

**Allen, Teresa, 2014, *An Investigation into the Respective Perceptions of Teachers and Pupils on Withdrawal versus in-class Teaching in the Provision of Special Education in Three Primary Schools in Cork***

### **ABSTRACT OF DISSERTATION**

The purpose of this study is to establish the perceptions of teachers and students on in-class teaching versus withdrawal in the provision of Special Education. It was conducted in three Cork primary schools and involved 39 teachers. It also involved 42 pupils in receipt of special education in the schools.

Chapter 1 sets out the rationale for the study, the research questions and establishes definitions for terms used in the study, to help give clarity.

Chapter 2 outlines milestones, which have contributed to the current state of SEN provision internationally and in particular in Ireland. It reviews some of the current literature on SEN, DES circulars and guidelines and Government Acts and establishes with reference to the literature, the advantages and disadvantages of in-class versus withdrawal provision.

Chapter 3 deals with research methodology and in particular the research methodologies used in collecting data for this study. Qualitative and quantitative research methodologies were used in the collection of data. Information was collected from questionnaires that were administered to the teachers and pupils involved in the study. Eight of the teachers were interviewed using the semi-structured interview.

Chapter 4 presents and analyses the findings in the context of the literature. The findings of this research strongly suggest that the majority of teachers and pupils in the selected schools favour withdrawal from class for SEN provision or for at some of the SEN provision. Analysis of the data indicates that the majority of the teachers feel that additional training should be available to them in the SEN area. Many teachers, and in particular those without additional SEN qualifications, perceived themselves inadequately trained to cater for SEN pupils. The study also revealed that many teachers were not familiar with the most relevant guidelines and legislation governing SEN teaching. Additional barriers to SEN teaching, such as timetabling, planning time, teacher compatibility and school management, were also revealed.

Chapter 5 outlines the conclusions of the study, provides recommendations and identifies areas for future research.