

ORIGINAL ARTICLE

An integrative review (IR) of (intersectional) inclusive pedagogies for students with special educational needs and/or disabilities (SEND)

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Abstract

The article conducts an integrative review of articles published from 2013 to 2023 that discuss theoretical, empirical and intersectional dimensions of inclusive pedagogies for students with special educational needs and/or disabilities (SEND). The aim was to develop an understanding of definitions and applications of SEND-related inclusive pedagogies to create an integrated mapping of their disparate understandings and applications for this group of students. The following questions guide the analysis: (1) What are the different understandings and enactments of inclusive pedagogies for students designated as having SEND? (2) What is 'special' about inclusive pedagogies? (3) In what ways are these pedagogies informed by and address the intersectional needs of students with SEND? The necessity of this analysis lies in the fact that inclusive education reforms necessitate a clear articulation of the meaning and application of inclusive pedagogies in creating effective and non-discriminatory learning environments for students with SEND who might be located at the intersections of more than one minoritised status. Such an approach is a sine qua non in fulfilling the aims of a rights-based, equitable and effective education reform agenda towards inclusive education. Findings indicate that inclusive pedagogies captured through anti-ableist discourses and framed against teachers' role as agents of positive interactions and meaningful learning processes, combined with Universal Design and differentiation, including technology use, are signifiers of current perspectives on inclusive pedagogy. Findings also indicate the critical role of professional expertise and specialist/specialised knowledge for SEND and highlight the imperative of addressing the lack of attention to the intersectional dimensions of inclusive pedagogies.

KEY WORDS

disabilities, inclusion, inclusive pedagogies, special educational needs

Key points

- Dominant conceptualisations of inclusive pedagogies problematise 'normalcy' and deficit-oriented discourses that create binaries of 'ideal' and 'non-ideal' students while advocating the use of Universal Design, Differentiated Instruction and technology.
- The findings highlighted the necessity to develop educational professionals' expertise and specialist/specialised pedagogical knowledge to meet students' disability-related needs.

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- The findings highlighted the lack of research on the intersectional dimensions of inclusive pedagogies to address how SEND relate to, emanate from and are exacerbated by other sources of social disadvantage linked to race, social class and other minoritised statuses.

INTRODUCTION

Inclusive pedagogies have gained increasing attention in education (Mintz & Wyse, 2015; Stentiford & Koutsouris, 2021), but their meaning and practical application remain broad and unspecified (Connett, 2020). As a result, educational professionals have long reported that they ‘feel ill-equipped’ to meet the needs of students with Special Educational Needs and/or Disabilities (SEND) (Wright et al., 2021, p. 25). While there have been numerous attempts to provide an overview of theoretical and empirical understandings and applications of inclusive pedagogies, their meaning varies as it is contingent on contextual dynamics, and as a result, inclusion has been likened to ‘a black box; a term used to refer to a potentially disparate array of practices’ (Stentiford & Koutsouris, 2021, p. 2246). The definitional vagueness and ambiguity of inclusive pedagogies are further compounded by how ‘research into specific inclusive strategies and pedagogical approaches proven to be effective in meeting pupil needs is limited’ (Losberg & Zwozdiak-Myers, 2021, p. 3), an issue that brings to the fore the need to engage in more empirical and theoretical studies to (re)define inclusive pedagogies (Makoelle, 2014; Moriña, 2021).

Despite these considerations, there is a lack of research on effective inclusive pedagogies that do not single out and stigmatise students who experience significant challenges as ‘different’ (Brennan et al., 2021). The key is to balance the social justice, equity and human rights dimensions of inclusion with the need to meet students’ (disability-related) needs without finding recourse to segregated practices (Norwich, 2002). At the same time, theorizations and implementation strategies of inclusive pedagogies should also consider the intersectional needs of students with SEND. Hernández-Saca et al. (2018, p. 306) criticise how ‘traditional theory, research, and practice and the canon of special education have failed to take advantage of the intersectionality framework’.

