



The Practical Guide to Special Educational Needs in Inclusive Primary Classrooms (Primary Guides)

Richard Rose, Marie Howley

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'A well-written and thought-provoking book for teachers. It offers many ideas to improve inclusive practice in primary schools, to the benefit of all pupils, not only those with additional or different learning needs' -

Special magazine

Written for newly-qualified teachers and students approaching the end of their training courses, this practical and accessible text is an introduction to working with children of a range of abilities in inclusive primary classrooms. The book draws on recent research and innovation in the education of pupils with special educational needs to provide practical examples and advice on how to meet the challenges of developing effective teaching and learning in inclusive settings.

Chapters cover:

" becoming an inclusive teacher

" pupils giving cause for concern

" teaching and learning styles

" creating inclusive classroom environments and teaching teams

" learning from pupils

" looking beyond school

" developing further as a professional

With advice on building positive attitudes, developing specific teaching strategies and adapting a personalising teaching approaches, the book helps teachers to build upon their earlier training in both practical and reflective ways.

Richard Rose is Professor of Special and Inclusive Education and Director of the Centre for Special Needs Education and Research at University College Northampton.

Marie Howley is senior lecturer in the Centre for Special Needs Education and Research at University College Northampton, teaching on both undergraduate and post graduate courses and in continuing professional development for teachers.

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Doris Stanford:

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