

Day 1, 28 th July 2025										
8:00 – 9:00	Registration									
9:00 – 9:20	Opening remarks: Prof Lynn Ang and Prof Zachary Walker, IOE, UCL’s Faculty of Education and Society									
9:20 – 10:00	Keynote: Prof Kenneth Poon, Nanyang Technological University, Singapore <i>Students with SEN in mainstream schools: They are learning but are they socially included?</i> <i>Logan Hall</i>									
10:00-10:20	<i>Coffee Break</i> <i>Jeffery Hall</i>									
AM Parallel Sessions	Room 1 – W3.01	Room 2 - 642			Room 3 - 728		Room 4 - 822		Room 5 - 739	
	Inclusive education policy 1	Practitioners’ perspectives of inclusive education 1			Autism and school inclusion 1		Early years classrooms and inclusion 1		Challenges and solutions in inclusive Higher Education 1	
	Chair: Susana Castro-Kemp	Chair: Johanna Fitzgerald			Chair: Miriam McBreen		Chair: Juhayna Taha		Chair: Zachary Walker	
10:30 – 11:45	50 years of democracy: how Portugal stands for in the inclusion of children with disabilities in education?	Catarina Neto Manuela Sanches Ferreira	Inclusionary leadership: a qualitative study of principals’ experiences, practices and perceptions of leading autism classes in Irish primary schools	Linda Dennehy	Autistic pupils with complex learning difficulties and disabilities (CLDD): Multiple perspectives on what they should be taught in one special school.	Sam Mubokie	Inclusive practices to support the participation of kindergartners with diverse language disorders in whole-group book-reading	Paméla McMahon-Morin	The Commencing Student Success Project 2021-2024: Students' top five preferred learning strategies	Ingrid Harrington
	Diversity and the Right to Education: Evolution of Inclusion in Spanish Laws (1970-2020)	Ana Rodríguez Guimeráns	Mainstream Post-Primary Teachers’ Knowledge and Understanding of Autism in Girls	Aoife Munroe	Autism: Monotropism and Flow States.	Ania Atkinson	Exploring Male University Students' Insights about the Value of Utilizing Picturebooks for Maintaining Inclusive Education.	Fajer Bin Rashed	Barriers to Learning for Students with Disabilities in Higher Education: A Narrative Study in Eswatini	S'lungile K. Thwala
	An Investigation into the Key factors for implementing TQM with a National Agency supporting Inclusive Education	John Kearney	An exploration of professional dilemmas related to leading inclusion and/or wellbeing in international schools	Tracy Edwards	Research project: Exploring gender in the identification and support of girls with ASD in education.	Irene Lacruz-Pérez	Planning and Learning in Early Childhood Education for a Disabled Child.	Marjolein Whyte	Psychology of Underachievement	Elizabeth Kaplunov
	ScopeSEND – An international rapid review of the perceptions of policy and practice in service provision for children with special educational needs and disabilities.	Catherine Antalek	Critical Realism as an Analytic Lens for Inclusive Pedagogical Practices	Zitian Zeng	Special school practitioners’ perspectives of autistic pupils’ diverse interests and navigating the ‘double empathy problem’	Joe Brooker	The relationship between childhood chronic health and language skills; implications for inclusive education	Thea Cameron-Faulkner	The Nexus of Success and Challenge: Inclusive Higher Education for Students with Disabilities	Lyman Dukes III Michael Faggella-Luby Melissa Mendoza Joseph Madaus Nicholas Gelbar
12:00 – 12:45	<i>Lunch</i> <i>Jeffery Hall</i>									
PM Parallel sessions 13:00 – 14:15	Inclusive education policy 2	Practitioners’ perspectives of inclusive education 2			Autism and school inclusion 2		Early years classrooms and inclusion 2		Challenges and solutions in inclusive Higher Education 2	