To rectify shortcomings of current research to specify the meaning and application of inclusive pedagogies, the article presents a review of theoretical and empirical articles published during the period 2013–2023 that focus on discussing theoretical, critical, empirical and intersectional dimensions of inclusive pedagogies for students with SEND in compulsory education. The objective was to develop an understanding of definitions and applications of inclusive pedagogies to create a unified mapping of disparate understandings and enactments of inclusive pedagogies for this group of students while considering the imperative of responding to students’ needs through

an intersectional lens. The latter acknowledges how students’ special educational needs link to, emanate from and are compounded by their intersectional social identities and ‘lived’ experiences (Liasidou, 2022). Such an approach is a *sine qua non* in fulfilling the aims of a rights-based and effective education reform agenda towards inclusion and social justice.

The following questions guide the analysis:

1. What are the different interpretations, understandings and enactments of inclusive pedagogies for students with SEND?
2. What is ‘special’ about inclusive pedagogies?
3. In what ways are these pedagogies informed by and address the intersectional needs and identities of students with SEND?

MATERIALS AND METHODS

Search strategy

The article adopts an integrative review method that synthesises past empirical and theoretical literature to provide a comprehensive understanding of definitions and enactments of inclusive pedagogies for students with SEND. Integrative Reviews (IRs) advance theory development while informing future research, policy and practice by combining empirical and theoretical literature on the topic under investigation. What distinguishes integrative from other kinds of reviews is the merging of data derived from different and, in some cases, ‘mutually exclusive’ research designs. This kind of epistemological and data convergence enriches and strengthens the analysis and subsequent understanding of ‘complex phenomena’ (Jones-Devitt et al., 2017).

An IR is a suitable approach because of the complexity of inclusive pedagogies and its analytical ‘openness’ in reviewing theoretical and empirical analyses of effective pedagogies explicitly referred to as ‘inclusive’, specifically intended for students with SEND. The explicit reference to inclusive pedagogies/gy and pedagogies for inclusion was mentioned in the articles’ titles and/or abstracts under consideration. The research questions drove the inclusion and exclusion criteria. Two broad exclusion criteria were adopted in the context of this review: (1) the article focused on inclusive pedagogies in the context of ‘broader’ definitions of inclusive education, whereby the focus was not on SEND and the subsequent necessity to adopt more ‘specialist’/‘specialised’ pedagogical approaches (2) the article did not focus on

TABLE 1 Inclusion and exclusion criteria.

Inclusion criteria	Exclusion criteria
At least one of the authors has access to the full article	None of the authors has access to the full article
Theoretical and empirical scientific articles	Reviews, Books, Handbooks
Peer-reviewed	Not peer-reviewed
Articles in the last decade 2013–2023	Articles out of the date-range 2013–2023
Articles that explore effective pedagogies that are explicitly referred to as being 'inclusive'	Articles that explore inclusive pedagogies in the context of 'broader' definitions of inclusive education
Exploring pedagogies that affect the students	Exploring important parameters (not pedagogies) that affect the students, or exploring pedagogies that refer to teachers' preparation ONLY
Articles that focus on discussing theoretical, critical, empirical and intersectional dimensions of these pedagogies	Articles that conceptualise pedagogies from a different stance regarding inclusion, or despite named inclusive were not considered as such by the authors
The pedagogies are specifically intended for students with SEND	The pedagogies are not focusing on SEND
Articles that focus on compulsory phases of education	Articles that focus on higher and further education or referring to early childhood education and care stages that are not compulsory

TABLE 2 Information regarding searches conducted.

Database	ERIC	SCOPUS	JSTOR	SCIENCE DIRECT
Date	24 October 2023	6 November 2023	7 November 2023	8 November 2023
Search statement	Inclusive pedagogy SEND disability pubyearmin:2013 pubyearmax:2023	(TITLE-ABS-KEY ("inclusive pedagog*" AND "SEND") OR TITLE-ABS-KEY ("inclusive pedagog*" AND "special educational needs") OR TITLE-ABS-KEY ("inclusive pedagog*" AND "disab")) AND PUBYEAR >2012 AND PUBYEAR <2024 AND (LIMIT-TO (LANGUAGE, "English"))	(inclusive pedagogy) AND (SEND OR special educational needs OR disability)	(TITLE-ABS-KEY ("inclusive pedagog*" AND "SEND") OR TITLE-ABS-KEY ("inclusive pedagog*" AND "special educational needs") OR TITLE-ABS-KEY ("inclusive pedagog*" AND "disab"))
Number of results	147	34	305	27
Comments	No keywords were used regarding education level: eligible articles were defined after reading the title and abstract, or full text			

