EDUCM0072: Educational and Professional Studies SEND Investigation



1

CM019 Tom Shakespeare - re-imagining disability. https://vimeo.com/5161684

2

Ainscrow M. Effective Practice in Inclusion and in Special and Mainstream Schools Working Together.

1999.http://webarchive.nationalarchives.gov.uk/20130402121518/https://www.education.gov.uk/publications/eOrderingDownload/RB91.pdf

3

Ainscow M. Understanding the development of inclusive schools. London: : Falmer 1999. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=165306

4

Ainscow M. Developing equitable education systems. London: : Routledge 2012. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=957173

5

Ainscow M, Booth T, Dyson A. Inclusion and the standards agenda: negotiating policy pressures in England. International Journal of Inclusive Education 2006; **10**:295–308. doi:10.1080/13603110500430633

6

Ainscow M, Dyson A, Booth T. Improving schools, developing inclusion. London: : Routledge 2006. https://doi-org.bris.idm.oclc.org/10.4324/9780203967157

7

Ainscow M, Sandill A. Developing inclusive education systems: the role of organisational cultures and leadership. International Journal of Inclusive Education 2010; 14:401-16. doi:10.1080/13603110802504903

8

Allan J. Questions of inclusion in Scotland and Europe. European Journal of Special Needs Education 2010;**25**:199–208. doi:10.1080/08856251003658710

9

ASHTON R. Improving the transfer to secondary school: how every child's voice can matter. Support for Learning 2008;23:176–82. doi:10.1111/j.1467-9604.2008.00391.x

10

Armstrong D, Squires G. Contemporary issues in special educational needs: considering the whole child. Maidenhead: : Open University Press 2012. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=915553

11

Derrick Armstrong. Inclusion: by choice or by chance? International Journal of Inclusive Education; ${\bf 15}$

. https://www.tandfonline.com/doi/abs/10.1080/13603116.2010.496192? journalCode=tied2.00

12

Armstrong F, Armstrong D, Barton L. Inclusive education: policy, contexts and comparative perspectives. London: David Fulton 2000. https://doi-org.bris.idm.oclc.org/10.4324/9780203065075

Avramidis E, Norwich B. Chapter 9: Promoting inclusive education: a review of literature on teachers' attitudes towards integration and inclusion. In: Poulson L, Wallace M, eds. Learning to read critically in teaching and learning. London: : Sage Publications Ltd 2004. https://ebookcentral.proquest.com/lib/bristol/reader.action?docID=254628&ppg=200

14

Avramidis E, Bayliss P, Burden R. A Survey into Mainstream Teachers' Attitudes Towards the Inclusion of Children with Special Educational Needs in the Ordinary School in one Local Education Authority. Educational Psychology 2000;**20**:191–211. doi:10.1080/713663717

15

Booth T, Ainscow M, Centre for Studies on Inclusive Education (Bristol, England). Index for inclusion: developing learning and participation in schools. 3rd ed. Bristol: : Centre for Studies on Inclusive Education 2011.

16

Boyle C, Topping KJ. What works in inclusion? Maidenhead: : Open University Press 2012. https://search-ebscohost-com.bris.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=481784&site=ehost-live

17

Warner J. Special Educational Needs and inclusive schooling. In: Preparing to teach in secondary schools: a student teacher's guide to professional issues in secondary education . Maidenhead: : Open University Press 2012.

https://ebookcentral.proquest.com/lib/bristol/reader.action?docID=990488&ppg=308

18

Buttriss J, Callander A. A-Z of special needs for every teacher. 2nd ed. London: : Optimus Education 2008.

Clough P, Barton L. Making difficulties: research and the construction of special educational needs. London: : Paul Chapman 1995.

20

Teaching strategies and approaches for pupils with special educational needs: a scoping study. 2004.http://dera.ioe.ac.uk/6059/1/RR516.pdf

21

Special educational needs and disability code of practice: 0 to 25 years. 2015.https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach ment data/file/398815/SEND Code of Practice January 2015.pdf

22

Removing Barriers to Achievement: the Government's Strategy for SEN. 2004.http://www.advanced-training.org.uk/resources/Universal/removing_barriers.pdf

23

Ekins A, Grimes P. Inclusion: developing an effective whole school approach. Maidenhead: : Open University Press 2009.

https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=480606

24

Farrell M. Debating special education. London: : Routledge 2010. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=515373

25

Farrell M. Educating special children: an introduction to provision for pupils with disabilities and disorders. London: Routledge 2008.