	Chair: Susana Castro-Kemp	Chair: Johanna Fitzgerald			Chair: Miriam McBreen		Chair: Juhayna Taha		Chair: Zachary Walker	
	Developing the Index of Residential Care Quality Indicators for Children and Young People with Disabilities	Mariana Lucas Casanova Manuela Sanches Ferreira	Teacher Intentions to Implement Inclusive Practices and their Actual Teaching Behaviour: A Case Study	Hongyu Chen	Using the joint display method to understand autistic students’ experiences in inclusive secondary education.	Fernanda Esqueda Villegas Esmee Berlang	Preschool teachers’ beliefs towards disability: Insights into a multi-faceted construct	Daniel Then	Co-Creating a Neurodiversity-Informed Postgraduate Curriculum Through Universal Design for Learning	Rachel Ferguson
	Inclusive Education in India; National Education Policy 2020 and Implementation Perspective	Payal Rameshbhai Bhatia	Thinking through the concept of care in inclusive education: a poetic inquiry.	Duncan Mercieca	Start with the end in mind: developing a curriculum where learners autistic learners thrive- A mixed methods study.	Megan Dixon Jo Galloway	The Importance of Integrating Children's Picture Books in Discussing Social Justice Issues	Muge Olgun Baytas	Fostering Inclusive Education in Higher Education: Addressing Student Overwhelm and Engagement Through Logbook Reflections	Aizhan Shomotova
	Perceived quality and significance of ECCE in Pakistan: a review of available evidence from the point of view of practitioners, parents and children	Fatema Jangbarwala	Perspectives from mainstream UK primary school teachers: supporting student self-regulation in the classroom.	Kim Griffin	Moving into Inclusive Education for Individuals with Autism Spectrum Disorder in the Arabian Gulf Cooperation Council Member States: Challenges and Recommendations	Abdulmalik Alkhunini	The quality of oral language provision Jordan’s early years classrooms	Juhayna Taha	Enhancing Inclusive Learning Environments in Engineering Education: A Pilot Project in Belgium	Sofie Craps
	ScopeSEND - an international content analysis of SEND policy and practice	Catherine Antalek	Teacher perspectives on inclusive practices in the multilingual primary and secondary school classroom	Anne-Marie Muller Martine Frising			Desirability and feasibility of strategies to facilitate the teacher-student relationship: A comparative study of early childhood education in Spain and Portugal.	Ana Rodríguez Guimeráns		
14:15 – 14:35	<i>Coffee break</i> <i>Jeffery Hall</i>									

14:45 – 15:45	Room 1 – W3.01		Room 2 - 642		Room 3 - 728		Room 4 - 822		Room 5 - 739	
	Digital technology and AI in the inclusive classroom 1		Student and stakeholder perspectives on inclusive education 1		Mental health and school inclusion 1		Environment and inclusivity		Inclusivity in UK Higher Education 1	
	Chair: Joanna Kolak		Chair: Leda Kamenopoulou		Chair: Gergo Bartl		Chair: Miriam McBreen		Chair: Zoë Gallant	
	Experiences of Students with Disabilities Using Technology in Higher Education: A Case Study of Eswatini Universities	S'lungile Thwala	Autistic Girls’ Experiences of Mainstream Education Provision at Post-Primary Level in the Republic of Ireland	Aoife Munroe	Understanding trauma identification and trauma-informed practices among adolescents in schools: International comparative study of Egypt, Ghana, and United Arab Emirates	Maxwell Peprah Opoku	Weathering the Storm: Inclusive Education and Crisis Preparedness	Susan H Shapiro	Identity and feelings of belonging among Muslim women students in UK universities: a qualitative study.	Amena Amer
