part in all sessions, unless they were off school, although at times exercised their right for non-participation which is discussed later in this chapter. Pseudonyms for themselves and their school were chosen by the SEs to protect their anonymity.

3.7 Procedure

The research procedure took place from September 2022 until March 2023. The SEG took part in eight sessions across this period. This included research design, data collection, data analysis and dissemination. A CSW was present in the room for the sessions and their role was to be a familiar adult to make sure the SEs felt comfortable and ensure safeguarding procedures were followed. The CSW sat at the back of the room and worked on her laptop and did not contribute to the sessions or discussions.

The PM (Figure 3.1) discussed earlier was drawn upon to consider the participation of the SEG in the research project and how different aspects of the research project lends itself to different domains within the PM. The current research aimed to be participant-led throughout the research process with the SEG being positioned as the experts. As can be seen from the PM this is in line with the emancipatory purpose of the current research. Table 3.2 shows the SEG involvement and level of participation throughout the research project. The table demonstrates that the level of participation throughout the research process was predominately participant-led. However, the statements in blue and purple highlight areas of the research process where the SEG had more of a passive role and their participation, according to the PM, was as an actor or subject.

Table 3.2:

Student Expert Group Level of Participation

Green statements = participant-led

Purple statements = participant as actor

Blue statements = participant as subject

Phase	SEG Level of participation
Research Design	• The SEG attended training on research procedures. • The SEG agreed the aim of the research. • The SEG developed two research questions.
Data Collection Tools	• The SEG agreed on the tools used to collect the data. • The SEG developed the interview schedule used to carry out the interviews. • The SEG developed a writing prompt used to collect written data.
Data collection	• The researcher interviewed the SEs as requested by the SEG. • The SEs participated in the interviews. • The SEs responded to the writing prompt.
Data analysis	• The researcher transcribed and anonymised the interviews. • The SEG attended training on thematic analysis. • The SEG used thematic analysis to analyse all the data and agreed on the final themes.
Dissemination	• The SEG designed a PowerPoint presentation of their findings. • The SEG presented their findings to some staff members and will share a video of this with the rest of the school staff.

- The SEG advised the researcher on the language to be used within the research write-up, including terminology, pseudonyms, and the title.
- The SEG advised the researcher on which quotes to include in the findings chapter.
- The researcher may be involved in disseminating the findings in future academic publications.

3.7.1 Initial Meeting

The SEG took part in an initial information session which discussed the purpose of the research and details of what their role or participation may look like (Appendix 3.3). Ice breakers were played, and snacks were provided to build rapport with the SEs. The SEs were given the chance to ask questions and decide if they would like to be involved. The researcher participated in the ice breakers and eating the snacks to help build a relationship with each other, reduce power dynamics, and provide an informal approach to the meeting. The researcher continued to bring requested snacks and the SEG and researcher played the card game Uno in most research sessions.

3.7.2 Research Training

Kellett's (2005) instructional text was used to provide in-depth training to the SEG to activate their natural skills and knowledge to fully participate in a developmentally appropriate way. (See appendix 3.4 for example agenda).

During the first session, the SEG discussed group agreements which they deemed to be important to creating a safe space. The agreements the SEs added showed their level of participation and desire to take the project seriously. These included:

- No talking over each other
- Respect each other's views

- Have fun

- Be mindful of each other

- Make agreements together

The researcher also added the following agreements to help reduce power dynamics and to align with research ethics:

- Confidentiality

- Call me Abi (Abi is not a teacher)

- Correcting Abi (Feeling confident to say if Abi has misunderstood)

3.7.3 Research Questions

To ensure the SEs could take full ownership of the research project, it was important for them to decide on the aim and research questions (Kellett, 2005). The researcher's input was minimal to ensure that the SEG were able to shape the project and consider what is important to be researching within the parameters of school experience.

The SEG started by engaging in a group discussion and created a mind map about their "school experience" (Appendix 3.5). During this discussion, the researcher limited their involvement and acted as scribe for the SEs. The SEs' discussion highlighted their capacity as researchers and also showed that adults often underestimate the ability of CYP as researchers as discussed in the research diary:

> *"I did not use the words advocating or discrimination – they came up with them themselves – my surprise at this language shows I went in with some preconceived ideas about how much they could achieve. The SEs are very capable, and I am realising that I am going to be able to take a complete step back to ensure this research is participant-led" (Researcher reflective diary)*

The SEG then used their mind map to generate their research aim and questions:

Aim: To find out what the school experience is like for students who attend Starfield High School RB.

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Research question 1: How do students who attend Starfield High School RB feel about the support they get at school?

Research question 2: How do students who attend Starfield High School RB feel as a D/HH person/student in a hearing dominated mainstream school?

3.7.4 Designing the Data Collection Method

The current research used a qualitative research design which allows participants to create meaning from their experiences (Creswell & Poth, 2017). The ontological and epistemological position of the research places an emphasis on understanding knowledge through constructs. Therefore, the use of a qualitative methodology allows one to capture individuals' relative accounts and perspectives (Denzin & Lincoln, 2017). In addition, given the number of SEs, quantitative data would not have been appropriate. However, this does mean that the use of a qualitative research method and analysis was fixed prior to the SEs' involvement and could be argued to constrain some of their autonomy.

The qualitative data collection tools to explore their school experiences were designed by the SEs. They were given initial training and introduced to a range of data collection methods (Appendix 3.6). The SEG said they could express themselves through "drawings or gestures, writing, questionnaires, interviews, discussion, groups, focus groups, posters, talking". One SE suggested looking on Google, however we discussed that as we wanted to find out about our individual experience this would not be on Google, so this option was removed.

As can be seen, the tools discussed included creative and child-centred options. Research suggests that this can lead to ensuring that knowledge generation is inclusive (Quigley & Buck, 2012) and may account for the limitations of traditional methods such as interviews which depends on the participants ability to "verbalise, interact, conceptualise and remember" (Mason, 2002, p.64). Although some argue that if we are to assume an adult starting point and the capacity of CYP, creating child-centred tools should not be necessary (Nind, 2011).

Interestingly, despite having creative options available to them the SEs opted for interviews and written data as their data collection tools. The researcher considered this in their reflective diary:

"I thought the SEs would pick the "fun" methods such as videoing and drawing and was excited to explore this method of data collection. I was shocked when they chose interviews as their main method which is a reflection of my own assumptions and biases. I thought due to their needs they would opt to move away from a verbal data collection method. I think this shows that even though I intended to go in with the assumption of capacity as the starting point, I still have some unconscious biases." (Researcher reflective diary)

3.7.5 Development of Tools

3.7.5.1 Semi-structured Interview. The SEG was given training on interviews, including styles of interviews and types of questions. They opted to use a semi-structured interview, whereby they developed questions but agreed the interviewer could ask additional prompts during the interviews. The SEG designed the interview schedule together (Appendix 3.7), although it was noted that many of the questions came from one of the SEs.

The researcher reflected on the interview schedule designed by the SEs in their reflective diary:

"The questions seem to be asking the same thing in different ways. I reflected on this in supervision, and it was discussed that this may be useful to elicit more information so is not necessarily a weakness of the tool" (Researcher reflective diary)

The SEG then decided who would conduct the interviews with the options of doing it in pairs or having one interviewer. All members of the SEG opted to have the researcher interview them. In addition, three SEs asked to be interviewed together to form a focus group. This meant that the researcher conducted three individual interviews and one focus group interview (Figure 3.2).
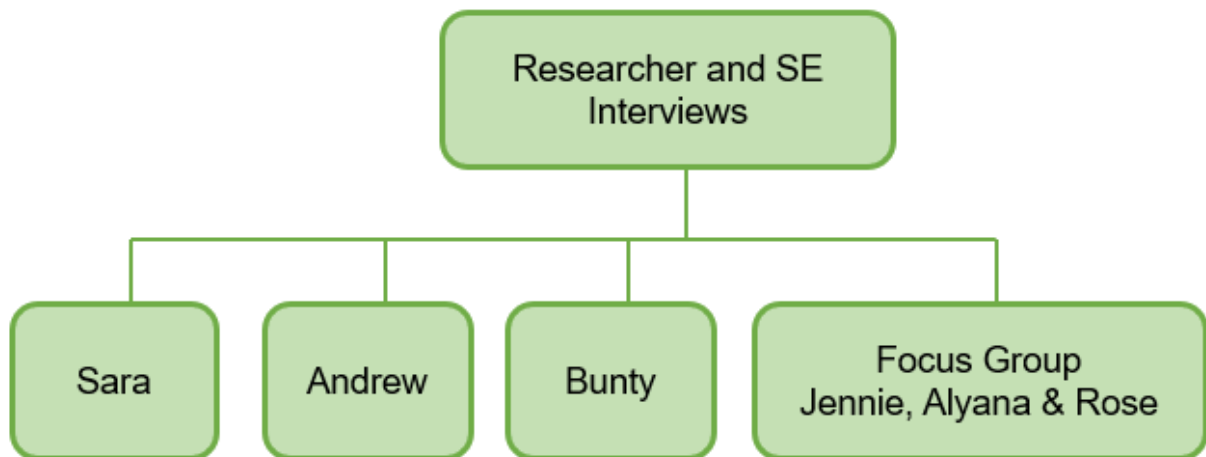
Figure 3.2: Interview Structure

3.7.5.2 Diary Entry. The SEG discussed that it was also important to be able to produce written data for information they did not feel comfortable sharing during the interview. Initially the SEG started to develop a written questionnaire but concluded that the questions were too similar to the interview questions. Eventually they settled on writing a diary entry and created the following writing prompt:

"Write a diary entry of a typical school day"

The researcher reflected on the group processes and the differing levels of participation in the development of the tools within their research diary:

"One SE came up with most of the interview questions, this SE was also the oldest so there may have been some influence of power. One SE did

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not participate in the interview questions development, however this SE was the one who gave the suggestion of a diary entry. I discussed the influence of power dynamics within the group during supervisions and it was reflected that although one SE was influential in the design, all SEs got a chance to share their own experiences during data collection" (Researcher reflective diary)

3.8 Data collection

Data collection occurred in October 2022. Before starting the researcher reminded the SEs of their data collection methods and gave them the choice of which they would like to complete first. All SEs chose to do the interview first and then write their diary entry. SEs were reminded of their right to withdraw and that whilst the data would be anonymised, it would be used for the analysis as a group. The interviews were recorded via the university audio recorder. The diary entry could be written or typed, five of the SEs chose to type their diary entry and one chose to write it which was typed up exactly as written by the researcher. One of the SEs chose to write their diary entry as responses to the interview questions rather than a diary format which they were given the autonomy to do. The interviews and diary entries were uploaded to the researcher's password-protected computer.

The experience of the researcher conducting the interviews was difficult, this was reflected upon in the research diary:

"I had real difficulties with conducting the interviews. The SEs asked for clarification around their own questions, and I struggled to provide an explanation because I did not want to bring my own biases. I think this may have occurred due to the interview questions mainly coming from one SE. Also, I did not ask many follow up questions or prompts, even though this was agreed because I did not want to influence the constructs or meaning produced – however, at times I think the SEs were nervous and would have benefitted from some more support from me" (Researcher reflective diary)

A pilot study may have been useful to have helped refine the interview questions and to discuss the role of the researcher as the interviewer more thoroughly.

3.9 Transcription

The interviews were transcribed verbatim by hand and were anonymised where names of places and people were replaced by the researcher in preparation for data analysis. By hand transcribing, it allowed the researcher to ensure that the information was appropriate for participatory analysis. Punctuation, laughter, mistakes, pauses and corrections were added to the transcripts. It is acknowledged that the addition of punctuation could be argued to involve some level of interpretation from the researcher and could potentially change the meaning (Poland, 2003), however it was deemed necessary to aid the reading of the transcripts. In addition, the transcription did not place any focus on the way the words were spoken to minimise some interpretation and research bias. The transcripts were checked for accuracy against the recordings. Appendix 3.8 contains an extract of a transcript. This part of the research process did not involve the SEG due to time constraints and therefore their role was passive.

3.10 Data Analysis

This section details the data analysis phase which utilised Thematic Analysis (TA) (Braun & Clarke, 2021). It outlines the rationale for involving the SEs in the data analysis phase and the training and process up-taken by the SEG. It explains why TA was appropriate in relation to the epistemological stance of the research and it also explains the role of the researcher to ensure transparency. Finally, this section finishes with the critical considerations of the use of TA.

3.10.1 Participatory Data Analysis

Lushey & Munro (2015) argue that for full participation of co-researchers, they should be involved in the data analysis. Involving the participants within the data analysis helps ensure that findings are authentic because the knowledge produced represents the experience of those being researched (Grover, 2004). Unfortunately, due to misconceptions around the ability of CYP, their valid perspective and interpretation of findings is often missing (Kellett, 2005). Furthermore, current debate and critical consideration around participants being involved in data analysis is scarce, therefore there is a pressing need to involve participants in data analysis to develop the arguments within this field (Nind, 2011). The current research aimed to

produce authentic findings and add to the current debates within PR by involving the SEs in the data analysis.

It is important to note, that some of the SEs' views may be underrepresented as some did not contribute hugely to the discussion which was their choice. Upon reflection, it may have been helpful to note which SE identified each theme in order to see the spread of contribution.

3.10.2 Thematic Analysis

The current research aimed to construct an understanding of the lived experiences of the SEs being educated within a RB with the aim of looking for commonality amongst them, therefore the decision was made to use TA (Braun & Clarke, 2021). "TA is a method for identifying, analysing, and reporting patterns (themes) within data." (Braun & Clarke, 2006, p. 6). TA can be used to uncover the process of social construction and how communication is used to develop representations (Joffe, 2012). Therefore, given the epistemological position of social constructionism TA was deemed a suitable analysis tool. In addition, Kellett (2005) highlights that the flexibility of TA makes it a good tool to use with CYP.

TA can be used at the semantic level, whereby the data is analysed for the surface meaning and does not look beyond the language used by the participants, or at the latent level, which considers the underlying assumptions and conceptualisations that underpin the articulated data (Braun & Clarke, 2021). At the latent level, the analysis goes beyond description and offers interpretation. Whilst analysing the data, the SEs regularly checked in with each other about what they had meant when they said certain things. This allowed them to fully understand the meaning behind the quotes they were discussing and the final themes they generated do not directly mirror the quotes but instead consider the underlying meaning. Therefore, it is argued that the TA within this research took place at the latent level. This is in line with the social constructionist epistemology which suggests that knowledge is known through our constructs of language and by analysing language at a latent level we can begin to interpret some of these constructs and therefore make the unknown known.

In addition, the data analysis followed an inductive, bottom-up approach which is where the data drives the analysis (Braun & Clarke, 2021). Given that the SEs conducted the data analysis without prior knowledge of the literature, the themes derived from the data analysis are purely inductive. This is in line with the emancipatory purpose of the research and using the PM, it could be suggested that this process was participant-led because it allowed the SEs to consider what was interesting and meaningful to them. An inductive approach can allow for findings to result in potential themes that are not always within the research aims (Braun & Clarke, 2021).

3.10.3 Data Analysis Process

One SE opted to have their diary entry removed from the data analysis, therefore TA was used on three individual interview transcripts, one focus group interview transcript and five diary entries. Figure 3.3 shows the data analysis process.
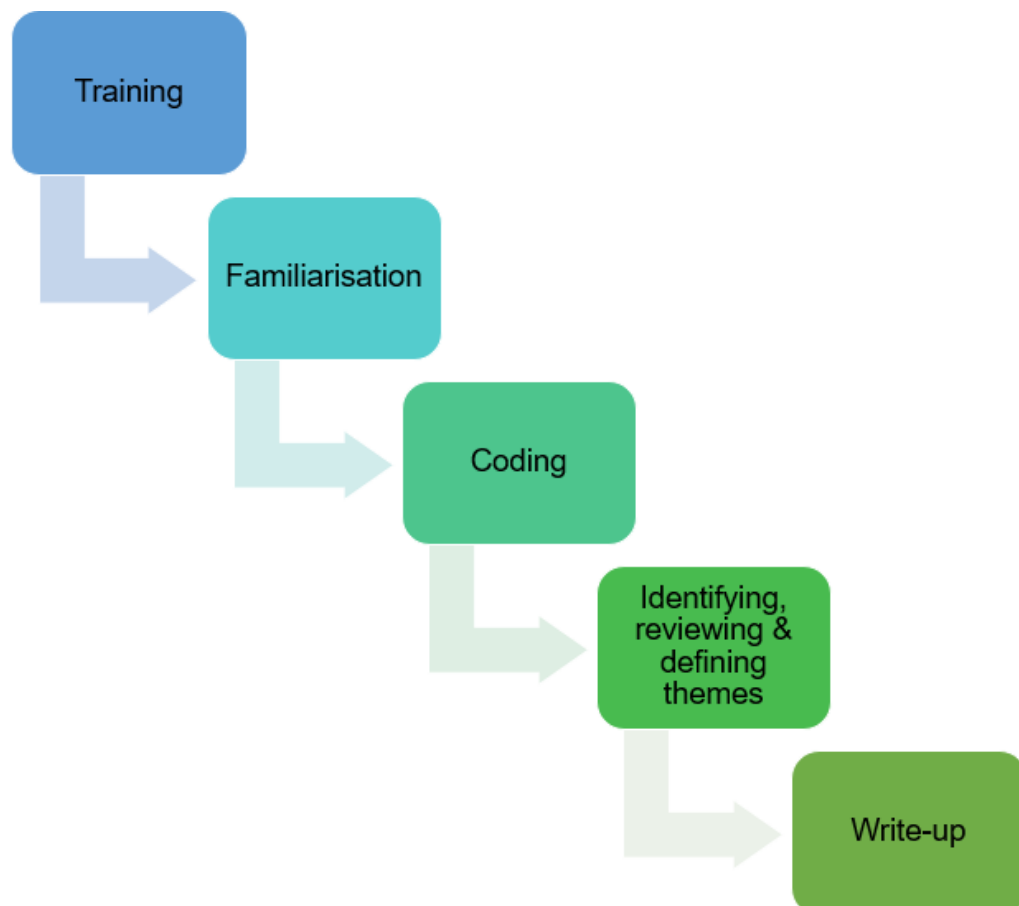
Figure 3.3 : Data Analysis Process

3.10.3.1 Training. The SEs were given a training guide based on Braun and Clarke's (2021) six stages of TA and Kellett's (2005) instructional text on qualitative data analysis. Appendix 3.9 shows the training guide provided to the SEG.

Once training was provided, the SEG were given the anonymised transcripts and diary entries. Given the amount of data, the SEG initially decided to split into groups and look at different transcripts. However, as the discussions took place in groups, they decided they all wanted to look at all the data and made the decision to complete the entire analysis together. As a result, the SEG analysed all four interview transcripts and five diary entries. It could be argued that they SEG covered a lot of data during a short amount of time, however given that they were analysing their own data and some of the transcripts were short they may not have needed as much time.

3.10.3.2 Familiarisation. The SEG started the process of familiarisation and immersed themselves in the data by reading through the transcripts and diary entries twice and memoing in the margins (Appendix 3.10). Memoing refers to in the moment thoughts (Kellett, 2005) and is a process of making initial notes and ideas of interest or that are reoccurring ready for coding. It is suggested that transcripts are read six times for familiarisation, however given time constraints the SEG read through the data twice to familiarise themselves. As the data has come from the SEGs it could be argued that they needed less time to immerse themselves. The researcher then reminded the SEG of their research questions that they wanted to answer and the SEG considered aspects of the data that highlights this. Despite anonymising the data, the SEs were able to identify whose data belonged to each of them and discussed this openly with one another. Therefore, the data was not anonymous which has ethical implications and is discussed later.

3.10.3.3 Coding. From reading the transcribed interviews and diary entries, the SEG discussed initial ideas, agreeing or disagreeing about their interpretations and identified initial codes which they highlighted in the transcript (Appendix 3.11). During the analysis, a total of 34 codes were generated inductively. In the next session, through group discussion, the SEs grouped similar codes and created a final list of codes which were identified across the entire data set (Appendix 3.12 for list of codes). The codes encompassed both semantic codes which were surface

level and reflective of the language used and latent codes which were drawn from interpretation. The interpretation came from discussions amongst the SEG where they asked each other what they meant when they discussed different quotes they had identified.

3.10.3.4 Identifying, Reviewing and Defining Themes. The SEG collated codes and elicited initial themes. The themes were identified due to their meaning and importance to the SEs in line with the research question and therefore there was no emphasis placed on frequency of themes across the data set. Initially the SEG identified six themes. In the next session, the SEG read through the data again and through discussion finalised their findings and grouped different themes together to create master themes. The SEs finalised the thematic map which resulted in two master themes, five themes and 11 sub themes generated from the data which will be discussed in the findings chapter. The interpretation of these themes was conducted through open discussion and dialogue with the SEG and will be discussed within the findings chapter. In addition, the researcher has also made reference to relevant literature to further make sense of the themes constructed within the discussion chapter.

3.10.3.5 Write up. Quotes that were particularly important to the SEG from the data were identified to represent each theme which were to be included in the findings write up by the researcher (Appendix 3.13). The SEG discussed how the quotes represented the theme to support the researcher in the write up of the findings chapter.

3.10.4 The Role of the Researcher

It is important to consider the active role of the researcher in the data analysis process (Braun & Clarke, 2021). After initial training was given, the researcher had limited involvement within the data analysis process and only offered guidance when asked questions. The researcher did facilitate grouping some of the codes when recognising that many of them were similar. After this the researcher explained the process of using the codes to create themes using the training guide and the SEs independently named and constructed the themes including the master themes. The role of the researcher in this stage was limited and highlights the ability and competence of CYP to be involved in the data analysis process following training.

However, it is important to note that the researcher did come with prior knowledge of previous findings due to having already conducted the literature review and it is therefore possible that they influenced the data analysis process with their own biases.

3.10.5 Thematic Analysis: Critical Considerations

The flexibility of TA is often reported to be a limitation as it may allow for inconsistencies and lacks the conduct of analysis in a rigorous way (Nowell et al., 2017). Indeed, within this research TA was used flexibly and adjustments were made, for example the SEG only reading through the data twice. Therefore, it could be argued that the robustness and reliability of the findings is a limitation due to the lack of rigour when analysing the data using TA.

However, it could be argued that participatory data analysis can be informal and unstructured because the purpose is about the CYP making sense of the data (Kellett, 2005). The use of TA in the current research was about seeking input from the SEG and exploring what was important to them, rather than following a rigid technique. In addition, the flexibility of TA allowed the SEG to capture an authentic understanding of the findings as they were able to explore the data at the latent level by checking quotes with each other rather than interpreting them themselves.

Finally, some argue that limitations may occur when using TA when the researcher has conducted the literature review prior to analysis because it may limit the "analytic field of vision" (Braun & Clarke, 2021). Whilst the researcher recognises that they may have brought their own biases, they had limited involvement in the data analysis process. This meant that the SEG were able to analyse the data without looking through the lens of prior research which means it could be argued that the findings they produced were authentic to the data.

3.11 Dissemination of Findings

As discussed by Bucknall (2010) CYP who take part in PR should be involved in the dissemination and feedback. The SEG shared their findings via a presentation to the school SENCo and the CSW (See Appendix 3.14 for presentations). The SEG also decided to video their presentation so that they could be sent to the teachers

across the school and shown at a staff training day. In addition, the video has been shared with the LA EPS, the LA Children's Sensory Team and within a specialist interest group related to participatory research. Finally, some of the SEG are going to share their findings with their peers within a school assembly.

In addition, within the current write-up of this research project, the SEG chose the quotes and they also decided to change to the title of the thesis (Appendix 3.15 for title change). The SEG discussed and agreed on the language used within the title including "Deaf and Hard-of-Hearing", "views", "students" and "resource base". In addition, the researcher shared that titles sometimes use a prominent quote from the data. The SEG shared some quotes that they highlighted as particularly important to them and it was agreed that the following quote, initially chosen by Rose, would be used within the title: "*There is no barrier when it comes to your deafness*" (Sara, II, line 30).

3.12 Ethical considerations

Ethical approval was gained from the University Research Ethics Committee in April 2022 (Appendix 3.16) and the participating school (Appendix 3.17). The researcher considered and adhered to the ethical principles as laid out by the Health and Care Professions Council (HCPC) Code of Conduct, Performance and Ethics (HCPC, 2016), the British Psychological Society (BPS) Code of Ethics and Conduct (BPS, 2021), the BPS Code of Human Research (BPS, 2021) and the University of East London (UEL) Code of Practice for Research Ethics (UEL, 2015).

Ethical consideration was an ongoing process throughout the research project which the researcher aimed to do by being flexible and reflective by regularly revisiting the ethical implications and reflecting on these within the research diary. The researcher ensured that throughout the process, there was a strong priority on the ethical implications for the SEs who participated and not the researcher's interests which is highlighted as essential by Denzin (1989). Furthermore, Christensen and Prout (2002) discuss the need for "ethical symmetry" when conducting research with CYP, whereby the researcher approaches the study from the same starting point as they would with adults. The ethical procedures that are discussed below are therefore based on the construction and context of the research

rather than preconceived beliefs about CYP. This means ethical issues were addressed as they arose.

3.12.1 Considerations of Power

Spencer et al., (2020) discuss that the use of children's voice to claim an authentic representation of the truth creates some epistemological difficulties. However, as discussed earlier in this chapter, this research is not about finding one truth, it is about eliciting an understanding of the reality of the SEG and considering how this can be an emancipatory process for them individually. Despite this there is still a complex relation of power, it is not enough to assume that by providing an opportunity for CYP to share their voice this mitigates the adult/child power relationship (Spencer et al., 2020). Instead, there must be consideration about how the applied methodology influences the interpretation and representation of CYP's voices, and how this may result in the privileging of some voices over others (Spencer et al., 2020).

Spencer et al., (2020) highlight that the context in which the research takes place can influence what children are enabled to say. The current research took place in the school context, which is adult-controlled and there was a member of staff in the room. Therefore, the SEG may have been influenced by the contextual power and felt less able to share. To account for this, the researcher tried to be seen as outside of the school context and as a "different kind of adult" (Corsaro & Molinari, 2017). The researcher used their first name, wore casual clothing, introduced themselves as a university student and sat around a table on the same level. Despite this, there were still some school constraints, for example staff members decided when the sessions would take place which therefore reduced the power of the SEs.