Farrell P, Ainscow M. Making special education inclusive: from research to practice. London: David Fulton 2002.

https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=1020278

27

Ferguson DL. International trends in inclusive education: the continuing challenge to teach each one and everyone. European Journal of Special Needs Education 2008;**23**:109–20. doi:10.1080/08856250801946236

28

Florian L, editor. The SAGE handbook of special education. Second edition. Los Angeles: : SAGE 2014. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=1631712

29

Florian L, Linklater H. Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. Cambridge Journal of Education 2010;**40**:369–86. doi:10.1080/0305764X.2010.526588

30

Black-Hawkins K, Florian L, Rouse M. Achievement and inclusion in schools. London: : Routledge 2007. https://doi-org.bris.idm.oclc.org/10.4324/9781315750279

31

Florian L, Spratt J. Enacting inclusion: a framework for interrogating inclusive practice. European Journal of Special Needs Education 2013;**28**:119–35. doi:10.1080/08856257.2013.778111

32

Hansen JH. Limits to inclusion. International Journal of Inclusive Education 2012;**16**:89–98. doi:10.1080/13603111003671632

Frederickson N, Cline T. Special educational needs, inclusion and diversity. Third edition. Maidenhead, Berkshire, England: : McGraw-Hill Education 2015. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=6212170

34

Garner P. Special educational needs: the key concepts. London: : Routledge 2009. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=432794

35

Greaves I. Disability rights handbook.

36

Gross J, White A. Special educational needs and school improvement: practical strategies for raising standards. London: David Fulton 2003. https://ebookcentral.proguest.com/lib/bristol/detail.action?docID=981824

37

Hornby G. Inclusive Education for Children with Special Educational Needs: A critique. International Journal of Disability, Development and Education 2011;**58**:321–9. doi:10.1080/1034912X.2011.598678

38

Kauffman JM, Hallahan DP. Handbook of special education. New York: : Routledge 2011. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=683961

39

Keil S, Miller O, Cobb R. Special educational needs and disability. British Journal of Special Education 2006; **33**:168–72. doi:10.1111/j.1467-8578.2006.00435.x

KING-SEARS ME. Facts and fallacies: differentiation and the general education curriculum for students with special educational needs. Support for Learning 2008;**23**:55–62. doi:10.1111/j.1467-9604.2008.00371.x

41

Lewis A, Norwich B. Special teaching for special children?: pedagogies for inclusion. Maidenhead: Open University Press 2005. https://ebookcentral.proguest.com/lib/bristol/detail.action?docID=290411

42

Liasidou A. Inclusive education, politics and policymaking: contemporary issues in education studies. London: : Continuum 2012.

43

McMurray S, Thompson R. INCLUSION, CURRICULUM AND THE RIGHTS OF THE CHILD. Journal of Research in Special Educational Needs 2016;**16**:634–8. doi:10.1111/1471-3802.12195

44

Mitchell DR. What really works in special and inclusive education: using evidence-based teaching strategies. London: : Routledge 2008.

45

Mittler PJ. Working towards inclusive education: social contexts. London: David Fulton 2000. https://doi-org.bris.idm.oclc.org/10.4324/9780203386149

46

Murphy E, Grey IM, Honan R. Co-operative learning for students with difficulties in learning: a description of models and guidelines for implementation. British Journal of Special Education 2005;32:157–64. doi:10.1111/j.0952-3383.2005.00389.x

Maras P, Aveling E-L. Students with special educational needs: transitions from primary to secondary school. British Journal of Special Education 2006;**33**:196–203. doi:10.1111/j.1467-8578.2006.00439.x

48

Mennuti RB, Freeman A, Christner RW. Cognitive-behavioral interventions in educational settings: a handbook for practice. New York: Routledge 2006. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=956901

49

Miles S, Singal N. The Education for All and inclusive education debate: conflict, contradiction or opportunity? International Journal of Inclusive Education 2010; 14:1-15. doi:10.1080/13603110802265125

50

The SEND Code of Practice: 0 to 25 years. https://nasen.org.uk/resources/send-code-practice-0-25-years

51

The pupil premium. https://nasen.org.uk/resources/pupil-premium

52

PEARSON S. 'SEN - a politically correct phrase to replace terms such as disabled?' A study of the views of students entering a secondary PGCE course. Support for Learning 2005; 20:17-21. doi:10.1111/j.0268-2141.2005.00355.x

53

Richards G, Armstrong F. Teaching and learning in diverse and inclusive classrooms: key issues for new teachers. London: Routledge 2011.

https://doi-org.bris.idm.oclc.org/10.4324/9781315687780

54

Pinkus S. Bridging the gap between policy and practice: adopting a strategic vision for partnership working in special education. British Journal of Special Education 2005;32:184-7. doi:10.1111/j.1467-8578.2005.00395.x

55

Riddell S. Social justice, equality and inclusion in Scottish education. Discourse: Studies in the Cultural Politics of Education 2009;**30**:283–96. doi:10.1080/01596300903036889

56

Ryndak DL, Jackson L, Billingsley F. Defining School Inclusion for Students With Moderate to Severe Disabilities: What Do Experts Say? Exceptionality 2000;8:101–16. doi:10.1207/S15327035EX0802 2

57

Sage R. Meeting the needs of students with diverse backgrounds. London: : Continuum 2010.

https://search-ebscohost-com.bris.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=341721&site=ehost-live

