1. **Record Nr.** UNICAMPANIASUN0068693

   Autore Merton, Robert K.

   Titolo 1: Teoria sociologica / Robert K. Merton

   Pubbl/distr/stampa XXII, 278 p. ; 22 cm

   ISBN 88-15-07654-9

   Edizione [Bologna : Il mulino]

   Descrizione fisica Trad. di Carlo Marletti e Anna Oppo.

   Soggetti Sociologia

   Lingua di pubblicazione Italiano

   Formato Materiale a stampa

   Livello bibliografico Monografia

2. **Record Nr.** UNINA9910465566403321

   Autore Sydney Ann.

   Titolo A handbook for inclusion managers : steering your school towards inclusion / / Ann Sydney

   Pubbl/distr/stampa London ; ; New York : , : Routledge/NASEN, , 2010

   ISBN 0-203-60972-7
   1-299-28792-1
   1-136-03422-6

   Descrizione fisica 1 online resource (129 p.)

   Collana David Fulton / Nasen

   Disciplina 371.9/0460941

   Soggetti Inclusive education - Great Britain
   Mainstreaming in education - Great Britain
   Education and state - Great Britain
   Electronic books.

   Lingua di pubblicazione Inglese

   Formato Materiale a stampa

   Livello bibliografico Monografia

   Note generali "David Fulton"--cover.

   Nota di bibliografia Includes bibliographical references and index.

Nota di contenuto	Cover; A Handbook for Inclusion Managers: Steering your school towards inclusion; Copyright; Contents; Illustrations; Acknowledgements; Abbreviations; Introduction; Chapter 1The big picture; Who is included?; Admissions; Exclusions; The Children Act and Every Child Matters; Special educational needs and disability; What the National Curriculum says; Gender equality; Race and equality; Chapter 2 How well is your school doing?; Compared with the national picture; What RAISEonline shows; What RAISEonline doesn't show; Data within your school; How inclusive is your school already? Chapter 3 EthosDo pupils want to come to your school?; Principles of inclusion; First impressions; Different models of pastoral systems; How schools combat racism; Chapter 4 Organisation: Budgets and staffing; Where does your budget come from?; Staffing; Communicating; Chapter 5 Curriculum; Gifted and talented pupils; Distance learning; Self-evaluation criteria for the curriculum; Language across the curriculum; The role of the Learning Support Unit; Getting accreditation for your school; Post-16 and transition; Getting accreditation for your work on inclusion Chapter 6 Monitoring the quality of learningWhat constitutes progress?; Does it matter where pupils are taught?; Inclusive teaching and learning: what does it look like?; What to look for in lessons; Where to start: an example; Reviewing the progress of statemented pupils; Chapter 7 Working with others; Working with pupils; Working with parents and carers; Working with staff; Working with special schools; Working with Regional Partnerships; Working with other agencies; The Common Assessment Framework; Looked-after children; Gypsy, Roma and traveller pupils Working with other mainstream schoolsChapter 8 Reporting to others; Governors; Parents; Pupils' records; Ofsted; Chapter 9 Writing the inclusion strategy; Introduction; Monitoring achievement and standards; Teaching and learning; Curriculum; Access and transitions; Leadership and management; Consultation; Implementation; Review; Chapter 10 Writing the inclusion policy; Guidelines; Examples from primary and secondary schools; Conclusion; Appendix: Example of an access plan; Further reading; Websites; Training; Bibliography; Index
Sommario/riassunto	Are you responsible for inclusion in your school? As an Inclusion Manager, you have a strategic role that covers a great deal more than special educational needs, and requires a specific knowledge and skill set in order to steer your school towards inclusion. A Handbook for Inclusion Managers presents a wide range of information, providing plenty of fresh ideas and a stimulus for reflection on your practice. This comprehensive and accessible text examines recent legislation, including the Common Assessment Framework, and provides information on how to gain accreditati