Furthermore, being in the position of researcher comes with its own privilege so there is a need to account for this and create equality between the researcher and the researched and to be reflexive about one's privileges (Noel, 2016). There was recognition that the researcher's role as expert, academic initiating, controlling and benefiting from the process (Yardley, 2000) may have resulted in perceived power differentials. The researcher aimed to ensure the project was participant-led to give the SEs ownership over the research. In addition, through interpreting and sharing findings based on the voice of CYP, it is argued that this can result in highlighting

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adults' preference to knowledge. Therefore, one must reflect on how they make decisions and share children's voices (Spencer et al., 2020). As such the current research included the SEs in the analysis and used their discussions to inform the findings that are shared within the next chapter.

In addition, some children's voices may be more evident than others, this means their voices may be legitimised whilst others are silenced (Spencer et al., 2020). Power dynamics within the group was an important ethical consideration and something that was reflected on in the researcher's diary. The data collection methods used did mean that all SEs got a chance to share their experiences, although it is possible this may not be reflected within the findings which is an ethical limitation.

Finally, CYP may feel forced to participate due to the power differentials between them and those asking for their participation (Clark & Richards, 2017). It is possible that CYP might participate by choosing not to share their voice. This was accounted for by gaining regular informed consent which is discussed in the next section.

3.12.2 Informed Consent

Initial consent was gained from the gatekeeper, the school, to access the students who could potentially take part. After this was received, informed consent was given by the SEs that took part as well as their parents (Appendix 3.18). They were informed through a written information sheet (Appendix 3.2) so that they could decide if they would like to take part. Given that this information was provided by the gatekeeper there may have been a certain obligation to take part (Flewitt, 2005). During the first session the SEs were provided with details on the project and in response asked appropriate questions as discussed in the research diary:

"The SEs asked: what inspired you? Why us and our school? What other schools have done this? Have you done this before? How will it help us? How will it help others? I was really impressed with their high level of interest and buy in" *(Researcher reflective diary)*

The questions that the SEs asked may suggest that they have the competence and ability to give informed consent, as highlighted by Flewitt (2005). It

was important that consent from the SEs was ongoing and that they were given opportunities to drop out and remove consent at any point during the research process. Furthermore, the role of the SEs changed as the process went on and new decisions were made, therefore the initial consent was provisional and could be argued to be not fully informed (Flewitt, 2005). To account for this, ensuring consent was a continuous process, and the SEs were given the autonomy to decide upon the extent of their involvement throughout. In particular, the researcher was sensitive to moments when SEs showed potential signs of not wanting to be involved and used these moments to ensure they knew they could leave. In addition, they were given the option to observe and not partake in any activities or discussions as they wished. Empowerment is about enabling someone to act (Chandler, 1992), this action should be of their choosing, for example if they choose non-participation. This is linked to the Foucauldian perspective of the right to exercise silence (Chandler, 1992). Therefore, the researcher ensured the SEs were able to exercise their rights of silence and non-participation. At times, within the research sessions some members of the SEG chose to do this and observed.

Whilst none of the SEs formally withdrew from the study, some decided not to participate at some moments and just observed and one SE left early on one occasion as they did not want to miss another school commitment. One SE mentioned finding the data analysis boring and the researcher reminded them that they could skip the data analysis sessions and re-join for the later sessions to which they declined due to not wanting to go back to class. There is of course a possible influence of power here but as discussed in the power section, steps were taken to mitigate the power differentials and as this issue was related to boredom and not potential harm it was not deemed appropriate to take it any further. In addition, one SE decided to withdraw their diary entry from the data analysis and one SE decided they did not want to analyse their own interview but was happy for the other SEs to analyse it.

3.12.3 Anonymity and Confidentiality

All data was anonymised, initially with numbers and then with pseudonyms provided by the SEs which have been used in this write up. In addition, any

identifying information of locations or others within the transcripts has been anonymised. Recordings have been deleted.

Despite anonymisation of the data the SEG were able to identify the SE which is a limitation of analysing their own data. It is possible that SEs may have felt uncomfortable about their fellow group members being aware of the data they provided. To account for this the SEs were reminded of the analysis process before data was collected and given the option to withdraw any data before it was looked at, which one SE did. In addition, the issue of confidentiality was accounted for via research training where it was discussed that what others have shared should not be shared outside of the sessions.

The Data Protection Act (1998) states that data collected about people should not be excessive and should be relevant. Throughout the research process the researcher gained additional personal information about the SEs due to the amount of time spent together and the rapport built. However, this additional information is not deemed relevant to the research project or findings and has not been included in the write-up. Instead, the only details about the SEs which have been included are what they chose to share which is within their reflexive diary, other characteristics such as age, additional needs and cultural background have been left out to protect the SEs privacy.

3.12.4 Risk of harm

The SEs' involvement in the current research project was extensive, therefore careful consideration needed to be taken about any potential risks that may have arisen from their involvement. One important factor to consider was the time and inconvenience. The researcher arranged the times and dates of the sessions with the CSW who carefully considered when it was an appropriate time for the SEG to meet for the sessions to ensure limited disruption to their timetables and learning. In addition, the SEG were always reminded of their right to withdraw from any session, particularly if they were missing a lesson that may have been important to them.

The SEG could be considered a vulnerable group, therefore careful considerations were taken to ensure protection from harm. All of the school's safeguarding procedures were followed and the researcher had a full Disclosure and

Barring Service (DBS) check. In addition, a CSW was present in the room or outside the room with the door open. This meant the SEG always had access to a trusted member of staff who knew them well. Finally, during the research process, topics may have been raised which were sensitive or caused distress. This was monitored by the researcher and breaks were offered regularly. At the end of the process the SEs were provided with a debriefing sheet (Appendix 3.19) should they have needed further support once the project was over.

When participants provide data, they may experience harm when the researchers misinterpret the information they have provided. Given that the SEs were the ones who analysed and interpreted the data this mitigated for any potential harm that could have been caused as a result of the researcher offering their own interpretation. The SEs were clearly informed of the outcomes of their data and involved in the dissemination within their education setting. This gives them a sense of ownership over their data, although it is noted that they do not have full ownership and that any potential publications as a result of this research are not owned by them which may be upsetting. However, they will be kept informed about any resulting outcomes of this research project and provided with access to these materials.

3.12.5 Data Storage

The data was stored in line with the data management plan which was reviewed by the data management team at UEL. Transcripts and recordings were saved on a password protected laptop and the university one drive. Physical data such as written diary entries were converted to digital data. Identifiable data, which included recordings, were deleted and the consent forms have been saved in an encrypted folder.

3.12.6 Reflexivity

It is important for researchers to monitor and acknowledge personal bias (Willig 2013). The researcher used a reflexive research diary and extracts have been provided throughout this thesis. In addition, supervision was used to reflect and monitor the researcher's own biases and influences on the research procedure. Furthermore, the researcher's own motivations and values were considered and discussed in chapter 1.

The reflexivity of the SEs was also considered, and they were asked to reflect on the whole research process and anything they thought might have influenced their decisions. The SEs shared sensitive information within their statements therefore to respect confidentiality the entire statements are not being shared, however some extracts have been included. It was particularly interesting to note that many of the SEs described how their feelings towards their own deaf identity and their previous experiences influenced the quotes and themes they selected:

"my high school experience wasn't that great…my high school friends are not very deaf aware" (Sara, reflexive statement)

"I have been wearing hearing aids since I was three years old so I've never experienced any negative experiences" (Andrew, reflexive statement)

"I am positive about my deafness…I was talking about it on the news…I did presentations on my deafness…so I looked for positive things in the interview and diary entries" (Bunty, reflexive statement)

"I interpreted the findings by finding quotes that are both positive and negative…the positive ones make me feel good about myself and the negative ones makes me want to protest to try to change that" (Rose, reflexive statement)

3.13 Evaluation of Research

The quality of the current research has been evaluated in order to consider its reliability and validity. An evaluation was conducted using four principles as outlined by Yardley (2000). These included sensitivity to context, commitment and rigour, transparency and coherence and impact and importance. These principles were adopted because they offer a flexible approach which allows research using qualitative methods to promote validity within their study without following rigid rules (Yardley, 2000).

3.13.1 Sensitivity to Context

Context of theory in relation to the educational experiences of CYP in RBs has been considered through the literature review search. In addition, the critical evaluation of PR methods earlier on within this chapter considers the theoretical context of the methodological approach taken up in the current research. The

findings from this research are linked to the theoretical context in the discussion, referred to as vertical generalisation (Johnson, 1997). However, as discussed by Yardley (2000), it is also important that interpretation of findings is not solely based on theoretical assumptions and to do this one must consider the socio-cultural context of the research. The participatory nature of the research allowed the SEG to interpret and offer perspectives of the current findings without biases from previous literature. In addition, the SEG completed reflexive statements to allow for consideration of the context. Finally, the relationship between the researcher and the SEG, which influences the context in which the data has been collected, has been highlighted through detailing the role of power and the use of a reflective diary to uncover biases. Therefore, it is argued that the current research is adequately sensitive to both the theoretical and socio-cultural context.

3.13.2 Commitment and Rigour

Commitment refers to the engagement with the research in relation to competence, skills and immersion. The researcher provided training to the SEG which meant they were able to act as competent and skilled researchers. Due to time constraints, it was difficult for the SEG to fully immerse themselves within the data and it is acknowledged that more time spent at the data analysis stage and the use of a pilot study would have been beneficial. Rigour refers to how complete the collection and analysis of the data is, including the sufficiency of the participants. Given the PR methods, this allowed for testimonial validity because the SEG designed the data collection method and analysed and interpreted the data. It could be argued that the adequacy of the sample is a weakness as all SEG are being educated within one RB. However, this sample allowed for a complete interpretation of the data across the semantic and latent level, and the ability to provide relevant and complete information. In addition, it is argued that small-scale studies are more useful for educators due to the diversity of different educational settings (Mesibov & shea, 2011) meaning the inclusion of participants from multiple RBs could have been inappropriate due to differences in experiences. In summary, the current research demonstrates rigour and commitment although it recognises that it could be improved in terms of data immersion and a pilot study.

3.13.3 Transparency and Coherence

Transparency and coherence considers how clear and logical the research study is by considering the quality of the construction of the data and the link between the research aims and the philosophical underpinnings and adopted methodological approach. The current research shared details of the research process, the data collection and the analysis phase, including extracts of the coding process and training material used. This allows readers to follow the construction of the data and the findings and make their own judgements which highlights the transparency of the current research. In addition, the researcher has described how the epistemological and ontological perspective fits the methodological approach and is appropriate to the aims of the research. Finally, consideration of how the SEG and the researcher's assumptions may have influenced the research has been reviewed through reflexive statements and the research diary. Given these considerations, it is argued that the transparency and coherence is a strength of the current research.

3.13.4 Impact and Importance

The impact and importance considers the influence of the research on the actions of others and its usefulness in relation to the intended objectives. As discussed earlier, the purpose of this research was to be emancipatory, whilst the potential flaws of this were considered, it could be argued that the current research empowered the participants by providing a voice and uncovering knowledge of a marginalised population. In addition, the use of a PR approach allowed participants the autonomy needed to be motivated (Ryan & Deci, 2000) meaning they were focused and engaged with the process suggesting high levels of catalytic validity. However, it is difficult to confirm for certain if participants felt autonomous and empowered as their participation in the process was not evaluated. Finally, the dissemination of findings back to the RB meant the current research has the potential to influence the actions of educators within the provision, although confirmation of this is beyond the scope of the research. Therefore, whilst the current research has a strong potential to be important and impactful, its actual influence and usefulness is not truly known, and this may be a limitation of the study.

3.13.5 Summary

In summary, the use of Yardley's (2000) four principles highlights the current research strength in its transparency and coherence and its sensitivity to theoretical and socio-cultural context. Furthermore, the participatory nature of the research allowed for it to be rigorous and have the potential to be impactful by empowering the participants. However, the commitment to the data due to time constraints on immersion was discussed as a potential limitation. In addition, the true impact and importance of the research has yet to be considered. Despite these limitations, overall, it is argued that the validity and reliability of the current research project is acceptable.

3.14 Chapter Summary

This chapter has highlighted the relativist ontology and social constructionist epistemology which underpins the research. It has considered how the PR method adopted has allowed for the emancipatory purpose of the research, whilst also considering the limitations of PR. Following this, details of the PR and the involvement of the SEG have been discussed in detail, including the use of TA to construct a thematic map which will be discussed in the next chapter. Finally, this chapter has provided ethical considerations, including the reflexivity of the SEs and it finishes by evaluating the quality of the research. The chapter which follows presents an interpretation of the themes derived from the data analysis process, including data extracts and an analytic narrative.

Chapter Four: Findings

4.1 Chapter Overview

This chapter presents the findings identified from the TA process conducted by the SEG. The themes aimed to address the following research questions:

How do students who attend Starfield High School deaf RB feel as a D/HH person/student in a hearing dominated mainstream school?

How do students who attend Starfield High School deaf RB feel about the support they get at school?

TA was used across the two data collection methods: interviews and written diary entries. The SEG collated codes and elicited themes. It is suggested that a theme might be given considerable space in some data items, and little or none in others (Braun & Clarke, 2021), therefore the SEG's judgement was necessary to determine what a theme is. The themes were identified due to their meaning and importance to the SEs in line with the research question and therefore there was no emphasis placed on the prevalence of themes across the data items. The SEG agreed that their feelings towards the support they received at school and their experiences within the mainstream school are intertwined and are portrayed across all the themes. As such, the themes identified are believed to answer both research questions.

4.2 Creating the Thematic Map

Initially the SEG used their final list of codes to identify six themes as shown in figure 4.1. In the following session, the SEG read through the data again and through discussion consolidated their findings and grouped different themes together to create master themes (see Appendix 3.10, 3.11 & 3.12 for details of the data analysis process).
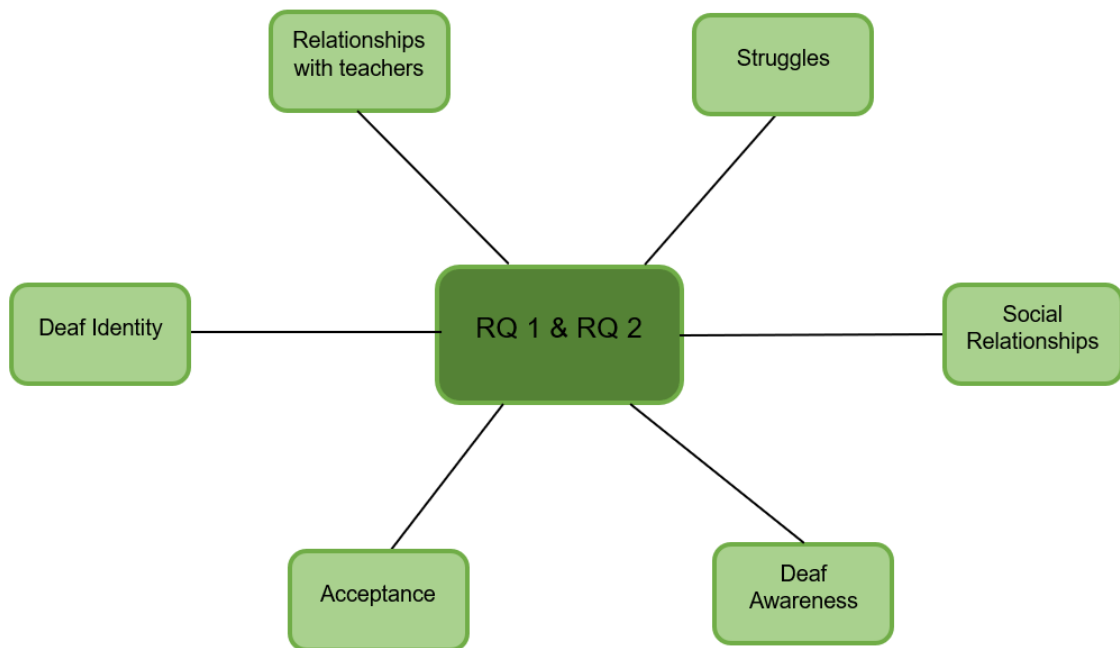
Figure 4.1: Initial themes identified by the SEG

The SEs finalised the thematic map which resulted in two master themes, five themes and 11 sub themes generated from the data as shown in figure 4.2.

Figure 4.2: Final Thematic Map

The interpretation of these themes was conducted through open discussion and dialogue by the SEG. Themes are supported by quotes from the interviews and diary entries which were chosen by the SEG to convey meaning. As discussed in the methodology, the TA took place at the latent level, therefore through analysis of the quotes the SEG considered the "underlying assumptions, conceptualisations and ideas" (Braun & Clarke, 2006). As such, at times the quotes do not directly mirror themes.

4.3 Findings

This section presents the themes with illustrative data extracts alongside the supportive analytic narrative drawn from the SEG's discussions which help to make sense of the data. The aim is to provide an interpretation of the quotes and themes found by the SEG. The quotes cited use the anonymised names chosen by the SEG

and have no relation to the genuine names of the SEs who participated in the research. The quotes include those from the individual interviews (II), the focus group (FG) and the diary entries (DE).

4.4 Master Theme: Relationships

Within the interviews and diary entries the SEs described relationships as a key part of their educational experience and the feelings that these relationships elicited are discussed. This included positive interactions which led to feelings of inclusion, however, it also raised another concept in relation to negative experiences which meant the SEs felt discriminated against, misunderstood, and left out. The master theme "relationships" encompasses two themes and five sub-themes, as highlighted in Figure 4.2, which will now be discussed in turn.

4.4.1 Theme: Peers

Peer relationships were experienced as being an integral part of the SEs' school experiences. Amongst some of the SEs, there were occurrences of feeling understood by their peers, whereas some recalled experiences linked to the inaccurate assumptions of their peers and the need to set boundaries or educate others. The concept of peer relationships was split into three subthemes: deaf awareness, support network and negative experiences.

4.4.1.1 Subtheme: Deaf Awareness. This subtheme relates to the lack of deaf awareness of the SEs' hearing peers. Amongst the SEG there were many occurrences of needing to educate their hearing peers on their deafness.

For some of the SEs, their peers' lack of deaf awareness led to feelings of being excluded and misunderstood as shared in these experiences, *"I guess they'd be like, they'll ask you questions about can you hear, how you, like what is that in your ear, or how are you deaf, how can you hear me?"* (Alyana, FG, lines 234-236)

"the students who like don't experience what we experience and what we experience with deafness is hard and they just don't understand that and I feel like they need to feel it, like they need to experience it to like know it so yeah" (Rose, FG, lines 114-116)

"we are going to ask you to repeat that cus some hearing people do ask people to repeat so why are you like making us feel bad for asking you to repeat cus a lot of hearing people do repeat cus they're like pardon, sorry I didn't hear you so it doesn't really make sense why you don't bother cus when someone says never mind to a hearing person also it will hurt them and make them feel not included so we feel the same" (Rose, FG, lines 427 – 432)

As these quotes highlight, the SEs felt misunderstood and excluded by their peers because of their deafness which was attributed, by the SEG, to their peers' lack of deaf awareness.

In contrast, Bunty reported not minding educating his peers on his deafness and referred to this in a positive way, *"People ask me a lot of questions and I'm fine with that, they ask me, like, very good, simple questions, yeah. They ask me like what, what, what is that magnet? What is that on your head?"* (Bunty, II, lines 60 – 62)

As this quote suggests and in discussion with the SEG, if peers asked questions in respectful ways and out of curiosity rather than ignorance then the SEs did not mind raising the deaf awareness of their peers. However, as discussed by Alyana, this was not a common experience for her, *"if they like asking, like interested I'll obviously say it but some people are not like that, not a lot of people are like that"* (Alyana, FG, lines 281-282)

In summary, this sub-theme highlights that the SEs' school experience is impacted by their peers' lack of deaf awareness. Whilst many SEs discussed a lack of deaf awareness amongst their peers, it was apparent that the way this presented appeared to differ with some peers making what was experienced as "ignorant" comments and some asking questions in a way which the SEs experienced as "respectful". As such, this meant that the SEs' feelings towards their peers' lack of deaf awareness differed. For most it meant they felt left out and misunderstood and for others, although less common, they felt good about having the opportunity to explain their deafness and their equipment. The commonality in experience is the fact that all SEs felt their hearing peers lacked deaf awareness and this influenced their school experience and their feelings towards being educated within a mainstream school.

4.4.1.2 Subtheme: Support Network. Within this subtheme, the SEG described the influence of positive friendships on their feelings towards school. This discourse spanned a variety of interrelated concepts but generally identified that when SEs had a support network that was understanding and happy to help, it improved how they felt within the school environment.

Many of the SEs spoke positively about their friendships. For Alyana and Andrew, this was linked to their friends not seeing them as different, *"they're not saying anything to my hearing aids so yeah"* (Andrew, II, line 54)

"and she doesn't treat us differently, she treats us as normal friends and she doesn't like, you know like how some people they move their mouth really like oh my god you know, she doesn't do that, she speaks normally and as if like we're normal humans and that's what makes me feel happy like" (Alyana, FG, lines 319-332)

In addition, the SEs explained that when their friends understood them and were able to adjust to their needs and help them within school their friendships became better. For example, *"once I started advocating for my needs, I started making better quality friendships and people started to respect me and my needs."* (Sara, DE, lines 39 -40), *"I also like to tell her about what happened throughout the day and the struggles of stuff because I'm deaf and she's supportive"* (Alyana, DE, lines 32-33) and *"sometimes I can't even hear the bell ring, so my other hearing friend tells us that the bell rang"* (Alayna, DE, lines 44-45)

In summary, this sub-theme described the importance of a support network for the SEs. It identified that not being treated as different but also having friends that were able to respect their deafness, offer support and adapt if needed was experienced as important.

4.4.1.3 Subtheme: Negative Experiences. The final sub-theme within the theme of "peer relationships" considers the many negative experiences the SEs have encountered with their hearing peers.

The SEs recalled experiences of bullying and discrimination, *"few of my peers were rude as they made jokes about my hearing loss."* (Sara, DE, lines 10 - 11), *"like are you okay? Can you not hear me?"* (Jennie, FG, line 331) and "*Oh my god, you're deaf and making fun of me."* (Jennie, FG, line 338)

Amongst the SEs, there was a feeling that these negative experiences with their peer relationships meant they felt left out, often as a result of their peers not wanting to repeat themselves, as highlighted by Rose and Jennie, *"when we talk to friends and then they say something and then I'm like oh I didn't hear that and then they just saying never mind"* (Rose, FG, lines 224-225)

"I kept saying what? Pardon? Pardon? I can't even hear and sometimes I like let's go to a quiet place and they like give up, like never mind I'm not going to ask you and I feel like you know embarrassed of myself, like why can't I hear anything, it's annoying" (Jennie, FG, lines 213-216)

In addition, Alyana discusses how at times she has felt unable to make friends as a result of her deafness:

"Oh I don't want to be friends with people that are like you, even though I can talk, they just like oh because you can't hear, because you have a hearing aid I don't want to be friends with you and get bullied for it" (Alyana, FG, lines 235 – 238)

A consequence of these negative experiences with their peers was the resulting feelings of loneliness which Sara explicitly expresses within her diary entries, *"I did cry a lot because of my loneliness"* (Sara, DE, lines 47-48) and *"Friendships is somethings I struggle with a lot. In my younger years, I did have some friends, but I sometimes feel lonelier with them than being alone."* (Sara, DE, lines 52 -53)

Furthermore, Rose compared these negative school experiences with hearing peers to more positive experiences with hearing friends and family outside of school:

"they make fun of sign language, not friends, but like some people do that but like personally outside of school you have family and friends and so you know them since you were born and they don't really care if you're deaf and sometimes when I ask, when I tell them that, they literally forget about it and treat me like a normal person" (Rose, FG, lines 241-245)

This quote reflects how isolating and lonely it can be when the SEs experience negative reactions and are made to feel different by hearing peers at school, particularly when this is not the case outside of school.

In summary, this sub theme identified that the SEs have experienced discrimination from their peers and shared experiences of feeling left out or treated differently by their peers. This resulted in feelings of loneliness and isolation and therefore implies that their peer interactions can negatively influence their school experiences.

4.4.1.4 Summary. In summary, peer deaf awareness, support networks and negative experiences have been discussed under the theme of peer relationships.

The SEG explained the importance of their peers because they are with them the whole day and what their peers say affects and influences their school experience. As highlighted in this theme, when the SEG had supportive peers who were helpful they felt more included within the school environment, suggesting supportive peers may act as a protective factor. In contrast, negative experiences and having to educate their peers meant they felt excluded, misunderstood and left out.

It was interesting to note that whilst all SEs agreed that there was a lack of deaf awareness amongst their peers, they had different feelings about educating their peers. It was apparent that these different feelings occurred due to the different ways their peers asked questions, which may have been experienced as rude or respectful.

4.4.2 Theme: Staff

The SEs also discussed their relationships with staff as being influential to their feelings about school and, in particular, the support they receive. The SEs split the theme of staff relationships into deaf awareness, responsibility, and negative experiences.

4.4.2.1 Subtheme: Deaf Awareness. This subtheme was linked to the understanding of school staff about the SEs' needs and the support they required. There was a difference in their experience when they discussed teachers within the mainstream school and teaching and support staff from the RB.

The SEs discussed that when the teachers within the mainstream school were less educated on deafness it made the school experience more difficult as highlighted by Alyana:

"Sometimes me and my friend face a lot of issues in class about how the teachers don't even face towards us when talking, not really being deaf aware, unable to understand what must be done to make it easier for us (deaf students) to understand. It can make us also feel left out on situation like this, but we get through with it." (Alyana, DE, lines 25 – 29)

Rose also shares her annoyance at a staff member's lack of deaf awareness:

"thought that I was a little deaf just because I could speak and she was like you are not proper deaf cause you can speak and she was shocked to find out that I was proper deaf and I was profoundly deaf and for one second, she didn't believe me and it's just so annoying for someone to judge you by the cover." (Rose, DE, lines 10-14)

In particular, many shared experiences of a lack of deaf awareness in relation to the technology the SEs used which resulted in frustration:

"Also, you know how the staff training days and I feel like the teachers should know a lot about how to use microphones but it seems like they don't understand and I feel like they need to be trained more so that they understand about us more and like help the best they can with us, I mean that's what staff training day is about and yeah, that's it, yeah that's it." (Rose, FG, lines 138-134)

"Although sometimes, some teachers are unaware of the uses of the microphone, and we end up having to waste at least 10 mins or sometimes if we are lucky 2-3 mins of how to use the microphone and what to do and how to handle it etc." (Alyana, DE, lines 21-24)

These quotes highlight that the teachers within the mainstream school are less deaf aware which resulted in feelings of frustration and confusion about why staff are not aware of how to support them or how to use the technology. It also

meant the SEs felt singled out because they had to educate staff members and the SEG discussed feeling excluded from the class.