58

Sellman E. Creative learning for inclusion: creative approaches to meet special needs in the classroom. London: Routledge 2012.

https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=958608

59

Ben Simmons. Challenging the developmental reductionism of 'profound and multiple learning disabilities' through academic innovation. PMLD Link; **26** :25–7.https://research-information.bristol.ac.uk/en/publications/challenging-the-developme ntal-reductionism-of-profound-and-multiple-learning-disabilities-through-academic-innovation(550355f0-241c-4a6e-99f3-6e68f1748531).html

Slee R. Irregular schooling: special education, regular education and inclusive education. London: : Routledge 2011.

https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=684108

61

Stobbs P, Council for Disabled Children. Extending inclusion: access for disabled children and young people to extended schools and children's centres: a development manual. Nottingham: : DCSF Publications 2008.

62

Tilstone C, Rose R. Strategies to promote inclusive practice. London: : RoutledgeFalmer 2003. https://ebookcentral.proguest.com/lib/bristol/detail.action?docID=170959

63

Topping KJ, Maloney S. The RoutledgeFalmer reader in inclusive education. London: : Routledge 2004.

64

Valle JW, Connor DJ. Rethinking disability: a disability studies approach to inclusive practices. New York, N.Y.: : McGraw-Hill 2011. https://search-ebscohost-com.bris.idm.oclc.org/login.aspx?direct=true&db=nlebk&am

65

p;AN=1913603&site=ehost-live

Warnock M, Cigman R. Special educational needs: a new look. [S.l.]: : Philosophy of Education Society of Great Britain 2005. https://ebookcentral.proguest.com/lib/bristol/detail.action?docID=601498

66

Watermeyer B. Towards a contextual psychology of disablism. London: : Routledge 2013. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=988000

67

Watson D, Emery C, Bayliss P. Children's social and emotional wellbeing in schools: a critical perspective. Bristol: : Policy Press 2012.

https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=846045

68

Wearmouth J. A beginning teacher's guide to special educational needs. Maidenhead: : Open University Press 2009.

https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=420782

69

Wearmouth J, Open University. Special educational provision in the context of inclusion: policy and practice in schools. London: David Fulton in association with Open University 2001. https://ebookcentral.proguest.com/lib/bristol/detail.action?docID=672497

70

Wearmouth J, Open University. Pygmalion lives on. In: Special educational provision in the context of inclusion: policy and practice in schools. London: : David Fulton in association with Open University 2001.

https://ebookcentral-proquest-com.bris.idm.oclc.org/lib/bristol/reader.action?docID=67249.7&ppg=298

71

WINTER EC. Preparing new teachers for inclusive schools and classrooms. Support for Learning 2006;**21**:85–91. doi:10.1111/j.1467-9604.2006.00409.x

72

World Health Organization, World Bank. World report on disability. Geneva: : World Health Organization 2011. http://www.who.int/disabilities/world report/2011/report.pdf

Rief SF. How to reach and teach children with ADD/ADHD: practical techniques, strategies, and interventions. 2nd ed. San Francisco: : Jossey-Bass 2005. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=4614603

74

Salmon G, Kirby A. The role of teachers in the assessment of children suspected of having AD/HD. British Journal of Special Education 2009;**36**:147–54. doi:10.1111/j.1467-8578.2009.00439.x

75

Spohrer KE. Supporting children with attention deficit hyperactivity disorder. 2nd ed. London: : Continuum 2006.

76

DSM-5 Diagnostic Criteria. 2016.https://www.autismspeaks.org/what-autism/diagnosis/dsm-5-diagnostic-criteria

77

Bauminger-Zviely N. Social and academic abilities in children with high-functioning autism spectrum disorders. New York: : Guilford Press 2013. https://search-ebscohost-com.bris.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=544775&site=ehost-live

78

Brunsdon VE, Happé F. Exploring the 'fractionation' of autism at the cognitive level. Autism 2014;**18**:17–30. doi:10.1177/1362361313499456

79

Owen-DeSchryver JS, Carr EG, Cale SI, et al. Promoting Social Interactions Between

Students With Autism Spectrum Disorders and Their Peers in Inclusive School Settings. Focus on Autism and Other Developmental Disabilities 2008;**23**:15–28. doi:10.1177/1088357608314370

80

Conn C. Autism and the social world of childhood: a sociocultural perspective on theory and practice. London: : Routledge 2014. https://doi-org.bris.idm.oclc.org/10.4324/9781315795454

81

Dillon GV, Underwood JDM, Freemantle LJ. Autism and the U.K. Secondary School Experience. Focus on Autism and Other Developmental Disabilities 2016;**31**:221–30. doi:10.1177/1088357614539833

82

Donnellan AM, Hill DA, Leary MR. Rethinking autism: implications of sensory and movement differences for understanding and support. Frontiers in Integrative Neuroscience 2013; 6. doi:10.3389/fnint.2012.00124

83

Removing Barriers To Achievement: The Government's Strategy for SEN: The Department for Education.

