1. Record Nr. UNINA9910810373503321 Autore Lorenz Stephanie Titolo First steps in inclusion / / Stephanie Lorenz Pubbl/distr/stampa London;; New York:,: Routledge,, 2002, 2012 **ISBN** 1-134-13309-X 1-138-15795-3 1-315-06932-6 1-134-13302-2 Edizione [First edition.] Descrizione fisica 1 online resource (222 pages) Collana A David Fulton Book. Disciplina 371.9/046 Inclusive education - Great Britain Soggetti Learning disabled children - Education - Great Britain Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia "A David Fulton book"--cover. Note generali First published in Great Britain by David Fulton Publishers 2002. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Cover; Title; Copyright; Dedication; Contents; Acknowledgements; 1 Introduction; What do we mean by inclusion?; What the law and the government say; What research tells us; Why families want inclusion; 2 First Steps for Parents: Choosing a school: Liaising with your LEA: Working with the school; What to do when things go wrong; 3 First Steps for Preschool Settings; Gathering information; Developing a partnership with parents; Assessing children's learning needs; Meeting children's learning needs; 4 First Steps for Primary Schools; Welcoming diversity; Working together as a whole school Accessing the curriculumManaging support staff; 5 First Steps for Secondary Schools; Creating a positive school ethos; Collaboration and partnership; Ensuring curriculum access; Alternatives to exclusion; 6 First Steps for SENCOs; Developing the SENCO role; Improving

communication across the school; Using support effectively; Annual reviews, IEPs and target setting; 7 First Steps for Class Teachers; Reviewing the situation; Teaching and learning; Using the peer group to

best effect; Building a support network; 8 First Steps for Learning

Increasing children's independencePartnership and planning:

Supporters: Clarifying the supporter's role

Developing your own skills; 9 First Steps for Governors; Inclusion and the role of the SEN governor; Disability discrimination and the new act; Developing effective school policies; Resourcing for inclusion; References; Index

Sommario/riassunto

With more parents of disabled children seeking a mainstream place for their child, educational professionals are increasingly being faced with the task of making these placements successful. For many this can be their first experience of including a child with significant difficulties. This book is aimed at all those, be they parents, teachers, learning support assistants, SENCOs, school managers, governors or LEA officers who are charged with ensuring that inclusion is effective both for individual children and for schools as a whole.

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Each chapter looks at the practicalities from a dif