15:45 – 16:15	Artificial Intelligence in Special Education Teacher Preparation	Sarah Howorth	The Perceptions of Students with Disabilities on Inclusive Education Policy in a University Setting.	Sindisiwe Busisiwe Maduna	Trauma-Informedness in Inclusive Education: Professionalisation at the Intersection of Inclusion and Trauma	Mohamed Abdel Keream	Nature Pedagogy: A qualitative investigation exploring alternative curricular and learning environments for pupils with SEND	Nicola Elson	Exploring the Role of Personal Tutors in Enhancing Placement Opportunities for Ethnic Minority Students	Chiamaka Nwosu
	Individual Cognitive Activation as a Quality Teaching Characteristic – A Video Study in Inclusive School Classes	Julia Warmdt	Perceptions of Students with and without Specific Learning Disabilities Regarding the Inclusive Education Climate in Saudi Schools	Maha ALSulaiman	Enhancing Mental Health in Adolescents through the me_HeLi-D Digital Programme: An Intervention Study	Valerie Fredericks	Climate Change, Heat and Children’s Education Outcomes: A Systematic Review	Francis Vergunst	Breaking Barriers: Advancing Women’s Access to Inclusive Education and Economic	Khabonina A. Mahlalela-Dlamini
Coffee break Jeffery Hall										
16:30 – 17:30	Digital technology and AI in the inclusive classroom 2		Student and stakeholder perspectives on inclusive education 2		Mental health and school inclusion 2		Differentiated instruction and accommodations		Inclusivity in UK Higher Education 2	
	Chair: Joanna Kolak		Chair: Leda Kamenopoulou		Chair: Gergo Bartl		Chair: Miriam McBreen		Chair: Zoë Gallant	
	Artificial Intelligence to Support Evidence Based Practices in Special education	Don McMahon	The didactic dimensions of inclusion – from a student perspective and with a continental approach	Lotta Björkman	Improving mental health for siblings of children with chronic disorders: Teachers' perspectives within an RCT	Caitlin Prentice	Understanding Preschool Teachers’ Perceptions of Differentiated Instruction as an Inclusive Pedagogy in Singapore	Jennifer Tan	Students as researchers into student belonging: Some thoughts from recent practice	Mark Joseph Walmsley
	Digital Storytelling for computational empowerment: lessons from co-producing digital transition resources with neurodivergent students	Verity Ward	Voices of Inclusion: Perspectives from Maltese Education Stakeholders	Loredana Muscat	Strategies used by mainstream primary school teachers to teach and support students’ self-regulation: Scoping Review	Kim Griffin	One size does not fit all- Effective strategies to reach every learner!	Adewunmi Payne Akinhanmi	Understanding and Addressing the Awarding Gap in an LSHTM MSc- Level Health Policy Module	Mark Marchant Sali Hafez
			School principal's Attitudes Towards Inclusive Education: Systematic Review	Tsirantonaki Smaragdi Anastasia Vlachou			Supporting teachers to design inclusive reasonable adjustments: A randomized controlled trial	Ana Garcia-Melgar	Exploring the inclusion of FE students through key elements of Frohn's (2024) DIMILL model	Temitope Ladenika Robyn Lawrence Elisabeth Taurel
18:30 – 19:30							Recognizing and Unmasking Dysgraphia in a Case Study of a Twice- Exceptional Student through Strengths.	Gillian Eriksson		
	Welcome Evening Reception Crush Hall/ Jeffery Hall									

Day 2, 29 th July 2025						
9:00 – 9:10	Opening remarks: Dr Susana Castro-Kemp, IOE, UCL’s Faculty of Education and Society, and UCL Centre for Inclusive Education					