education and its compulsory phases (analyses focused on inclusive pedagogies) in higher and further education were excluded from the review—more information about the exclusion criteria is listed in [Table 1](#). The search was performed using the following academic databases: ERIC, SCOPUS, SCIENCE DIRECT and JSTOR. Keywords related to the research question were used, and information regarding the search queries conducted within each database is listed in [Table 2](#).

In the search query, the primary keywords of inclusive pedagogy, SEND and disability have been used, combined with the publication year. The latter referred to 2013–2023. Keywords ensured the specificity of inclusive education concerning disability.

The authors conducted the searches in October and November 2023. They were restricted to English-language and peer-reviewed academic articles published from January 2013 till the day of each search in 2023. [Figure 1](#) (PRISMA 2009 Flow Diagram) illustrates the search process and outcomes.

Initially, 513 article titles were identified in the four databases. There were also 13 additional records identified through snowballing (Identification). The records screened were 526 in total. The authors used Excel Microsoft 365 to organise the 526 publications that led to the creation of the PRISMA 2009 Flow Diagram and the analysis of data, without using specialised software to detect duplicates while managing a great number of

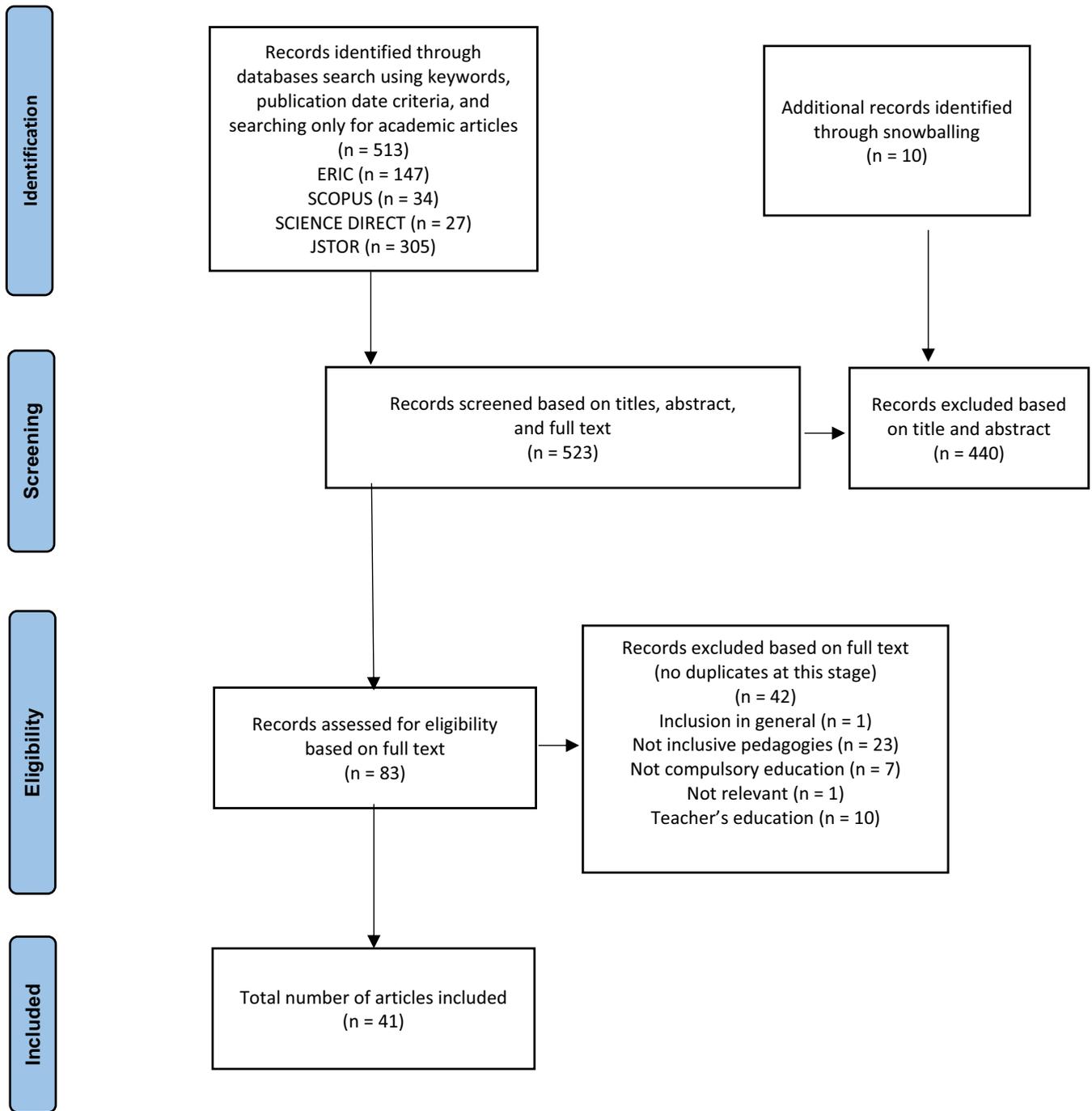


FIGURE 1 PRISMA 2009 flow diagram.

publications. Additionally, a significant number of publications were removed during the screening stage according to the application of inclusion–exclusion criteria to the title and abstract of the publications (Table 1). Thus, 440 records were excluded based on their title or the content of their abstract (Screening). Therefore, 86 records were assessed for eligibility based on full text, which was scrutinised to apply the content-related inclusion and specific exclusion criteria set for the review (Table 1). Publications excluded based on full-text compliance to the exclusion criteria were 42 (Eligibility).

