

Books

- Webster, R.** (in preparation) *Worlds Apart? How Children with Special Educational Needs Experience Mainstream Classrooms*. London: UCL Press
- Webster, R.** & de Boer, A. (Eds) (in preparation) *Teaching Assistants, Inclusion and Special Educational Needs: International Perspectives on the Role of Paraprofessionals in Schools*. Oxon: Routledge
- Webster, R.** Bosanquet, P., Franklin, S. & Parker, M. (2021) *Maximising the Impact of Teaching Assistants in Primary Schools: Guidance for school leaders*. Oxon: Routledge
- 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
- Bosanquet, P., Radford, J. & **Webster, R.** (2016) *The Teaching Assistant's Guide to Effective Interaction: How to maximise your practice*. Oxon: Routledge
- Russell, A., **Webster, R.** & Blatchford, P. (2013) *Maximising the Impact of Teaching Assistants: Guidance for school leaders and teachers*. Oxon: Routledge
- Blatchford, P., Russell, A. & **Webster, R.** (2012) *Reassessing the Impact of Teaching Assistants: How research challenges practice and policy*. Oxon: Routledge
- ## Book chapters
- Webster, R.** (2021) 'Effective leadership for maximising the contribution of teaching assistants: An Implementation journey', in T. Greany & P. Earley (Eds) *School Leadership and Education System Reform*. Second edition. London: Bloomsbury
- Webster, R.** (2020) 'Building effective relationships with teaching assistants, the SENCO, SEND specialists and parents/carers', in The Chartered College of Teaching (Ed) *The Early Career Framework Handbook*. London: SAGE
- 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
- Webster, R.** (2019) 'Looking back: A brief history of the Warnock Enquiry', in **R. Webster** (Ed) *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. (2019) 'Looking forward: Using the Warnock Report to chart a way forward', in **R. Webster** (Ed) *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. (2018) 'Efficient use of resources', in D. Bartram (Ed) *Great Expectations: Leading an effective SEND strategy in school.* Suffolk: John Catt

Webster, R. (2017) 'Relocation, relocation, relocation: Managing school transfer for high mobility families', in M. Rowland (Ed) *Learning without Labels: Improving outcomes for vulnerable pupils.* Suffolk: John Catt

Blatchford, P. & **Webster, R.** (2017) 'ORACLE to MAST: 40 years of observation studies in UK junior school classrooms', in R. Maclean (Ed) *Life in Schools in Classrooms: Past, present and future.* Singapore: Springer

Webster, R. & Blatchford, P. (2012) 'The impact of teaching assistants on pupils', in J. Hattie and E. Anderman (Eds) *International Guide to Student Achievement.* Oxon: Routledge

Webster, R. & Blatchford, P. (2012) 'Supporting learning?: How effective are teaching assistants?', in P. Adey & J. Dillon (Eds) *Bad Education: Debunking educational myths.* Maidenhead: OUP

Journal papers

McAnuff, J., Gibson, J., **Webster, R.**, Kaur-Bola, K., Grayston, A. & Pennington, L. (under review) Allied health (occupational therapy, physiotherapy, and speech and language therapy) in schools and education settings for children and young people affected by neurodisability: A systematic evidence map. *Disability and Rehabilitation*

Jardí, A., **Webster, R.**, Petreñas, C. & Puigdellívol, I. (2022) Building successful partnerships between teaching assistants and teachers: Which interpersonal factors matter? *Teaching and Teacher Education*, 109

Webster, R. & de Boer, A. (2021) Where next for research on teaching assistants: The case for an international response. *European Journal of Special Needs Education*, 36(2): 294-305

Webster, R. & de Boer, A. (2021) Teaching assistants: their role in the inclusion, education and achievement of pupils with special educational needs. *European Journal of Special Needs Education*, 36(2): 163-167

Webster, R., Bosanquet, P. & Blatchford, P. (2020) Preparing teaching assistants for including all learners. *Oxford Research Encyclopedia of Education*. doi: <https://doi.org/10.1093/acrefore/9780190264093.013.1235>