9:10 – 09:40	Keynote: Prof Marcela Pozas, University of Luxembourg <i>Differentiated Instruction under the spotlight: Exploring the Past, Present and Future of DI.</i> <i>Logan Hall</i>					
AM Parallel Sessions	Room 1 – W3.01		Room 2 - 642		Room 3 - 728	
	Inclusion and culture		Teacher perspectives on inclusive education 1		Complex needs: navigating inclusion and ensuring voices are heard 1	
	Chair: Zachary Walker		Chair: Chloë Marshall		Chair: Gergo Bartl	
09:50 – 11:05	Inclusion of Immigrant Students with Special Educational Needs in Nordic countries: A Systematic Review	Henri Pesonen	The development of Inclusive Education: are we all exploring and analysing the same phenomenon?	Foteini Pasenidou	The Literary Lives of Teenagers with Complex Communication Needs: A Photo-voice Project	Megan Ekinsmyth
	Caught Between Greener Pastures and Children's Education: Immigrant Parents' Involvement in Their Children's Education in the United Arab Emirates	Maxwell Peprah Opoku	Professionalisation of student teachers for inclusive primary school teaching with digital and adaptive learning opportunities	Veronika Dumbacher	Creating an intervention to raise academic and social success for learners with deafblindness	Claire Manford
	Advancing Inclusive Education through Cultural Competency Programmes: A Case Study	Shuangyu Li Edward Ademolu	Promoting the use of inclusive practices among preservice teachers: A participatory research project	Paméla McMahon-Morin	Focus Group research into the barriers and facilitators to success for deafblind learners	Claire Manford
11:05 – 11:25	<i>Coffee break and poster session</i> <i>Jeffery Hall</i>					
11:30 – 13:00	Supporting literacy skills		Teacher perspectives on inclusive education 2		Complex needs: navigating inclusion and ensuring voices are heard 2	
	Chair: Juhayna Taha		Chair: Chloë Marshall		Chair: Gergo Bartl	
	Enhancing writing skills, critical and cultural behaviours in students with dyslexia through multimodal digital storytelling	Kalliopi Kritsotaki	Does teachers’ knowledge on inclusive education influence their attitudes? – The case of India	Anisha Jeyasingh	Inclusive Learning Environments: Providing Access for Students with Extensive Support Needs	Lyndsey Aiono Conradi
	Non-responders' respond!: 'Tier 3' reading intervention produces significant effects on reading outcomes over controls.	Robert Savage	Transforming Special Education Centers in Costa Rica: Voices of the Educational Personnel	María del Rocío Deliyore Vega	Inclusion matters: learning in collaboration with students with profound intellectual and multiple disabilities	Melanie Nind Elspeth Clarke
	Dual Support Intervention Study: Strengthening Reading and Social-Emotional Learning in Second Graders	Andrea Kogler Martin Berger	Pre-Service Teacher Preparedness for Inclusive Education: Explorations Across Boundaries	David Evans	Beech Lodge School: A case study into the promotion of belonging and inclusion in a specialist setting. What can we learn from our most vulnerable students and how could we apply this knowledge in the wider sphere of education?	Dan Gillespie
	The Home and Community Language Environment of Chinese-Heritage Children in the UK	Chen Zhao			Fingers matter in the development of arithmetic skills in children with Apert syndrome	Caroline Hilton
	Language learning and multilingualism in early childhood education: a mixed method analysis in the Spanish education system	Rocío Díaz Bravo				
13:00 – 13:45	<i>Lunch break and poster session</i> <i>Jeffery Hall</i>					

