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Special Educational Needs: A Resource for Practitioners

Michael Farrell

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`This book provides a succinct overview of SEN policy and is likely to be a useful resource for those undertaking accredited courses related to SEN and inclusion' - ***SENCO Update***

'The combination of the theoretical and practical aspects of special educational needs makes this book a valuable resource for practitioners and should enable them to develop reflective and insightful practice.' - ***Michael Shevlin, Trinity College Dublin, TES Extra Special Needs***

`This is a comprehensive and thorough overview of the Special Educational Needs (SEN) landscape as it is in the UK today. The book is very clearly aimed at specialists in the field, and Michael Farrell incorporates developments that are sometimes ignored - emotional intelligence for example. There is a nice touch in that each chapter concludes with 'thinking points'. I could see that the book could make a sound basis for a training course on SEN, based around these.

The book is highly readable though I expect it is more likely to be used as a reference text, or, as I suggested above, as a basis for training. However it is used, it is invaluable as an up to date assessment of SEN in 2004 and highly recommended to anyone working, or planning to work in this field' - ***Nurtuting Potential***

`Essential reading for every SENCO, in fact, for everyone involved in special educational needs. By examining the background to key areas the book gives teachers, managers and advisers the depth of understanding that is necessary to make informed choices about what constitutes the most effective practice' - ***Dr Tony Lingard, Head of Learning Support, Cambourne Science and Community College***

`With its scope and depth of coverage, this book provides a useful resource through combining background information, theory and practice as well as the tools for further research for both novice and experienced practitioner' - ***Ms Lyn Hurst, Headteacher***

This book provides a `route map' for special education. Through examining related disciplines, which illuminate the field, it considers how special education can be better understood. The author views issues in special education within the wider disciplines of history, sociology, law, politics, ethics, economics, medicine and psychology. He looks at the national, local and school frameworks in which special education operates, and shows how provision for pupils with special educational needs is influenced by structures, procedures and practices at national, local and school levels.

Features include:

} the ethics of preventing disability

} 'lesson's history

} identifying value in sociological perspectives

} psychological and other Models of teaching

} aspects of the National Framework

} aspects of the Local Framework

} the School SEN Policy

} the Curriculum and School Organization

This book is essential reading for teachers, headteachers, Special Educational Needs co-ordinators and all those who have an interest in special education and managing inclusion.

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