Webster, R. (2019) A blueprint for evidence-based practice? Assessing the Warnock Inquiry's proposals for research and development in special education 40 years on. *Frontiers in Education*, 4(7)

Webster, R. (2019) Leading without limits: The role of school culture in implementing evidence-based practices. *Impact*, 5: 6-9

Webster, R. & Blatchford, P. (2019) Making sense of 'teaching', 'support' and 'differentiation': The educational experiences of pupils with Education, Health and Care Plans and Statements in mainstream secondary schools. *European Journal of Special Needs Education*, 34(1): 98-113

Blatchford, P. & **Webster, R.** (2018) Classroom contexts for learning at primary and secondary school: Class size, groupings, interactions and special educational needs. *British Educational Research Journal*, 44(4): 681-703

Webster, R. (2015) The classroom experiences of pupils with special educational needs in mainstream primary schools – 1976 to 2012. What do data from systematic observation studies reveal about pupils' educational experiences over time? *British Educational Research Journal*, 41(6): 992-1009

Webster, R. & Blatchford, P. (2015) Worlds apart? The nature and quality of the educational experiences of pupils with a Statement for special educational needs in mainstream primary schools. *British Educational Research Journal*, 41(2): 324-342

Baines, E., Blatchford, P. & **Webster, R.** (2015) The challenges of implementing group work in primary school classrooms and including pupils with special educational needs. *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 43(1): 15-23

Webster, R. (2014) 2014 Code of Practice: How research evidence on the role and impact of teaching assistants can inform professional practice. *Educational Psychology and Practice*, 30(3): 232-237

Webster, R. & Blatchford, P. (2014) Who has the responsibility for teaching pupils with SEN in mainstream primary schools? Implications for policy arising from The Making a Statement study. *Journal of Research in Special Educational Needs*, 14(3):196-199

Radford, J., Bosanquet, P., **Webster, R.** & Blatchford, P. (2014) Scaffolding learning for independence: Clarifying teacher and TA roles for children with SEN. *Learning and Instruction*, 36: 1-10

Webster, R. & Blatchford, P. (2013) The educational experiences of pupils with a Statement for special educational needs in mainstream primary schools. Results from a systematic observation study. *European Journal of Special Needs Education*, 28(4): 463-479

Webster, R., Blatchford, P. & Russell, A (2013) Challenging and changing how schools use teaching assistants: Findings from the Effective Deployment of Teaching Assistants project. *School Leadership and Management*, 33(1): 78-96

Radford, J., Bosanquet, P., **Webster, R.**, Blatchford, P. & Rubie-Davies, C. (2013) Fostering learner independence through heuristic scaffolding: A valuable role for teaching assistants. *International Journal of Educational Research*, 63(1): 116-126

Webster, R., Blatchford, P., Bassett, P., Brown, P., Martin, C. & Russell, A. (2011) The wider pedagogical role of teaching assistants. *School Leadership and Management*, 31(1): 3-20

Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A. & **Webster, R.** (2011) The impact of support staff on pupil 'positive approaches to learning' and their academic progress. *British Educational Research Journal*, 37(3): 443-464

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Webster, R., Blatchford, P., Bassett, P., Brown, P., Martin, C. & Russell, A. (2010) Double standards and first principles: Framing teaching assistant support for pupils with special educational needs, *European Journal of Special Needs Education*, 25(4): 319-336

Webster, R., Blatchford, P., Bassett, P., Brown, P., Martin, C. & Russell, A. (2010) Engaging with the question 'should teaching assistant have a pedagogical role?' *European Journal of Special Needs Education*, 25(4): 347-348

Rubie-Davies, C., Blatchford, P., **Webster, R.**, Koutsoubou, M. & Bassett, P. (2010) Enhancing learning?: A comparison of teacher and teaching assistant interactions with pupils. *School Effectiveness and School Improvement*, 21(4): 429-449

Blatchford, P., Bassett, P., Brown, P. & **Webster, R.** (2009) The effect of support staff on pupil engagement and individual attention. *British Educational Research Journal*, 35(5): 661-686

Research reports

Moss, G., **Webster, R.**, Harme, 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

