LICIE 2027 Call for Papers and Submission Guidance

Call for papers

The third London International Conference on Inclusive Education is taking place on the 20th, 21st and 22nd July 2027. It is organised by the UCL Centre for Inclusive Education. The organising committee is now calling for papers to be presented at the event. Proposals for oral and poster presentations, symposia and practitioner-focused workshops on a wide range of topics on inclusive education are invited.

The main categories for submission can be found below. The call for proposals is open until midnight on Sunday 31st January 2027. We welcome abstracts from academic researchers, professional services colleagues, educational practitioners and postgraduate researchers that address any aspect of the selected themes.

1) Accepted Submission Types

Authors may propose abstracts for oral presentations, symposia, poster presentations and practitioner-focused workshops. Posters will be displayed on a designated day of the conference, with a timetabled slot for authors to be present to discuss their research with interested delegates. Symposium panels should have a minimum of three and a maximum of six presenters and all presenters should be strongly aligned within an overarching title.

2) Conference themes and topics

Proposals should fall within one of the sub-themes listed in this call for papers and can describe a wide range of research including empirical or theoretical studies. Preference will be given to presentations showcasing empirical research, using qualitative, quantitative or mixed method approaches, including primary research and evidence synthesis projects. Topics expected to be presented and discussed at LICIE 2027 are covered below.

Researchers are invited to submit completed projects only. High quality presentations based on novel empirical research will be prioritised.

LICIE 2027: Sub-themes

LICIE 2027 brings researchers, policy makers and practitioners together under the theme Making Inclusion Work: Uniting research, policy and practice to transform inclusive education. The nine sub-themes below set out where the conference will concentrate its attention. Each is an invitation to present rigorous work, to test it against the realities of policy and practice, and to leave with ideas that can be put to use.

Home Environments and Enrichment

A child's development is shaped by far more than the hours spent in a classroom. Families, communities and out-of-school settings, from learning at home to clubs, sport, the arts, play and youth work, are where much of a child or young person's competence, identity and sense of belonging is formed. Parents and carers hold detailed expertise about their children, yet the routes by which that knowledge informs research and policy, and by which research reaches families, remain uneven. This sub-theme examines how learning beyond the school day can be understood, supported and valued as an integral part of an inclusive system, and asks who has access to these opportunities and who is excluded from them.

Indicative topics: family partnership and co-production; home learning environments; access to extracurricular, sport, arts and play provision; parent and carer experiences of navigating services; community and third-sector provision; barriers to participation

Post-16 Education and Pathways

Inclusion does not end at the school gate, yet the evidence base thins at the point where young people face some of their most consequential decisions. Further education, apprenticeships, supported internships, higher education and

employment each carry distinct entitlements, funding arrangements and cultures of support, and it is in the movement between them that the promise of inclusive schooling is tested. This sub-theme invites work that follows young people into adulthood: which pathways lead to meaningful employment, independent living and participation in community life, and how policy and provision might be designed around the aspirations of young people themselves.

Indicative topics: further and higher education; supported internships and apprenticeships; employment outcomes and employer engagement; preparation for adulthood; independent living; post-16 policy and funding; young people's own accounts of their futures

Belonging and Engagement

Belonging is widely cited as the purpose of inclusive education, but it is far less often defined, measured or examined critically. Being present in a school does not guarantee participation, and attendance is not the same as engagement. Persistent absence, exclusion and disengagement have sharpened concern about children and young people who feel they have no place in the schools they attend, while interest in relationships, school culture and pupil voice has grown. This sub-theme seeks conceptual and empirical work on what belonging is, how it develops, how it can be assessed, and what schools and systems can do to cultivate it, particularly for children and young people whose experience of education has been marked by marginalisation.

Indicative topics: conceptualising and measuring belonging; attendance, school non-attendance; exclusion; alternative provision; relationships and school culture; pupil voice and participatory research; intersections of aspects of identity.

Mental Health and Wellbeing

Demand for mental health support among children and young people continues to press on schools and services, and those with special educational needs and disabilities are among those at greatest risk. The knowledge needed to respond is

held in different places: in clinical research, in educational research, in the professional judgement of teachers and in the lived experience of young people. Each has its own methods and standards of proof, and they are rarely brought into conversation. This sub-theme explores how these forms of knowledge can be combined, how school-based approaches and specialist services can work together, and what it takes to promote wellbeing in ways that are preventive, inclusive and shaped by the voices of young people.