PM Parallel Sessions	Room 1 – W3.01		Room 2 - 642		Room 3 - 728	
	Diverse international perspectives on inclusion		Student voice in inclusive education 1		Interventions and approaches for inclusion 1	
	Chair: Leda Kamenopoulou		Chair: Daisy Loyd		Chair: Chloë Marshall	
14:00 – 15:30	International organisations and the inclusive education imaginary	Elizabeth Walton	Young Researchers Young Voices: A SEND research project co-produced by young people with SEND	Liam Maloy Jo Tolley	PEERS® via telehealth: Part of pre-employment transition services	Sarah Howorth
	Why are people with disabilities (so) invisible in media? A European Union path towards media pluralism	Catarina Neto Manuela Sanches Ferreira	Democratising the research process and promoting student agency through student voice	Foteini Pasenidou	Exploring Work-based Learning Feedback Experiences among Students with Learning Difficulties in Vocational Education and Training in Finland	Evelyn Ansah Karkkulainen
	Barriers to educational participation of children with autism spectrum disorder: Chilean families' experiences and perceptions	Constanza San Martín-Ulloa	Meaningful student participation in the development of Talking Mats for Inclusive Education in Ireland.	Jessica McCluskey	Inclusive Education and Family Approach for Enhancing Equal Learning Opportunities: A Wellness Perspective	Racheal Mafumbate
	Developing staff knowledge and training on decolonisation and decoloniality: Practical tools and inclusive practices	Reece Sohdi	‘Best of both worlds’? Perspectives from autistic pupils in a Primary resourced provision on ‘inclusion’	Liliana Belkin Alex Cozens	Students’ experiences of feedback methods among students with learning difficulties in Finnish VET	Evelyn Ansah Karkkulainen
					Digital Literacy tools for Inclusive Post Secondary Education	Don McMahon
15:30 – 15:50	Coffee break and poster session Jeffery Hall					
16:00– 17:30	Learning and inclusion		Student voice in inclusive education 2		The role of parental involvement in inclusive practice	
	Chair: Leda Kamenopoulou		Chair: Daisy Loyd		Chair: Gergo Bartl	
	Improving Access to Effective Secondary Mathematics in Inclusive Classrooms: A Mixed Methods Study	Bradley Witzel Tammy baron Marilyn Friend	Co-Production for Inclusive lifelong learning: Advancing Therapeutic Horticulture Practices through Participatory, Person-Centred Methodologies	Paty Paliokosta	Parenting stress, parental involvement and SEN students’ adjustment in inclusive schools in mainland China	Wei Yuan
	Supporting individuals with dyscalculia: Co-creating research and capturing the voices of lived experience.	Elisabeth Herbert	Self-advocacy in Brazilian Schools: Experiences of Teachers and their Students with Developmental Disabilities	Flavio Murahara	Parental school involvement as a function of students’ special needs	Catherine Ratelle
	Capturing students' experiences of maths learning in Further Education and Alternative Provision Settings	Faye Walker	Transforming Visions: Inclusive Dialogues in a Human Library	Irene Crestar Ángeles Parrilla	Are we really supporting partnerships? Reconsidering intervention roles for parents of children with a disability	Katherine A. Smith
	Interventions for primary school children with difficulties in learning mathematics	Ann Dowker				
17:45 – 18:15	Closing remarks Prof Rune J Simeonsson, University of North Carolina, Jonkoping University Inclusive Education: a Global Policy in Search of Evidence Logan Hall					
18:45 – 19:30	Walking Tour of campus with Prof Zachary Walker, Head of Department of Psychology and Human Development.					