Thus, 41 articles were included in the final integrative review (Included).

Three researchers were involved in the screening and data extraction process to ensure the ‘inter-rated’ reliability of the process. We used the Critical Appraisal Skills Programme (n.d.) to evaluate the quality of the peer-reviewed articles included in the review. This programme is considered the standard method used in health and social care-related qualitative reviews to assess the strengths and weaknesses of qualitative reviews (Butler et al., 2016; Long et al., 2020). Evaluating the

quality of studies can be challenging due to the subjective nature of appraisal criteria and procedures, leading to questions about the validity and objectivity of the process, especially in qualitative studies where data analysis can be subject to arbitrary and biased interpretations (Hammersley, 2020; Long et al., 2020).

A consensus was reached after discussing biased and inconsistent evaluation (Belur et al., 2021). The final decision was the outcome of our consensual subjective assessment of each article against the inclusion and exclusion criteria; this is a well-known problem of systematic reviews compromising their objectivity and replicability (Belur et al., 2021).

Though IRs approach allows for heterogeneity concerning the research design and methodology of studies included, it is interesting to highlight that the majority of the articles included in this study presented work that adopted qualitative methods, mainly interviews, to explore professionals' perspectives on understanding and enacting inclusive pedagogies (e.g. De Silva, 2013; Fitzgerald et al., 2021). Only two articles were based on a quantitative methodological approach (Fyssa et al., 2023; Woodcock & Hardy, 2017), five on a mixed methods design (e.g. Katz & Sokal, 2016; Sheehy & Budiyanto, 2015) and seven were theoretical (e.g. Karagianni & Drigas, 2023; King Thorius & Waitoller, 2017). The 41 publications that were included in the present integrative review are marked by an asterisk in the references.

