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Autore	Goyard-Fabre, Simone
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Autore	Tilstone Christina
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Altri autori (Persone)	FlorianLani RoseRichard <1953->
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Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Book Cover; Title; Contents; List of illustrations; Notes on contributors; Foreword; Acknowledgements; Pragmatism not dogmatism: promoting more inclusive practice; Inclusive schooling; Inclusive practice: what, why and how?; The curriculum: a vehicle for inclusion or a lever for exclusion?; Personal and social development for pupils with learning difficulties; Equal opportunities and special educational needs: equity and inclusion; Managing change; Inclusive learning; Including pupils: developing a partnership in learning; Understanding challenging behaviour: prerequisites to inclusion Promoting inclusion through learning stylesIndividual and whole class teaching; A reconfigured role for special schools; Moving towards the mainstream: vision and reality; A wider role for special schools?; Inclusion in national standards; Routes to inclusion; Multidisciplinary teamwork; Towards a more inclusive way of life; Planned transition from education to employment for young people with severe learning difficulties; Growing up; moving on; Quality of life as a consideration in the development of inclusive education for pupils and students with

learning difficulties; Author index

Subject index

Sommario/riassunto

Current policy demands that mainstream schools seek to include pupils with special educational needs. This book takes a close look at how exactly this aim can be achieved by examining the various parts of the educational process. The book discusses: the practicalities of inclusive education the gap between inclusive policy and practice a re-configured role for special schools how the process of inclusion will develop beyond the classroom. Individuals who have learning difficulties are increasingly finding their place in non-specialist schools. This book considers the ways in w