This theme also raises the concept of positive feelings towards school when staff are deaf aware. The SEs emphasised that the deaf awareness of the support staff meant they had positive school experiences, *"I also have some good experiences with my support staff. They helped me a lot with my GCSE especially English." (Sara, DE, lines 41-42), "I found myself appreciating my support staff and their hard work." (Sara, DE, lines 36-37)* and *"It helps me and the best thing is it has a provision centre. Mmmm it's good for deaf people and it's very good for learning."* (Bunty, II, lines 48-49)

The SEG explained that these quotes suggest that the RB and the staff within it support their inclusion within school both academically and socially. The reason they thought this was positive for them was because of the training and good knowledge about deafness of the staff who worked within the RB.

However, in some cases, a general lack of deaf awareness amongst all staff was highlighted:

"and sometimes teachers are not quite deaf friendly even though they're not, even though, even though they don't intend to do it and sometimes that can cause us to feel left out and sometimes, I'm not going to lie, sometimes the support, the communication support staff, they sometimes forgets to be deaf friendly themselves but it's okay it's human so" (Sara, II, lines 58-62)

As this quote suggests, the support staff within the RB are less likely to lack deaf awareness due to their training however even within the RB there can be moments where a lack of deaf awareness amongst the staff can negatively influence the SEs' experience within school by resulting in feelings of exclusion.

In summary, these quotes highlight that a lack of deaf awareness of staff means that the SEG feel frustrated at having to educate the teachers and often reported feeling excluded from the school environment. On a positive note, it is apparent that when staff are educated in deafness and are deaf aware, such as the staff in the RB, this led to feelings of inclusion and the SEs reported feeling successful in school.

4.4.2.2 Subtheme: Responsibility. This sub-theme reflects an assumption amongst the SEG that there is a responsibility on staff members to ensure the SEs are included within the class. The SEG explained that the staff were able to adapt the environment to make it more inclusive, for example: *"I like when the class is too noisy, they will take me back to a quieter room so that I can focus and not get easily distracted by another student."* (Jennie, DE, lines 25-27). The SEG explained that when teachers were responsible, they felt more supported which Bunty describes as helpful *"because the the ummm the TAs are very helpful in school"* (Bunty, II, line 8)

However, many of the SEs highlighted experiences where the teachers forgot about their responsibility to support the inclusion of the SEs in relation to the technology, *"They forget to mute the microphone and then either me and my friend must put our hands up to mute the microphone and to unmute when they are talking to us."* (Alyana, DE, lines 38- 40)

And the SEs' responses to this lack of attentiveness from staff was often different, for example Sara found ways around this, *"I always make sure that I reminds my teacher whenever I notices that the radio aid is not activated"* (Sara, DE, lines 31-32)

Whereas Bunty did not feel he was able to remind staff if they had forgotten, *"I don't really give the mic unless someone or a Teaching Assistant tells me to give the mic."* (Bunty, DE, lines 2-4)

The SEs highlighted frustration over staff's lack of attentiveness when it came to their responsibility over technology, with some feeling comfortable to remind their teacher and others choosing not to say anything.

Sara and Rose also discussed the responsibility of staff in ensuring they provide opportunities for positive experiences in relation to their deafness, *"They could do something like arranging to meet with other deaf students from other schools especially students who are oral deaf."* (Sara, DE, lines 76-77) and *"our tutor is really nice and understanding because she even did a class assembly about Deaf role models and deaf awareness."* (Rose, DE, lines 33-35)

In summary, this sub theme explores the notion that teachers have a duty to their D/HH students to ensure they are responsible with the technology, provide

opportunities for inclusion and create positive experiences in relation to deafness. The SEs explained that there are differences amongst them in their ability to self-advocate, therefore when teachers are pro-active and responsible for their needs the SEs' school experience is better.

4.4.2.3 Subtheme: Negative Experiences. This sub-theme explores experiences of what was described as discrimination from school staff and how the SEs' relationships with staff members have been negative for some. Alyana recalled a particular experience which she found upsetting:

"But he, I was walking with my friends and we was walking and I was talking with them and then he was like, I didn't even hear him at all and he was like excuse me, excuse me and I was just talking, I didn't hear excuse me and then…" (Alyana, FG, line 773 – 776)

"…and I was like what? And then I seen him and he goes thank you and I was like oh my god, I went, I was, I wanted to go up to him and tell him but then ummm but he ummm, he just walked away from me before I could even tell, like fine okay cool." (Alyana, line, FG, 780 – 782)

Jennie also shared an example of a negative interaction with a staff member:

"Sometimes the teacher doesn't believe me that I need to come to take an audiology and I tried my best to persuade them and finally they let me in and its always like this every morning with different types of teachers who waited in the front gate to see not any kids coming to front gate in the early morning" (Jennie, DE, lines 9-13)

As highlighted by these quotes, when staff members are not aware that the SEs are deaf and do not adapt their behaviour towards them it resulted in a negative experience. As such, staff members having a negative reaction to the SEs had significant consequences for Alyana's and Jennie's confidence and sense of belonging within the school environment.

In addition, some of the SEs shared negative experiences about the amount of additional support they received from staff, *"The only thing I dislike about the support is, too much, too much support… like, I'd be happy ummm sometimes I get*

support and sometimes I don't because, I want to be independent, yeah" (Andrew, II, lines 19-23)

The SEG explained this was due to worrying about what their peers may think of them getting extra help, as explained by Sara, *"it's just really peer pressure like you get attention"* (Sara, II, line 33). In addition, it was linked to an individual desire to want to be independent:

"sit down and there's like a do now task and when I'm doing it, they come straight to me and then they start helping me, which I appreciate but I feel like I want to figure this out by my own and see if I can work it out myself without getting help and see what I know" (Alyana, FG, lines 101-103)

This sub-theme highlights that the SEs' relationships with school staff were impacted by negative experiences which were upsetting for them and resulted in feeling excluded. Further, this theme explores the SEs feelings towards the additional support they receive which was often felt to be too much.

4.4.2.4 Summary. In summary, deaf awareness, responsibility and negative experiences have been discussed under the theme of staff relationships.

This theme discusses how the influence of staff relationships can result in different experiences within the school environment. The SEG explain that when teachers are deaf aware, responsible, and positive towards deafness the SEs feel more included within the school environment. In contrast, this theme highlights some of the negative experiences shared in relation to a lack of awareness, forgetfulness and staff not adapting their behaviour. This implies that relationships with staff could result in feelings of isolation and frustration about the support the SEs receive at school and their inclusion within school.

4.4.3 Master Theme: Relationships Summary

In summary, relationships are a key part of the SEGs' feelings towards their school experience. They discussed that both their relationships with staff and their peers were important. Similarities arose such as the importance of the deaf awareness of their peers and teachers. In addition, the SEs discussed negative experiences with both their peers and teachers which led to feelings of isolation.

There were differences between the relationships, for example the SEs shared that their friendships could act as a support network for them and resulted in them feeling that they belonged within the mainstream school. In contrast, the SEs felt that the staff had a position of responsibility to ensure that the SEs were included within the school environment and when they did not behave responsibly this was frustrating for the SEs.

4.5 Master Theme: Deaf Identity

In contrast to the experiences with others highlighted in the master theme of "relationships", the SEG also discussed how their own individual identity as a deaf student played a role in their feelings towards the support they received and their school experience within the mainstream school. The SEG discussed the role of their own acceptance of their deaf identity and how differences in their individual self-esteem influenced the way they interpreted the feelings towards the support they received at school. In addition, the SEG highlighted that technology was part of their deaf identity and therefore their encounters with technology at school were an important part of their experience. The master theme "deaf identity" encompassed three themes and five sub-themes as highlighted in Figure 4.2.

4.5.1 Theme: Acceptance

The SEG identified that acceptance of their own deaf identity was an integral part of their school experience. The SEG defined acceptance as "a way to agree with yourself" and this theme identified that the more accepting they were the better their school experiences. The SEG expressed that their acceptance was linked to their attitude towards their deafness and their ability to self-advocate.

4.5.1.1 Subtheme: Attitude. The SEs identified that within the data, many of them expressed negative feelings in relation to their deaf identity. Some stated this explicitly, *"I had a very negative attitude towards my deafness and myself as a person." (Sara, DE, lines 5-6)* However, the SEs explained that for many this concept presented itself within the data through the way they discussed the extra support they received at school as described by Jennie:

"it's embarrassing for me, like you know all the other people are around the class and when the teacher come to me and wants to sit next to me or something they, everyone thinks that we stupid or dumb, that we don't know anything" (Jennie, II, lines 53-55)

"Third things I don't like about it when the teacher who is sitting next to me in class and that makes me feel like I'm dumb and need so much help from her also the student who's behind me that can't see the board and they get mad at me like it's not my problem like I mean it not my fault." (Jennie, DE, lines 21-25)

These quotes imply that the SEs had feelings of embarrassment about the support they received, and this was linked to worrying what other people may think about them or feeling like they should not need support. The SEs explained that this was because they were struggling to accept their deafness and that how they saw themselves influenced how they assumed others saw them.

Sara also explicitly shared that her feelings towards the support she received were strongly linked to having a negative attitude towards her deafness, *"sometimes it's just like an ego issue it's like you feel like you don't need support like you're in denial"* (Sara, II, lines 38-39)

Sara identified that once she was able to accept that she needed some extra help and felt more accepting of herself, the additional support she got improved her school experience, *"also I was not accepting of my deaf identity but once I start accepting my deaf identity then I started appreciating the support I have"* (Sara, II, lines 8-9)

In summary, these quotes suggest that a big part of the SEs' feelings towards their school experience and the additional support they received were down to their attitude towards their deaf identity. Without a positive attitude, it was apparent that the SEs were less positive about the support they received.

4.5.1.2 Subtheme: Self-Advocating. The SEs' own acceptance of their deaf identity was also linked to their ability to self-advocate, which Sara and Bunty explained was about speaking up for their needs:

"I felt this happened mainly because of my ability to advocate for my needs and my neutral views towards my hearing loss. I always make sure that I reminds my

teacher whenever I notices that the radio aid is not activated." (Sara, DE, lines 31 – 32)

"ummm, well I had an assembly about my deafness, talking about what what what my hearing aid can do and what my hearing aid cannot do and tells what is the hearing aid about?......That was a year ago, I shared all about my hearing about how it works and what I can do with it and what I cannot do" (Bunty, II lines 69 – 74)

In addition, Alyana discussed the importance of being able to stand up for yourself, *"like literally, you can't give up, you have to be determined and shout at them, why you talking about deaf? Why you talking? Deaf is normal, it's not something like, crazy thing,"* (Alyana, FG, lines 376-378)

The SEG also discussed the difficulty of standing up for themselves and that at times they wished they were better at advocating for themselves. Alyana highlighted that at times it was easier to not bother *"I looked away and I was like I'm not going to deal with you and I just went"* (Alyana, FG, line 865-866). Sara felt that if they were given additional support with self-advocating their school experiences may be better, *"It's not really like spoken much during your early years, like how to advocate for yourself, how to, how can you improve the communication with your friends, what can you do about it, I think that can be improved"* (Sara, II, lines 52 – 54)

This sub theme implies that the SEs' ability to self-advocate meant they had better experiences within the school and were in a better position to raise deaf awareness and ask for the support they needed. However, as discussed by the SEG, they were less likely to self-advocate when they had not yet accepted their deaf identity. As Sara also identified, the school was in a good position to support the SEG with advocating for their needs but she felt they did not do this enough.

4.5.1.3 Summary. In summary, attitude and self-advocating have been discussed under the theme of acceptance. The SEG discussed how self-advocating and their attitude towards their deafness was closely linked and influenced each other, as described by Sara:

"now once I learn how to actually advocate for myself and set boundaries and learn to stand up for myself then I found myself making better quality friends so it's

really changes your mindset about yourself as a deaf person and standing up for
yourself and also when it comes to communication" (Sara, II, lines 99-102)

The SEG discussed that accepting themselves for who they are impacted their feelings towards school. They explained that having a negative attitude towards their deafness distracted them from their learning and meant they were too self-conscious to accept support. In addition, their acceptance was also linked to their ability to advocate for their needs which was a skill they felt was important to increase their inclusion within school and therefore their feelings towards their education.

4.5.2 Theme: Self-esteem

The SEG described how their deaf identity was also strongly linked to their self-esteem, in both positive and negative ways. This theme encompassed different aspects of their emotional well-being, including happiness, confidence, and anxiety.

4.5.2.1 Subtheme: Happiness. The SEG explained how their happiness at school was linked to their self-esteem. When they experienced happiness within the school environment, they felt better about themselves and enjoyed school more. Bunty and Sara gave some explicit examples of where they had positive school experiences, *"I would be able to hear what the teacher would say. The microphone is very helpful because it is very easier to hear what the teacher is saying without other people making noises. It is very helpful."* (Bunty, DE, lines 4-7)

"Currently, my support staff sits at the back of the classroom and takes notes for me. If I need help, I call her to get her attention and ask her to come to me. I notice that I felt happier and more comfortable in lessons." (Sara, DE, lines 27 – 29)

Sara and Bunty's quotes highlight how some of the earlier discussed themes such as positive relationship with staff, support from technology and self-advocating for their needs were important to their feelings of happiness.

4.5.2.2 Subtheme: Confidence. The SEs explained that many of their school experiences raised their confidence, and this supported their deaf identity. Sara and Andrew identified the importance of role models and encouragement from school staff, describing how this motivated them to feel more confident in their deaf identity,

"Umm, this school taught me how to never give up and work hard and then the better results can come" (Andrew, II, lines 35-36)

"They are very encouraging and supportive. They motivate us by talking about their experiences as most of them know someone who's deaf. For instance, Ms X has a son who is deaf, and she always talk about her son's achievement despite his deafness. Hearing stories like this is encouraging and it gave us hope." (Sara, DE, lines 43-47)

"That it helps you become more like encourages you to help you to become more accepting towards your deaf identity might help like encouraging you to sign, learn sign language and also shows role models and they also do, like, they hosted workshops related to your deafness." (Sara, II, lines 23-26)

These quotes explicitly state a variety of school experiences that encourage the SEs to embrace their deaf identity through workshops, role models, encouragement, teaching sign language and sharing positive stories about other deaf people. These experiences left the SEs feeling more confident within themselves and therefore raising their self-esteem.

4.5.2.3 Subtheme: Anxiety.
The SEs explained that there were some school experiences which made them feel anxious and impacted their mental health. Their feelings of anxiety had a negative influence on their self-esteem and when this was in relation to their deafness it resulted in difficult feelings about their deaf identity.

Many shared anxious feelings which appeared to stem from concerns about what their peers may think about them, *"like what are they gonna think about you if you're deaf"* (Rose, FG, line 438*)* and linked to fears of being rejected, *"The support staff then relayed the message to me. I remember being fearful of the thought of other people thinking I am dumb, and I need support because of it. I feared being rejected because of my deafness"* (Sara, DE, lines 18-21)

"Yeah it's hard, that's what with those Muslim girls, I was too scared to tell them, thinking that because if I say I'm going to tell them, they'd be like oh we don't want you, so I didn't want to say it but I told them when I was in Year 10 and they were like oh why didn't you tell me before that? And they were like mad" (Jennie, FG, lines 444-447)

Alyana highlights how past experiences with bullying have led to anxiety about future experiences with friendships:

"like in school and that you, when you try to make friends they bully you cus they know that you're deaf so it decreases your confidence and it, when you make other new friends it's hard for you to be confident because you're not sure what they'll say about you, you know, what, what they'll do to you, stuff like that" (Alyana, FG, lines 293 – 296)

Similarly, Rose and Alyana also shared feeling anxious about bringing attention to their deafness in group settings, *"on Thursdays we have assembly, and we find it embarrassing to give the mic to the speaker"* (Rose, DE, lines 32-33)

"and I feel like why did they put plus plus? It's so uncomfortable for like everyone looking at me, like why did you put plus plus? I didn't even want to say that I was deaf or that thing, obviously, I don't know like I say it's this this cus like I don't know why? I said like maybe it's a glitch on computer" (Alyana, FG, line 521-524)

And Sara explicitly states how their fear in being embarrassed and uncomfortable about drawing attention to their deafness is linked to anxiety about what others may think, *"It's just, social pressure, you peer pressure and caring about other people's opinion of me having support and sometimes I don't like drawing attention and like that was my younger years used to have used to have social anxiety"* (Sara, II lines 5 -7)

These quotes highlight that at times the SEs experienced anxiety around being rejected or left out because of their deafness. In addition, this fear led to feelings of anxiety about bringing attention to their deafness. The SEs explained that feelings of low self-esteem emerged due to anxious thoughts about their deafness and how it was perceived by others.

4.5.2.4 Summary. In summary, happiness, confidence and anxiety have been discussed under the theme of self-esteem. This theme explores how experiences related to positive relationships and school support led to confidence and happiness in relation to their deafness which raised their self-esteem. However, many of the SEG also shared feelings of anxiety and discussed how this led to them wanting to hide themselves. The SEG explained how differences in their individual self-esteem

influenced their overall school experience and felt that low self-esteem meant they cared too much about other opinions. It is positive to note that the SEG were able to highlight specific school experiences and support which they felt aided them in developing a positive self-esteem in relation to their deafness.

4.5.3 Theme: Technology

The SEs explained that a part of their identity as a D/HH person is intertwined with the technology that they use such as cochlear implants or radio aids. However, during school they often experienced frustration as a result of the technology which altered their sense of self.

The frustration with technology arose due to misconceptions from their peers:

"Sometimes, they are not so deaf friendly as they tend to say words like "never mind" or "I will tell you later". I sometimes felt like a burden to them as I constantly asked them to repeat and repeat. They tend to have unrealistic idea of my hearing loss. They think that I can hear well with cochlear implants but that's not the case." (Sara, DE, lines 56-60)

In addition, the SEs discussed that school staff within the mainstream school were not trained in the technology they used and often did not know how to use it:

"Although sometimes, some teachers are unaware of the uses of the microphone, and we end up having to waste at least 10 mins or sometimes if we are lucky 2-3 mins of how to use the microphone and what to do and how to handle it etc." (Alyana, DE, lines 21-24)

Finally, sometimes the technology itself let them down which produced feelings of frustration and annoyance, *"That often left me frustrated. I reported this to my support staff and they have attempted to fix it. I still struggled to hear and reported it again. They said that I have no choice but deal with it"* (Sara, DE, lines 7 - 10) and *"I could use the microphone, but I do not tend to use it because when I use it, it is very annoying because I can hear people screaming in the microphone and it is very annoying."* (Bunty, DE, lines 9-11)

In summary, these quotes highlight how negative experiences within school with the technology led to frustration. The SEG explained that as their technology is

part of their deaf identity this also influenced their feelings towards their deafness and their sense of self.

4.5.4 Master Theme: Deaf Identity Summary

In summary, the SEs' deaf identity is an influential part of their school experience and feelings towards their education. They discussed how their views towards their own deaf identity influences how they interpreted others perception towards them. Throughout this theme they highlight how a lack of acceptance towards their own deafness meant they were less able to advocate for their needs and were anxious about drawing attention to their deafness. In contrast, the SEG describe how positive school experiences and support from staff in developing their attitude and providing opportunities to feel happy within school meant their confidence and therefore self-esteem was raised. When this happened, the SEs were more positive about their deaf identity and therefore more likely to feel like they belonged.

In addition, the SEs highlight how the technology they used is part of their deaf identity and as such their experiences with technology also changed the way they viewed themselves. This suggests that the use of technology is an influential part of their school experience and can result in different feelings towards school.

4.6 Chapter Summary

This chapter presents the findings from the TA of interviews and diary entries to answer two research questions. The master themes, themes and sub-themes were explored and interpreted alongside quotes. The aim of the research was to explore the school experience for students who attend Starfield High deaf RB and the research questions looked at general feelings and feelings about the support they received. The themes discuss a variety of feelings experienced as a result of relationships within school both with peers and staff members. These feelings ranged from inclusion, belongingness and support to loneliness and isolation. In addition, the SEG identified the master theme of deaf identity and how differences in their acceptance of their deafness and individual self-esteem played a key role in the feelings they identified within their school experiences. It is possible that this highlights an assumption about something "within" them influencing their school

experience. Furthermore, the SEG discussed the support they received across many of the themes. They highlighted the role of their support worker in supporting their inclusion but how this also led to feelings of embarrassment and a lack of independence. They also shared their frustrations over the use of technology which is meant to provide additional support and how the school supporting the SEG with exposure to positive narratives about deafness was supportive in their identity.

The next and final chapter will discuss the findings in relation to the overarching research question and will make reference to the literature review and relevant psychological theory and knowledge which can further make sense of the themes constructed. In addition, the practical and professional implications of the findings are discussed. Finally, the limitations of the current research and future directions are considered.

Chapter Five: Discussion

5.1 Chapter Overview

The previous chapter presented the findings from the participatory TA process in relation to the study's research question. In this chapter, the findings of the research will be discussed in the context of the previous findings drawn from two systematic literature search procedures as detailed in chapter two. There is also a consideration of the theoretical links within the context of Maslow's (1943) hierarchy of needs and Ryan and Deci's SDT (2000) throughout the discussion of the findings and the limitations of these theoretical links are highlighted. A critical commentary of the research is provided, including a discussion of its strengths and limitations. Implications for the role of EPs in supporting the education of D/HH CYP are discussed. Furthermore, potential implications for PR are considered. Finally, the thesis closes with possible avenues for future research and a reflection on the researcher's learning experience.

5.2 Discussion of Findings

The current research aimed to explore the school experiences of D/HH pupils being educated in a RB through using a PR approach. The research questions were created by the SEG and it was discussed that the themes identified addressed both of the following research questions:

How do students who attend Starfield High School deaf RB feel as a D/HH person/student in a hearing dominated mainstream school?

How do students who attend Starfield High School deaf RB feel about the support they get at school?

The next section discusses the findings within the two "master themes" and five "themes" identified by the SEG as detailed in figure 4.2. Each theme is considered in turn within the context of previous findings identified in the two different systematic literature search procedures which considered the school experiences of D/HH CYP and, the experiences of CYP with SEND who attend RBs. In addition, theoretical links within the findings are considered. Finally, an overall conclusion is given which considers the unique contributions of this research.

5.3 Relationships

The current research identified the importance of relationships as an influential aspect to the SEs' feelings towards their school experience as students who attend a RB within a hearing dominated mainstream school. The SEG discussed their relationships within the context of staff and peers.

5.3.1 Peers

The theme of peer relationships is large and encompasses a variety of concepts. Therefore to aid the reader this theme will be discussed within the subthemes identified by the SEG as detailed in figure 4.2 which included support network, deaf awareness, and negative experiences.

5.3.1.1 Support Network. Within the current research, the SEs discussed their experience of positive peer relationships and recognised the benefits of having a support network of hearing peers within the mainstream school. This is consistent with previous research where CYP with UHL within a mainstream school reported positive peer relationships with their hearing peers (Hadjikakou & Stavrou, 2016). Furthermore, within the current research, the SEs perceived their friendships as supportive and positive when their friends were able to adjust to their needs for example by repeating themselves or moving somewhere quieter. This is similar to previous findings with D/HH CYP who were educated within mainstream schools and reported that their peers were understanding and made allowances for them and that without this network they found school more challenging (Bartlett, 2017; Edmondson & Howe, 2019). This suggests that D/HH CYP having access to hearing peers created opportunities to develop supportive relationships and strengthened their experience of inclusion within the school environment.

In addition, previous research has highlighted that D/HH CYP should be supported in developing their own social inclusion strategies to ensure greater friendship development with their hearing peers (Iantaffi et al., 2003). Similarly, within the current research the SEs reported forming better relationships when they were able to advocate for their needs with their peers. The SEs explicitly stated the need for adults in school to support them in developing their self-advocacy skills so that they can explain to their hearing peers how they can help them.

Whilst the findings of the current research are similar to previous findings which explored the school experiences of D/HH CYP, much of the prior research was within mainstream schools where the D/HH CYP may not have had the opportunity to mix with other D/HH CYP. In a previous study where D/HH pupils who all attended a programme together within their mainstream school discussed closeness with the other D/HH students and reported developing positive friendships within the HH programme (Israelite et al., 2002). The authors suggested that for these CYP, the opportunity to socialise with one another fostered feelings of being valued and accepted by their HH peers. Interestingly, within the current research, despite being educated within the RB and having regular opportunities to socialise with their D/HH peers, the SEs exclusively discussed their relationships with their hearing peers within the mainstream school rather than with each other.

The exclusive discussion of friendships within the mainstream setting within the current research was not identified in previous findings on the school experiences of CYP in RBs. Instead, prior research suggests that students generally discussed peer relationships within the RB. For example, adolescents who were educated across a variety of different schools with language units reported positive social inclusion within their specialist unit (Simkin & Conti-Ramsden 2009). In addition, autistic pupils and pupils with SLI in RBs reported that their friends were the other children within the RB and discussed positive social interactions within their RB. (Hebron & Bond, 2017; O'Hagan & Hebron, 2016). Some research found that the participants reported having friendships both within the RB and mainstream setting (Harvey & Spence, 2019; Hebron & Bond, 2017). However, overall, previous findings suggest that RBs may allow for the social inclusion amongst children with similar needs but possible isolation from mainstream peers. This finding was explained by Warren et al. (2020) who highlighted that often the peers within the RB attended lessons together and sat together which may have been a barrier to their social inclusion with mainstream peers.