Skipp, A., Hopwood, V., Tyers, C., Webster, R. & Rutt, S. (2021) *The reported effects of the pandemic on pupils in special schools and colleges and what they need now*. London: NfER/Nuffield Foundation

Skipp, A., Hopwood, V. & **Webster, R.**, with Julius, J. & McLean, D. (2021) *Special education during lockdown: Providers' and parents' experiences. Research summary.* London: Nuffield Foundation

Skipp, A., Hopwood, V. & **Webster, R.**, with Julius, J. & McLean, D. (2021) *Special education in lockdown: The experiences of school and college providers and families of pupils with Education, Health and Care Plans (EHCPs).* London: Nuffield Foundation

Gray, P., Norwich, B. & **Webster, R.** (2021) Review of research about the effects of inclusive education: A summary. SEN Policy Research Forum/University of Exeter

Skipp, A., & Hopwood, V., with Julius, J. & McLean, D (2020) *Special education during lockdown: Returning to schools and colleges in September.* London: Nuffield Foundation

Sharples, J., **Webster, R.** & Blatchford, P. (2018) *Making Best Use of Teaching Assistants. Guidance report.* Second edition. London: Education Endowment Foundation

Webster, R. & Blatchford, P. (2017) *The Special Educational Needs in Secondary Education (SENSE) study. Final report. A study of the teaching and support experienced by pupils with Statements and Education, Health and Care Plans in mainstream and special schools.* London: Nuffield Foundation

Sharples, J., **Webster, R.** & Blatchford, P. (2015) *Making Best Use of Teaching Assistants. Guidance report.* London: Education Endowment Foundation

Webster, R. & Blatchford, P. (2013) *The Making a Statement study. Final report. A study of the teaching and support experienced by pupils with a statement of special educational needs in mainstream primary schools* London: Nuffield Foundation

Blatchford, P., **Webster, R.** & Russell, A. (2012) *Challenging the role and deployment of teaching assistants in mainstream schools: The impact on schools. Final report on findings from the Effective Deployment of Teaching Assistants (EDTA) project.* London: Esmée Fairbairn Foundation

Claxton, G., Lucas, B. & **Webster, R.** (2010) *Bodies of Knowledge: How the learning sciences could transform practical and vocational education.* London: Edge Foundation/Centre for Real-World Learning

Lucas, B., Claxton, G. & **Webster, R.** (2010) *Mind the Gap: Research and reality in practical and vocational education.* London: Edge Foundation/Centre for Real-World Learning

Blatchford, P., Bassett, P., Brown, P., Koutsoubou, M., Martin, C., Russell, A. & **Webster, R.** with Rubie-Davies, C. (2009) *Deployment and Impact of Support Staff in Schools. Results from Strand 2, Wave 2.* London: DCSF

Blatchford, P., Bassett, P., Brown, P., Koutsoubou, M., Martin, C., Russell, A. & **Webster, R.** (2009) *Deployment and Impact of Support Staff in Schools. Characteristics, working conditions and job satisfaction. Strand 1, Waves 1-3 in 2004, 2006 and 2008.* London: DCSF

Blatchford, P., Bassett, P., Brown, P., Koutsoubou, M., Martin, C., Russell, A. & **Webster, R.** with Babayigit, S. & Haywood, H. (2008) *Deployment and Impact of Support Staff in Schools and the Impact of the National Agreement. Results from Strand 2 Wave 1 – 2005/06.* London: DCSF

Blatchford, P., Bassett, P., Brown, P., Koutsoubou, M., Martin, C., Russell, A. & **Webster, R.** (2007) *Deployment and Impact of Support Staff in Schools. Report on findings from the second national questionnaire survey of schools, support staff and teachers. Strand 1, Wave 2 – 2006.* London: DCSF

Blatchford, P., Bassett, P., Brown, P., Koutsoubou, M., Martin, C., Russell, A., **Webster, R.** & Haywood, H. (2006) *Report on findings from a National Questionnaire Survey of Schools, Support Staff and Teachers. Strand 1, Wave 1 – 2004.* London: DfES

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