

Special Issue

A Whole Education Approach: Implications for Inclusive Education Provision for Students with Additional Educational Needs

Message from the Guest Editors

A whole-education approach moves beyond a focus on inclusive practices within specific schools and emphasises the importance interconnected, collaborative relationships between a school and the wider range of community stakeholders who support the education of children with AENs. While this framework was originally developed to support effective responses to the relational phenomena of bullying, the whole education approach may also provide an effective lens through which the complex and enmeshed concept of educational inclusion could be explored.

The focus of this Special Issue will be on the implications of a whole education approach to understandings and practices in inclusive education provision within schools for students with AENs. The Special Issue will also explore the implications for teacher education and professional development, with a specific focus on inclusive education. The Special Issue will invite submissions of empirical research articles relevant to the scope of the Special Issue. Commentary or review article submissions will also be welcome.

Guest Editors

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Deadline for manuscript submissions

closed (31 July 2023)



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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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