Indicative topics: whole-school approaches to wellbeing; early identification; access to specialist services; neurodivergence and mental health; the role of young people's voice in research and service design; staff wellbeing and professional support; evaluation of school-based interventions

Language and Communication

Language is the medium through which children and young people learn, form relationships and make themselves understood. Difficulties with speech, language and communication, including developmental language disorder, the needs of children and young people who use augmentative and alternative communication, and those of learners acquiring an additional language, are among the most common and least visible barriers to participation in education. They are associated with outcomes in literacy, behaviour, mental health and employment, and are too often mistaken for something else. This sub-theme draws together education, speech and language therapy, linguistics and psychology to consider how classrooms, curricula and systems can be made communicatively accessible, how multilingual learners can be identified and supported equitably, and how collaboration between teachers and therapists can be sustained in practice.

Indicative topics: developmental language disorder; augmentative and alternative communication; bilingualism; multilingualism; oral language in the curriculum; speech and language therapy in schools; early language and the language of the classroom; communication and behaviour

Literacy and Mathematics

Decades of research have produced a substantial body of evidence on how children learn to read, write and work with numbers, and on the interventions that help those who find these things difficult. Translating that evidence into the conditions of real classrooms, with large and varied classes, limited specialist support and competing demands on time, remains one of the field's most persistent challenges. This sub-theme welcomes work on effective teaching and intervention, on implementation and the conditions that make approaches work at scale, and on how structured teaching and inclusive pedagogy can be reconciled. It also looks to the learners whose needs can be overlooked by conventional approaches, including those with dyslexia, dyscalculia and learning disabilities.

Indicative topics: reading, writing and spelling; early number and mathematical reasoning; dyslexia, dyscalculia and learning disabilities; intervention design and implementation; teacher knowledge and professional development; assessment and curriculum access

Sensory Needs

The physical and sensory characteristics of a learning environment, including its acoustics, lighting, visual complexity, use of space and predictability, determines who can learn comfortably within it. For children and young people who are deaf or hard of hearing, blind or partially sighted, deafblind, autistic, or who experience sensory processing differences, these features can decide whether they are able to take part at all. Design guidance, specialist provision and classroom practice have often developed apart from the research that should inform them. This sub-theme invites work on sensory experience in education, from the design of buildings and classrooms to specialist teaching, and on how knowledge from architecture, audiology, occupational therapy and the perspectives of sensory-diverse people can be taken up in policy and practice.

Indicative topics: acoustic and visual environments; school and classroom design; deaf education; visual impairment and multi-sensory impairment; sensory processing

and autism; specialist teaching and support services; participatory approaches to environmental change

Transitions

Children and young people with special educational needs and disabilities move between settings, phases and services more often, and with more at stake, than their peers: from early years to primary school, from primary to secondary, between mainstream and specialist provision, and between education and health or social care. Each transition risks discontinuity in relationships, in understanding of a child or young person's needs and in the support that has been built around them. Each also offers an opportunity to reset expectations and strengthen partnerships. This sub-theme examines what research tells us about preparing, supporting and following children and young people through change, including the part played by information sharing, planning and relationships, and the experience of children and young people and families as they move.

Indicative topics: early years to school; primary to secondary transfer; moves between mainstream and specialist settings; inclusion bases; information sharing and planning; multi-agency working; the perspectives of children and young people and families

Technology

Assistive technology, adaptive learning systems and, more recently, artificial intelligence are frequently presented as transformative for inclusion, often well ahead of the evidence. Technology can open access to communication, the curriculum and independence. It can also introduce new inequalities, privacy risks and forms of dependence. This sub-theme seeks critical, evidence-informed contributions on what technology achieves, for whom and under what conditions; on how it is procured, governed and evaluated; and on the ethical questions raised by artificial intelligence in education. It particularly welcomes work done on technology with children and young people involved in its design and in the research that tests it.

Indicative topics: assistive and adaptive technology; artificial intelligence in education; digital access and equity; procurement, governance and evaluation; ethics, data and privacy; co-design; teacher confidence and training

Overview of the submission process

1) Required information

For oral presentations and posters, we request author information (name, contact details, affiliation) for the first /presenting author, presentation details (title, abstract, keywords), and additional information that helps us to process the submission (keywords, type of presentation). For symposia we request the above information for both chairs and presenters, as well as a brief overview of the symposium topic.

2) Review process

Following submission, you will receive an email confirmation that your abstract has been received. Your proposal will be screened to ensure it is complete and conforms to accepted academic norms. It will then be reviewed by a minimum of two reviewers who will assess its suitability for the conference. Evaluations will be based on the relevance of the topic, clarity of aims, methodological quality, transparency of results and societal/ practical/ research impact. Authors will receive notice of the evaluation outcome within four weeks of the closure of the submission window.

3) Registration for the conference

Following acceptance submitters will be invited to register for the conference by the registration deadline. Upon payment of the registration fee, you will receive a confirmation email containing details of your purchase. Purchase receipts are available on request.

4) Key dates

Call for proposals opens: Friday 6th November 2026

Call for proposals ends: Sunday 31st January 2027

Registration for the conference: Friday 6th November 2026 to Wednesday 30th June 2027

Conference dates: Tuesday 20th to Thursday 22nd July 2027

Abstract submission details

Abstracts should be submitted electronically via the following link:
https://qualtrics.ucl.ac.uk/jfe/form/SV_5zDoB7vnNptu5FA

1) Corresponding author details.