2004.http://webarchive.nationalarchives.gov.uk/20130404091106/https://www.education.gov.uk/publications/RSG/publicationDetail/Page1/DfES%200117%202004

84

Owen-DeSchryver JS, Carr EG, Cale SI, et al. Promoting Social Interactions Between Students With Autism Spectrum Disorders and Their Peers in Inclusive School Settings. Focus on Autism and Other Developmental Disabilities 2008;**23**:15–28. doi:10.1177/1088357608314370

85

Estes A, Rivera V, Bryan M, et al. Discrepancies Between Academic Achievement and

Intellectual Ability in Higher-Functioning School-Aged Children with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders 2011;**41**:1044–52. doi:10.1007/s10803-010-1127-3

86

Fleury VP, Hedges S, Hume K, et al. Addressing the Academic Needs of Adolescents With Autism Spectrum Disorder in Secondary Education. Remedial and Special Education 2014; **35**:68–79. doi:10.1177/0741932513518823

87

Frith U, Happé F. Autism: beyond "theory of mind". Cognition 1994;**50**:115–32. doi:10.1016/0010-0277(94)90024-8

88

ladarola S, Hetherington S, Clinton C, et al. Services for children with autism spectrum disorder in three, large urban school districts: Perspectives of parents and educators. Autism $2015; \mathbf{19}:694-703$. doi:10.1177/1362361314548078

89

HUMPHREY N. Including pupils with autistic spectrum disorders in mainstream schools. Support for Learning 2008;**23**:41–7. doi:10.1111/j.1467-9604.2007.00367.x

90

Humphrey N, Lewis S. `Make me normal'. Autism 2008;**12**:23–46. doi:10.1177/1362361307085267

91

Humphrey N, Lewis S. What does 'inclusion' mean for pupils on the autistic spectrum in mainstream secondary schools? Journal of Research in Special Educational Needs 2008;8:132–40. doi:10.1111/j.1471-3802.2008.00115.x

Jordan R, Powell S. Understanding and teaching children with autism. Chichester: : Wiley 1995.

https://search-ebscohost-com.bris.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=25963&site=ehost-live

93

Koegel LK, Koegel RL, Frea W, et al. Priming as a Method of Coordinating Educational Services for Students With Autism. Language Speech and Hearing Services in Schools 2003;34

.https://hstrial-rfredeen.homestead.com/Article_2003_KoegelKoegelFreaGreenHopkinsPrimingArticle.pdf

94

Koegel L, Matos-Freden R, Lang R, et al. Interventions for Children With Autism Spectrum Disorders in Inclusive School Settings. Cognitive and Behavioral Practice 2012;**19**:401–12. doi:10.1016/j.cbpra.2010.11.003

95

Issues and Interventions for Autism Spectrum Disorders during Adolescence and Beyond. In: Handbook of Autism and Pervasive Developmental Disorders: Diagnosis, Development, and Brain Mechanisms. John Wiley & Sons 2014.

https://ebookcentral.proguest.com/lib/bristol/reader.action?docID=947552&ppg=198

96

Lubetsky MJ, Handen BL, McGonigle JJ. Autism spectrum disorder. Oxford: : Oxford University Press 2011. doi:10.1093/med/9780199753857.001.0001

97

McConachie H, Robinson G. What services do young children with autism spectrum disorder receive? Child: Care, Health and Development 2006;**32**:553–7. doi:10.1111/j.1365-2214.2006.00672.x

Morrow LM, Carnahan C. Exemplary and balanced literacy instruction. In: Quality Literacy Instruction For Students With Autism Spectrum Disorders. Autism Asperger Publishing Company 2010. 189–216.

99

Girls and Autism: Flying Under the Radar. https://nasen.org.uk/resources/girls-and-autism-flying-under-radar

100

Pellicano E. The Development of Executive Function in Autism. Autism Research and Treatment 2012;**2012**:1–8. doi:10.1155/2012/146132

101

Symes W, Humphrey N. School factors that facilitate or hinder the ability of teaching assistants to effectively support pupils with autism spectrum disorders (ASDs) in mainstream secondary schools. Journal of Research in Special Educational Needs 2011;**11**:153–61. doi:10.1111/j.1471-3802.2011.01196.x

102

Van Schalkwyk Gl, Peluso F, Qayyum Z, et al. Varieties of Misdiagnosis in ASD: An Illustrative Case Series. Journal of Autism and Developmental Disorders 2015;**45**:911–8. doi:10.1007/s10803-014-2239-y

103

Woodman AC, Smith LE, Greenberg JS, et al. Contextual Factors Predict Patterns of Change in Functioning over 10 Years Among Adolescents and Adults with Autism Spectrum Disorders. Journal of Autism and Developmental Disorders 2016;46:176–89. doi:10.1007/s10803-015-2561-z

