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From Pre-Service to In-Service: Differences in Judgements of Reasonable Accommodation for Pupils with Physical Disabilities

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Abstract

This study examines differences in judgements of reasonable accommodation for pupils with physical disabilities between pre-service teachers and in-service teachers. A mixed-design framework was used to investigate how accommodation type and pupils' academic achievement influence perceived necessity. Data were collected from 457 participants (pre-service teachers: $n = 243$; in-service teachers: $n = 214$), who evaluated seven types of accommodation under two conditions: pupils with learning delay and pupils with high academic achievement. The results showed significant effects of accommodation type and academic achievement, as well as their interactions with teacher status. Accessibility-related accommodations were consistently rated as necessary across conditions, whereas instructional and assessment-related supports were evaluated in relation to academic performance.

Furthermore, clear differences emerged between pre-service and in-service teachers. Pre-service teachers showed stronger performance-based judgement patterns, while in-service teachers demonstrated more context-sensitive evaluations. The findings suggest that practical teaching experience may contribute to more function-oriented judgements of reasonable accommodation, offering important implications for inclusive education and teacher development.

Keywords: Reasonable Accommodation; Teacher Judgement; Inclusive Education