The current research provides an alternative experience of CYP being educated within a RB where the SEs reported experiencing social inclusion predominantly within the mainstream setting and with hearing peers. These findings may have occurred within the context of the CYP being D/HH as opposed to having language or social communication difficulties. In addition, it may also be due to the

SEs being in different year groups, attending classes alone and spending a significant amount of time within the mainstream setting. Further research is required which specifically looks at how RBs influence the friendship developments for D/HH CYP with each other and with their mainstream peers.

     5.3.1.2 Deaf Awareness. The current research found that for some of the SEs their peers' lack of deaf awareness was perceived as frustrating and resulted in the SEs feeling misunderstood and excluded by their hearing peers. Whilst the previous literature predominately focused on the deaf awareness of staff, not peers, the current research adds to the findings of the few articles which did reveal that peers' deaf awareness is also an important factor. For example, D/HH CYP being educated within mainstream schools reported experiences of pointing, staring, and being asked questions by their hearing peers which they suggested occurred due to their peers' lack of awareness and understanding (Edmondson & Howe, 2019; Israelite et al., 2002). Within the current study, the SEs also shared experiences where they felt excluded due to their peers not wanting to repeat themselves or making fun of their deafness, which resulted in feelings of loneliness and isolation. This suggests that for D/HH CYP to be included socially within the school environment, it is important that their peers are provided with appropriate education to raise their deaf awareness. Previous research has also suggested that raising the deaf awareness of their hearing peers was important for the social inclusion of D/HH pupils (Iantaffi et al., 2003).

     The current research extends the finding that hearing peers display a lack of deaf awareness by also highlighting that for many of the SEs the need to educate their peers and answer repeated questions meant they felt they were not "normal". This suggests that a lack of deaf awareness amongst hearing peers may have implications for D/HH CYP's feelings of belongingness within the mainstream provision. However, it is important to recognise that for one of the SEs in the current study, being able to raise the deaf awareness of their peers was positive and they enjoyed answering questions and presenting about their deafness. Interestingly, this finding was also identified in previous research where one pupil also reported that answering questions meant they felt their peers understood them better and they felt more able to fit in (Israelite et al., 2002). This suggests that, overall, the deaf awareness of their peers is important, however in general given that many of the

SEs expressed frustration in educating their peers, the responsibility to raise this awareness should not be placed on the CYP, unless they specifically show an interest in taking part.

5.3.1.3 Negative Experiences. Within the current findings one of the SEs expressed feelings of loneliness within their peer relationships and many of the others shared feeling left out and isolated from their mainstream peers. The SEs had the perception that they were different from their peers and at times not liked by their peers due to their deafness. This can be linked to research where sociograms identified that D/HH CYP are less popular amongst their hearing peers (Ridsdale & Thompson, 2002). Furthermore, previous research has shown that D/HH CYP who report feeling different from their peers attempt to reduce this by highlighting similarities with their hearing peers (Israelite et al., 2002).

The concept is further highlighted within the current findings where the SEs discussed that it was important that their friends did not treat them differently and experienced being treated differently as negative. The desire to be seen as "normal" by their hearing peers within mainstream schools has also been identified in previous findings (Bartlett, 2017). In addition, previous research with autistic CYP and CYP with language needs who attended RBs also reported that not being perceived as different was important to them and being excluded from their mainstream peers was discussed as negative to their school experience (Hebron & Bond, 2017; Simkin & Conti-Ramsden, 2009). Therefore, the current findings strengthen the concept that CYP who attend a RB express a desire to fit in with their peers within the mainstream setting and when they feel excluded this results in negative school experiences.

Finally, the previous literature highlighted experiences of bullying in relation to deafness within schools for the deaf (Doherty, 2010), mainstream schools (Bartlett, 2017) and for pupils within mainstream schools who also attend specialist classes (Israelite et al., 2002). This suggests that regardless of the educational provision, bullying in relation to deafness is a common occurrence and this finding remained within the current research in which many negative experiences were discussed. For example, the SEs discussed that their peers made comments about their deafness and expressed not wanting to be friends with them because of their deafness.

5.3.1.4 Summary.
This research has identified that supportive hearing peers within the mainstream setting are important to the social inclusion of D/HH CYP which is similar to previous findings. The SEs discussed that peers who showed deaf awareness and were able to adapt to the needs of the CYP strengthened how they perceived their social inclusion within the school environment. In addition, like previous findings, within this theme the SEs discussed wanting to be seen and treated as "normal" by their peers.

These findings highlight the importance of schools in educating and raising the deaf awareness amongst mainstream peers. In addition, the SEs suggested that school staff can support their friendship developments within the mainstream settings through providing opportunities to develop their self-advocacy skills. This will help ensure that D/HH CYP feel accepted by their peers and that they are not treated differently, which has been shown to increase feelings of belongingness for CYP with SEND (McCoy & Banks, 2012). In addition, as discussed by Goodenow and Grady (1993), feelings of school belongingness are supported through a sense of acceptance and support from others therefore, this can explain the importance of feeling accepted and understood by their hearing peers. Maslow's (1943) hierarchy of needs suggests that the need for belongingness must be met before individuals can attain higher needs such as self-esteem. Similarly, Ryan and Deci's (2000) SDT highlights the need for relatedness in order to feel motivated to learn and grow. Therefore, this further strengthens the concept that D/HH CYP will require support to ensure their social inclusion and foster a sense of belongingness and motivation within school.

Finally, previous literature which has looked at the school experiences of CYP being educated within RBs has suggested that access to RBs may strengthen the social inclusion amongst the children educated within them but may result in exclusion from the mainstream provision. The current research provides an alternative view which suggests that despite having access to the RB the SEs' friendships and support networks were all within the mainstream school. The potential reasons for this were discussed, however further research should take place to explore this further.

5.3.2 Staff

The current findings identified a range of experiences with staff members which the SEs believed influenced their feelings towards school. The SEs discussed positive experiences with staff members which they perceived as helpful to their inclusion within the classroom and some experiences which meant they felt isolated and misunderstood.

The SEs perceived that staff within the mainstream school were less deaf aware and at times were not knowledgeable about how to support their needs. These experiences included examples of staff not facing towards them so that the SEs could lip read, staff being unaware about how to use the technology or having misconceptions in relation to the SEs' deafness. This is similar to previous findings whereby teachers within mainstream provisions are reported by D/HH CYP to be less supportive and created less inclusive classrooms (Olsson et al., 2018). Previous literature discussed that this was due to experiences such as inaccurate use of radio aids, not putting on subtitles for videos and forgetting about the impact of environmental noise such as shouting or their peers talking (Bartlett, 2017; Iantaffi et al., 2003). These findings were in the context of D/HH CYP being educated within mainstream schools. The current research suggests that staff's lack of deaf awareness and ability to create inclusive classrooms was still experienced as an issue for the SEs even when the school has a RB specifically for D/HH students onsite. In addition, the current research extends this finding by highlighting that these experiences with school staff resulted in the SEs feeling singled out within the classroom and therefore being made to feel different and "othered" compared to their mainstream peers. This has implications for the importance of staff members working with D/HH CYP in being knowledgeable about their needs. Indeed, previous research suggests that teachers have a responsibility to ensure not only curricular expertise but also disability specific expertise to successfully include all students (Antia et al., 2002).

In particular, it was apparent within the current findings that the lack of awareness amongst staff about how to use technology was a significant area that influenced the SEs' school experiences. The SEG discussed many incidences of staff members forgetting to use their radio aids. Previous research has found similar

experiences, for example D/HH CYP within mainstream provisions reported that their teachers did not understand the technology and shared experiences of having to educate their teachers on how to use their radio aids (Bartlett, 2017; Iantaffi et al., 2003). The current research found that this was particularly negative for the SEs because for many of them, they perceived this experience as embarrassing and frustrating. The SEs explained that having to remind staff about the technology highlighted their differences to their peers and resulted in them feeling socially excluded. However, it should be noted that the SEs' ability in being able to remind and educate staff about the use of technology was different and some reported not feeling comfortable to do this. Therefore, the current research found that due to individual differences in the students' self-advocacy skills and ability to ensure an accurate use of the technology, it is important that staff members within the mainstream provision are pro-active and knowledgeable about the technology used.

In addition, the SEs discussed particularly upsetting experiences in relation to staff members around the school being unaware that the SEs are D/HH and therefore not adapting their behaviour. This suggests that not only is deaf awareness and knowledge important but staff within the mainstream school should also be aware of which students are D/HH and attend the RB. This concept has not been identified in previous research and has implications for the inclusion of CYP with SEND as it highlights the importance of all staff within the school being aware of these children, even if they are not explicitly teaching them.

Whilst the previous research on the educational experiences of D/HH CYP raises similar concerns around the mainstream teachers showing a lack of deaf awareness, within the current findings, the SEs identified positive experiences which were specifically related to the staff within the RB. The SEs discussed that their support staff within the RB generally had a good deaf awareness and were able to support their needs and ensured they were included academically and socially. This may suggest that the SEs perceive the support staff as better able to support their inclusion due to specialist training and knowledge. In contrast, previous findings with D/HH CYP suggest that even children within schools for the deaf reported a lack of deaf awareness amongst staff (Doherty, 2017). However, previous research looking at the educational experience of CYP within RBs for children with a range of needs have raised similar positive concepts in relation to the staff within the RB. For

example, children attending RBs report that this meant that they had access to expert staff (Hebron & Bond, 2017; Simkin & Conti-Ramsden, 2009). This allowed for pupils' needs to be addressed and resulted in academic inclusion by supporting access to the curriculum, which is similar to the findings within the current research. In addition, the SEG discussed that staff allowing them to go back to the RB when class noise levels were too loud was a helpful adaptation to their learning environment. Similarly, being able to return to the quieter RB was a common theme highlighted by other children being educated within RBs (Warren et al., 2020). This suggests that the additional staff training and specialist provision provided by the RB may be supportive to the inclusion of CYP with SEND.

However, within the previous literature on CYP being educated within RBs, little has been discussed specifically around the teachers within the mainstream classroom. Instead, the focus has been on the staff within the RB. The current research has identified that despite attending a RB and having access to supportive and specialist staff members, there is still a significant responsibility on staff within the mainstream provision to be knowledgeable about their needs, adapt their teaching and show an awareness of which CYP within the school have SEND. In addition, the current findings also discussed the importance of the mainstream school staff in providing positive experiences in relation to the SEs' deaf identity, for example by introducing them to other deaf students and doing class assemblies to raise awareness. This is similar to previous research where D/HH CYP in a mainstream provision reported wanting a day where the school raised deaf awareness amongst staff and peers (Bartlett, 2017).

Finally, the current research highlights that sometimes the additional support provided by the staff from the RB resulted in feelings of exclusion. The SEs explained that this was partly due to worrying about the perception of their peers. This is linked to the SEs' feelings of belongingness and acceptance from their peers which was discussed earlier under the theme of "peers". However, the SEs also discussed a desire to be independent and challenged within their learning and at times they experienced the additional support as a barrier to this. This is different to previous research which suggested that the opportunities provided by being educated within an RB, such as flexibility and individualised support from extra staff, resulted in pupils reporting feeling challenged within their learning and staff having

high expectations of them (Hebron & Bond, 2017). However, within the previous research this interpretation was made by the authors, so it is difficult to determine exactly why those pupils felt challenged within their learning. The current research instead suggests that whilst having access to knowledgeable and deaf aware staff members is helpful, the SEs also expressed the desire to be given the opportunity to work independently and attempt the learning on their own at times to raise their feelings of competency.

     5.3.2.1 Summary. In summary, the current findings strengthen the concept of the deaf awareness of staff being a significantly influential and important part of D/HH CYP's school experiences. In general, the SEs reported that they experienced a lack of deaf awareness amongst mainstream school staff which led to feelings of frustration and being perceived as different to their peers. This may suggest that feelings of belongingness, an important part of inclusion as discussed in relation to Maslow's (1943) hierarchy of needs, is stronger when staff are deaf aware. This has implications for the school staff within the mainstream school and their responsibility to be knowledgeable and also provide positive experiences in relation to deafness to ensure the academic and social inclusion of the SEs. Indeed, it has been suggested that barriers to inclusion within school are often due to the lack of commitment from others (Eriks-Brophy et al., 2012). Therefore, the current findings highlight the importance that all staff within the mainstream school are committed to being knowledgeable about which CYP have additional needs so that they are able to adapt their behaviour and raise inclusion.

This theme has also shown the positive influence of the RB and the knowledge of the staff working within it. This is similar to previous findings where CYP report positive experiences in relation to their staff within the RB. However, the current findings also highlight the importance of the RB staff allowing the SEs to work independently at times. This finding can be linked to the need for autonomy within Ryan and Deci's (2000) SDT which would suggest that the SEs need to a feel sense of control within their work to increase their feelings of motivation. In addition, within this theme it was discussed that the SE's have a desire to be challenged within their learning and complete parts of their learning independently. This finding can be linked to the esteem needs within Maslow's (1943) hierarchy and the need for

competence in Ryan and Deci's (2000) SDT which both highlight the need to feel able to accomplish tasks and experience independence and achievement.

5.4 Deaf Identity

Within the current findings, deaf identity is conceptualised by the SEs as their individual feelings towards their deafness. The SEs perceived their deaf identity as influential to their feelings towards school. Deaf identity was described in relation to the themes; acceptance, self-esteem, and technology each of which will be discussed in turn.

5.4.1 Acceptance

The current research found that the SEs shared feeling embarrassed about the additional support they received in the mainstream classroom due to fears that others may think they are "dumb". This is consistent with previous findings, where D/HH CYP within mainstream schools reported feeling embarrassed and wanting to hide their deafness by avoiding using radio aids (Iantaffi et al., 2003) or by covering their hearing aids (Edmondson & Howe, 2019). In addition, previous findings have shown that D/HH CYP expressed wanting to act and talk like hearing people (Israelite et al., 2002), which suggests a feeling of not wanting to be seen as different from others.

The current research adds to this finding because the SEs explicitly expressed the view that their feelings towards the support they receive and their reluctance to draw attention to their deafness is linked towards their own attitude towards their deafness. This research may therefore suggest that when the students have an unfavourable disposition towards their deaf identity, they are more inclined to want to hide their deafness and worry about how the additional support they receive is perceived by others. This may explain the discourse around D/HH CYP presenting with the strong desire to belong within their school environment by wanting to be like the majority group, which in this case is hearing people. It also provides implications around the need to support D/HH CYP in developing a positive deaf identity and accepting their deafness.

Indeed, within the current research the SEs explain the positive effects of acceptance around their deaf identity, whereby the SEs perceived having a positive deaf identity meant they had the ability to not only accept and appreciate the support provided by their RB but also begin to advocate for their needs. Many of the SEs within the current research highlighted the importance of standing up for themselves within their friendship groups or through ensuring they are getting the right support from school staff. In addition, advocating was also linked to being able to educate others and raising the deaf awareness of their peers. This finding was not explicitly identified in the literature review and could suggest that self-advocacy skills are invaluable for D/HH CYP in their social and academic inclusion. This may be linked to previous findings which discussed the importance of building resilience amongst deaf CYP in coping with negative interactions from their peers (Bartlett, 2017). However, it should be noted that the current research highlighted that the SEs found standing up for themselves difficult and expressed a desire to be supported with developing this skill within the school setting. This research may therefore suggest that one way to raise resilience and promote academic and social inclusion is to teach self-advocacy skills and encourage acceptance and a positive attitude in relation to their deafness.

5.4.1.1 Summary. In summary, the current research adds to previous findings that D/HH CYP tend to want to hide their hearing loss and not accept support in order to fit in with their hearing peers. However, within the current findings it was explained by the SEs that this may be due to having a negative attitude towards their own deaf identity. The findings also show that the SEs expressed that when they are supported to develop a positive attitude and, acceptance of their deafness they are better able to develop their self-advocacy skills which raised their social and academic inclusion.

5.4.2 Self-esteem

The findings within the current research suggest that SEs' school experiences are strongly influenced by their own self-esteem and emotional well-being. For example, the SEs highlighted positive school experiences which they expressed resulted in feelings of happiness. These experiences were in relation to positive relationships with their support staff and being able to get their needs met through

additional support such as technology. Previous research has found that autistic students being educated within a RB also discuss their school experience in a positive way, referring to their RB as cool and exciting (Warren et al., 2020). In addition, adolescents with SLI who previously attended a RB discussed their experiences in a predominately positive way and this was often linked to relationships, pace and level of work and, support with their additional needs in relation to speech and literacy (Simkin & Conti-Ramsden, 2009). Therefore, the current findings add to the discourse that the positive educational experiences for CYP being educated within RBs may be due to the additional support of specialist staff that they are able to access. Within the findings, the SEs explained that these positive experiences raised their self-esteem. This may suggest that the provision provided by the support staff from the RB may result in opportunities for inclusion within the mainstream environment and result in feelings of higher self-esteem.

The current research indicates that there are some negative school experiences for the SEs which they discussed raised their anxiety within the mainstream classrooms and therefore negatively affected their self-esteem at school. This was predominately related to worrying about what others may think of them within the mainstream classroom and fearing rejection from their peers due to past experiences with bullying. This is similar to previous findings with CYP being educated within a RB for SLI, where the negative comments they reported were linked to feeling different from their mainstream peers (Simkin & Conti-Ramsden, 2009). The findings within the current research discuss feelings of embarrassment in relation to bringing attention to their additional needs. This may suggest that when the CYP are within the mainstream environment they feel a lower sense of belongingness and are less likely to feel included within school.

The current study found that the SEs felt that their feelings towards their deafness are linked to their own acceptance and self-esteem. Similarly, previous findings have shown that CYP's own personal responses to what happens to them influences their school experience. For example, CYP disliked drawing attention to their deafness to get their needs met to ensure they can hear effectively due to feelings of anxiety and embarrassment about what their peers will think (Bartlett, 2017). Therefore, regardless of educational provision, it is apparent that wanting to fit in is a common experience for D/HH CYP and within the current findings, the SEs

discussed that this may have influenced their individual views towards their deaf identity.

It is important to ensure that D/HH CYP do not place the responsibility of acceptance and self-esteem as "within" them due to their own deaf identity and indeed, the current research provides explicit experiences which the SEs discussed as raising their confidence and as such resulting in better school experiences. For example, the SEs highlight that opportunities to meet other deaf people, being introduced to role models, being offered encouragement and positive workshops about being deaf all resulted in experiencing greater confidence in their deaf identity. This is echoed in previous findings, where CYP who reported negative feelings towards their deafness discussed that having access to a deaf club where they learnt about deaf culture and had contact with deaf peers helped their feelings of acceptance towards their deafness (Doherty, 2012; Edmondson & Howe 2017). Therefore, similar to previous findings, the current research may suggest that access to additional support which promotes acceptance of the SEs' deafness may raise their confidence and self-esteem at school.

5.4.2.1 Summary. In summary, within this theme the SEs discuss that positive and negative experiences within school result in differences in self-esteem. As such individual differences in self-esteem were found to influence the SEs' confidence within the school environment and opportunities to raise their self-esteem were discussed.

It was discussed that the RB provided positive experiences in relation to receiving additional support and opportunities to develop their deaf identity which raised their confidence and happiness and therefore self-esteem. This is linked to the esteem needs within Maslow's (1943) hierarchy of needs and may explain how opportunities which resulted in greater self-esteem influenced how the SEs reported receiving additional support.

At times, the additional support provided within the RB resulted in the SEs experiencing feeling different from others, which may have limited their inclusion within the mainstream environment.

5.4.3 Technology

A significant finding within this study was the way in which technology is linked to the SEs' identity. The current research found that feelings of frustration arose when there were misconceptions from others around their technology or when the technology did not work, and the SEs experienced this as negatively impacting their sense of self and their deaf identity. D/HH CYP in previous research have raised similar frustrations in relation to technology, reporting that the technology could be frustrating when staff wore jewellery or when they did not know how to use the technology and the CYP had to educate them (Bartlett, 2017). Previous findings have linked frustrations around technology to a lack of deaf awareness of others, which indeed was also true within the current findings and discussed previously. However, the current research provides the additional insight of technology being intertwined with the identity of the SEs, something that has not been previously discussed within the literature.

5.4.3.1 Summary. In summary, within this theme the SEs suggested that they experience the technology they use such as their cochlear implants and radio aids as "part of them" and this therefore forms part of their deaf identity. This may explain why D/HH CYP report feelings of frustration in relation to technology. This has implications in understanding how D/HH CYP see themselves and make sense of their technology within the context of their identity.

5.5 Conclusion

In conclusion, the experiences of CYP being educated within RBs is an area of research which is emerging and currently there appears to be limited research which has specifically considered the views of D/HH CYP being educated within RBs on their educational experiences. Indeed, to the best of the researcher's knowledge, there has been no previous research which has used a participatory approach to gain the views of D/HH CYP being educated within a RB. This research therefore provides an important and unique contribution in gaining and promoting the views of D/HH CYP being educated within a RB. Through adopting a participatory approach, the findings have been able to provide an insight into the experiences of the SEs within the context of the current study.

The findings show that the SEs discussed a range of feelings in relation to their school experiences within the RB. Overall, this research has shown that the SEs feelings towards their school experience is closely linked to the importance of relationships and their individual deaf identity.

Within the theme of "relationships", the current research has shown that the SEs feel it is important that the deaf awareness of their peers is raised, and that this responsibility should be with the school staff. In addition, developing their self-advocacy skills was identified by the SEs as important. The current research provides an alternative view to the friendship development of CYP educated within RBs and highlights that D/HH CYP educated within RBs are able to develop their main friendships with hearing peers within the mainstream setting. This is a unique finding and further research is required to explore this in greater depth. In addition, the SEs have discussed that the deaf awareness of school staff is important, and that staff have the responsibility to be knowledgeable about their needs and particularly the use of technology. Furthermore, the current research adds to the discourse that RBs create an opportunity to access specialist staff which raises academic inclusion. However, this research provides the unique finding that the additional support can at times hinder their sense of belongingness due to being perceived as different but also reducing their feelings of independence and challenge within their own learning.

Within the theme of "deaf identity", which the SEs explain as their feelings towards their deafness, it was discussed that opportunities to raise their self-esteem and acceptance of themselves is important to their confidence and happiness within the school environment. In addition, this research identified the unique finding that the SEs experience their technology as part of their identity. This may therefore explain the discourse around D/HH CYP reporting frustrations in relation to technology and further highlights the importance of school staff being knowledgeable about the technology used.

In addition, throughout this discussion, there have been links made to Maslow's (1943) hierarchy of needs and Ryan and Deci's (2000) SDT. The importance of the SEs' sense of belonging, esteem and competence needs and the desire for autonomy was highlighted as importance aspects to their school

experience. However, Maslow's (1943) hierarchy has faced criticism in relation to a lack of evidence for the needs being discrete categories and the requirement for one need to be met before the other (Winston, 2016). Furthermore, Ryan and Deci's (2000) SDT does not consider how the components that determine motivation interact with each other. Indeed, within the current research it was difficult to differentiate if the SEs belonging needs being met led to their esteem needs being met and how their feelings of competence may have been related to their sense of relatedness or autonomy. On one hand, The Five Building Blocks of Self-Esteem (Borba, 1989) has discussed how competence and affiliation which refers to a feeling of belonging, are important building blocks to self-esteem, suggesting there may indeed be a hierarchal relationship between the constructs discussed within Maslow's (1943) hierarchy. However, on the other hand, more recently The Secure Base Model (Schofield & Beek, 2018), suggests that a child's sense of school membership, which refers to a sense of belonging within the school community, is linked to four other interrelated concepts including co-operation which refers to the child feeling effective and, acceptance which is linked to the student's self-esteem. This model therefore suggests that some of the key themes discussed within this chapter including belonging/relatedness, self-esteem and competence are indeed important aspects to a child feeling secure and included within the school environment, however it may be difficult to separate them into discrete categories as they are related to one another. Therefore, the theoretical links discussed in relation to Maslow's Hierarchy of Need (1943) and Ryan and Deci's (2000) SDT should be interpreted cautiously, and further research may be helpful to explicitly explore these concepts further.

Finally, as discussed within chapter one, within previous research children's views are often disregarded or interpreted through an adult lens which may mean findings have an adult centric bias (Lundy, 2007). The current research provides the unique contribution of analysing and presenting the findings through the interpretation of the SEs. This may therefore mean that the current findings add authentic views to the discourse around the school experiences of D/HH CYP being educated within RBs.

5.6 Critical Review of the Research

The strengths and limitations of the current research are acknowledged and addressed within this section.

5.6.1 Strengths

Whilst the findings are only representative of the views of six D/HH CYP being educated within one mainstream school with a RB in an outer London LA, the purpose of this research was emancipatory therefore it did not aim to be generalisable to a wider population. Instead, research with an emancipatory purpose recognises that multiple realities exist, and the importance is in involving individuals within the research to empower them to share their reality (Noel, 2016). Quotes from the reflexive statements by the SEs could suggest that this process was empowering for them:

"I enjoyed the process a lot as I realised that I am not alone…others spoke a lot about their experiences…I learnt a lot about myself….the project was fulfilling to me as my contribution helped improve the quality of life of deaf children in mainstream school" (Sara, reflexive statement)

"my experience was great it would definitely help anyone who lacks confidence/ has negative experience wearing hearing aids/cochlear implants" (Andrew, reflexive statement)

"I enjoyed reading other people's ideas, I got to know what it was like to be deaf" (Bunty, reflexive statements)

"In the research process I liked learning new ideas and spreading ideas" (Jennie, reflexive statement)

Therefore, this may suggest that a strength of this research has been through potentially empowering the SEs to share their school experience and as such meeting the emancipatory purpose.

The purpose may have been met due to the strong participatory elements used within the methodology which is also a strength of this research. The SEG had a high level of participation and often their involvement was "participant-led" as

highlighted in chapter three (Table 3.2). As such, the SEs were able to provide unique insights which may not have been identified if the SEG did not take part in the entire research process and within the data analysis phase. Therefore, a strength of this research is that it could be argued that the findings are an authentic interpretation of the data. Furthermore, it is argued that PR should involve members of the community in the dissemination of research findings in order for the findings to be accepted as meaningful and valid (Staley, 2009). Therefore, the SEG's involvement within the dissemination of findings and feeding back to the stakeholders, as discussed in chapter three, is also a strength of the current research.