Please indicate the title, full name, affiliation including address, and email address of the submitting, corresponding author. The email address provided here will be used for all further correspondence. Normally, the corresponding author will be the presenting author. If different, please give details (indicate presenting author) under the author list as outlined in question two.

2) List of Authors

List authors who have contributed to the work being presented. List them in the order they should appear. Identify presenting author here in the text if different from the corresponding author as outlined in question one.

3) Type of presentation

Indicate whether you wish the abstract to be considered for oral presentation, poster presentation, symposium or practitioner-focused workshop.

4) Title

Submit the planned title of your presentation in no more than 15 words. This should be descriptive and indicate the type of study.

5) Abstract

Enter the abstract here in no more than 500 words. We will give preference to presentations showcasing empirical research, using qualitative, quantitative or mixed method approaches, including primary research and evidence synthesis projects. Please describe key details of the project. It is expected that submissions would not

have been published elsewhere prior to the conference. We recommend using the suggested subheadings.

For oral and poster presentations

Abstracts for oral or poster presentations should provide a clear and concise summary of the study. Please structure your abstract using the following elements:

- **Background:** Describe the professional and/or research context of the study and state its purpose and aims. Include research questions and hypotheses where appropriate.
- **Methods:** Describe how the study was performed, including its design, recruitment, data collection and analysis. Refer to ethical approval and study registration details if applicable.
- **Results:** Describe the main results of the study, including main outcomes, planned and exploratory analyses.
- **Conclusions:** Provide a brief summary of key findings and their potential implications to professional practice and research. You may also highlight key strengths and limitations of the project.

The abstracts for oral and poster presentations should not exceed 500 words.

For symposiums

Symposium abstracts should describe the overall theme and objectives of the symposium, as well as provide details about the individual papers that will be included. Please structure your abstract using the following elements:

Symposium

- **Overview:** Present the overall theme and aims of the symposium.
- **Rationale:** Explain why the topic is important and its relevance to current issues in research or practice.
- **Summary of Contributions:** Provide a brief description of each paper, including title, background, methods, results, and conclusions. Highlight how the papers relate to each other and contribute to the overall theme.
- **Implications:** Discuss the expected contribution of the symposium to research, practice, or policy.

The abstract should not exceed 800 words.

For workshops

Workshops are expected to provide practical, evidence-based training or engagement activities that connect research to professional practice. They may focus on introducing participants to approaches, programmes, or tools supported by research, or on sharing findings in ways that enable practitioners to apply them directly in their work. Submissions should be practitioner-focused, interactive, and designed with clear take-aways for participants. Please structure your abstract using the following elements:

- **Workshop Rationale:** Outline the professional and/or research context and explain why the workshop is needed. Describe the evidence or research base that underpins it.
- **Objectives:** State the aims of the workshop and learning outcomes.
- **Structure and Activities:** Provide an overview of the content and planned activities (e.g., group work, demonstrations, case studies, practical exercises).
- **Target Audience:** Indicate who the workshop is intended for (e.g., teachers, practitioners, researchers, policymakers) and any relevant prerequisites.
- **Expected Outcomes:** Describe the key benefits for participants and how the learning will be applied in practice.

The abstract should not exceed 500 words.

6) Presentation topics

The list of suggested conference topics appears in a drop-down menu. Please indicate the topic that your presentation may be relevant to. It is expected that all presentations will be relevant to Inclusive Education.

7) Keywords

Provide up to five keywords, separated by commas, to indicate the topic area of the presentation.

8) Submit your presentation.

Please check details then finalise your presentation by clicking the blue button at the bottom of the submission stage. This will take you to a final, information screen.

A note on handling data. We collect the information detailed above for the purpose of managing abstract submissions and organising the LICIE 2026 Conference. We collect a small set of personal data as part of this process. This includes corresponding author name, email address, IP address and location of submission.

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal data and can be contacted at data-protection@ucl.ac.uk. We collect information via the Qualtrics XM platform.

Further information on how we collect information can be found here:

https://www.ucl.ac.uk/data-protection/policies/2022/jan/data-protection-policy

https://www.ucl.ac.uk/legal-services/privacy/general-privacy-notice

https://www.qualtrics.com/support/survey-platform/getting-started/data-protection-privacy/

The Conference Team

1) Organising Committee

The conference is organised by the UCL Centre for Inclusive Education, part of UCL Institute of Education, and the Department of Psychology and Human Development.

https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-inclusive-education

https://www.licie.co.uk

2) Further information and contact details.

If you have any questions, please check our conference website for updated information. Alternatively, you can contact us at licie@ucl.ac.uk