RESULTS/DISCUSSION

The studies included in this IR were analysed against the main focus of this work, which is to identify meanings and enactments of inclusive pedagogies in recent research on inclusive education. Towards this end, specific elements of inquiry, articulated in the research questions, sought to examine interpretations and enactments of inclusive pedagogies against the notions of 'specialism' and 'specialisation', pedagogical expertise, while considering how the idea of pedagogy is (re)conceptualised and (re)framed against considerations about educational reforms, anti-ableist discourses and intersectionality. Overall, the articles under review broadly categorise inclusive pedagogies in their 'critical' and 'technical/pragmatic' dimensions and 'universal' and 'individualised' dimensions across a continuum of teaching strategies. Inclusive pedagogies are also theorised against the micro and macro context within which they are conceptualised and enacted. Despite this broad taxonomy, only a few articles comprehensively analyse the pedagogical discourse. Each article focuses on and prioritises specific aspects of inclusive pedagogies, creating fragmentation in the terminological definitions of inclusive pedagogies. For example, Cranmer (2020) discusses inclusive pedagogies in relation to digital technologies for learning, while other articles view inclusive pedagogies against school

ethos and positive social interactions (e.g. Naraian, 2019; Overton et al., 2017). Some articles focus on the equity-oriented dimensions of inclusive pedagogies (e.g. De Silva, 2013; Florian, 2015) and criticise non-inclusive processes (e.g. Danniels & Pyle, 2023; Fyssa et al., 2023).

The following dimensions in defining inclusive pedagogies have been broadly identified and are used here to organise the presentation of the results.

The identification of these dimensions and their analytical application was driven by the content of the articles under review and their theoretical framing of inclusive pedagogies in terms of their 'value-based' and 'practice-based' dimensions. This taxonomy has been informed by Dyson's (1999) theorisations of the discourses underpinning inclusion. On the one hand, it is the discourse of 'rights and ethics' and how students' needs can be met equitably and non-discriminatively. This approach presupposes interrogating and challenging arbitrarily fabricated 'norms' linked to ability, as captured by the notion of 'ableism'. On the other hand, it is the 'efficacy discourse', focusing on the practical parameters of inclusive schooling related to teaching and learning. A similar taxonomy is offered by Lingard and Mills (2007), comprising 'critical' and 'action-oriented' approaches to fostering inclusive practice. Against this theoretical backdrop, the analysis was guided by the following themes to define the critical and action-oriented dimensions of inclusive pedagogies: (1) Problematising ableist discourses and socially just reforms, (2) Student-centred pedagogical decision making, (3) (Inclusive) Pedagogical expertise, (4) 'Specialist' inclusive pedagogies and (5) Intersectional dimensions of inclusive pedagogies.

Problematising ableist discourses and inclusive pedagogical reforms

Most articles discussed how the implementation of inclusive pedagogies presupposes a professional mindset and epistemological beliefs that challenge normative and deterministic assumptions of students' abilities. These assumptions are driven by the ideological hegemony of 'ableism' that has engendered educational binaries of ideal/able-bodied and non-ideal/disabled students, giving rise to deficit-oriented discourses of difference (e.g. Connett, 2020; Florian, 2015; Karagianni & Drigas, 2023; Majoko, 2016; Mintz & Wyse, 2015; Naraian & Khoja-Moolji, 2016; Overton et al., 2017; Sheehy & Budiyanto, 2015; Symeonidou & Chrysostomou, 2019; Symeonidou & Loizou, 2023) as well as charity-based discourses (Somma & Bennett, 2020).

Achieving a conceptual shift from ableist ideologies and their undergirding ontological hierarchisation necessitates a reflective, research-informed learning process and transformative professional practice (Katz & Sokal, 2016; Robinson, 2017), to foreground the equity-oriented foundations of inclusive

pedagogies (De Silva, 2013; Florian, 2015; Majoko, 2016; Symeonidou & Loizou, 2023), or as otherwise referred to as anti-oppressive and non-ability-based pedagogies (Naraian, 2019; Symeonidou & Chrysostomou, 2019), highlighting their emancipatory possibilities (Maher et al., 2019; Sparkes et al., 2019).

