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Autore	Geymonat, Ludovico
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2. Record Nr.	UNINA9910777582003321
Autore	McKeown Sally
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Collana	Meeting special needs in the curriculum series
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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