Finally, another strength of this research was the capability and commitment of the SEs. Without their continued enthusiasm and motivation throughout the research process, none of this would have been possible. This research highlights the strengths of having CYP as researchers and the capacity of CYP with SEND to act as researchers and, it provides an example of how participatory research can be used as a methodology.

5.6.2 Limitations

Despite the strengths discussed in using PR to provide an insight into the school experiences of the SEs and in meeting the emancipatory purpose of the research, there are a number of limitations due to the methodological research design which are to be acknowledged.

A limitation of using PR is the possible lack of methodological rigour which may result in limitations in relation to the robustness of the findings. Indeed, within the current research it is noted that many of the quotes which supported the findings came from Rose, Sara and Alyana. It is possible, this may have occurred due to the diary entries and interviews from these SEs being longer and richer in data. In addition, Andrew withdrew his diary entry, so this removed some of the potential quotes from his data. However, the uneven identification of quotes may have been due to the lack of methodological rigour within the research design and data analysis and may mean the findings are not representative of all of the SEs' views. For example, it was noted that Sara designed most of the interview questions so may therefore have had more of an advantage when providing her answers which

resulted in the findings reflecting quotes mainly from her. In addition, there may have been a lack of rigour due to the limited time spent on the data analysis phase which was due to the time constraints. Indeed, time constraints are argued to be a significant barrier in carrying out PR (Jones, 2007). This was particularly apparent within some of the SEs' reflexive statements:

"It could have been better by reading together the transcripts and talk deeper about the quotes" (Jennie, reflexive statement)

"I think that we should have had more time to go through the transcripts" (Rose, reflexive statement)

In addition, the group dynamics of the SEG may have influenced the discussions that took place in designing the research or the findings drawn from the data which could be considered a limitation. There were inevitable power imbalances within the group, which was mainly due to age but also differences in their ability to communicate. This meant that some voices may have been given more weight and therefore were more likely to influence the direction of the conversation. For example, one of the SEs came up with the research questions and most of the interview questions which the others agreed to. At times, this meant that other members did not contribute as much beyond agreement and therefore their opinions or views may have been missing from the research design process. However, the SEs were given the opportunity to express their views within their diary entries and individual interviews if they wished and these were considered in the data analysis phase. This may have resulted in opportunities for the SEs to share their views outside of the group setting and resulting power dynamics within the group. The evaluation of the SEs' participation throughout the research process was not completed due to being beyond the scope of the research aims, this makes it difficult to conclude or provide any evidence for limitations as a result of the group dynamics. Future research would aim to evaluate the efficacy of the PR with the SEs themselves and make note of who contributed what throughout discussions to determine if there was an even spread.

Therefore, whilst the participatory nature of this research provided many strengths, it also resulted in limitations in relation to the methodological rigour and

the group dynamics which may have resulted in the findings not being reflective of all of the SEs' views. As such, it is important that the findings are interpreted cautiously.

5.7 Implications

The implications of the current research are considered in relation to the aims of the research which was to find out how D/HH CYP being educated within RBs feel about their school experiences. Throughout the discussion, the SEs provided a variety of implications for their school to improve their educational experience which they are going to share with their school through two presentations (Appendix 3.14). Whilst these implications are specific to the SEs' school experiences, given that EPs have a role in promoting the inclusion of marginalised communities within schools (Dunbar-Krige et al., 2010), it may be useful for EPs to consider the implications of these findings when working with school settings that support D/HH CYP. In addition, given the PR element, the current research may provide some additional implications for PR.

5.7.1 Implications for Educational Psychologists

Within the current research, the SEs expressed a desire for support with developing their self-advocacy skills to aid their social inclusion and get their needs met within the learning environment. This suggests that EPs should support school staff in developing specific interventions which teach D/HH CYP self-advocacy skills. Furthermore, the SEs identified that a barrier to self-advocacy was linked to their feelings towards their deaf identity. This may suggest that school staff also have a role in supporting D/HH CYP with acceptance of their deafness and raising their self-esteem. The SEs explicitly discussed that their deaf identity could be supported through access to deaf workshops and deaf role models. Whilst these may be helpful implications in supporting D/HH CYP individually, it is also important to consider the impact of the wider discrimination towards D/HH people within society and as such the school community. Therefore, EPs must also address the responsibility that should be placed upon the school community in making adaptations to support the inclusion of D/HH CYP.

For example, the SEs discussed that school staff have the responsibility to be deaf aware and knowledgeable about the technology they use to facilitate the SEs

inclusion. This suggests that EPs may have a role in providing adequate training to staff working with D/HH CYP to ensure they are best able to adapt their behaviour and classroom environment to promote inclusion. In addition, it was identified that it is important that all school staff are aware of which CYP are D/HH to ensure the staff can adjust as necessary and to avoid any discriminatory experiences for these CYP. Therefore, EPs should promote this idea and ensure that schools have systems in place which allow all school staff to be aware of which CYP are D/HH.

In addition, the SEs identified the importance of peer relationships with their hearing peers and feelings of peer acceptance. This provides implications for ways in which staff and school settings can support D/HH CYP with their friendship developments. The SEs discussed that their peers' deaf awareness should be raised so that they do not experience feeling that they are being treated differently. Therefore, EPs may have a role in providing training or workshops to CYP within the mainstream provision to raise their deaf awareness or through supporting school staff in doing this.

5.7.2 Implications for Participatory Research

The current research provides an example of a participatory approach which may be useful to inform future PR. It involved CYP in the data analysis phase, the appropriateness of which has been questioned previously (Nind, 2011). The CYP consistently showed a good understanding of the process, asked appropriate questions, and gave insightful reflections throughout. The research does highlight the time commitment involved in adopting a PR approach and the importance in ensuring there is enough time for data analysis, something that is recognised as being a barrier to conducting PR effectively (Jones, 2007). However overall, it demonstrates how PR with D/HH CYP can be "participant-led". In addition, through the dissemination of the findings back to the stakeholders by the SEs and their potential empowerment to share their views, this research may demonstrate the opportunity for participants to create "social change and transformation" within the context of Aldridge's (2017) PM (Figure 3.1).

5.8 Recommendation for Future Research

Within the current findings, the SEs exclusively discussed friendships with their mainstream peers which contrasts with previous findings where participants mainly reported friendships within the RB. Further research is needed to consider how friendships develop for children within RBs and how differences in the provision or SEND may result in differences in friendship development. This will help gain clarity about how best to ensure that CYP educated within RBs are supported to develop friendships within their RB and the mainstream setting.

Furthermore, the concept of technology being part of the SEs deaf identity was identified within this research. This is something that has not previously been highlighted within the literature that looks at the school experiences of D/HH CYP. Therefore, future research is needed to explore this concept further and which considers the implications of this finding in more detail.

In addition, the current research has provided an example of how CYP with SEND can take on the role of co-researchers and be involved at the participant-led level within PR. However, as discussed by Aldridge (2017), PR should also incorporate the opportunity for the participants to reflect on their experience within the PR. Whilst the current research asked the SEs to write reflexive statements, their role within the research was not formally evaluated. It may be helpful for future research to evaluate the participation of CYP with SEND within PR. This may be through formal questionnaires or interviews conducted throughout their participation. In addition, it will be helpful to consider the influence of the group dynamic and how this may play a role in the research process. This may involve monitoring the contribution to see the spread across the participants.

5.9 Researcher Reflections

This section considers the position of the researcher within the current study and their learning and understanding as a result of the research process. This section is written in first person.

Given my position as a hearing person in relation to the context of the research, I recognised my own limitations in understanding the experiences of the SEs. As such, I was determined to achieve a methodology which was as close to

"participant-led" as possible. I was supported during supervision to consider how this could be done, and I used this space to reflect on how I could limit my own influences and biases. Due to my desire to take a step back and my concerns that as a hearing person I did not want to provide my own interpretations, there may have been times where it may have been helpful for me to have been more involved. For example, it was discussed that during the interviews the SEs may have benefited from more support from my consultation skills to give them the chance to share more. This experience for me, highlighted the difficulty with PR and how there is not one "right" position to adopt as researcher. It also showed the importance of supervision and my research diary to reflect on the process throughout.

Despite some difficulties with using PR, overall, I found that I was constantly in awe of the SEs and their participation throughout the research process. Through supervision and my research diary, I have recognised my amazement was due to my own preconceived ideas and biases about the competency of CYP. I am very grateful for the opportunity to have challenged my own biases and to begin to really recognise first hand, the importance that should be placed on the competence of the co-researchers being the starting assumption (Bissell et al., 2018). In addition, I have seen how findings which I would not have drawn out or made sense of were found due to the high level of participation, and the opportunity for the SEs to share their experiential expertise which is argued to increase the validity of the findings (Bissell et al., 2018). As such, through this experience I have strengthened my passion for pupil views and challenged my own biases around the capacity of CYP which will influence my practise as an EP and my involvement in any future PR.

5.10 Conclusion

In conclusion, this is the first research that has used a participatory approach to explore the school experiences of D/HH CYP being educated within a RB. This study contributes to growing research into the school experiences of D/HH and of CYP being educated within RBs. The participatory approach adopted allowed the SEs to be involved in the research from the design to the dissemination and provided a unique contribution in gaining the authentic views of D/HH CYP.

The findings identified that the SEs' feelings towards their school experiences were linked to their relationships with peers and staff and their feelings towards their

deaf identity within the context of their acceptance and self-esteem. The current research provided a unique insight into the development of friendships for children who are educated within RBs. In addition, whilst the current findings strengthened the discourse that specialist staff within RBs may increase the academic inclusion for CYP, it also highlighted that their support may hinder CYP's feelings of belongingness and independence. Finally, it was identified that the technology used by the SEs is influential to their deaf identity, a concept which has not previously been identified. The findings were discussed in relation to Maslow's (1943) hierarchy of needs and Ryan and Deci's (2000) SDT, it was discussed that a sense of belonging/relatedness, esteem, competence and autonomy are all vital to the academic and social inclusion of CYP within school, although the criticisms of these theoretical links were considered.

Finally, this research provided the SEs with new research skills and knowledge and the ability to not only share their views but also experience hearing the views of each other. It is hoped that this experience was empowering for them and met the emancipatory purpose of the research by providing an opportunity for the SEs to share their authentic views with their school staff. In addition, the researcher and SEs hope that the current findings which were disseminated back to the stakeholder will result in a change in their school experiences.

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Appendices

Appendix 2.1

Systematic Map of Research Activity

Formulate Review Question:	Main Question: what are the experiences of deaf CYP being educated within Resource Bases? Split into: 2) What are the experiences of CYP being educated with Resource Bases? 3) What are the educational experiences of deaf CYP?
Inclusion/exclusion criteria	Inclusion: 2002-2022 (last 20 years) Full Text Peer reviewed Exclusion: Duplicates Not in English Books Pre 2002
Search Strategy	Systematic procedure. See Search Procedures (Appendices 2.2 & 2.5)
Screening	Screened based on inclusion and exclusion criteria & relevance to review questions

Mapping & Data Extraction	Description of studies presented in table with data extraction (Appendices 2.3 & 2.6)
Quality & Relevance appraisal	Relevance and quality assessed using WoE (Appendices 2.4 & 2.7)
Synthesis	Critical review of studies is presented in the form of a literature review

Appendix 2.2

Search Procedure: Search One

Data bases:	Academic Search Complete (now Academic Search Ultimate) APA PsycInfo British Education Index Child Development & Adolescent Studies Education Research Complete ERIC (Education Research Information Center)
PICOS Search Strategy:	Participant: Children and Young People with SEN Exposure: Educated in a Resource Base Outcomes: Views or experiences Context: Resource Base Study Type: any
Search Terms:	special needs or special educational needs or additional needs or additional support needs AND resourced provision or resourced base or specialist resourced provision or additional resourced provision or resource based school or resource unit or specialist resource unit or resource base or resource provision or specialist educational provision (title) = 63 articles Duplicates removed = 25 articles
Exclusion Criteria:	Date: (2002 – 2021) = 16 articles 1 book excluded 1 dissertation excluded

	3 articles excluded as not related to review question (no pupil voice) = 11 articles
Rerun of literature review (April 2023)	3 additional articles All excluded as not related to review question (all looking at the provision provided by academic libraries)

Appendix 2.3

Overview of Articles in the Literature Review: Search One

Reference (author, date)	Key concepts/theories	Aim	Sample	Design	Measure & Data analysis	Findings
Ridsdale, J., & Thompson, D. (2002). Perceptions of Social Adjustment of Hearing-Impaired Pupils in an Integrated Secondary School Unit. Educational Psychology in Practice, 18(1), 21–34. https://doi.org/10.1080/0266736 0120122796	Themes: Social inclusion Linked to acceptance, hearing peers and non-hearing peers. Communication difficulties making it difficult to form friendships. Access to the curriculum Support not linked to enjoyment or success in subject	To determine if different views in the current literature amongst teachers and pupils in relation to social integration reflects a range of social integration or if teachers	one, large secondary school, middle class area 3 boys 1 girl 4 hearing impaired pupils in year 8 & year 10 Mild-profound hearing loss	Case study	Sociometric questionnaires completed by participants and their form group peers Interviews with hearing impaired pupils Interviews with 2 form-group peers identified as popular and those as having few friends for each HI pupil to act as control (same gender)	Sociograms suggested that HI pupils were socially marginalised and seen as unpopular by their hearing peers. Interviews suggested HI pupils reported feelings of being accepted in school, that their communication difficulties were an obstacle to making friends and that the curriculum was inaccessible to them. It is suggested the pupils understated their rejection by their peers as found in the sociograms. HI pupils experience closer to non-popular pupils experience. Children discussed how not knowing BSL actually meant they were less able to integrate with deaf peers at a

Reference	Key concepts/theories	Aim	Sample	Design	Measure & Data analysis	Findings
(England)	compared to the language demands of the subject	report optimistic views based on bias.

To compared the views of HI pupils and teachers to see if there is agreement. | All with "statement"

All from hearing homes

(out of 17)

7 teachers interview | | Interviews with form-group tutors and mainstream class teachers

Content analysis method | neighbour school that taught BSL. By trying to include them with hearing peers, we are excluded them from their deaf peers.

Classes too noisy, teachers don't sign, would rather be in the unit. Language-based areas less enjoyed than practical based areas, not related to support given.

Teachers saw pupils as being less marginalised and having greater access to the curriculum than the pupils perceived themselves. |
| Reference | Key concepts/theories | Aim | Sample | Design | Measure & Data analysis | Findings |
| Simkin, Z., & Conti-Ramsden, G. (2009). `I went to a language unit': Adolescents' | RP positive for friendships

RP positive for pace and level of work | To examine the views of young people and their parents on | 139 Adolescents with Specific Language Impairment | Self-report Structured Interview | Interviews about their experiences at a specialist language unit

Parental questionnaires using the same | 71% reported a positive experience

11% negative experience

94% parents said it was positive |

views on specialist educational provision and their language difficulties. Child Language Teaching and Therapy, 25(1), 103–121. https://doi.org/10.1177/0265659008098663 (England)	RP negative as leads to feelings of difference Themes: Friendship (social inclusion) Belongingness (community inclusion) Support (curriculum inclusion)	language units	Mean age: 15.9 68% Males All attended language units at 7 years of age	Qualitative	questions with wording changed to be about their children. Responses were coding as positive response, negative response or no opinion	Positive Reasons including: Interpersonal (friends), pace and level of work and speech and literacy factors Negative Reasons: Interpersonal reasons (feeling different) Parents discussed segregation and differences
Reference	Key Concepts/Theories	Aim	Sample	Design	Measure & Data analysis	Findings

Warren, A., Buckingham, K., & Parsons, S. (2020). Everyday experiences of inclusion in Primary resourced provision: the voices of autistic pupils and their teachers. European Journal of Special Needs Education, 36(5), 803–818. https://doi.org/10.1080/08856257.2020.1823166 England	Themes: Friendship (social inclusion) Belongingness (community inclusion) Support (curriculum inclusion)	To explore daily experiences of autistic pupils within Resource Base.	Three 9 year olds and two 11 year old Autistic boys Teaching staff 1 male teacher, 5 female teaching assistants All within a Resource Base	Small scale, qualitative design	Explore daily experiences Co-constructure questions, methodology and write up with school staff Story-board method Semi-structured interviews categorisation from Taylor-Powell & Renner	4 main themes: Structure and routine, Friendship and peers, Support and communication and Dual identity Children liked having a familiar lesson in the morning to settle them. The children preferred the lessons in base compared to mainstream classroom. This was based of noise volume. The children also found their journey to school difficult, feeling worried and sad and saying it was difficult and loud. Although it isn't the journey but more so the anxieties surrounding home or school arising. Transitions are difficult. Breaktime was said to be the best part of most of their days as they play with peers and lunch time they get to eat food.

Reference	Key Concepts/Theories	Aim	Sample	Design	Measure & Data analysis	Findings
						3/5had friendships with mainstream peers. The children's friendships were mainly with base children. Some expressed feeling lonely at playtime as others didn't want to play with them. All did not expresses difficult or dislike about attending two schools. They thought it was cool. And exciting. They enjoyed visiting a special school to go swimming.
Harvey, H., & Spencer, S. (2019).	Social inclusion Friendships in the unit	To investigate staff, parent	Specialist resource base	Qualitative	Semi-structured interviews	4 main themes Inclusion Importance of relationships

Specialist provision for language disorder: Staff and service user views of a preschool language unit. Child Language Teaching and Therapy, 35(2), 93–111. https://doi.org/10.1177/0265659019849455

(England) | Some children liked mixing with others, others felt it was too loud | and children views of a single preschool language unit. | (language unit) in a mainstream nursery and infant school

6 children 3 male, 3 female Language disorder

5 mothers and 1 father took part in questionnaires

CT, TA, SENCo took part | Phenomenological approach

Interviews | Child led

Framework Analysis was used | Staff and parents highlighted: Challenges of access (linked to places and number of pupils) & School readiness

Mixed views, some children liked integrating with mainstream peers and making friends, some found it too loud and preferred the language unit.

Friendships developed within the unit, children talk about their friends being within the unit and valued these friendships.

Children valued their teachers and support from staff.

Some children preferred the unit to the mainstream classroom. Although they liked the outdoor space offered in the mainstream nursery and access to their favourite toys. |

Reference	Key Concepts/Theories	Aim	Sample	Design	Measure & Data analysis	Findings
Hebron, J., & Bond, C. (2017). Developing mainstream resource provision for pupils with autism spectrum disorder: parent and pupil perceptions. European Journal of Special Needs Education, 32(4), 556–571. https://doi.org/1 0.1080/0885625 7.2017.1297569	Friendship

Inclusion and belongingness

Curriculum support | Explore the perceptions of pupils and parents of Resource Bases as schools develop their practise over a 1 year period.

Use Bronfenbre nner's model to explore the interactions | (ASD & SLI) 5 Primary RPs

3 Secondary RPs

Pupils first year at provision

All in one LA

16 parents

9 pupils (8-15 years old) | Semi -structure d Interview s separatel y

Qualitativ e | Interview in first term, 6 months and a full year.

Deductive Thematic analysis by authors

Further deductive analysis using Bronfenbrenner's bio-eco systemic theory | Macrosystem level: Pupils reported positively on accessing the curriculum and not being perceived as different. Not being judged for coming from a special school. RP was compared to more positively to previous school experiences, in relation to bullying in previous schools. Exosystem level: Nothing about pupil views came up here – all on parents.

Microsystem level: Pupils gave scores of 8-10 when focusing on their experience of attending an RP.

They discussed that it was positive because of supportive staff, academic |

| (England) | | between home, LA, school system and sub-systems. | | | | challenge (work is hard by they enjoy the challenge) and opportunities to meet new people. Greater resources and staff expertise. Positive communication between staff and pupils and relationships with staff in mainstream and RP was supportive. E.g. people listen to you. Pupils reported that people were nice to them and made them feel welcome. Social inclusion was also positive, felt they were friends with their classmates and reported they were helpful and understanding. Not being perceived as different from their peers is important. |

						Pupils said they had friendships within the RP and their classes and felt these friendships were helpful and supportive. Pupils commented mainly on the microsystem. Pupils saw themselves as part of the school system despite being in an RP.
Reference		Aim	Sample	Design	Measure & Data analysis	Findings
Cuckle, P., & Wilson, J. (2002). Social relationships and friendships among young people with Down's	Themes: Friendship	To explore attitudes to friendships and reports on social activity in young people with	14 young people with down's syndrome 5 girls & 2 boys attending	Comparison design	Interview schedules used with LSA who worked closely with young person and with a parent.	The friendships named often involved those with other young people with SEN. All felt friendships was important and said they would have liked more.

syndrome in secondary schools. British Journal of Special Education, 29(2), 66–71. https://doi.org/10.1111/1467-8527.00242		down's syndrome.	local mainstream school Matched with 7 young people attending two Resource Base			Adult direction was required to socially include the YP in lessons and at lunch regardless of educational setting. However, the number of friendships mentioned was greater in the RP compared to mainstream schools. Mainstream peers were supportive and helpful, and kind. But equal friendships was perceived as difficult due to mismatch in interests and abilities. Often friendships mentioned in school did not extend to home. Also mentioned that all those in the study travelled from some distance to get to their school. Whilst a lot of their peers may be walking or at least live in the area. Friendships are compartmentalised to clubs or schools etc

Reference	Key concepts/themes	Aim	Sample	Design	Measure & Data analysis	Findings
O'Hagan, S., & Hebron, J. (2016). Perceptions of friendship among adolescents with autism spectrum conditions in a mainstream high school resource provision. European Journal of Special Needs Education, 32(3), 314–328. https://doi.org/1	RP influenced friendship development Themes: Friendship	To consider the influences on friendship develop for CYP with ASC	3 students attending a ASC specialist resource provision 2 13 yrs old 1 15 yrs old All boys.	Qualitative case study	Semi-structure interviews with child and parent & 1 staff member Inductive and deductive thematic analysis	3 main themes Meaning of friendship Nature of friendship Friendship development All 3 children nominated other students in the RP as their friends despite being predominantly in mainstream lessons Distance from school cited as reason for not being friend home – is that because children have to travel further to access RP? They have to travel further than many of their friends which may impact their ability to see their friends

0.1080/0885625 7.2016.1223441 (England)						The RP supported the formation of friendships by acting as a safe haven, they facilitated friendships but the quality of these are questioned by the adults in the study.

Appendix 2.4

Table of WOE Critical Review Judgements: Search One

Paper (author an date)	Simkin & Conti-Ramsden, 2009	Warren, Buckingham & Parsons, 2020	Ridsdale & Thompson, 2002	Bond & Hebron, 2017	O'Hagan & Hebron, 2016	Harvey & Spencer, 2019	Cuckle & Wilson, 2002
WoE A: Generic on quality of execution of study							
Transparency Did they explain how they got to their RQ, aims,	Discussion of research shows how they decided upon the aims and method of including	Aims and RQ clearly stated.	No RQ or objectives stated. Use of literature to lead up to the current aim which	Clear aims and discussion of the ecological systems theory model and how this leads to their current aims.	RQ and aims stated and addressin g gap in literature	Aims clearly stated and come to through discussion of the literature.	Aims clearly stated as a result of literature discussion.

objectives and methods? Do they state their philosophical background and own biases/background? Do they justify why this topic is important in relation to the field?	pupil/parent/teacher views. Explains how this research addresses a gap in the literature. No research question stated. No discussion around their own assumption/background or philosophical approach. Justifies that the topic of looking at provision for SEN and particularly in this case around language units/educational		is the need to address differing views within the literature regarding social adjustment for HI children to determine if there is just a range of integration or if teachers are biased by collecting data across participants and comparing. No discussion around their own assumption/background or philosophical approach.	No RQ's or objectives stated. No discussion around their own assumption/background or philosophical approach Justification of why topic is important to add pupil's motivators and perceptions and add to RP understanding at the microsystem.	No discussion of own biases or background Justify why the topic is important to consider	No RQ stated. Phenomenological approach discussed. Reflexivity and biases due to researcher backgrounds acknowledged in data analysis Clear justification of method and data analysis used	RQ, phenomenological approach and any biases not discussed or stated. Does not provide details about data analysis methods

	provision for those with language difficulties is important to the professional field.		There is some justification, however the literature tends to be more "he said, she said" rather than critical.				
Accuracy Do the findings represent participants views and based on suitable information? Are the views suitable to the research field?	Includes lots of examples of participants views and if they were coded negative or positive or neutral.	The findings represent what the children said, although at times the researcher have interpreted meaning using triangulation from staff reports.	Less robust analysis used due to time constraints (content analysis) No mention of how they compared the teacher interviews to the peer interviews. Did not share any teacher quotes. No mention of hearing peers interviews yet they	Researcher's coded the interviews themselves meaning they have missed key themes or mis-interpreted what the participants had said. Lots of quotes from parents and some quotes from pupils were used throughout the	Student's parents and teachers also contributed to interviews Limited sample (3 boys) Use of semi-structured	Staff given the chance to review and change transcripts Limited sample to one RP. Children's voice was limited due to time constraints they weren't	It is not always clear if the views are from the parents or the children. They do add to the field of social relationships amongst CYP with down's syndrome.

| | | This may mean certain points from pupils have been misunderstood.

The data collection method was designed by staff not pupils so pupils may not have shared everything that was important to them. | bring these into the discussion despite not being in the findings. | findings. At times, due to parental interviews possibly being more rich in data, the parents over shadowed what was reported by pupils. The paper said that pupils mainly commented on the microsystem level factors so the other levels were mainly as a result of what parents reported.

The views of parents and pupils do confirm previous findings and add some | interviews to gain rich views

Boys chosen out of those who already had established friendship – therefore findings could be considered biased and may not represent all of | able to use a variety of methods to gain their voice. | |

| | | | | additional information to the current research field. Particularly around the positive experience, inclusion and social friendships.

Half the children came from a special school so may not represent views of children attending an RP from the start. | those attending the RP – this makes the views less suitable to contribute to the field. | | |
| Accessibility

Do they discuss how these findings | The paper was easy to access, read and understand. | The paper was easy to access, read and understand. | The paper was easy to access.