104

Burton DM, Bartlett SJ, Anderson de Cuevas R. Are the contradictions and tensions that

have characterised educational provision for young people with behavioural, emotional and social difficulties a persistent feature of current policy? Emotional and Behavioural Difficulties 2009;**14**:141–55. doi:10.1080/13632750902921963

105

Carlile A. Docile bodies or contested space? Working under the shadow of permanent exclusion. International Journal of Inclusive Education 2011;**15**:303–16. doi:10.1080/13603110902829663

106

Daniels H. Rethinking intervention: changing the cultures of schooling. Emotional and Behavioural Difficulties 2006;**11**:105–20. doi:10.1080/13632750600619273

107

Hallam S. Evaluation of Behavioural Management in Schools: A Review of the Behaviour Improvement Programme and the Role of Behaviour and Education Support Teams. Child and Adolescent Mental Health 2007; **12**:106–12. doi:10.1111/j.1475-3588.2007.00442.x

108

Kane J. Social class, gender and exclusion from school. London: : Routledge 2011. https://doi-org.bris.idm.oclc.org/10.4324/9780203845011

109

Bennett PL. Helpful and unhelpful practices in meeting the needs of pupils with emotional and behavioural difficulties: a pilot survey of staff views in one local authority. British Journal of Special Education 2006;**33**:188–95. doi:10.1111/j.1467-8578.2006.00438.x

110

Lupton R, London School of Economics and Political Science. Centre for Analysis of Social Exclusion. Schools in disadvantaged areas: recognising context and raising quality. London: Centre for Analysis of Social Exclusion, London School of Economics 2004. https://core.ac.uk/download/pdf/7119297.pdf

McNamara S, Moreton G. Changing behaviour: teaching children with emotional and behavioural difficulties in primary and secondary classrooms. 2nd ed. London: David Fulton 2001. https://doi-org.bris.idm.oclc.org/10.4324/9780203065297

112

Mittler PJ. Overcoming exclusion: social justice through education. London: : Routledge 2013. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=1016062

113

Mowat JG. Inclusion of pupils perceived as experiencing social and emotional behavioural difficulties (SEBD): affordances and constraints. International Journal of Inclusive Education 2010;**14**:631–48. doi:10.1080/13603110802626599

114

Norwich B, Eaton A. The new special educational needs (SEN) legislation in England and implications for services for children and young people with social, emotional and behavioural difficulties. Emotional and Behavioural Difficulties 2015;**20**:117–32. doi:10.1080/13632752.2014.989056

115

Rock ML, Gregg M, Ellis E, et al. REACH: A Framework for Differentiating Classroom Instruction. Preventing School Failure: Alternative Education for Children and Youth 2008; **52**:31–47. doi:10.3200/PSFL.52.2.31-47

116

Evans C, Waring M. Trainee teachers' cognitive styles and notions of differentiation. Education + Training 2008;**50**:140–54. doi:10.1108/00400910810862128

117

Albes ZM. The child under stress - dyslexia? Budleigh Salterton: : Granary Press 1981.

Arkell H, Helen Arkell Dyslexia Centre. An introduction to dyslexia: a dyslexic's eye view. Revised ed. London: : Helen Arkell Dyslexia Centre 1997.

119

Bond GL, Tinker MA, Wasson BB. Reading difficulties: their diagnosis and correction. 4th ed. Englewood Cliffs: : Prentice-Hall 1979.

120

Farrell P, Ainscow M. Making special education inclusive: from research to practice. London: David Fulton 2002. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=1020278

121

Fawcett A, British Dyslexia Association. International Conference. Dyslexia: theory and good practice. London: : Whurr 2001.

122

Griffiths M. Study skills and dyslexia in the secondary school: a practical approach. London: David Fulton 2002. https://doi-org.bris.idm.oclc.org/10.4324/9780203065495

123

Supporting pupils with Specific Learning Difficulties (SpLD). NASEN miniguide- Dyslexia. https://nasen.org.uk/resources/supporting-pupils-specific-learning-difficulties-spld

124

Squires G, McKeown S. Supporting children with dyslexia: practical approaches for teachers and parents. 2nd ed. London: : Continuum International 2006.

Boon M, Boon M. Understanding dyspraxia: a guide for parents and teachers. 2nd ed.

London: : Jessica Kingsley 2010.

https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=677668

126

Dyspraxia Foundation. https://dyspraxiafoundation.org.uk/

127

Gibbs J, Appleton J, Appleton R. Dyspraxia or developmental coordination disorder? Unravelling the enigma. Archives of Disease in Childhood 2007;**92**:534-9. doi:10.1136/adc.2005.088054

128

Kirby A. Dyspraxia: the hidden handicap. London: : Souvenir Press 1999.

129

Kirby A, Drew S. Guide to dyspraxia and developmental coordination disorders. London: : David Fulton 2003. https://doi-org.bris.idm.oclc.org/10.4324/9780203449097

130

Portwood MM. Understanding developmental dyspraxia: a textbook for students and professionals. London: David Fulton 2000. https://doi-org.bris.idm.oclc.org/10.4324/9780203390269

131

Howard S. Schooling, ethnicity and English as an additional language. In: Preparing to teach in secondary schools: a student teacher's guide to professional issues in secondary education. Maidenhead: Open University Press 2007.

