

ROUTES TO INCLUSION

Rationale and psychological underpinnings

Why R2i?

A graduated response is a legal requirement for schools in England as stated in the SEND Code of Practice (2015). The R2i graduated response helps schools identify and support students' additional needs early and effectively, using a step-by-step approach that matches support to each child's needs. This ensures interventions are timely, evidence-based, and make the best use of resources, while involving staff and families throughout the process.



Psychological Underpinnings

Behavioural Psychology
Studies how behaviour is learned and changed through interactions with the environment.

Assessments: Initial Concerns Assessment, Behaviour Frequency Count

Cognitive Psychology
Studies how people think, learn, remember, and solve problems.

Assessments: Pupil Views, Executive Functions Assessment, Round Robin

Systems Psychology
Studies how people are influenced by the different relationships and interactions around them.

Assessments: Learning Environment, Developmental Environment, Family Views

Psychodynamic Psychology
Studies how unconscious thoughts and early experiences influence behaviour and emotions.

Assessments: Developmental environment, Family Views, Pupil Views

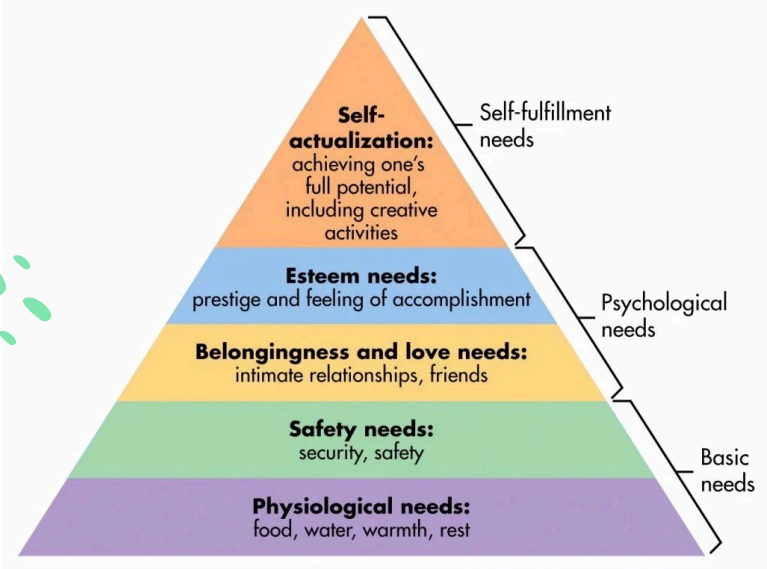


Maslow's Hierarchy of Needs

(Maslow, 1954)

Students must have their basic needs (like food, safety, and a sense of belonging) met at school before they can fully engage in learning and achieve their potential.

Assessments: Developmental Environment, Learning Environment, Round Robin, Pupil Views

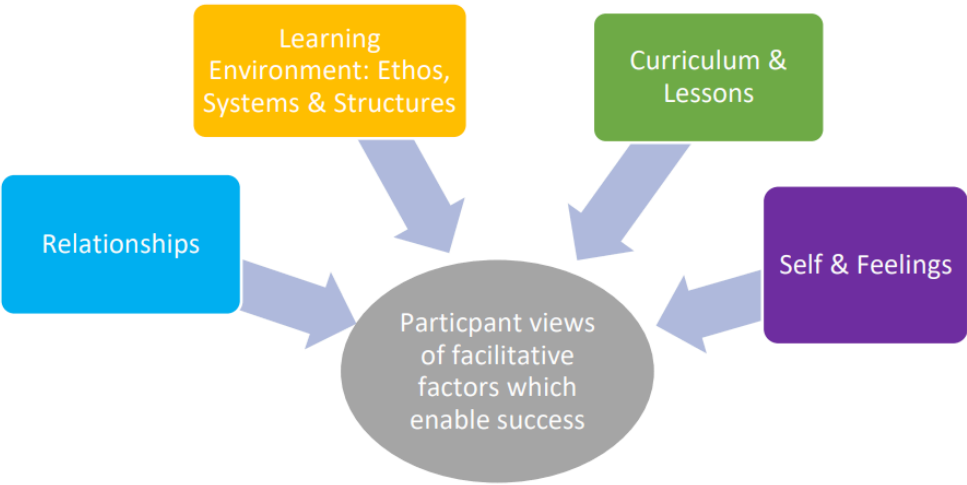


Enabling Success in School

(Looney, 2018)

Research with Nottingham City students, staff, and parents identified key factors for student success. The most important was positive teacher-student relationships, especially the learning and emotional support students felt from teachers.

Assessments: Learning Environment, Round Robin, Pupil Views



Self-determination Theory

(Deci & Ryan, 2000)

Students are more motivated and engaged when they feel they have autonomy (choice and control), competence (a sense of mastery), and belonging (connection with others). Supporting these needs can lead to deeper learning and better wellbeing (Niemic & Ryan, 2009).

Assessments: Developmental Environment, Learning Environment, Round Robin, Pupil Views