There was not much detail on | The paper was easy to access, read and understand. | The paper was easy to access, read and | The paper was easy to access, read and understand. | Unclear on if the information came from YP or parents? |

have/can be shared and who they are important to? Do they discuss how the findings can be implemented?	The paper does not discuss implications of their findings in any detail or for who these findings may be relevant. No discussion of dissemination.	Yes they clearly lay out the impact of their research on the current practise within the school.	sociograms, how this was done and what they are which made the graphs difficult to interpret. They bought arguments into the discussion which were unclear on how they came to as they weren't mentioned in the findings. Discussion of how findings can be implemented and create change and how they are important for	There is not much discussion on how these findings would be implemented. Whilst they compare them to the current field of knowledge the application is missing. No discussion on how schools may have changed their practise based on these outcomes.	understand. The paper discusses implications for practice.	The paper does not discuss implications of their findings in any detail or for who these findings may be relevant. No discussion of dissemination.	Not much of a comparison and not always clear if anything was specific to mainstream or RP children.

			teachers, HI units and EPs to see. Lots of detail on how HI pupils can be supported going forward.				
Specificity Do the results meet the standards of the sources? Do they make sense in the context? As an independent person? Does it seem to be robust?	Provides clear quotes Does not provide RQ or aims/objectives so difficult to make a judgement Transparent about participants, data analysis and collection.	Transparent about participants and development of data collection method. Clear extraction of pupil voice – although at times	Do not provide full transparency about data collection methods used and analysis. Did not share quotes or share where the data had come from.	Pupil voice only relevant for one part of the Bronfenbrenner model – therefore pupil voice is missing from the rest of the discussion. Transparent about which parts of the data and from which participants influence their findings.	This paper has been transparent about participants, data collection and data analysis. However, given the way the participants were recruited it	Transparent about data collection and limitations to gaining pupil voice. Made changes as a result of participants checking findings.	They have not been transparent about the data analysis methods. Not clear on where findings have come from – have not provided quotes.

Haven't been transparent enough, detail about participants. Certain standard Is it enough detail to make that judgement? Is it specific enough? Vs general terms?		overshadowed.			is difficult to generalise. Provides detail of interview prompts.	Clear on data collection and data analysis.	
WoE B: Review specific on appropriateness of method							

| Purposivity

Does the research achieve their aims and objects?

Does the method used fit the purpose of this research? | Retrospective – not looking at current experiences. This was discussed in relation to some children not remembering their time in the language unit. | The methods used achieved the aims of finding pupils views

Although at times views are over shadowed.

They gained input from staff when designing their method to ensure it was suitable. | Research method used control groups to compare experiences.

They do not discuss how they compared hearing peer and teacher interviews with the HI pupils.

It is difficult to determine if the aims have been met as it is unclear how they came to their discussion.

Only 4 pupils used so small sample size. Yr 7, 9,11 excluded so is this | Small sample however it encompassed a few different RPs so a range of experiences is included.

Interviews appeared to work well and provide rich data.

The researchers gained data which reflected all of the systems which was their aim so this was achieved. (although mainly by parents) | Sampling bias as recruited by school SENCo

They recruited children known to have friendships

Boys only

Despite the limitations the findings do address | Rigour and reduce biased measures in place for research method

Clear analysis procedure explained

They wanted to address the gap in the literature around views specifically related to educational outcomes, however these themes did not come up | Not particularly. The suggested a comparison design and matched the samples but then did not report on any similarities or differences. Instead findings are grouped. |
|---|---|---|---|---|---|---|---|

155

			sample even representative of the cohort (17 pupils)		the RQs and aims	in their interviews.	
WoE C: Review specific on focus/approach of study to review question							
Utility Is the knowledge useful to my review question?	It is useful to know how adolescents view their experience in a language unit, although it is difficult to rely to heavily on the information provided as it is retrospective.	This paper provides an insight into pupils views of being educated in an RP. It is also a fairly recent paper which is helpful.	This paper is 20 years old now so need to be interpreted cautiously. However, it is helpful to hear some pupil voice of children in an RP regarding their integration	Yes particularly as my research is also grounded in the ecological systems theory and considers the system around children being educated in an RP.	Whilst there is a friendship focus and a small sample it is still helpful to consider pupil voice on friendship	The children are very young so difficult to generalize to my sample. The views gained are not rich in data, however they still highlight	Not overly as they have grouped the experience from RP and mainstream rather than comparing. Also different SEN (downs syndrome, so

| | This provides views from adolescents of their time in a primary language unit. My research is looking at s Secondary RP.

This paper is still useful for the current literature review. | However, this is the views of primary school children with Autism therefore may be difficult to apply to HI pupils in secondary school. | socially. Particularly the issues raised around integration pupils with their hearing peers may limit their integration with their deaf peers from other schools who teacher BSL. | Children in both primary and secondary RP

Children not with HI.

Parents views did seem to be more of a focus in this paper compared to pupil views which is less helpful to my research. | development for a small sample attending an RP. | that even at that age friendships tend to be built in the RP. | difficult to compare) |
|---|---|---|---|---|---|---|---|
| Propriety

Is the research ethical?

Were ethical considerations addressed? | No ethical considerations were discussed. For example, CYP may have found it distressing sharing negative experiences. | Ethical approval gained from the Faculty of Social Sciences Research Ethics | Ethical considerations regarding interview popular children vs children with less friends not addressed? Were those children | Ethical Approval gained from host institution's Research Integrity Committee.

Ethical considerations | Ethical approval gained by host university

Methods ensured anonymity | Ethical approval obtained from University of Sheffield

Children given the choice of having TA | Short interview so not to overwhelm participant

Parent and LSA present |

| | All the quotes are anonymised. | Committee at the University of Southampton

Children provided assent and were given an accessible project information sheet

A teacher was present for the interviews. | made aware that was the reason they were picked?

No ethical considerations for the HI pupils in discussing difficult topic of not being included or not being able to access the learning | around pupil interviews were addressed by getting child-friendly consent, getting consent on each occasion, allowing some pupils to have interview without recording, have a close adult in close proximity and checking questions with adults who know the children first. | and confidentiality for participants. | present in interview.

Children given lots of methods to share their views. | |

Appendix 2.5

Summary of WoE Judgements: Search One

Paper (author, date)	WoE A: Generic on quality of execution of study	WoE B: Review specific on appropriateness of method	WoE C: Review specific on focus/approach of study to review question	WoE D: Overall judgement
Simkin & Conti-Ramsden, 2009	Medium	Low-medium	Low-medium	Low-medium
Warren, Buckingham & Parsons, 2020	Medium-high	Medium-high	Medium-high	Medium-high
Ridsdale & Thompson, 2002	Low	Low	Low-medium	Low
Bond & Hebron, 2017	Low-medium	Medium-high	Medium-high	Medium-high
O'Hagan & Hebron, 2016	Low - Medium	Low	Medium	Low-medium
Harvey & Spencer, 2019	Medium-High	Medium	Medium-low	Medium
Cuckle & Wilson, 2002	Low	Low	Low	Low

Appendix 2.6

Search Procedure: Search Two

Data bases:	Academic Search Complete – Now Academic Search Ultimate APA PsycInfo British Education Index Child Development & Adolescent Studies Education Research Complete ERIC (Education Research Information Center)
PICOS Search Strategy:	Participant: Deaf Children and Young People Exposure: School Outcomes: Views or experiences Context: Education Study Type: any
Search Terms:	deaf or hearing loss or deafness or hard of hearing or hearing impair* or d/hh AND school or education or classroom views or experiences or opinions or thoughts or experiences or attitudes or perceptions or beliefs students or pupils or children or adolescents or youth or child or teenager or young pe* all (title) 292 2002 = 219 Academic journals 183 Duplicates removed = 78

	English = 68
	Excluded: adulthood, thirties, middle age & young adulthood.
	Included: adolescence, childhood, school age
	= 19 articles
Exclusion Criteria:	1 already included in search 1
	10 excluded due to not being relevant to review question
	= 8 articles
Rerun (April 2023)	6 additional articles
	3 excluded due to not being relevant to review question
	2 excluded due to not collecting views of D/HH CYP
	1 excluded due to data collected from CYP with a variety of SEND

Appendix 2.7

Overview of Articles in the Literature Review: Search Two

Reference (Location)	Themes	Aim	Sample	Design	Measure & Data analysis	Findings
Doherty, M. (2012). Policy and practice in deaf education: views and experiences of teachers, and of young people who are deaf in Northern Ireland and Sweden. European Journal of Special Needs Education,	Themes: BSL vs SE Learn more if BSL was used Lack of exposure to sign in their early life experiences Teacher support Or lack of it Lack of awareness from teachers Inclusion Not having same expectations as hearing peers	Comparison between northern Ireland (oral & total communication forms based on speech) and Sweden (sign bilingual) to see if NI policy could be improved to change the outcomes for deaf CYP (weak literacy skills and	16 CYP (age 15 – 23) 2 from a deaf family background Profoundly deaf from birth Attended a school for deaf	Qualitative approach	Semi-structure interviews carried out with teachers and then with young people who attended or previously attended schools in NI or Sweden. Interviews took place in classroom and supervised by teaching staff. Thematic analysis	Communication experiences Coming from a deaf family supported Signing. Sweden parents given access to early intervention support programme Lack of preparation at home made school difficult, they felt lost because they had limited communication experiences Learning signed English made It hard when it came to be introduced to BSL (NI) Experiences in school

| 27(3), 281–299. https://doi.org/10.1080/08856257.2012.678663 (Northern Ireland & Sweden) | Deaf culture and singing negative identity struggling to embrace deaf culture until they joined a deaf club Peer Bullying around who can sign better Ongoing contact with deaf peers is important as it was supportive and strength signing and deaf awareness | below average reading) Interviews aimed at finding out about their school experiences around communication . | | | | Most Swedish felt academically and socially supported and included as people were deaf aware and sign language was used Swedish – valued high level of support from teachers and assistants, felt they had been given social skills needed NI – positive experience with having a deaf classroom assistant – she facilitates communication Bullying reported by half of the children – little done to prevent it Felt they did not get the support they wanted (fighting over the TA and finding lessons harder without her) Class teachers signing was not good – using signed English not BSL |

						Teachers had low expectations of the children – led to knocked confidence, felt they weren't given the same opportunities as their hearing peers
						Felt disheartened with the outcomes i.e. their results
						Difference in language policies influences educational experience for deaf CYP
Reference	Key concepts/theories	Aim	Sample	Design	Measure & Data analysis	Findings
Olsson, S., Dag, M., & Kullberg, C. (2017). Deaf and hard-of-hearing adolescents' experiences of	Mainstream teachers less supportive of learning environment compared to special schools General well-being, academic and social	Overall: To examine if a mainstream or special school is more suitable for deaf and hard-	6652 adolescents (13-18 yrs old) 1 county in Sweden	Cross-sectional, quantitative approach	Looking at well-being, social inclusion & academic inclusion	Well-being More students without disability reported feeling very good compared to D/HH and D/HH & additional disability groups More D/HH students in special schools reported feeling very good compared to

inclusion and exclusion in mainstream and special schools in Sweden. European Journal of Special Needs Education, 33(4), 495–509. https://doi.org/10.1080/08856257.2017.1361656 (Sweden)	inclusion better in special school	of-hearing students. 1: to compare wellbeing between D/HH, D/HH with additional needs & those without 2: To compared D/HH groups experiences of inclusion and exclusion 3: to see if any gender differences exist	94% (no disability) 4% (D/HH) 88% mainstream 2% (D/HH & additional needs) 89% mainstream		Total survey about their life and health. Survey carried out in 2011 10 questions on disability, well-being, social/academic inclusion used Academic inclusion did not measure actual outcomes such as grades, it was self-report. Likert scale (1-5) used	those in mainstream schools. Same for D/HH with a disability. Also, same relationship for life satisfaction. Girls in special schools report feeling good less compared to girls in mainstream schools. But this is equal for boys. Social Inclusion D/HH and D/HH with disability are satisfied socially in special schools more compared to mainstream. Less pronounced for D/HH group. D/HH (64%) more likely to have friendships in mainstream schools compared with D/HH with additional needs. Academic Inclusion

| | | | | | SPSS data analysis | Students in special schools more willing to participate in discussion, although still low.

D/HH more likely to ask questions in mainstream school, still low (27%) compared to special school (19%). However, this is reversed for D/HH with additional needs group.

1/3 from both groups report that teachers make a conducive learning environment in special schools. This is less in mainstream schools.

Half from both groups report that teachers explain things well in special schools. This is around 1/3 in mainstream schools. |
|---|---|---|---|---|---|---|
| Reference | Key concepts/theories | Aim | Sample | Design | Measure & Data analysis | Findings |
| Edmondson, S., & Howe, J. (2019). | Lack of deaf awareness | Clear RQs stated | 5 young people with | Qualitative | Interpretive Phenomenological Analysis (IPA) | Facilitators to positive social inclusion:

Interpersonal relationships |

Exploring the social inclusion of deaf young people in mainstream schools, using their lived experience. Educational Psychology in Practice, 35(2), 216–228. https://doi.org/10.1080/02667363.2018.1557113 (England)	Peers – curiosity, lack of understanding and hurtful comments Avoiding peers, not wanting to be judged Social inclusion Supportive and understanding friendships Acceptance Covering hearing aids Attending deaf club, meeting other deaf children Wanting to help others Important to note these were the only children in their year group with hearing loss	Ethical approval gained through University ethical review process To gain an understanding of Year 9 students with a moderate hearing loss experiences in secondary school	moderate hearing loss attending different mainstream secondary school		Semi-structured interviews – lived experience Pre-identified areas discussed	Discussed positive and supportive friendships and peers that accepted them There participants did not appear to have difficulties with making friendship – most reported being in an established group. One child discussed the positive experience of knowing other deaf children – linked to acceptance and not feeling alone. Self-concept and confidence Acceptance of hearing loss over time. Developed confidence. Now wanting to help others accept and raise awareness. Barriers to positive social inclusion: Social Issues and Functioning

Reference	Key concepts/theories	Aim	Sample	Design	Measure & Data analysis	Findings
						When support networks were not available e.g. if friends are unwell, other peers may not be as understanding Social issues outside of friendship group were because peers did not understand or made hurtful comments. Lack of deaf awareness Negative reactions from peers – linked to perceiving others may judge them. School not addressing the bullying in one case. Having to repeat answering questions about their hearing loss Some children report limiting their interactions Social embarrassment Covering hearing aids with hair

Bartlett, R. (2017). The experience of deaf students in secondary mainstream classrooms. Educational & Child Psychology, 34(4). (England)	The idea that deaf children have responded with resilience TA relationship and support Peer friendships & bullying Importance of deaf awareness Not wanting to be seen as different – school inclusion Wanting to be part of the community	Aim: Explore the classroom experiences of deaf secondary age students who attend a mainstream school in England.	Communicate primarily in spoken English not sign 10 participants – no further info?	A 'voice of the child' approach (Grover, 2004; Fargas-Malet et al., 2010; Lundy, 2007) one to one interviews	Interviews took place in participants homes Grounded theory approach	Barriers to learning Technology supports their hearing – they had to advise their teachers on the technology. Some interventions enhance their learning Noise in the environment Teachers knowledge and deaf awareness e.g. wearing jewellery, not putting on subtitles. Normalisation They want to be normal people who happen to be deaf e.g. radio aids and Tas Little reference to their statements (EHCs) Strong relationships with teacher Reliance on peer relationships in class – make suitable allowances but still see them as friends Personal response One day about deaf awareness

Reference	Key concepts/theories	Aim	Sample	Design	Measure & Data analysis	Findings
						Drawing attention to themselves to get their needs met is difficult – linked to not wanting to be seen as different. The risk and resilience model "Not to learn from the students about their experience would be to overlook a rich source of information on how schools and teaching might be improved and the underperformance of deaf children addressed."
Alexandra Vetter, Erwin Löhle, Jürgen Bengel, & Thorsten Burger. (2010).	Family background (parents hearing or deaf?) Bimodal communication	Compared school experiences of hearing impaired students in	57 children with hearing impairment	Quantitative comparison study	Questionnaire to assess personal integration experience (social, emotional	Mainstream students scored significantly higher on emotional integration. (sense of wellbeing at school) compared to those attending a school for hearing impaired. Quan so no explanation for why this may be?

| The Integration Experience of Hearing Impaired Elementary School Students in Separated and Integrated School Settings. American Annals of the Deaf, 155(3), 369–376. https://doi.org/10.1353/aad.2010.0015

(Germany) | Mainstream vs special? Overall school setting appears not to account for much | separate (school for the deaf?) bio-modal communication vs integrated settings focus on spoken language, one child in the class with support of a specialist teacher (mainstream) | Group 1= 31 children being educated in a school for hearing impaired students

Group 2 = 26 being taught at a mainstream school (mix of full inclusion or some integrated classes) | | and performance) for the children

CT – evaluated psychosocial behaviour using strengths and difficulties questionnaire

Vocabulary test used to provide indication of language development.

SPSS: t-tests used to determine differences between samples | Very unlikely to be just school, there are differences between the groups.

But effects of hearing status of parents and bimodal communication more important.

Integrated schooling sample – better integration experience linked to few psychosocial abnormalities and better communicative skills.

Separate school sample – no link |

Reference	Key concepts/theories	Aim	Sample	Design	Measure & Data analysis	Findings
Hadjikakou, K., & Stavrou, C. (2016). Academic and Social Experiences of School-Aged Cypriot Children with Unilateral Hearing loss. Hellenic Journal of Psychology, 13, 13-46. (Cyprus)	Communication Deaf awareness of teachers Received support	Explore the academic and social experiences of children with unilateral hearing loss who attend mainstream school.	18 pupils with UHL Secondary school All trained orally 14 not using hearing aids No other known disability	Qual	Semi-structured interviews Questions based on academic inclusion, social inclusion and general issues Coding and search procedure and interpretive analysis	Report positive academic and social experiences. Lots of academic support, seating, teacher support, adaptation, 1-1 sessions as pre teaching. Teachers' deaf awareness is important Most had friendships with their peers, only a small number felt lonely. Done to having good communicative skills. Most did not mix with other d/hh children or adults. Listening when there is noise or group discussion, low voice etc makes it more difficult (classroom environment)
Reference	Key concepts/theories	Aim	Sample	Design	Measure & Data analysis	Findings

Iantaffi, A., Jarvis, J., & Sinka, I. (2003). Deaf pupils' views of inclusion in mainstream schools. Deafness & Education International, 5(3), 144–156. https://doi.org/10.1179/14643150379056067 3 England Methodology/aims is in the following article:	Deaf awareness Teachers and support in class Peer relationships Identity Embarrassment, trying to hide hearing loss Exposure to other deaf people	Document and disseminate deaf pupil's experiences of inclusion Identify barriers and factors facilitating the effective inclusion of deaf pupils into mainstream schools	83 pupils KS3 (yr 7 – yr 9) 61 deaf (range of deafness) 22 hearing (2001-2002) 39 males 44 females 22 deaf & 22 hearing pupils took part in focus	Qual interviews and focus groups	One to one Interviews (activities and answer qs) Able to express themselves in serval ways, visually and verbally Pupils chose their mode of communication. 27 signed 34 communicated orally Focus groups to explore issues	Referred to communication as speaking, just talking, signing or sign and talk rather than BSL, auditory/oral, sign-supported English or Total communication. Identity Being able to talk to other deaf pupils had advantages such as ease of communication, not feeling isolated and having a shared understanding But also appreciate having hearing friends as well. Identity is an issue – having deaf adults as role models is helpful. Appreciate support received by teacher of Deaf, although there is a fine line – can also become intrusive or interfere academically or socially.

Jarvis, J., Sinka, I., & Iantaffi, A. (2002). Inclusion — What deaf pupils think: an RNID/DfES project undertaken by the University of Hertfordshire, November 2001–July 2002. Deafness & Education International, 4(3), 142-147. https://doi.org/ 10.1179/14643			group phase 25 different schools, 16 different areas in England 15 had specialist units and 3 had SEN bases		raised in interviews 10 carried out in 5 different schools Data analysis: transcribed, coded, analysed – doesn't give a specific data analysis method.	Teachers need to be aware of strategies but do it discreetly as the children don't like to be singled out. Don't want too much attention. Teachers awareness had an impact, e.g. managing noise levels, having a good understanding or moving so they can see their lips. Some teachers less aware, did not appreciate difficulties faced or manage the equipment. Teachers shouting and peer noise can be difficult to manage Hearing and radio aids were considering embarrassing and made their hearing loss visible try to avoid wearing it. Friendships was a defining topic, social inclusion underpinned academic inclusion

| | | | | | | Raising profile of deafness amongst hearing pupils and also helping deaf pupils develop inclusion strategies |
| 1502790560836 | | | | | | |

Reference	Key concepts/theories	Aim	Sample	Design	Measure & Data analysis	Findings
Israelite, N., Ower, J., & Goldstein, G. (2002). Hard-of-Hearing Adolescents and Identity Construction: Influences of School Experiences, Peers, and Teachers. Jour nal of deaf	Looked specifically how their experiences in school had shaped their identity at identity formation, and found fitting in with mainstream peers difficult Deaf awareness of teachers is poor Bullying, isolation, loneliness	To consider how school experiences shape identity of HH students who have attended a HH programme	7 adolescents (Hard-of-hearing – HH) 6 girls, 1 boy 6 – oral English, 1 – ASL and oral English	Qualitative Study Constant comparati ve method	2 Open ended group interviews Written questionnaires Students speak of an area of interest and researchers ask follow up questions	Fitting in and being part of mainstream was important for all students, citing it as one of the greatest challenges as a HH student. To fit in, they student felt they had to be normal, act and talk like hearing people Tried to reduce othering by highlighting similarities with their hearing peers Being free to talk more openly in the HH class compared to in the mainstream class.

studies and deaf education, 7(2), 134–148. https://doi.org/ 10.1093/deafed/7.2.134 (Toronto)	Wanting to fit in – identity		Language developed through speech and hearing 3 had learning disabilities, 2 had mild physical disabilities and 2 were EAL (14-17 years old) Attended special		Interview 1 - discussed school experiences openly Interview 2 – semi-structured	Wanted to hide their hearing loss, although one discussed that answering questions allowed him to fit in as others understood. Report experiences of feeling isolated and alone in mainstream classes, pointing, staring, making remarks – students suggests this may be because they don't know anything about HH people. 5/7 reported negative experiences with mainstream teachers – they had little knowledge about working with HH students. Stereotype or misunderstand Felt teachers played an important role in supporting the inclusion of HH

| | | | classes for HH students either full time or part time (4 – 9 years of elementary school) Combined specialised instructions in segregated classes with some mainstream experience (same school | | | students in mainstream but teachers were not prepared to do this

A need to raise awareness amongst teachers

Teacher negative attitude made it difficult to be accepted amongst their peers and make friendships

Teachers put unwanted attention on hearing loss, giving special attention, feeling othered

HH programme
(This is retrospective)
Peers: closeness with other HH students in the class – important for emotional well being, felt accepted and valued.

First positive experiences with friendships in HH programme |
|---|---|---|---|---|---|---|

			and same class) Invited by second author who conducted the HH programme			Didn't hate themselves anymore Teachers: provided positive support and encouragement, take pride in who we are. Provided support with communication skills 5/7 said they would prefer special class for HH students with gradual entry into mainstream as preferred educational placement.