Day 3, 30 th July 2025										
8:00 – 9:00	Registration									
9:00 – 9:10	Opening remarks: Dr Miriam McBreen, IOE, UCL’s Faculty of Education and Society									
09:10 – 9:50	Keynote: Prof Julie Dockrell, IOE, UCL’s Faculty of Education and Society <i>Discourse, Dialogue, and Diversity: Communication in the Context of Inclusive Education</i>									
09:50 – 10:30	Keynote: Prof Jo Van Herwegen, IOE, UCL’s Faculty of Education and Society <i>From Research to Practice: Tailored Strategies to Enhance Learning for Students with SEND</i> <i>Logan Hall</i>									
AM Parallel Sessions	Room 1 – W3.01		Room 2 - 642		Room 3 - 728		Room 4 - 822		Room 5 - 739	
	Inclusive education policy in the UK		Inclusive school case studies		A classroom for all: diverse needs 1		Co-teaching and working with other professionals 1		Coordinating SEN inclusion: European perspectives	
	Chair: Susana Castro-Kemp		Chair: Jo Van Herwegen		Chair: Miriam McBreen		Chair: Catherine Antalek		Chair: Johanna Fitzgerald	
10:30 – 11:45	Parents' experiences of navigating the SEND system in England	Naveed Kazmi Rosemary White	How to make our schools less mainstream and more inclusive? A case study of an inclusive setting	Daniel James Nelder	Inclusive education and disability in China: A case study of people with a visual impairment	Minjie Chen	Models of co-teaching between teachers and support professionals to promote inclusion and learning for all students.	Ana Luisa López-Vélez	Making the Invisible Visible: Developing SENCOs as Strategic Leaders in the Irish Context	Johanna Fitzgerald
	Co-Evaluating SEND Policy for Ethnically Minoritised Children and Young People’s Mental Health in England	Sorcha Ní Chobhthaigh	Fitting in versus belonging: Pupil perspectives of school belonging in a specialist school setting.	Stefanie Pearce	Including All Students in Education: Students with Cerebral Palsy	Abdul Basit	Investigating the role of professional collaboration between educators working in mainstream primary schools and educators working in special primary schools.	Deborah Meiklejohn	Special Educational Needs Coordinators’ Lived Experiences of Creating and Maintaining Agency in Swedish Upper-Secondary School	Jonas Udd
	Exploring the Enactment of Article 12 UNCRC for Autistic Students in Scottish Mainstream Primary Classrooms.	Stella Gkegka	Analysis of factors influencing the continuation of inclusive education- A case study of Ozora Elementary School in Japan before and after the COVID-19 pandemic	Tomoyasu Noguchi	Teachers with visual impairments as public servants in Ghana: Contributions and moderating issues	Lois Odame	What Effective Co-Teaching Should Look Like: Insights gained from using a co-teaching framework	Tammy Barron Marilyn Friend	Managing Diversity as Strategy to Implement Inclusion in Austrian School Contexts	Michelle Proyer
				Cultivating Positive Change: The Impact of a Whole School Programme on Supporting Autistic Students	Rachel Ferguson	A co-productive approach to inclusion through personal storytelling: describing Storysharing® interventions with pupils with severe/profound disabilities.	Nicola Grove Rachel Barker	Inclusive Practice for Learning Support Assistants: Practical Tips and Reflections from the LSA Perspective	Zoe Hosier	
11:45 – 12:05	<i>Coffee break and poster session</i> <i>Jeffery Hall</i>									
12:05 – 13:20	Approaches to managing diversity and inclusion		Inclusive education and knowledge exchange		A classroom for all: diverse needs 2		Co-teaching and working with other professionals 2			
	Chair: Susana Castro-Kemp		Chair: Jo Van Herwegen		Chair: Miriam McBreen		Chair: Catherine Antalek			
	Institutionalized Ableism, Family Advocacy, and the "Battle" over Inclusive Education	Priya Lalvani Eileen Osieja	Nothing about me without me- The role of co-production for inclusive education	Ellena Valizadeh	Can Resource Constrained Teacher Education Environment Facilitate Inclusive Education? Nepalese Teacher-Educators’ Perspectives	Ram Chandra Giri	Co-Teaching and Professional Roles: Tensions Between Individualism and Collaborative Professionalism in Responding to Diversity	Constanza San Martín		
