

Books

Webster, R. (2022) *The Inclusion Illusion. How Children with Special Educational Needs Experience Mainstream Schools*. London: UCL Press

Webster, R. & de Boer, A. (Eds) (2022) *Teaching Assistants, Inclusion and Special Educational Needs: International Perspectives on the Role of Paraprofessionals in Schools*. Oxon: Routledge

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Bosanquet, P., **Webster, R.** & Radford, J. (2021) *The Teaching Assistant's Guide to Effective Interaction: How to maximise your practice*. Second edition. Oxon: Routledge

Webster, R. (Ed) (2019) *Including Children and Young People with Special Educational Needs and Disabilities in Learning and Life: How far have we come since the Warnock Enquiry – and where do we go next?* Oxon: Routledge

Webster, R., Russell, A. & Blatchford, P. (2016) *Maximising the Impact of Teaching Assistants: Guidance for school leaders and teachers*. Second edition. Oxon: Routledge

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Blatchford, P., Russell, A. & **Webster, R.** (2012) *Reassessing the Impact of Teaching Assistants: How research challenges practice and policy*. Oxon: Routledge

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Webster, R. (2020) 'A blueprint for evidence-based practice? Assessing the Warnock Inquiry's proposals for research and development in special education 40 years on', in G. Lindsay, J. Dockrell & K. Wedell (Eds) *Warnock 40 Years On: The development of special educational needs since the Warnock Report and implications for the future*. Lausanne: Frontiers Media SA

Webster, R. & Blatchford, P. (2020) 'Rethinking use of teacher aides', in L. J. Graham (Ed) *Inclusive Education for the 21st Century: Theory, policy and practice*. Sydney: Allen and Unwin

Webster, R. (2019) 'Inclusion: A cost-benefit analysis', in M. Prosser Haywood & M. Jopling (Eds) *ResearchSEND in Ordinary Classrooms*. Suffolk: John Catt

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Hall, S. & **Webster, R.** (in press) "It's properly changed, and I think it's going to continue." How the pandemic and the cost of living crisis remade the teaching assistant role. *Pastoral Care in Education*

Webster, R. (2023) Upgrading the policies and the politics of inclusion. *European Journal of Special Needs Education*, 38(4): 588-597. Author's response to reviews of *The Inclusion Illusion* (Webster, 2022)

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O'Toole, S., **Webster, R.**, Butcher, J. & Christie, N. (2022) Promoting the independent mobility of young people with SEND: The lived experience of young people with autism, ADHD and learning disabilities. *Journal of Transport and Health*, 26

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Research reports

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Hall, S. & **Webster, R.** (2022) *From Covid to the cost of living: The crises remaking the role of teaching assistants*. Portsmouth: Education Research, Innovation and Consultancy Unit, University of Portsmouth

Brackenbury, G., Carroll, C., Roberts, A., & **Webster, R.** (2022) *School-University Partnerships: A model for knowledge co-creation for inclusive education*. London: UCL Institute of Education

Moss, G., **Webster, R.**, Harmey, S. & Bradbury, A. (2021) *Unsung heroes: The role of teaching assistants and classroom assistants in keeping schools functioning during lockdown*. London: UCL Institute of Education/Unison

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