Table of WoE Critical Review: Search Two

Paper (author an date)	Olsson, Dag & Kullber, 2018	Bartlett, 2017	Doherty, 2012	Vetter, Lohle, Bengel & Burger, 2010	Hadjikakou & Stavrou, 2016	Edmondson & Howe, 2019	Iantaffi, Jarvis & Sinka 2003/Jarvis, Sinka, Iantaffi, 2002	Israelite, Ower & Goldstein, 2002
WoE A: Generic on quality of execution of study								
Transparency Did they explain how they got to their RQ, aims, objectives and methods?	Very clear aims & research questions Literature leads up to the gap and justification of the research.	No discussion of research question Background/bia ses not discussed.	Justification is good: they compare the education outcomes for NI vs Swedish deaf CYP and how	Justificatio n of the importanc e of a compariso n of different education	RQs and aim clearly laid out. Clear lead up to rationale, highlight	RQs and aim clearly stated Discussion of philosophic al	Clear aim around wanting to find the pupils perceptions of their inclusion	Discussion of approach and background Justify why the topic is important

Do they state their philosophical background and own biases/background? Do they justify why this topic is important in relation to the field?	Background/biases not discussed. Share the questions used to collect data.	Used a critical friend. No information about interview prompt? No info on participants	it is important to compare and learn from Swedish policy. No discussion of own biases or background. No info on aims or research questions	al styles for hearing impaired CYP. This leads on to the purpose – but no mention of RQs. No discussion of biases or philosophical background	gap in the literature. Provide the interview schedule in appendix	background around IPA and lived experiences. Also recognising this was the researchers interpretation of what has been said. Need for research justified and related to EP practise	No RQ stated. Justification using national and legal context and to add to the field of growing information. No discussion of own biases or researcher positioning	Transparent about author being a teacher, they do not reflect on the biases this may have caused however. Do not provide research questions or aims

Accuracy	Participants completed questionnaires	Use of National Deaf Children's Society to recruit over schools and LAs to minimise input of investigator and schools/teachers	Teaching staff present in interviews so CYP may have been less willing to share	Significant difference between groups on hearing impaired family background and use of sign taken into account in analysis	Questions based on current literature – so possibly missed some views that may have occurred organically.	Pre-identified areas discussed and through the lens of social inclusion, therefore other aspects of lived experience may have been missed	Yes, participants given lots of ways to express their views	All from one class and author is one of their teachers could be a bias?
Do the findings represent participants views and based on suitable information?	May have mis-interpreted questions							
	Self-report and quantitative data so difficult to determine the "why"		Interpreter to interpret from BSL o English or SSL to Swedish so possible bias?				The interviews had structured prompts so may have missed some things	Suggest that knowing the students well mean they could provide an accurate representation of their views
Are the views suitable to the research field?		Only researcher and participant present		Statistics so the "why" of pupil voice is missing		Includes an array of quotes from participants	Issues raised in interviews were further explored	Use of open
		Labels attached to theme came from what they said not the literature review		CT filled out				

				measure looking at psychosocial behaviour so no relevant to pupil voice		However, still includes pupils views and voice through quotes which can improve the research field.	using focus groups Participants able to use the terminology they wanted	interview, so pupils able to share what is important or of interest to them
Accessibility Do they discuss how these findings have/can be shared and who they are important to? Do they discuss how the findings	Yes, they discuss how these add to the discourse surrounding inclusion in Sweden No discussion around implementation	Yes – lots of recommendations as a result of the findings across an array of stakeholders	Yes they share implementations for NI policy – although as stated a lot of this is down to funding	Partially, although the findings require further exploration to be useful.	Provide implications and future directions	Provide implications for EP practise going forward and why it will be important for the EP field.	Yes lots of detail on implementation and how these findings can be used.	Yes, they discuss the role of schools etc in the identity of HH pupils

can be implemented?								
Specificity Do the results meet the standards of the sources? Does it all make sense? Do they make sense in the context? As an independent person? Does it seem to be robust?	The research does not consider reasons for participants responses as only quantitative data was collected. Data taken from previous survey in 2011, so outdated. Also interview questions not designed specifically for this research.	Haven't been transparent on details around the participants. Participants collected via charity to avoid conflict or bias from school. Haven't provided interview prompts. Use of critical friend.	Only two schools so different to generalise Provides a comparison Use of interpreter so things may have been missed	One school so difficult to generalise	Multiple people reviewed the data although the researchers coded themselves	Data interpreted by researcher, so may have been misunderstood	Use of a pilot study to identify any issues. Considered the role of power dynamics on how the children may have felt sharing – accounted for this with multiple ways to share their voice.	Use of triangulation and peer debriefing when coding the data Data analysed by researchers

Is it enough detail to make that judgement? Is it specific enough? Vs general terms?							Checked in on staff roles when there may have been confusion, i.e. deaf teacher could mean teacher of the deaf or a deaf person who is a teacher	
WoE B: Review specific on appropriateness of method								
Purposivity Does the research achieve their	Secondary data from a survey – no control of the questions or	The themes drawn don't always match the quotes used?	This is only one school in NI and one school in Sweden so	No because there are differences between	No comparison with hearing peers	Yes Yes, IPA and semi-structured	Yes gained pupil voice from 16 different locations	Yes, the open nature of the questions allowed

aims and objects? Does the method used fit the purpose of this research?	collection of data. It adds pupil voice to the discourse around special schools vs mainstream schools.		difficult to generalise Does offer a comparison and clearly state differences in responses	the participant groups making it difficult to compare school experience. Also not qualitative data so well-being differences may not be related to educational experience.	Provides insight to experiences of UHL students	interviews allowed them to explore lived experience but in relation to social inclusion	across England. Pupils had a range of deafness. Use of semi-structured interviews and focus groups to give children different outlets to share.	them to explore these young people's views Difficult to generalise as all from same HH programme and friends

WoE C: Review specific on focus/approach of study to review question								
Utility Is the knowledge useful to my review question?	Yes, it is helpful to compare D/HH CYP experiences in mainstream and special schools. This is in Sweden so a different education system.	Yes, it is helpful, particularly around the barriers or inclusions to learning.	Yes, it is helpful to know how CYP in schools for deaf feel about their experience – particularly around teacher awareness in a deaf school.	Not particularly as it does not provide qual data on differences and concludes that differences are due to family background rather than school	Yes, it shares important themes related to the social and academic experiences of CYP with UHL.	Yes, it is helpful to know how deaf CYP experience school from a social aspect. Although these children were the only ones in their year group, so very different experience	Methodology is good which is helpful to inform my research. 20 years old now Before EHCPs & change in code of practise	Yes, provides insight into pupil experience of being educated in a HH programme with some mainstream experiences

					experienc e.	to those in an RP with other deaf CYP.		
Propriety Is the research ethical? Were ethical considerations addressed?	Ethical principles from research council followed. Ethical approval from review board Participation and right to withdraw made clear to participants. Informed consent gained.	Interviews took place in participants homes	Interviews took place in classrooms Informed consent, confidentiality and anonymity discussed References to the British Educational Research Association	No ethical discussion?	Discussion of ethical issues around anonymity, confidentiality and access to the data were discussed. Parents and participants provided informed consent.	Ethical approach gained through university ethical review process. Did interviews over 2 days based on this potentially being a difficult or different experience	Discussion around power dynamics of gaining consent from pupils. Pupils given the option to withdraw throughout the process.	No mention of ethical approval No discussion of ethical implications of being interview by teacher

					for the participants		

Appendix 2.9

Summary of WoE Critical Review: Search Two

Paper (author, date)	WoE A: Generic on quality of execution of study	WoE B: Review specific on appropriateness of method	WoE C: Review specific on focus/approach of study to review question	WoE D: Overall judgement
Olsson, Dag & Kullber, 2018	Medium	Low-Medium	High	Medium
Bartlett, 2017	Medium	Low-Medium	Medium-High	Medium
Doherty, 2012	Low-Medium	Medium	High	Medium
Vetter, Lohle, Bengel & Burger, 2010	Low-Medium	Low	Low	Low (excluded)
Hadjikakou & Stravrou, 2016	Medium-High	Medium	Medium-High	Medium-High
Edmondson & Howe, 2019	High	Medium	High	Medium-High
Iantaffi, Jarvis & Sinka, 2003	High	Medium	Medium	Medium
Israelite, Ower & Goldstein, 2002	Medium-High	Medium-High	Medium	Medium

Appendix 3.1

School Consent Form

School agreement & Contract

Thank you for your interest to take part in the study. To ensure you are full informed about the commitment from the school these are the following things required:

- Additional meeting with CSW to explain the whole process so they are informed about their involvement.

- A room for the sessions

- 8 sessions lasting up to 2 hours with the co-researchers and the CSW

- Send out parental consent and get child consent

- Digital equipment depending on what the children choose as means of data collection (e.g., iPads or apps if the school have access)

In addition, by signing this consent form the school waiver any potential rights to the research and data output and are not co-authors.

Signed: _____ (researcher)
Date:

Signed: _____ (school staff)
Date:

Appendix 3.2

Information Sheets (co-researcher & parent/carer)

CO-RESEARCHER INFORMATION SHEET

Who am I?

Hello, my name is Abi.

I am a student at the University of East London, and I am training to be an Educational Psychologist. As part of my work, I am doing some research and you could take part if you like.

What am I finding out?

I am interested in schools that have resourced provisions like yours. I would like to find out what you think about your school and the provision that you get. It would be good to find out what you think is working well and what could be even better. I am looking for young people to help me design my research to make sure I am finding out what is important to you.

What will I do?

If you say yes, you will meet with me and some of the other children at your school for 8 sessions across the Summer and Autumn term. I may meet with you in person or I may meet with you via Microsoft TEAMS. A staff member from your school will be with us in the sessions. The sessions will involve the following:

- Designing the research questions and aim
- Designing how we should collect the data
- Collecting the information together
- Analysing the information to pick out themes
- Designing ways that we can feedback our findings to your school

- Feeding back to your school

Why?

- Your opinion and views will be very helpful to improve the experience of school for yourself, the children in your school and other children in different schools.
- It could be fun for you to have your opinions listened to and to be able to share with your school what could be better.

Can I change my mind?

- You do not have to say yes to taking part.
- If you do say yes and later change your mind, you can leave at any time.
- You do not have to take part in all of the sessions if you do not want to.

What else should I know?

- I will take notes of the things you say in our sessions and this will not be seen by anyone else.
- During the data collection, I will record our findings but no-one else will hear it.
- Your name won't be used in the research.

What should I do now?

Talk to your friends, teachers and family to help you say yes or no. If you have a question, you can ask your teacher to email it to me and I will answer. If you would like to take part, you can sign the consent form. I will also ask your parent/carer to sign a form as well.

Contact me: Abigail Jalkhi (Trainee Educational Psychologist)

Email: U2064599@uel.ac.uk

PARENT/CARER INFORMATION SHEET

Title: Participatory Research Exploring the Views of Children and Young People being Educated in a Hearing-Impaired Resourced Provision

Contact person: Abigail Jalkhi (Trainee Educational Psychologist)

Email: U2064599@uel.ac.uk

My name is Abi Jalkhi and I am training to be an Educational Psychologist at the University of East London. As part of my training, I am conducting research into exploring the views of children and young people being educated in a Resourced Provision (RP). To do this I would like to form a Children Co-Researchers Group to help me with finding this information out. I am hoping these children can share their views on what they think about the support they are receiving in school. These findings will be fed back anonymously to the school in the hopes to improve the school experience for these children.

Your child is being invited to participate in this research study. They would become a co-researcher and form part of the Children Co-Researchers Group. Before you decide whether they should take part or not, please carefully read through the following information which outlines what their participation would involve. Feel free to talk with others about the study (e.g., friends, family, etc.) before making your decision. If anything is unclear or you have any questions, please do not hesitate to contact me on the above email.

What is the purpose of the research?

There is currently little information about the views of children and young people who attend a RP. I am interested in finding out the views of these students and how they feel about the support they receive. I would like my research to put these students'

opinions at the centre and hopefully improve the experiences of students being educated within a RP.

Why has my child been invited to take part?

To address the study aims, I am inviting children who are currently being educated within a RP to take part in my research. If your child is on roll at a mainstream school and being educated in a resourced provision, they are eligible to take part in the study.

It is entirely up to you and your child whether they take part or not, participation is voluntary.

What will my child be asked to do if I agree for them to take part?

If you agree for your child to take part, they will form a Children Co-Researchers Group with some of their peers and we will meet together at their school for 8 sessions which will last up to 2 hours each. A Community Support worker will be present for all the sessions. I aim to meet with this group in person, however I may need to meet with them online via Microsoft TEAMS depending on the COVID-19 guidelines at the time. The sessions they will take part in will include the following:

1: Deciding on research aims & questions and discussing terminology that will be

used in the research.

2: Research design (deciding how we collect the data e.g. interviews, focus group)

3: Data collection (involved in responding but also potentially collecting the data such

as asking each other the questions)

4: Data collection

5: Data analysis (including research training)

6: Data Analysis

7: Designing ways to share our results with the school

8: Sharing our results with the school

Your child can withdraw at any time if they no longer want to take part.

I will take notes during our sessions and the things your child contributes to inform the research. During the data collection sessions, I will be recording our work together via an external audio recording device or via Microsoft TEAMS. If we are working on Microsoft TEAMS your child can turn their camera off if they wish and any video recording taken will not be used during the data analysis. I am the only person who will have access to any recordings taken and these will be stored securely.

Can I change my mind?

Yes, you can change your mind at any time and withdraw your child from the participation without explanation, disadvantage or consequence. If you would like to withdraw your child from the research, you can do so by letting myself or a staff member know. If you withdraw, your child's data can be withdrawn up to the point of data analysis. This will be 3 weeks after the data collection takes place. After this point data analysis will have started and the data can no longer be withdrawn.

Are there any disadvantages to taking part?

Your child may feel upset talking about school or working with an unfamiliar adult. Your child will be able to speak to a trusted adult at their school after our work to make sure they are okay.

How will the information my child provides be kept secure and confidential?

All data will be stored on the secure university hard-drive and backed up on the researchers personal, password protected laptop.

The raw data, which will be the recordings will be accessible to the researcher only. Once the research is over, the recordings will be deleted. Only anonymised data will be kept after this.

The anonymised data, including transcripts and notes from our sessions, will be stored under pseudonyms for the co-researchers including a pseudonym for the school. The anonymised data will be accessible to the researcher, the researcher's

supervisor, and examiners. It will also be accessible to the Children Co-Researchers Group when they are involved in the data analysis.

Following the research, the data will also be available to share with others upon request this may include other researchers or school staff. Co-researchers will not be identifiable from any of this data. The anonymised data will be kept indefinitely to inform future publications.

Whilst the work with the Children Co-Researchers Group will remain anonymous, there may be some exceptional circumstances where anonymity and confidentiality would have to be broken, for example, if it was felt that a child was at risk. In this circumstance, the schools safeguarding procedure would be followed and your child would be informed of this.

For the purposes of data protection, the University of East London is the Data Controller for the personal information processed as part of this research project. The University processes this information under the 'public task' condition contained in the General Data Protection Regulation (GDPR). Where the University processes particularly sensitive data (known as 'special category data' in the GDPR), it does so because the processing is necessary for archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes. The University will ensure that the personal data it processes is held securely and processed in accordance with the GDPR and the Data Protection Act 2018. For more information about how the University processes personal data please see www.uel.ac.uk/about/about-uel/governance/information-assurance/data-protection

What will happen to the results of the research?

The research will be written up as a thesis and submitted for assessment. The thesis will be publicly available on UEL's online Repository: Registry of Open Access Repositories (ROAR). Findings may also be disseminated to a range of audiences (e.g., academics, clinicians, public, etc.) through journal articles, conference presentations, talks, magazine articles, blogs. In all material produced, your child's identity will remain anonymous, in that, it will not be possible to identify the child or school personally. Personally identifiable information such as names and schools will be changed to pseudonyms. You and your children will not be involved in the publishing of the data or research and are not co-authors.

You will be given the option to receive a summary of the research findings once the study has been completed.

Who has reviewed the research?

My research has been approved by the School of Psychology Research Ethics Committee. This means that the Committee's evaluation of this ethics application has been guided by the standards of research ethics set by the British Psychological Society.

Who can I contact if I have any questions/concerns?

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Abigail Jalkhi

Email: u2064599@uel.ac.uk

If you have any questions or concerns about how the research has been conducted, please contact my research supervisor Dr Janet Rowley, School of Psychology, University of East London, Water Lane, London E15 4LZ,

Email: J.E.Rowley@uel.ac.uk

or

Chair of School Research Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.

(Email: t.patel@uel.ac.uk)

Thank you for taking the time to read this information sheet

Appendix 3.3

Slides Detailing Purpose and Role

What is the Co-Research group going to do?

?   Design the questions we want to ask

📋   Collect information

🔍   Look at the information and talk about what it means

🖥   Tell our school what we found

How often?

8 Sessions (this is the first one)

From now until Christmas

Sessions will last around 2 hours

You can withdraw at any time

Appendix 3.4

Example Agenda

Session	1: Research aims & questions
Introduction	Researcher Introduce themselves Attendees to introduce themselves Ice breaker: Ice-breaker game: 2 truths and a lie
Research Discussion Points	Outline research: (using visual handouts or ppt slides) To get the views of CYP attending ARP. Explain the role of co-researcher Break: Researcher to provide snacks to be shared during break (Ensure hand sanitiser is used and they are individual snacks e.g. individual crisp packets) Outline for Today: name, topics of interest, terminology, question & aims Discuss the following using a flipchart/ large paper and visual pictures drawn as we go: Project name Topics of interest based on their school experiences Terminology to be used Finalise research question & aims
Looking Forward	Next week we will think of how we can answer our research question.
Feedback	Co-researchers asked for brief feedback on how they found it and ideas for next time to make it better e.g. Games/ice breakers? Snack ideas? Room set up?
Game	Any remining time used to play a game of co-researcher's choice

Appendix 3.5

School Experience List

- Mental health & well-being
- Discrimination
- Identity
- Problems with radio aids (e.g. teacher covering with paper, lanyard making noise, not wearing it, putting it on the table, not muting it for private conversations, not unmuting)
- Fights in schools
- Getting picked to share answers on the spot (lolly pop sticks)
- Puberty
- Being left out
- Feeling different
- Being bullied
- Teacher ignorance
- Not being considered by others
- Friendships (friends not understanding even when you've told them)
- Views towards deaf community
- Social media
- Miscommunication and mis hearing
- Advocating for yourself (discussed advocating which was used by one pupil to mean standing up for yourself)
- Acceptance of yourself and feeling confident (discussed it comes with age)

Appendix 3.6

Slide Detailing Initial Training on Data Collection Tools

Appendix 3.7

Interview Schedule

Do you feel that the support you get improves the quality of your school experience? Why?

Does the support you get help you? What do you like? What do you dislike?

What do you want to improve in mainstream school?

How do your school experiences help you ambitions and goals in life? Do you have any role models?

What is making friendships at school like as a deaf person?

How do you identify as a deaf person in school?

What could make your school experience better?

Appendix 3.8

Transcript Extract

Transcript 3

Date: 11.10.2022

Present: Researcher & Student Expert 3, Student Expert 4 & Student Expert 5

Researcher: Okay. Do you feel the support you get improves the quality of your school experience? Why?

Student Expert 4: Can you repeat that please

Researcher: Do you feel the support you get improves the quality of your school experience?

Student Expert 5: Yeah

Student Expert 4: Yeah

Student Expert 3: yeah

Researcher: Tell me more. Why?

Student Expert 3: Well, I would say they give us extra work in case we find a topic hard and some other students don't get that so it can, it kinda helps us understand what the work is about

Researcher: mhmm

Student Expert 3: and yeah

Student Expert 4: Ummm, I feel like when in a lesson, like we don't understand anything, they will be able to come directly to you and help you with the work more and get and they are easier to explain about the subject and that

Student Expert 5: Same thing

Researcher: Yeah.

Student Expert 3: I would also say, it would be easier cus there's so much people talking and sometimes you might miss something and then we'll just ask them, you

know, so we find it easier to like get the work done and yeah. (laughs). And what else

Student Expert 4: Let me think

Student Expert 5: The support is good.

Student Expert 3: Yeah and they take us out of lessons when it's like noisy or cover lessons and when it's more quieter it's more understandable

Researcher: mhmm

Student Expert 3: and yeah

Student Expert 4: and it's just like when they come and take us out of the lessons, they do more work with us about the lesson individually

Student Expert 3: What else? And I guess they kinda encourage us to like put our hand up and

Student Expert 4: improve our confidence

Student Expert 3: yeah

Researcher: mhmm

Student Expert 3: and understand what our GCSEs will be about and yeah

Researcher: Yeah. So does the support you get help you?

Student Expert 3: Yeah

Student Expert 4: Yeah

Researcher: What do you like about it?

Student Expert 4: ummm

Student Expert 3: It just helps us

Student Expert 5: it helps us like

Student Expert 3: Do the work, understand and not forget the work

Researcher: yeah

Student Expert 3: and boost our confidence

Student Expert 4: I feel like if we didn't get the support then we compare it like with getting support then without it, I think I wouldn't of known the things that I did with support and it help better

Researcher: yeah

Student Expert 3: what else? That's it.

Researcher: What do you dislike about the support you get?

Student Expert 5: it's embarrassing for me, like you know all the other people are around the class and when the teacher come to me and wants to sit next to me or something they, everyone think that we stupid or dumb, that we don't know anything and also mmm, just like, I find it annoying like because you not really doing work and sometimes they like tap my shoulder, I don't like it and annoying, they sometimes distract me when learning, you know when teaching on the board or something, information, then they just overtake me, like do you understand? And it's it's just annoying.

Researcher: mhmmm

Student Expert 3: I would also say that, I would not like the teacher to just give like just to give all the answers, I mean I feel like we have to work independently to in order to get it and the teacher doesn't have to keep on coming to us and telling and explaining us, I feel like when we ask for it they will, you know, and it'll be easier for us to act more independently cus I think in uni or in the future we might not have support

Researcher: yeah

Student Expert 3: and we have to work independently by ourselves

Student Expert 4: I also feel like that, like when the teacher's talking and then like when the teacher's talking and I understand it but then they come in and they sign to you that, if I didn't understand then yeah but I know what the teacher's saying and I tell them but they just still tell me like what the teacher's saying which kinda gets me annoyed cus like cus I want to understand the lip reading and you know the speech

Researcher: yeah

Student Expert 4: before I leave school so when I'm talking with people in the real world then I will know because you know I did that in school I, ummm, I don't get support with like the teachers talking, we won't get like signing in the real world, we'll get talking so yeah.

Researcher: Yeah

Student Expert 3: so we wanna get to understand the world better, without anyone supporting us cus we'll all become adults

Researcher: mmmmm

Student Expert 5: another thing is when they signing, like I don't sign but I still know what she means but I don't feel comfortable when they signing

Researcher: okay, why?

Student Expert 5: cus, I can't explain

Researcher: that's okay

Student Expert 5: it's like, for me, I just don't feel like it's good for me

Student Expert 3: well for me, I like signing because like it's a secret language which no one knows and we can use it in lessons cut its, like, not talking and it's quiet and the teacher lets us sign, it's kind of fun that way, other ways when signing might not be helpful when, I don't know like, when we understand it and they just stand next to the teacher and sign to us, I mean like we are not like, we don't, we, we understand what the teachers saying

Researcher: mhmm

Student Expert 3: so we don't really need sign language to interpret the teacher

Researcher: yeah

Student Expert 3: I mean like some children are different, so it depends really

Researcher: yeah, absolutely

Student Expert 4: I also feel like that, you know like when we come in the class and we sit down and there's like a do now task and when I'm doing it, they come straight to me and then they start helping me, which I appreciate but I feel like I want to figure this out by my own and see if I can work it out myself without getting help and see what I know and see what I got wrong and can improve and if I did get it wrong at the end they can help me but they come straight to me first and they help me with the work which is kinda annoying cus I don't know what I know or what I don't know, what I got right or didn't get wrong

Researcher: yeah

Student Expert 5: so

Student Expert 3: yeah that's it

Appendix 3.9

Data Analysis Training Guide

Qualitative Data Analysis (Kellett, 2005)

What is Qualitative Data Analysis?

It is a method of identifying themes (patterns) in qualitative data (interviews).

What is a theme?

An idea that reoccurs across one or several interviews.

How do you find a theme?

Coding:

- Coding is used to organise and reduce data into small parts

- Data is grouped into labelled categories

Memoing:

- Ideas that occur during and after coding

- In the moment thoughts

Abstracting:

- Identifying common themes across data

- Finalise themes and begin a more focused analysis (e.g., which themes are strong? Do some themes need sub-categories?)

Thematic Analysis (Braun & Clarke, 2006)

<p style="text-align: center;">What are the steps?</p>

1.	Familiarisation

Read through the interviews and diary entries, note down ideas in the margins.

2.	Coding

Use the highlighter to pick out parts that reoccur or are important.

3.	Identifying themes

Together we will identifying similar codes and decide on initial categories (themes).

4.	Review themes

Read the interviews and diary entries again and check the themes. Do we need to change or add any?

5.	Define and name themes

Give each theme a final name. Do we need sub-categories?

6.	Write up

What do our findings mean? How will we share our findings?

Appendix 3.10

Memoing Extracts

Shouting, anger towards an innocent.

Experience of the teachers forgetting to turn it on or off

Experience of / support teacher not being deaf friendly sometimes

Left out
Upsetting
Angry

Negativity

Positive

Affects ability

Rudeness
Jokes

Frustrated
Forgetful

Framing

Deaf identity

Experience of classmates not understanding being deaf but can hear, hurts the student feeling

Annoyance of being responsible telling how to use mic

annoyance
Fearful
Rejected

Anxious
Pressurised

Relationship with teachers

Feeling all sort of feelings about teachers actions that not help us understand

lack of acceptan

Comfortable in lessons

Choices

t

Appendix 3.11

Coding Extracts

Dairy Entry 3

1 I woke up in the morning like normal day and got myself reading to go to school
2 and my mum drop me off the front gate of the school around 8am in the
3 morning. I must come early in the morning because I need them to check my
4 hearing audiology because if we come at normal time of the school then we have
5 not time to do the audiology and then I will be late to class. One thing bad about
6 coming to front gate is when the teacher will question me that why I'm super
7 early to come to school. Also, they will say that I'm year 11 I should come to back
8 gate not from the front gate because its only for year 7 and rest of the year
9 group can come to front gate except year 11 and year 9. Sometimes the teacher
10 doesn't believe me that I need to come to take an audiology and I tried my best
11 to persuade them and finally they let me in and its always like this every morning
12 with different types of teachers who waited in the front gate to see not any kids
13 coming to front gate in the early morning. Then I manage to come in the school
14 at the front gate. Then I got to audiology and then I go to my first lesson is math
15 which was a chaotic drama that the class is so noisy like I can't even concentrate
16 because I was distracted by many students in our class then the supporters of hip
17 who came a little bit late to support me in class. Second things I don't like about
18 it when the supporters who came late to class because image when the teacher
19 is talking to a class while the supporters is not there because they are coming
20 little bit late, I will be missing lots of word and yes, I will not understand what she
21 is saying like some important things happening. Third things I don't like about it
22 when the teacher who is sitting next to me in class and that makes me feel like
23 I'm dumb and need so much help from her also the student who's behind me
24 that cants see the board and they get mad at me like its not my problem like a
25 mean it not my fault. Good things I like when the class is too noisy, they will take

Technology
(MiC)

relationship
with teacher

Struggles

problems

self esteem

49 Student Expert 1: urrrr, self-esteem deaf person and also umm whatsa name, ummm
50 speech advocating for yourself

51 Researcher: okay

52 Student Expert 1: it's not really like spoken much during your early years, like how to
53 advocate for yourself, how to, how can you improve the communication with your
54 friends, what can you do about it, I think that can be improved

55 Researcher: okay

56 Student Expert 1: and sometimes teachers forget to switch on the radio aid

57 Researcher: yup

Teachers are not deaf friendly

58 Student Expert 1: and sometimes teachers are not quite deaf friendly even though
59 they're not, even though, even though they don't intend to do it and sometimes that
60 can cause us to feel left over and sometimes, I'm not going to lie, sometimes the
61 support, the communication support staff, they sometimes forgets to be deaf friendly
62 themselves but it's okay it's human so

63 Researcher: mhmm

64 Student Expert 1: ummm, yeah. What else?

65 Researcher: In what way? When you say deaf friendly in what way

Teachers being offensive

66 Student Expert 1: Like sometimes they talk to our classmates, ohhh yeah sometimes our
67 classmates they speak to our communication support workers rather than us, like, and
68 that's a bit offensive sometimes and like we are not like, we can hear you, we can speak
69 to them

61   Researcher: mhmmm

Relationship with
LIP Teachers !

62   Student Expert 3: I would also say that, I would not like the teacher to just give like just

63   to give all the answers, I mean I feel like we have to work independently to in order to

64   get it and the teacher doesn't have to keep on coming to us and telling and explaining

65   us, I feel like when we ask for it they will, you know, and it'll be easier for us to act more

66   independently cus I think in uni or in the future we might not have support

Relationship with
Teacher !