The analytical edge also focused on exploring the role of technology in promoting effective inclusive digital or e-inclusive pedagogy as well as on how the digital gap between students with SEND and their non-disabled peers can be addressed (Cranmer, 2020; Karagianni & Drigas, 2023). Interestingly, no studies emphasised digital competence development and children's capacity building to bridge the digital divide. Inclusive pedagogies have also been conceptualised in relation to teachers' agentic capacity to nurture positive interactions and to precipitate socially just reforms (De Silva, 2013; Fyssa et al., 2023; Naraian, 2019; Overton et al., 2017; Pantić & Florian, 2015; Somma & Bennett, 2020). This perspective is aligned with critical pedagogy (De Silva, 2013) and how the pedagogical triptych of knowing, believing and doing interacts with contextual factors (Majoko, 2016; Makoelle, 2014; Moscardini's, 2014).

Student-centred pedagogical decision-making

Several studies elucidate how having an inclusive pedagogical mindset is a prerequisite for adopting universally designed and differentiated instructional practices (Danniels & Pyle, 2023; Fyssa et al., 2023; Karagianni & Drigas, 2023; Katz & Sokal, 2016; Mamas & Avramidis, 2013; Overton et al., 2017; Sewell et al., 2022; Somma & Bennett, 2020), alongside 'differentiation by choice' (Brennan et al., 2021), whereby students are offered a choice in terms of the content, demonstration and pace of their learning while giving them ample opportunities to meaningfully engage in the learning process (Spratt & Florian, 2015; Symeonidou & Loizou, 2023; Westbrook & Croft, 2015). The latter can, inter alia, be achieved by promoting student-centred, personalised, collaborative, active, social-constructivist and problem-based learning (Connett, 2020; Danniels & Pyle, 2023; Majoko, 2016; Naraian, 2019; Nind & Lewthwaite, 2018; Sheehy & Budiyanto, 2015; Sheehy et al., 2019) while modifying teaching materials and methodologies, fostering differentiated learning experiences (Overton et al., 2017; Westbrook & Croft, 2015). These pedagogical tenets are also presented as an indispensable dimension of e-inclusive pedagogies. (Karagianni & Drigas, 2023). Nevertheless, the digital literacy of students with SEND is not explicitly targeted. Trusting student-teacher relations and interactions, play-based activities and universally designed pedagogies are also reported to facilitate the meaningful and non-discriminatory engagement of students with SEND in the learning process (Danniels & Pyle, 2023; Efthymiou & Kington, 2017;

Florian & Beaton, 2018; Katz & Sokal, 2016; Nind & Lewthwaite, 2018; Symeonidou & Loizou, 2023; Westbrook & Croft, 2015).

(Inclusive) pedagogical expertise

Inclusive pedagogies are conceptualised as the ability and expert knowledge to respond to the 'dilemma of difference', centred around how individual students can receive additional support without being treated differently (Florian & Beaton, 2018; Majoko, 2016; Pantić & Florian, 2015). Inclusive pedagogical expertise is also necessary to reconcile equity-oriented and exam-driven accountability regimes (Naraian, 2019).

A related dimension of the definition of inclusive pedagogies relates to teachers' self-efficacy and confidence in implementing inclusive pedagogies (Brennan et al., 2021; Connett, 2020; Majoko, 2016; Somma & Bennett, 2020) and engaging in ongoing learning, critical dialogue and collaborative working relations for their implementation embracing social constructivism, peer learning, experiential learning and multi-modal teaching (Danniels & Pyle, 2023; Efthymiou & Kington, 2017; Losberg & Zwozdiak-Myers, 2021; Mamas & Avramidis, 2013; Overton et al., 2017; Pantić & Florian, 2015; Sheehy et al., 2019), including co-teaching, collaboration with Teaching Assistants and speech and language therapists to develop students' IEPs and to deliver more 'specialist' pedagogies (Brennan et al., 2021; Kim et al., 2022; Timothy & Agbenyega, 2018; Westbrook & Croft, 2015). Inclusive pedagogies are also framed against the central role of assessment for learning to maximise learning as well as students' self-assessment' and 'voice' in informing pedagogical decision making coupled with repetition and experiential and enquiry-centred learning along with 'dynamic' and 'functional' assessment processes. (Connett, 2020; Florian & Beaton, 2018; Karagianni & Drigas, 2023; Mamas & Avramidis, 2013; Moscardini, 2014; Westbrook & Croft, 2015).

