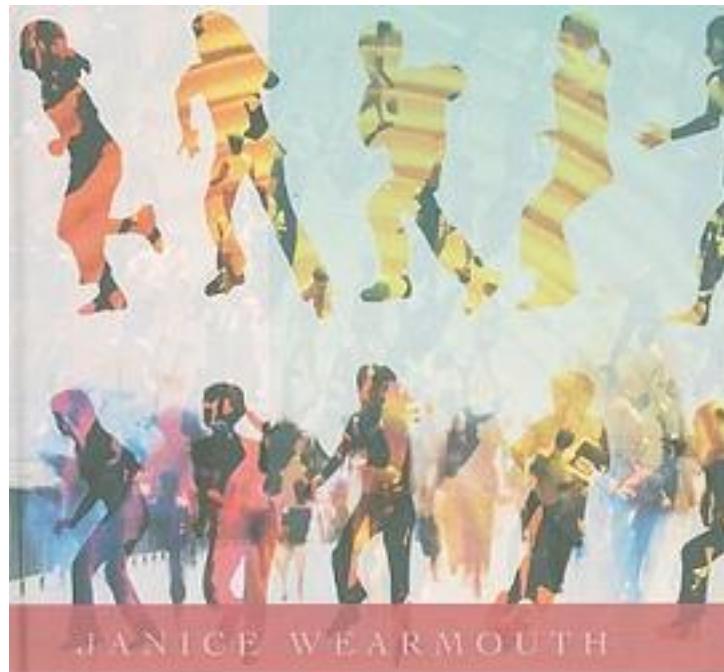


A Beginning Teacher's Guide to Special Educational Needs



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"This is a refreshing and comprehensive book providing an excellent introduction to theory and practice in SEN. It will be much in demand and appreciated by all teachers who are attempting to tackle the issues and questions that can accompany the desire to meet the learning needs of all children." Dr. Gavin Reid, Educational Consultant, Red Rose School, UK; Centre for Child Evaluation and Teaching, Kuwait; REACH Learning Center, Canada. As a trainee or newly qualified teacher, being faced with students labelled as having 'special educational needs' can be a daunting prospect. The whole area of SEN and 'inclusion' is often shrouded with uncertainty about what it means, either in theory or in practice, and what it entails. This guide addresses these issues in a straightforward, supportive and practical way, focusing on the needs of the beginning teacher. Using case studies, activities and resources, it will equip you with the skills and knowledge to support groups of pupils with SEN in different settings and phases. Key features include:

- Vignettes to illustrate the kinds of challenges you are likely to face in ensuring that all students can learn effectively in their classrooms
- Clarification of the legal responsibilities of all teachers in relation to special needs provision
- An overview of the four broad areas of need outlined in the Special Educational Needs Code of Practice (DfES, 2001), including strategies appropriate to each
- A discussion of assessment and planning, including student, peer and family views
- Focus on difficulties in the area of numeracy and literacy, including effective intervention strategies
- Coverage of behavioural issues and effective resolution strategies
- An insight into the uses of ICT to support students' learning and achievement
- Sources of further specialist advice and support

A Beginning Teacher's Guide to Special Educational Needs provides essential support and guidance for student teachers during and beyond their teaching training.

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