Record Nr. UNINA9910461941203321 Leading on inclusion: dilemmas, debates and new perspectives // **Titolo** edited by John Cornwall and Lynne Graham-Matheson Pubbl/distr/stampa London;; New York:,: Routledge,, 2012 **ISBN** 1-283-46172-2 9786613461728 0-203-14400-7 1-136-50196-7 Edizione [[1st ed.].] 1 online resource (175 p.) Descrizione fisica CornwallJohn, senior lecturer Altri autori (Persone) Graham-MathesonLynne Disciplina 371.9/046 Soggetti Inclusive education - Great Britain Special education - Great Britain Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Front Cover; Leading on Inclusion; Copyright Page; Contents; Acknowledgements; List of contributors; Foreword; List of abbreviations; Introduction: leading on inclusion: Lynne Graham-Matheson; 1. How did we get here? A brief history of inclusion and special educational needs: Lynne Graham-Matheson; 2. Perspectives on special educational needs and inclusive practice: whose views count?: Gill Richards; 3. Theorizing educational change within the context of inclusion: Anastasia Liasidou and Cathy Svensson 4. Whole school development, inclusion and special educational needs: acknowledging wider debates: David Thompson5. The importance of a whole school culture of inclusion: Alison Ekins; 6. Learning and teaching in inclusive classrooms: Bridget Middlemas; 7. Multiprofessional working: the way forward?: Sue Soan; 8. Dilemmas of enablement: inclusive and special technologies: Mike Blamires; 9.

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Leading on Inclusion: Dilemmas, debates and new perspectives critically examines the current theory and legislative context of special educational needs and disability, and explores the enduring issues and opportunities that will affect future practice in all schools. The central theme throughout the book asks the inevitable question 'What happens next?' and the expert team of contributors, drawn from a pool of teachers, academics and researchers, consider wide-ranging issues such as: the voice of young people whole school development and pl