288-301. https://ebookcentral-proquest-com.bris.idm.oclc.org/lib/bristol/reader.action?doclD=332712&ppg=293

Cameron L. Writing in English as an additional language at Key Stage 4 and post-16. 2003;:24-46.https://www.naldic.org.uk/Resources/NALDIC/Research%20and%20Information/Documents/RR586.pdf

133

Costley T. English as an additional language, policy and the teaching and learning of English in England. Language and Education 2014;**28**:276–92. doi:10.1080/09500782.2013.836215

134

Collier VP, Thomas WP. How quickly can immigrants become proficient in school English? Journal of Educational Issues of Language Minority Students 1989;**5** :26–38.https://static1.squarespace.com/static/5d854ac170e64a71d1de71d3/t/5d9de66826 8cee06bbd95fb9/1570629236269/how-quickly-can-immigrants-.pdf

135

Cummins J. Bilingualism and Second Language Learning. Annual Review of Applied Linguistics 1992; **13**. doi:10.1017/S0267190500002397

136

Cummins J. Language, power and pedagogy: bilingual children in the crossfire. Clevedon: : Multilingual Matters 2000.

https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=977766

137

Demie F, Strand S. English language acquisition and educational attainment at the end of secondary school. Educational Studies 2006;**32**:215–31. doi:10.1080/03055690600631119

138

Aiming high: guidance on supporting the education of asylum seeking and refugee children.

2004.http://webarchive.nationalarchives.gov.uk/20120106191112/https://www.education.gov.uk/publications/eOrderingDownload/DfES-0287-2004.pdf

139

Foley Y, Sangster P, Anderson C. Examining EAL policy and practice in mainstream schools. Language and Education 2013;**27**:191–206. doi:10.1080/09500782.2012.687747

140

Roger W. Gee. Encouraging ESL Students To Read. TESOL Journal 2011;**8**:3–7. doi:10.1002/j.1949-3533.1999.tb00149.x

141

Gibbons P, Cummins J. Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom. Portsmouth [New Hampshire]: : Heinemann 2002.

142

Gibbons P. Mediating Language Learning: Teacher Interactions with ESL Students in a Content-Based Classroom. TESOL Quarterly 2003;37. doi:10.2307/3588504

143

Leung C. English as an Additional Language: Distinct Language Focus or Diffused Curriculum Concerns? Language and Education 2001;**15**:33–55. doi:10.1080/09500780108666798

144

National Assosication for Language Development in the Curriculum. https://naldic.org.uk/

Thomas W, Collier V. School effectiveness for language minority students. 1997.https://static1.squarespace.com/static/5d854ac170e64a71d1de71d3/t/5d9de96a091ee97fc216b378/1570630038328/2002_thomas-and-collier_2002-final-report.pdf

146

Townsend HER, National Foundation for Educational Research in England and Wales. Immigrant pupils in England: the L.E.A. response. Slough: : National Foundation for Educational Research in England and Wales 1971.

147

Travers P, Klein G. Equal measures: ethnic minority and bilingual pupils in secondary schools. Stoke on Trent: : Trentham Books 2004.

148

Wallace C. EAL pupils in London schools: a success story against the odds. London: : Institute of Education Press 2014. https://ebookcentral.proguest.com/lib/bristol/detail.action?docID=3563916

149

Eyre D, Lowe H, National Association for Able Children in Education. Curriculum provision for the gifted and talented in the secondary school. Abingdon: David Fulton 2002.

150

Teare B. Effective provision for able & talented children. Stafford: : Network Educational Press 1997.

151

Teare B, Walker G. More effective resources for able & talented children. Stafford: : Network Educational Press 2001.

Thomson M. Supporting gifted and talented pupils in the secondary school. London: : Paul Chapman 2006. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=370529

153

Tunnicliffe C. Teaching able, gifted and talented children: strategies, activities and resources. London: : Sage 2010. https://ebookcentral.proguest.com/lib/bristol/detail.action?docID=743728

154

Asbjørnslett M, Engelsrud GH, Helseth S. Inclusion and participation in everyday school life: experiences of children with physical (dis)abilities. International Journal of Inclusive Education 2015;19:199–212. doi:10.1080/13603116.2014.916353

155

Block ME, Klavina A, Flint W. Including Students with Severe, Multiple Disabilities in General Physical Education. Journal of Physical Education, Recreation & Dance 2007;**78**:29–32.https://www.tandfonline.com/doi/pdf/10.1080/07303084.2007.10597986

156

Connors C, Stalker K. Children's experiences of disability: pointers to a social model of childhood disability. Disability & Society 2007;22:19-33. doi:10.1080/09687590601056162

157

Perspectives on Low Vision. In: Foundations of Low Vision. AFB Press https://ebookcentral.proguest.com/lib/bristol/reader.action?docID=5481637&ppg=18

