

1.	Record Nr.	UNISA996397594103316
	Titolo	An Account from Paris of the articles of peace concluded betwixt the two crownes of France and Spaine [[electronic resource]]
	Pubbl/distr/stampa	[S.l. , : s.n., 1659]
	Descrizione fisica	1 sheet ([1] p.)
	Soggetti	Pyrenees, Peace of the, 1659 Broadsides17th centuryEngland
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Date of publication from Wing.
	Sommario/riassunto	eebo-0158
2.	Record Nr.	UNINA9910777582003321
	Autore	McKeown Sally
	Titolo	Meeting SEN in the curriculum : modern foreign languages / / Sally McKeown
	Pubbl/distr/stampa	London : , : David Fulton Publishers, , 2004
	ISBN	0-203-82326-5 1-4175-8209-X
	Descrizione fisica	1 online resource (155 p.)
	Collana	Meeting special needs in the curriculum series
	Classificazione	5,3 DT 9000
	Disciplina	371.904465 418.0071041
	Soggetti	Language and languages - Study and teaching Students with disabilities Special education
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.

## Nota di bibliografia

Includes bibliographical references.

## Nota di contenuto

Front Cover; Meeting SEN in the Curriculum: Modern Foreign Languages; Copyright Page; Contents; Acknowledgements; Contributors to the series; Contents of the CD; Introduction; 1. Meeting Special Educational Needs - Your Responsibility; What does SEN mean?; The Code of Practice for SEN; What does the Act cover?; The SENCO; Inclusive schools; Improving access; Disappling pupils; 2. Departmental Policy; Where to start when writing a policy; Useful headings when establishing a working policy; The content of an SEN departmental policy; General statement with reference to the school's SEN policy  
Definition of SEN  
Provision for staff within the department; Provision for pupils with SEN; Resources and learning materials; ICT; Staff qualifications and continuing Professional Development needs; Monitoring and reviewing the policy; Summary; 3. Different types of SEN; Asperger's Syndrome; Attention Deficit Disorder (with or without hyperactivity) (ADD/ADHD); Autistic Spectrum Disorders (ASD); Behavioural, emotional and social development needs; Behavioural, emotional, social difficulty (BESD); Cerebral palsy (CP); Down's Syndrome (DS); Fragile X Syndrome  
Moderate learning difficulties (MLD) Physical disability (PD); Semantic Pragmatic Disorder; Sensory impairments; Hearing impairment (HI); Visual impairment (VI); Multi-sensory impairment; Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD); Specific learning difficulties (SpLD); Dyslexia; Dyscalculia; Dyspraxia; Speech, language and communication difficulties (SLCD); Tourette's Syndrome (TS); 4. The Inclusive MFL Classroom; Why teach MFL to pupils with special needs?; Basic good practice; The atmosphere; Managing behaviour; Sarah: Year 7  
The physical environment  
Interactive whiteboards; Making print materials more accessible; Producing your own materials; Supporting writing; Multi-sensory language learning; 5. Teaching and Learning Styles; Learning styles; Teaching strategies; Good practice guide; Finishing off; Differentiation by resource; A checklist for evaluating materials; Matching tasks to student abilities, aptitudes and interests; Building learning routes; A range of tasks to allow choice; Analytical and creative activities; Differentiation by support; Support from adults and other pupils; Support from technology  
Differentiation by response  
What are we working on?; Pair work; Providing learning logs; 6. Monitoring and Assessment; Why assess?; Formative assessment; Finding out what works and what doesn't; Ongoing formal assessment; P levels; Level descriptions; Ongoing informal assessment; Feedback to pupils; Pupils know what to do; Individual Action Plans; External examinations; Accommodating the needs of pupils with SEN; Summary of principles for centres; 7. Managing Support; What does an assistant do?; Helping with the care and support of individual pupils  
Helping with the care and support of a group of pupils

## Sommario/riassunto

All teachers are meeting more pupils with special needs in mainstream classrooms. Although there are general issues to be aware of subject specialists will always want specific guidance and examples. This series combines SEN expertise with subject knowledge to produce practical and immediate support. Covers: \* Policy writing and how to do it \* Simply explanation of SEN labels \* Creating an inclusive classroom environment \* Working with TA's