67   Researcher: yeah

68   Student Expert 3: and we have to work independently by ourselves

69   Student Expert 4: I also feel like that, like when the teacher's talking and then like when

70   the teacher's talking and I understand it but then they come in and they sign to you that,

71   if I didn't understand then yeah but I know what the teacher's saying and I tell them but

72   they just still tell me like what the teacher's saying which kinda gets me annoyed cus like

73   cus I want to understand the lip reading and you know the speech

74   Researcher: yeah

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Diary Entry 1

relationship with teachers

1. When I was younger, I acknowledge that I was sometimes upset with my support
2. staffs. I sometimes feel angry when they interact with my peers and have fun. I
3. feel left out as sometimes they themselves said that they will tell me later when I
4. asked them to repeat, and I couldn't hear them. Back then, I had a very negative
5. attitude towards my deafness and myself as a person. Sometimes, the radio aid
6. is too loud, and I can hear my teachers voice very well even when they are far
7. away. That affects my ability to hear my peer who's sitting right next to me. That

background noises

echnology issues

8. often left me frustrated. I reported this to my support staff and they have
9. attempted to fix it. I still struggled to hear and reported it again. They said that I
10. have no choice but deal with it. Few of my peers were rude as they made jokes
11. about my hearing loss. I also sometimes feel that the support I received are
12. useless. I wander what is it that I need help with.

social relationship with friends

13. Sometimes, I felt frustrated and angry as I felt like I was being watched
14. constantly. I am quite forgetful as I often to forget bringing equipment's to
15. lessons. Other children who forget to bring it can get away with it secretly and
16. silently, and I can't as the support staff gets disappointed at me for not bringing
17. it and therefore informs my teacher. I also get angry as some of my peers
18. interact with my support staff. The support staff then relayed the message to
19. me. I remember being fearful of the thought of other people thinking I am dumb,
20. and I need support because of it. I feared being rejected because of my deafness

needs more to be dependence

21. and the support I received. I admit that I do not like sitting next to my support
22. staff, even now. Sitting next to them makes me feel like I am being watched, and
23. I feel that it affects my performance. I gets anxious and pressured, and I feel that
24. it affects my performance. Looking back, I realized that the reasons why I had a
25. negative attitude towards my support staff is because of my fear of rejection and
26. lack of acceptance towards my deafness.

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Positive about HiP support

47 Student Expert 4: I feel like if we didn't get the support then we compare it like with
48 getting support then without it, I think I wouldn't of known the things that I did with
49 support and it help better

50 Researcher: yeah

51 Student Expert 3: what else? That's it.

52 Researcher: What do you dislike about the support you get?

rely esteem

53 Student Expert 5: it's embarrassing for me, like you know all the other people are
54 around the class and when the teacher come to me and wants to sit next to me or
55 something they, everyone think that we stupid or dumb, that we don't know anything
56 and also mmm, just like, I find it annoying like because you not really doing work and
57 sometimes they like tap my shoulder, I don't like it and annoying, they sometimes
58 distract me when learning, you know when teaching on the board or something,
59 information, then they just overtake me, like do you understand? And it's it's just
60 annoying.

61 Researcher: mhmmm

Independance

62 Student Expert 3: I would also say that, I would not like the teacher to just give like just
63 to give all the answers, I mean I feel like we have to work independently to in order to
64 get it and the teacher doesn't have to keep on coming to us and telling and explaining
65 us, I feel like when we ask for it they will, you know, and it'll be easier for us to act more
66 independently cus I think in uni or in the future we might not have support

67 Researcher: yeah

68 Student Expert 3: and we have to work independently by ourselves

Annoyance

69 Student Expert 4: I also feel like that, like when the teacher's talking and then like when
70 the teacher's talking and I understand it but then they come in and they sign to you that,
71 if I didn't understand then yeah but I know what the teacher's saying and I tell them but
72 they just still tell me like what the teacher's saying which kinda gets me annoyed cus like
73 cus I want to understand the lip reading and you know the speech

74 Researcher: yeah

Adaptance

75 Student Expert 4: before I leave school so when I'm talking with people in the real world
76 then I will know because you know I did that in school I, ummm, I don't get support with

Appendix 3.12

List of Codes

Confidence	Deaf awareness	Respect
Coping with deafness	Pride	Positive friendship
Role Models	Adapting the environment	experiences
Sharing information	Pressure	Feeling left out
Acceptance	Anxiety about other's	Happiness
Other's understanding	opinions	Friends understanding
Self-esteem	Social relationships	Feeling judged
Annoyance	Setting boundaries	Teacher's being
Deaf Identity	Discrimination	responsible
Feeling misunderstood	Supportive friends	Background noise
Technology	Struggling	Responsible for educating
Relationships with staff	Teachers being forgetful	others
	Offensive behaviour	Misconceptions

Appendix 3.13

Extracts Identifying Quotes to Report in Findings

Self esteem	Acceptance	Technology
Deaf Identity		
Happiness Transcript 1 (100 -102)	**Attitude (e.g pride, motivation, hiding deafness)** Transcript1 (8 -9)	**Technology (e.g hearing aids, cochlear implant etc)** Diary entry1 (8 -10)
Confidence Diary entry 1 (27 -28)	**Self-advocating (e.g sharing information)** Transcript 1 - (50) Diary entry 1 (8 -10) Diary entry 1 (31 - 32)	
Anxiety Transcript 1 (3 -9) Diary entry 5 (32 -33) Diary entry 1 (20 - 21)		

Relationships	
Staff	**Peers**
Deaf awareness (e.g understanding, being educated on deafness) Transcript 1, 58-62	Deaf awareness (e.g understanding, being educated on deafness) Transcript 3, 234-235
Responsibility (e.g. teacher including us in the class, checking technology, motivation, forgetfulness etc) Transcript 4, 8 Diary Entry 4, 21-24 Diary Entry 4, 38-40	Support Network Transcript 3, 319-332
Toxic Attitude Transcript 3, 773-776, 780-7&	Toxic attitude (left out, judged, discrimination, misunderstood) Transcript 3, 241-245 Transcript 3, 236-238 Transcript 3, 330, - 332

Dissemination Presentations

Research Project – What did we do ?

Students who have attended the resource base have been asked to:

• Describe their feelings about the support they receive at school

• What they want to change about the school experiences

• Their feeling as a deaf individual in a hearing dominated mainstream school

What we like about the Hearing Impaired Provision ?

- The staffs know how to emotionally support a student . It really made a difference to the student's mental health and makes them feel less alone. High school is known to be one of the most difficult period in our life as a deaf person.

- Arranged school trips and lots of parties . It is a fun way to connect with other students in the HIP.

What can be improved ?

- Students are not keen about the name of the unit . We prefer being called Deaf Resources Base (DRB) rather than Hearing Impaired Provision (HIP). The reason behind this is that we as a student got mocked by our classmates when we were told to attend the unit.

- Not everyone prefers sitting next to staffs as some felt uncomfortable and feel watched , which led them to feel distracted. It is important to bear in mind that there are times where the student wants the staff to sit next to them. It is recommended that the staff asks the student whether they want them to sit next to them or stay on the corner of the classroom regularly.

- We sometime feel dumb when the staff only supports us in the class . It would be nicer if the staff could support other students as well .

- We want to get rid of the ++ that appears after our surname. Despite this '++' symbol , some teachers are not aware of our deafness. Some of us got mocked because of this '++' symbol. It is preferred that we use other ways to let the teacher know that we are deaf.

- Collaboration with other deaf secondary schools . It would be amazing if we could meet other deaf students like us . This can massively improve our self-esteem and identity as a deaf person , as some of us don't know anyone else who is deaf except HIP students. Although the staff have informed us of several deaf events taking place outside school , not everyone is able to attend the event.

5

Our School Experience

Our aim was researching about students experience at school!

We researched couple of questions below...

- How do students who attend the resource base feel about the support they get at school?
- How do students who attend the resource base feel as a deaf person/student in a hearing dominated mainstream school?
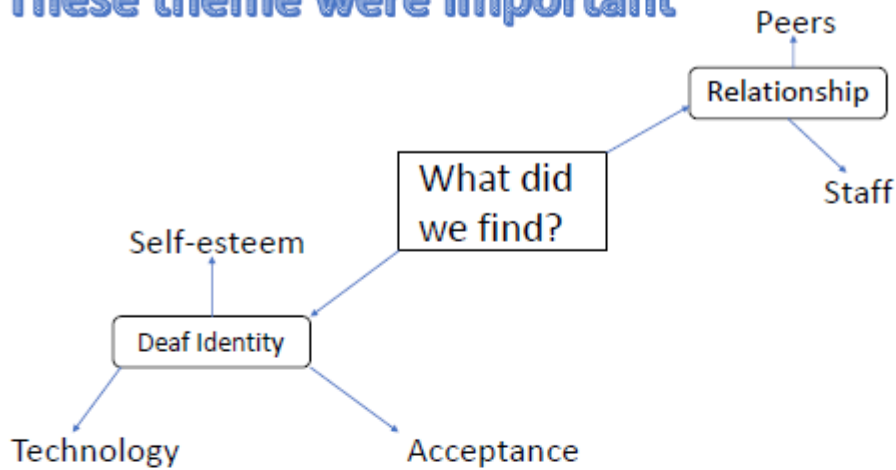
1

What we did?

Firstly, we designed the data collection tools like diary prompt and interview questions, analysing the texts to find out students experience/feelings at school.

We analysed data by using thematic data analysis by highlighting the key points of other peoples diary and interviews.

2

These theme were important

Peers

Relationship

What did we find?

Staff

Self-esteem

Deaf Identity

Technology

Acceptance

3

Things that are working well at school

- Support Network with friendship groups
- Sometimes the teachers around our school are responsible enough to use the hearing technology
- Raising deaf awareness in assembly
- Communication Support Worker
- Our deaf identity is positive and helps us to gain energy in school

4

Things to improve 💡

- Teachers remembering to unmute/mute the microphone if necessary
- Teachers having positive attitude towards deaf students
- Peers being more aware about our deafness
- Staff helps students gain confidence
- Resource base called DRB (Deaf Resource Base) rather than HIP (Hearing Impaired Provision)

5

Appendix 3.15

Approved title change

University of East London

School of Psychology Ethics Committee

REQUEST FOR TITLE CHANGE TO AN ETHICS APPLICATION

For BSc, MSc/MA and taught Professional Doctorate students

Please complete this form if you are requesting approval for a proposed title change to an ethics application that has been approved by the School of Psychology

By applying for a change of title request, you confirm that in doing so, the process by which you have collected your data/conducted your research has not changed or deviated from your original ethics approval. If either of these have changed, then you are required to complete an 'Ethics Application Amendment Form'.

How to complete and submit the request	
1	Complete the request form electronically.
2	Type your name in the 'student's signature' section (page 2).
3	Using your UEL email address, email the completed request form along with associated documents to Dr Jérémy Lemoine (School Ethics Committee Member): j.lemoine@uel.ac.uk
4	Your request form will be returned to you via your UEL email address with the reviewer's decision box completed. Keep a copy of the approval to submit with your dissertation.

Required documents	
A copy of the approval of your initial ethics application.	YES ☒

Details	
Name of applicant:	Abigail Jalkhi
Programme of study:	Prof Doc in Child and Educational Psychology

Title of research:	"There is no barrier when it comes to your deafness": participatory research exploring the views of Deaf and Hard-of-Hearing students being educated in a Resource Base
Name of supervisor:	Janet Rowley
Proposed title change	
Briefly outline the nature of your proposed title change in the boxes below	
Old title:	Participatory Research Exploring the Views of Children and Young People being Educated in a Hearing-Impaired Resourced Provision
New title:	"There is no barrier when it comes to your deafness": participatory research exploring the views of Deaf and Hard-of-Hearing students being educated in a Resource Base
Rationale:	Given the participatory nature of this research I asked the participants to create a title for the research project which is the new title. Also, I used language in the old title ("hearing-impaired") which the participants wanted to change.

Confirmation		
Is your supervisor aware of your proposed change of title and in agreement with it?	YES ☒	NO ☐
Does your change of title impact the process of how you collected your data/conducted your research?	YES ☐	NO ☒

Student's signature	
Student: (Typed name to act as signature)	Abigail Jalkhi
Date:	10/02/2023

Reviewer's decision		
Title change approved:	YES ☒	NO ☐

Comments:	The new title has been created by the participants (participatory research) and uses a terminology they prefer. The title change will not impact the process of how the data are collected or how the research is conducted.
Reviewer: (Typed name to act as signature)	Dr Jérémy Lemoine
Date:	13/02/2023

Appendix 3.16

University Ethical Approval

University of
East London

School of Psychology Ethics Committee

NOTICE OF ETHICS REVIEW DECISION LETTER

For research involving human participants

BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

Reviewer: Please complete sections in blue | Student: Please complete/read sections in orange

Details	
Reviewer:	Paul Galbally
Supervisor:	Janet Rowley
Student:	Abi Jalkhi
Course:	Prof Doc in Child and Educational Psychology
Title of proposed study:	Participatory Research Exploring the Views of Children and Young People being Educated in a Hearing-Impaired Resourced Provision

Checklist (Optional)	YES	NO	N/A
Concerns regarding study aims (e.g., ethically/morally questionable, unsuitable topic area for level of study, etc.)	☐	☒	☐
Detailed account of participants, including inclusion and exclusion criteria	☒	☐	☐
Concerns regarding participants/target sample	☐	☒	☐
Detailed account of recruitment strategy	☒	☐	☐
Concerns regarding recruitment strategy	☐	☒	☐
All relevant study materials attached (e.g., freely available questionnaires, interview schedules, tests, etc.)	☒	☐	☐
Study materials (e.g., questionnaires, tests, etc.) are appropriate for target sample	☒	☐	☐
Clear and detailed outline of data collection	☒	☐	☐

Data collection appropriate for target sample	☒	☐	☐
If deception being used, rationale provided, and appropriate steps followed to communicate study aims at a later point	☐	☐	☒
If data collection is not anonymous, appropriate steps taken at later stages to ensure participant anonymity (e.g., data analysis, dissemination, etc.) – anonymisation, pseudonymisation	☐	☒	☐
Concerns regarding data storage (e.g., location, type of data, etc.)	☐	☒	☐
Concerns regarding data sharing (e.g., who will have access and how)	☐	☒	☐
Concerns regarding data retention (e.g., unspecified length of time, unclear why data will be retained/who will have access/where stored)	☐	☒	☐
If required, General Risk Assessment form attached	☒	☐	☐
Any physical/psychological risks/burdens to participants have been sufficiently considered and appropriate attempts will be made to minimise	☒	☐	☐
Any physical/psychological risks to the researcher have been sufficiently considered and appropriate attempts will be made to minimise	☒	☐	☐
If required, Country-Specific Risk Assessment form attached	☒	☐	☐
If required, a DBS or equivalent certificate number/information provided	☒	☐	☐
If required, permissions from recruiting organisations attached (e.g., school, charity organisation, etc.)	☒	☐	☐
All relevant information included in the participant information sheet (PIS)	☒	☐	☐
Information in the PIS is study specific	☒	☐	☐
Language used in the PIS is appropriate for the target audience	☒	☐	☐
All issues specific to the study are covered in the consent form	☐	☒	☐
Language used in the consent form is appropriate for the target audience	☒	☐	☐
All necessary information included in the participant debrief sheet	☒	☐	☐
Language used in the debrief sheet is appropriate for the target audience	☒	☐	☐
Study advertisement included	☐	☐	☒
Content of study advertisement is appropriate (e.g., researcher's personal contact details are not shared, appropriate language/visual material used, etc.)	☐	☐	☒

Decision options	
APPROVED	Ethics approval for the above-named research study has been granted from the date of approval (see end of this notice), to the date it is submitted for assessment.
APPROVED - BUT MINOR AMENDMENTS ARE REQUIRED BEFORE THE RESEARCH COMMENCES	In this circumstance, the student must confirm with their supervisor that all minor amendments have been made before the research commences. Students are to do this by filling in the confirmation box at the end of this form once all amendments have been attended to and emailing a copy of this decision notice to the supervisor. The supervisor will then forward the student's confirmation to the School for its records. Minor amendments guidance: typically involve clarifying/amending information presented to participants (e.g., in the PIS, instructions), further detailing of how data will be securely handled/stored, and/or ensuring consistency in information presented across materials.
NOT APPROVED - MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED	In this circumstance, a revised ethics application must be submitted and approved before any research takes place. The revised application will be reviewed by the same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application. Major amendments guidance: typically insufficient information has been provided, insufficient consideration given to several key aspects, there are serious concerns regarding any aspect of the project, and/or serious concerns in the candidate's ability to ethically, safely and sensitively execute the study.

Decision on the above-named proposed research study	
Please indicate the decision:	APPROVED

Minor amendments
Please clearly detail the amendments the student is required to make

Major amendments
Please clearly detail the amendments the student is required to make

I have some concerns that I would like addressed/clarified please:

1.	3.4 Please reference a source for the CCG methodology and how authorship etc. will work. I am unfamiliar with this approach and would like it evidenced that this would be a suitable design for this target sample. I was unclear given the SEN context of the sample if it is established that they have Gillick competency or if parents will be providing proxy consent to be co-authors to the research on behalf of the children. This feels a different form of consent to research participation consent that is approved by the parents.

2.	There may need to be a note that a separate ethical amendment may need to be carried out if the proposed school withdraws and must be changed. As this will change parameters for the sampling and needs to be handled sensitively as these are both children and a vulnerable group.

3.	3.7 – 2 hours sessions feel quite a long time for children and those with additional needs. Is there a way children can have shorter sessions or breaks if they experience fatigue?

4.	Can you clarify the role of the Communication Support worker (CSW) and how this will impact data collection? For example, will this person be interpreting sign language and if so, are they part of the interpretative process and technically a co-author as meaning will be mediated through their interpretative input?

5.	4.1 – This is problematic with children as co-authors as their authorship will identify them as participants. I don't think this is unsolvable, but you cannot both anonymise and potentially publish with participants in research of this design. This may need additional consent information and more transparency. If they are publishing as a generic CCG then this needs to be explicitly conveyed to avoid any confusion around privacy and research ownership.

6.	Can you confirm that the DBS check is enhanced and portable (not attached to a specific organisation but attached to the holder and on the update service) See: https://www.gov.uk/government/organisations/disclosure-and-barring-service/about

7.	Has the school waivered any potential rights to the research or will they also be a co-author and have some ownership of the research output?

Update 25.04.22

Ethics form has been revised and uploaded with all the above points adequately addressed and detailed in full on the revised ethical application. I am happy to approve this project with the stated revisions.

PG

Assessment of risk to researcher		
Has an adequate risk assessment been offered in the application form?	YES ☒	NO ☐
	If no, please request resubmission with an adequate risk assessment.	
If the proposed research could expose the researcher to any kind of emotional, physical or health and safety hazard, please rate the degree of risk:		
HIGH	Please do not approve a high-risk application. Travel to countries/provinces/areas deemed to be high risk should not be permitted and an application not be approved on this basis. If unsure, please refer to the Chair of Ethics.	☐
MEDIUM	Approve but include appropriate recommendations in the below box.	☐
LOW	Approve and if necessary, include any recommendations in the below box.	☒

Reviewer recommendations in relation to risk (if any):	Please insert any recommendations

Reviewer's signature	
Reviewer: (Typed name to act as signature)	Dr Paul Galbally
Date:	25/04/2022

This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Ethics Committee

RESEARCHER PLEASE NOTE

For the researcher and participants involved in the above-named study to be covered by UEL's Insurance, prior ethics approval from the School of Psychology (acting on behalf of the UEL Ethics Committee), and confirmation from students where minor amendments were required, must be obtained before any research takes place.

For a copy of UEL's Personal Accident & Travel Insurance Policy, please see the Ethics Folder in the Psychology Noticeboard.

Confirmation of minor amendments (Student to complete)	
I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data	
Student name: (Typed name to act as signature)	Abigail Jalkhi
Student number:	U2064599
Date:	25/04/2022
Please submit a copy of this decision letter to your supervisor with this box completed if minor amendments to your ethics application are required	

Appendix 3.17

Consent Form (co-researcher & parent/carer)

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Title: Participatory Research Exploring the Views of Children and Young People being Educated in a Hearing-Impaired Resourced Provision

Contact person: Abigail Jalkhi (Trainee Educational Psychologist)

Email: U2064599@uel.ac.uk

	Please tick
I have read the co-researcher information sheet and I have been given a copy to keep. I understand what is involved.	
I have had the chance to talk about the research and ask questions.	
I understand that I do not have to take part in the research, and I can leave at any time. I do not have to give a reason and it is fine to leave if I want to.	
I understand that the things I say during the data collection will be recorded. These recordings will be stored safely and no-one else will be able to listen to them.	
I understand that my name will be changed so other people will not know the things I have said.	
I understand that Abi will write about this research after we have completed it and it may be published. I understand that some of the things I have said will be used but it will not have my name. I understand that I will not be involved in the publishing of this research.	
I would like to take part in the above study.	

Co-researcher's Name

Co-researcher's Signature

Date

CONSENT FOR MY CHILD TO PARTICIPATE IN A RESEARCH STUDY

Title: Participatory Research Exploring the Views of Children and Young People being Educated in a Hearing-Impaired Resourced Provision

Contact person: Abigail Jalkhi (Trainee Educational Psychologist)

Email: U2064599@uel.ac.uk

	Please initial
I confirm that I have read the co-researcher information sheet for the above study and that I have been given a copy to keep.	
I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
I understand that my child's participation in the study is voluntary and that I may withdraw my child at any time, without explanation or disadvantage.	
I understand that my child's data can be withdrawn up to the point of data analysis. This will be 3 weeks after the data collection takes place. I understand that after this point data analysis will have started and the data can no longer be withdrawn.	
I understand that during the data collection, the information will be recorded using an external recording device or via Microsoft TEAMs.	
I understand that my child's personal information and audio/video recordings from the research will be securely stored and remain confidential. Only the researcher will have access to this information, to which I give my permission.	
It has been explained to me what will happen to the data once the research has been completed. I understand that the anonymised data will be made accessible upon request and that this will not personally identify my child.	
I understand that short, anonymised quotes from my child's participation including any drawings they provide may be used in material such as	

conference presentations, reports, articles in academic journals resulting from the study and that these will not personally identify my child.	
I understand that by signing this consent form I waiver any potential rights to the publishing or co-authorship of the research or the data output.	
I understand that in exceptional circumstances anonymity and confidentiality would have to be broken, for example, if it was felt that a child was at risk. In this circumstance, the schools safeguarding procedure would be followed.	
I would like to receive a summary of the research findings once the study has been completed.	
I agree for my child to take part in the above study.	

Name of your child:

Parent/carer Name:

Parent/carer Signature:

Date

Please return completed consent forms to the SENCO

Appendix 3.18

Debrief Sheet (co-research & parent/carer)

University of
East London

CO-RESEARCHER DEBRIEF SHEET

Thank you for taking part in my research study. 😊 I hope you enjoyed it.

This information may be helpful now that you have taken part.

What will happen to the information I gave?

- The information you gave will be kept safe and your name will not be on it.
- Any recordings I took will be deleted.

What will happen to the results we found?

- I will now use our findings to write a very long essay called a thesis.
- The thesis will be available to the public, but your name and school will not be on it.
- I may use some of the information you gave in different ways such as in magazines, blogs, presentations or articles. Your name and school will not be on anything.

What if taking part has upset me?

I hope that you enjoyed taking part. If you feel upset in anyway after taking part in the research, please consider using the following services to help:

School SENCO

name and email

Young Minds Mental Health Charity For Children and Young People

www.youngminds.org.uk

Harrow Horizons

www.barnardos.org.uk/what-we-do/services/harrow-horizons

Kooth

www.koothplc.com/our-products/young-people

Who can I contact if I have any questions/concerns?

If you would like further information about the research or have any questions or concerns, please ask your teacher or a parent/carer to send me an email and I will respond.

Thank you for taking part in my study

PARENT/CARER DEBRIEF SHEET

Title: Participatory Research Exploring the Views of Children and Young People being Educated in a Hearing-Impaired Resourced Provision

Thank you for allowing your child to participate in my research study on exploring the views of children and young people being educated within a Resourced Provision. This document offers information that may be relevant in light of your child having now taken part.

How will my child's data be managed?

The University of East London is the Data Controller for the personal information processed as part of this research project. The University will ensure that the personal data it processes is held securely and processed in accordance with the GDPR and the Data Protection Act 2018. More detailed information is available in the Co-researcher Information Sheet, which you received when you agreed to take part in the research.

What will happen to the results of the research?

The research will be written up as a thesis and submitted for assessment. The thesis will be publicly available on UEL's online Repository: Registry of Open Access Repositories (ROAR). Findings may also be disseminated to a range of audiences (e.g., academics, clinicians, public, etc.) through journal articles, conference presentations, talks, magazine articles, blogs. In all material produced, your child's identity will remain anonymous, in that, it will not be possible to identify them personally and a pseudonym for them and their school will be used.

You will be given the option to receive a summary of the research findings once the study has been completed.

Anonymised research data will be securely stored by the researcher and will be available to others upon request.

What if my child has been adversely affected by taking part?

It is not anticipated that your child will have been adversely affected by taking part in the research, and all reasonable steps have been taken to minimise distress or harm of any kind. Nevertheless, it is possible that your child's participation – or its after-effects – may have been challenging, distressing or uncomfortable in some way. If your child has been affected in any of those ways, you may find the following resources/services helpful in relation to obtaining information and support:

School SENCO

name and email

Young Minds Mental Health Charity For Children and Young People

www.youngminds.org.uk

Harrow Horizons

www.barnardos.org.uk/what-we-do/services/harrow-horizons

Kooth

www.koothplc.com/our-products/young-people

Who can I contact if I have any questions/concerns?

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Abigail Jalkhi

Email: u2064599@uel.ac.uk

If you have any questions or concerns about how the research has been conducted, please contact my research supervisor Dr Janet Rowley, School of Psychology, University of East London, Water Lane, London E15 4LZ,

Email: J.E.Rowley@uel.ac.uk

or

Chair of School Research Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.

(Email: t.patel@uel.ac.uk)

Thank you