	Special education services for children with disabilities at Prince Sultan Military Medical City, Riyadh	Maha ALSulaiman	Design, implementation and evaluation of Lesson Studies in Chilean schools to improve inclusive practice. An experience of collaborative professional learning through action research	Cynthia Duk Homad	Strategies used for teaching reading to learners who are deaf and mute in Eswatini	Zodwa G. Nxumalo	Lived Experience Co-Teaching Model with Pre-service Teachers: Our Journey	David Evans		
	Understanding Inclusive Education Through Ethnographic Spatial Mapping: Innovative Research Methods and Examples from Bhutan and Singapore	Matthew Schuelka	Knowledge Exchange as an agent of change: Using a Theory of Change model to interrogate case study based practitioner enquiry in the context of university - education setting facilitated research partnerships.	Amelia Roberts	Participation of Children and Young People with Disabilities in Residential Care in Portugal	Mariana Lucas Casanova Manuela Sanches Ferreira	Utilising collaborative practice to sustain teacher resilience - findings from case study research	Julie Ann Fleming		
			Better lives for Sheffield children: a whole-system approach	Nick Whittaker Zoe Brownlie Emma Stevenson			Understanding and Utilizing the Roles of Behavior Analysts to Support Inclusive Education	Erin Fitzgerald Farrell		
13:20 – 14:20	<i>Lunch break and poster session</i> <i>Jeffery Hall</i>									

PM Parallel Sessions	Room 1 – W3.01		Room 2 - 642		Room 3 - 728		Room 4 - 822	
	Fairness and acceptance		Educational collaborations with Speech and Language Therapy and Occupational Therapy		Understanding and including neurodiversity		Training and preparing for inclusive teaching	
	Chair: Gergo Bartl		Chair: Miriam McBreen		Chair: Juhayna Taha		Chair: Catherine Antalek	
14:20 – 16:00	Exploring utilising an ability driven curriculum to promote improved inclusive practices in Singapore.	Eunice Meng Yin Tan	Exploring impacts of HAVEN: An intervention for neurodivergent adolescents, supporting positive social experiences within schools	Katy Baldwin	School Anxiety Among Neurodivergent Learners: A Neuro-Normative Systemic Crisis in Inclusive Education	Emmie Fisher	Examining teachers’ competence in implementing inclusive education practices in the United Arab Emirates	Daisy Loyd
	Experimental Evidence regarding Backlash Effects Against Students with SEN in Inclusive Education	Mickaël Jury	Inclusive education for children and young people who have speech, language and communication needs (SLCN)	Laura McLean	Together or separate? Families' perceptions of segregation in special education and inclusion in regular schools	Claudia Guiral Eduardo Díaz Yolanda Muñoz-Martinez Susana Domínguez	A Case Study of the Use of Developmental Feedback to Improve Pre-Service Teacher Preparation	Danielle Lane Shari Hopkins
	Perceptions of Fairness and Comparability of Test Accommodations by Teachers: Three correlational studies	Mickaël Jury	Speech-Language Pathologist - Educator Collaboration in Literacy Instruction: Establishing a Shared Definition Through Principle-Based Concept Analysis	Basiliki Passaretti	Bridging the gap: the role of specialist centres in autistic pupils' experience of mainstream school	Anna Cook	Promising UDL Practices to Support Inclusive Education in India	Radhika Misquitta
	"We just want our children to have the opportunity to learn as every child should": A national qualitative survey of parents of intellectually gifted children in Australia.	Gemma Scarparolo	Rock the Spot: the Research and Practice of Using Hip-Hop in the Classroom	Jonte Taylor	A mixed methods approach to linking attendance, safeguarding and quality of life for autistic students	Kiran Hingorani	Enhancing Academic Practice Through Reflection to Promote Inclusive Education	Yetunde Kolajo
	Challenging Ableism in Inclusive Schools: The Role of Teachers with Disabilities in Jordan and Lebanon	Maha Khochen-Bagshaw	Partnering for Change: A Collaborative Approach to Inclusive School-Based Occupational Therapy	Wenonah Campbell			Barriers to Implementing Universal Design for Learning Among Students with Learning Disabilities in Saudi Schools.	Nouf Alsaadi
	The Bullying behaviour towards autistic students in inclusive education settings	Wid H. Daghistaniyasimin					Research on Chinese University Teachers’ Preparedness for Inclusive Education	Tingting Qu
16:00 – 16:30	Coffee break and poster session Jeffery Hall							
16:30 – 17:15	Closing remarks: Annamarie Hassall MBE, CEO nasen Logan Hall							