'Specialist'/'specialised' inclusive pedagogies?

As far as students with more pronounced needs and difficulties are concerned, Losberg and Zwozdiak-Myers (2021) suggest that differentiation by choice has limitations, and hence, the need to move across the 'continua of teaching approaches' by extending what is routinely offered to all students to provide more intensified, focused, targeted and explicit forms of pedagogical approaches to meet disability-related individual needs; a view that is also shared by Brennan et al. (2021), Fitzgerald et al. (2021), Mintz and Wyse (2015) and Naraian (2019) who advocate 'a special pedagogy for SEN' and disavow dichotomising pedagogy in its universal and more specialist dimensions.

Attending to individual/unique differences presupposes using specialist knowledge and pedagogies to inform teaching so that students' needs are met effectively while preventing stigmatisation (De Silva, 2013; Fitzgerald et al., 2021; Florian, 2015; Timothy & Agbenyega, 2018) and low expectations (Connett, 2020; Majoko, 2016). Developing 'core expertise' of inclusive pedagogy (Fitzgerald et al., 2021; Majoko, 2016) incorporates diversifying existing practice in pursuit of proving 'good teaching' instead of doing something 'additional' or 'different' for some students (Karagianni & Drigas, 2023; Mamas & Avramidis, 2013; Pantić & Florian, 2015; Sheehy & Budiyo, 2015; Somma & Bennett, 2020).

Some other studies (Losberg & Zwozdiak-Myers, 2021; Naraian, 2019) highlight the ongoing tension between 'commonality' and 'difference' stances underpinning the 'dilemma of difference' and the segregated practices that ensue due to the necessity to provide specialised interventions for students with SEND. Without rejecting the value of 'specialist' pedagogies such as direct instruction, Naraian (2019) exemplifies the importance of their concurrent use with constructivist pedagogies through pedagogical eclecticism. Some other studies, such as Makoelle (2014) and Losberg and Zwozdiak-Myers (2021) and Westbrook and Croft (2015) point to the inevitability of segregated practices, short-term, in some cases to provide specialised interventions to students with SEND, while Cai et al. (2019) and Maher et al. (2022) discuss inclusive pedagogic practice in special school settings, focusing on addressing the 'commonality' and 'difference' dilemma.

Intersectional dimensions of inclusive pedagogies

Only a handful of the articles under consideration theorised the intersectional dimensions of inclusive pedagogies to concurrently meet students' needs at the crossroads of various markers of difference. The findings of the review underscore the dearth of research on the nexus of disability and intersectionality, which shapes the lives and educational trajectories of students with disabilities, thereby highlighting a research gap that should be addressed in future studies.

Waitoller and King Thorius (2016) and King Thorius and Waitoller (2017) exemplify the value of intersectionality in problematising and addressing educational inequities that arise at the crossroads of students' ability, race, gender, race and class differences. To this end, the authors rationalise the need to use cross-disciplinary pedagogical insights from Culturally Sustaining Pedagogy (CSPP) and Universal Design for Learning (UDL). Naraian and Khoja-Moolji (2016) also proposes pedagogical eclecticism to meet disability-related and bilingual needs concurrently. Similarly, Pantić and Florian (2015) highlight the need for a teacher to understand how students'

learning and behavioural difficulties emanate from the intersection of language and home environment.

DISCUSSION AND IMPLICATIONS FOR INCLUSIVE EDUCATION POLICY AND PRACTICE

The articles under review provided diverse and complementary insights into how inclusive pedagogies are interpreted and enacted at a macro and micro level. Most articles under consideration prioritised pragmatic approaches to promoting inclusive pedagogies. Only a few articles elaborated concurrently on pragmatic/practical and critical dimensions of inclusive pedagogies. The tension between 'commonality' and 'difference' in students' SEND needs was addressed in some articles that provided analytical perspectives on effective pedagogical approaches to meet disability-related needs. In contrast, others argued for more 'specialist' inclusive pedagogies and advocated overcoming pedagogical general and specialist pedagogies binaries.