158

Davis P. Including Children with Visual Impairment in Mainstream Schools: a Practical

Guide. Hoboken: : Taylor and Francis 2013.

https://linker2.worldcat.org/?jHome=http%3A%2F%2Fwww.vlebooks.com%2Fvleweb%2Fproduct%2Fopenreader%3Fid%3DBristol%26isbn%3D9781135373122&linktype=best

159

Disability Discrimination Act 1995. 1995.http://www.legislation.gov.uk/ukpga/1995/50/pdfs/ukpga 19950050 en.pdf

160

Dutta R. Supporting the visually impaired learner - SEN Magazine. https://senmagazine.co.uk/articles/articles/senarticles/supporting-the-visually-impaired-learner#comment-233

161

Ehrmann LC, Aeschleman SR, Svanum S. Parental reports of community activity patterns: A comparison between young children with disabilities and their nondisabled peers. Research in Developmental Disabilities 1995;16:331–43. doi:10.1016/0891-4222(95)00017-H

162

Fitzgerald H. 'Drawing' on disabled students' experiences of physical education and stakeholder responses. Sport, Education and Society 2012;**17**:443–62. doi:10.1080/13573322.2011.609290

163

Forsyth R, Colver A, Alvanides S, et al. Participation of young severely disabled children is influenced by their intrinsic impairments and environment. Developmental Medicine & Child Neurology 2007;**49**:345–9. doi:10.1111/j.1469-8749.2007.00345.x

164

Haycock D, Smith A. Inadequate and inappropriate?: The assessment of young disabled people and pupils with special educational needs in National Curriculum Physical

Education. European Physical Education Review 2010;**16**:283–300. doi:10.1177/1356336X10382975

165

Hammal D, Jarvis SN, Colver AF. Participation of children with cerebral palsy is influenced by where they live. Developmental Medicine & Child Neurology 2007;**46**:292–8. doi:10.1111/j.1469-8749.2004.tb00488.x

166

Haycock D, Smith A. Still 'more of the same for the more able?' Including young disabled people and pupils with special educational needs in extra-curricular physical education. Sport, Education and Society 2011;**16**:507–26. doi:10.1080/13573322.2011.589647

167

Hemmingsson H, Borell L, Gustavsson A. Participation in School: School Assistants Creating Opportunities and Obstacles for Pupils with Disabilities. OTJR: Occupation, Participation and Health 2003;**23**:88–98. doi:10.1177/153944920302300302

168

Hutzler Y, Fliess O, Chacham A. Perspectives of Children With Physical Disabilities on Inclusion and Empowerment: Supporting and Limiting Factors. Adapated Physical Activity Quarterly; 19

:300-17.https://pdfs.semanticscholar.org/c33e/cc616829b5203e158bd99df36ff93e62b679.pdf

169

Imms C. Children with cerebral palsy participate: A review of the literature. Disability and Rehabilitation 2008;**30**:1867–84. doi:10.1080/09638280701673542

170

Ishmael D. Measures for inclusion: Coping with challenges/ barriers faced by learners with physical impairment (PI) in regular schools. IOSR Journal Of Humanities And Social Science 2015;**20**

:62-7.http://www.iosrjournals.org/iosr-jhss/papers/Vol20-issue9/Version-4/H020946267.pdf

171

Law M, Finkelman S, Hurley P, et al. Participation of children with physical disabilities: Relationships with diagnosis, physical function and demographic variables. Scandinavian Journal of Occupational Therapy 2004;**11**

:156-62.https://www.tandfonline.com/doi/pdf/10.1080/11038120410020755

172

Lumsdaine S, Thurston M. Growing up in a Mainstream World: A Retrospective Enquiry into the Childhood Experiences of Young Adults with a Physical Disability. International Journal of Disability, Development and Education 2017;**64**:182–97. doi:10.1080/1034912X.2016.1194380

173

Pence LE, Workman HJ, Riecke P. Effective Laboratory Experiences for Students with Disabilities: The Role of a Student Laboratory Assistant. Journal of Chemical Education 2003;80. doi:10.1021/ed080p295

174

Ring S. Out of Sight: Technology Helps Visually Impaired Students Thrive | Edutopia. 2008.https://www.edutopia.org/edward-r-murrow-technology-visually-impaired

175

Scehenker R, Coster WJ, Parush S. Neuroimpairments, activity performance, and participation in children with cerebral palsy mainstreamed in elementary schools. Developmental Medicine & Child Neurology 2007;47:808–14. doi:10.1111/j.1469-8749.2005.tb01085.x

176

TOWNSEND MAR, WILTON KM, VAKILIRAD T. Children's attitudes toward peers with intellectual disability. Journal of Intellectual Disability Research 2008; **37**:405–11.

doi:10.1111/j.1365-2788.1993.tb00883.x

177

Yalo JA. Challenges and strategies of working with learners with low vision: Implications for teacher training. Educational Research and Reviews 2012;7. doi:10.5897/ERR10.100

178

Balshaw M, Farrell P. Teaching assistants: practical strategies for effective classroom support. London: : David Fulton 2002. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=672504

179

Cheminais R. Rita Cheminais' handbook for new SENCOs: leading and coordinating SEN provision. Los Angeles, Calif: : Sage 2010.