Interestingly, none of the articles under consideration exemplifies and elaborates on broader conceptualisations of inclusive pedagogies in the convergent context of intersectionality-based educational provision. Inclusive pedagogies should expand to include pedagogical insights from disability studies in education and critical, bilingual and multicultural education fields, as trauma-informed theories and practices (Liasidou, 2022).

The articles under consideration do not, at the same time, explicitly and comprehensively discuss the safety net offered by multi-tier systems of support (Slanda & Little, 2020) and their role in 'distributing equitable resources across all students' (Sailor, 2017, p. 1). This can be achieved by meeting individual needs across three tiers of intervention, thereby capitalising on and exhausting the pedagogical affordances and interventions that can be provided in mainstream classrooms (Mitchell & Sutherland, 2020). Applying multi-tiered forms of support can resolve tensions and provide the procedural means to capitalise on pedagogical possibilities across a continuum of varied degrees of teaching intensity and tiers of intervention to effectively meet individual needs without resorting to practices that single out some students (Fien et al., 2021).

Despite the value of multi-tiered system of support (MTSS), its implementation has not been without problems, as demonstrated by the case of the USA due to differences among schools, an adverse high-stakes accountability policy landscape, and limited support for its implementation (Aronson et al., 2016). As a result, the 'developmental needs' of minoritised youth 'cannot be met', according to Farmer et al. (2022, p. 75), 'by current research and intervention frameworks,' such as 'Multitiered Systems of Support (MTSS)' These frameworks are 'neither centred on being responsive

to the circumstances and needs of minoritised youth who experience a system of correlated difficulties nor responsive to the resources, strengths, and needs of the teachers, schools, and community agencies that serve them'. In view of these considerations, minoritised students will more likely end up in alternative placements following a lack of progress in implementing MTSS.

CONCLUDING THOUGHTS

The IR aimed to provide a procedural mapping of the interpretation and applicability of inclusive pedagogies in relation to their critical and action-oriented dimensions. The analysis documented the existence of varied interpretations, understandings and enactments of inclusive pedagogies for students with SEND. Achieving an integrated mapping of inclusive pedagogies necessitates developing a nuanced understanding of their variations in intensity, personalisation, specialisation and remit of application across a multi-tiered, graduated approach to meet students' common/universal, distinctive and unique needs. This multilayered and multi-stage approach should be rigorously informed by research-based and theoretical perspectives, underpinning teaching, learning, working relations and professional development. These considerations highlight the multidimensional, interconnected and evidence-based nature of inclusive pedagogies, along with the importance of providing a comprehensive, albeit not exhaustive or prescriptive, conceptual mapping of how they can be implemented.

The IR also exemplified and rationalised what is 'special' about inclusive pedagogies in terms of the necessity to provide specialised forms of instruction for some students with SEND to effectively meet their disability-related needs. The IR also brought to the fore the necessity for inclusive pedagogies to be informed by and address the intersectional needs and identities of students with SEND, recognising how disability intersects with, is exacerbated by and is the product of other sources of social disadvantage linked to race/ethnicity, gender, socio-economic background to name a few. In this respect, inclusive pedagogies should be diversified and enriched by adopting an intersectional and trauma-informed lens to address students' cumulative and overlapping needs stemming from their multiply marginalised social identities and traumatic experiences, adversely affecting their development and learning. As evidenced in our IR, these interdisciplinary alliances are significantly missing from inclusive pedagogies scholarship despite being an indispensable dimension of attempts to advance new understandings of inclusion and inclusive pedagogies grounded in and informed by a social justice, equity and human rights discourse (Artiles, 2020).

AUTHOR CONTRIBUTIONS

Anastasia Liasidou: Conceptualization; writing—original draft. **Katerina Mavrou:** Writing and methodology. **Maria Mouka:** Data curation; created figures/tables.

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CONFLICT OF INTEREST STATEMENT

The authors declare no conflicts of interest.

DATA AVAILABILITY STATEMENT

Data sharing is not applicable to this article as no datasets were generated or analysed during the current study.

ETHICS STATEMENT

Ethical approval was not required for this study.

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