180

Cremin H, Thomas G, Vincett K. Learning zones: an evaluation of three models for improving learning through teacher/teaching assistant teamwork. Support for Learning 2003;**18**:154–61. doi:10.1046/j.0268-2141.2003.00301.x

181

Ekins A. The changing face of special educational needs: impact and implication for SENCOs and their schools. London: : Routledge 2012.

182

Hallett F, Hallett G. Transforming the role of the SENCO: achieving the national award for SEN coordination. Maidenhead: Open University Press 2010. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=650300

183

Lee B. Teaching Assistants in Schools: the Current State of Play. 2002.https://www.nfer.ac.uk/publications/91172/91172.pdf

184

Pearson S, Mitchell R, Rapti M. 'I will be "fighting" even more for pupils with SEN': SENCOs' role predictions in the changing English policy context. Journal of Research in Special Educational Needs 2015; **15**:48–56. doi:10.1111/1471-3802.12062

185

Radford J, Bosanquet P, Webster R, et al. Scaffolding learning for independence: Clarifying teacher and teaching assistant roles for children with special educational needs. Learning and Instruction 2015;**36**:1–10. doi:10.1016/j.learninstruc.2014.10.005

186

Russell A, Webster R, Blatchford P. Maximising the impact of teaching assistants: guidance for school leaders and teachers. London: Routledge 2013. https://ebookcentral.proguest.com/lib/bristol/detail.action?docID=1101454

187

Vincett K, Cremin H, Thomas G. Teachers and assistants working together. Maidenhead: : Open University Press 2005.

https://ebookcentral.proguest.com/lib/bristol/detail.action?docID=295508

188

Rob Webster. Double standards and first principles: framing teaching assistant support for pupils with special educational needs. European Journal of Special Needs Education; **25** .https://www.tandfonline.com/doi/full/10.1080/08856257.2010.513533

189

Wilson V, Schlapp U, Davidson J. Classroom Assistants: Key Issues from the National Evaluation.

2002. https://www.webarchive.org.uk/wayback/archive/20150220095958/http://www.gov.scot/Publications/2002/12/15772/13418

Boyle JR, Scanlon D. Methods and strategies for teaching students with mild disabilities: a case-based approach. Belmont, Calif: : Wadsworth 2010.

191

An Evaluation of Classes for Pupils with Specific Speech and Language Disorder. 2005.https://www.sess.ie/sites/default/files/SSLD Report 2005.pdf

192

Inclusion Development Programme. Supporting children with speech, language and communication Guidance for practitioners.

2008.https://foundationyears.org.uk/wp-content/uploads/2011/10/Inclusion_Development_Programme Speech Language+Communication.pdf

193

Rice ML, Warren SF. Developmental language disorders: from phenotypes to etiologies. Mahwah, N.J.: : Lawrence Erlbaum Associates 2004. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=234205

194

Sue Roulstone. The perspectives of children and young people who have speech, language and communication needs, and their parents Bristol Speech & Language Therapy. Published Online First: 2012. doi:10.13140/2.1.2016.3843

195

Barnes P. Multi-agency working: what are the perspectives of SENCos and parents regarding its development and implementation? British Journal of Special Education 2008; **35**:230–40. doi:10.1111/j.1467-8578.2008.00394.x

196

Chrissie Rogers. Experiencing an 'Inclusive' Education: Parents and Their Children with 'Special Educational Needs'. British Journal of Sociology of Education 2007;**28**:55–68.http://www.jstor.org/stable/30036184

197

Coulling N. Definitions of Successful Education for the 'Looked After' Child: a Multi-agency Perspective. Support for Learning 2000; 15:30–5. doi:10.1111/1467-9604.00139

198

Dalzell J, Nelson H, Haigh C, et al. Involving families who have deaf children using a Family Needs Survey: a multi-agency perspective. Child: Care, Health and Development 2007;**33**:576–85. doi:10.1111/j.1365-2214.2007.00761.x

199

Farrell P, Harris K. Access to Education for Children with Medical Needs: a Map of Best Practice.

2003.http://webarchive.nationalarchives.gov.uk/20130402104851/https://www.education.gov.uk/publications/eOrderingDownload/RR393.pdf

200

Glynn T, Wearmouth J, Berryman M. Supporting students with literacy difficulties: a responsive approach. Maidenhead: Open University Press 2006. https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=287877

201

JOHNSON D. Listening to the views of those involved in the inclusion of pupils with Down's syndrome into mainstream schools. Support for Learning 2006; $\mathbf{21}$:24–9. doi:10.1111/j.1467-9604.2006.00396.x