EDUCM0072: Educational and Professional Studies SEND Investigation

View Online

1.

CM019 Tom Shakespeare - re-imagining disability [Internet]. Available from:
https://vimeo.com/5161684

2.

Ainscrow M. Effective Practice in Inclusion and in Special and Mainstream Schools Working
Together [Internet]. DFEE; 1999. Available from:
http://webarchive.nationalarchives.gov.uk/20130402121518/https://www.education.gov.uk
/publications/eOrderingDownload/RB91.pdf

3.

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

4.

Ainscow M. Developing equitable education systems [Internet]. London: Routledge; 2012.
Available from: 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
Jul;10(4–5):295–308.

6.

Ainscow M, Dyson A, Booth T. Improving schools, developing inclusion [Internet]. London: Routledge; 2006. Available from: 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 Jun;14(4):401–416.

8.

Allan J. Questions of inclusion in Scotland and Europe. European Journal of Special Needs Education. 2010 May;25(2):199–208.

9.

ASHTON R. Improving the transfer to secondary school: how every child's voice can matter. Support for Learning. 2008 Nov;23(4):176–182.

10.

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

11.

Derrick Armstrong. Inclusion: by choice or by chance? International Journal of Inclusive Education [Internet]. Routledge; 15(1). Available from: https://www.tandfonline.com/doi/abs/10.1080/13603116.2010.496192?journalCode=tied2 0

12.

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

13.

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, editors. Learning to read critically in teaching and learning [Internet]. London: Sage Publications Ltd; 2004. Available from: 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 Jun;20(2):191–211.

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? [Internet]. Maidenhead: Open University Press; 2012. Available from: 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. Preparing to teach in secondary schools: a student teacher's guide to professional issues in secondary education [Internet]. 3rd ed. Maidenhead: Open University Press; 2012. Available from: 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.

19.

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 [Internet]. DfES Publications; 2004. Available from:
http://dera.ioe.ac.uk/6059/1/RR516.pdf

21.

Special educational needs and disability code of practice: 0 to 25 years [Internet]. 2015.
Available from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_
data/file/398815/SEND_Code_of_Practice_January_2015.pdf

22.

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

23.

Ekins A, Grimes P. Inclusion: developing an effective whole school approach [Internet].
Maidenhead: Open University Press; 2009. Available from:
https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=480606

24.

Farrell M. Debating special education [Internet]. London: Routledge; 2010. Available from:
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.

26.

Farrell P, Ainscow M. Making special education inclusive: from research to practice [Internet]. London: David Fulton; 2002. Available from: 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 May;23(2):109–120.

28.

Florian L, editor. The SAGE handbook of special education [Internet]. Second edition. Los Angeles: SAGE; 2014. Available from: 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 Dec;40(4):369–386.

30.

Black-Hawkins K, Florian L, Rouse M. Achievement and inclusion in schools [Internet]. London: Routledge; 2007. Available from: 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 May;28(2):119–135.

32.

Hansen JH. Limits to inclusion. International Journal of Inclusive Education. 2012 Jan;16(1):89–98.

33.

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

34.

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

35.

Greaves I. Disability rights handbook. London: Disability Alliance;

36.

Gross J, White A. Special educational needs and school improvement: practical strategies for raising standards [Internet]. London: David Fulton; 2003. Available from: https://ebookcentral.proquest.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 Sep;58(3):321–329.

38.

Kauffman JM, Hallahan DP. Handbook of special education [Internet]. New York: Routledge; 2011. Available from: 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 Nov 2;33(4):168–172.

40.

KING-SEARS ME. Facts and fallacies: differentiation and the general education curriculum for students with special educational needs. Support for Learning. 2008 May;23(2):55–62.

41.

Lewis A, Norwich B. Special teaching for special children?: pedagogies for inclusion [Internet]. Maidenhead: Open University Press; 2005. Available from: https://ebookcentral.proquest.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 Aug;16:634–638.

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 [Internet]. London: David Fulton; 2000. Available from: 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 Aug 31;32(3):157–164.

47.

Maras P, Aveling EL. Students with special educational needs: transitions from primary to secondary school. British Journal of Special Education. 2006 Nov 2;33(4):196–203.

48.

Mennuti RB, Freeman A, Christner RW. Cognitive-behavioral interventions in educational settings: a handbook for practice [Internet]. New York: Routledge; 2006. Available from: 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 Feb;14(1):1–15.

50.

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

51.

The pupil premium [Internet]. Available from: 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 Feb;20(1):17–21.

53.

Richards G, Armstrong F. Teaching and learning in diverse and inclusive classrooms: key issues for new teachers [Internet]. London: Routledge; 2011. Available from: 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 Nov 24;32(4):184–187.

55.

Riddell S. Social justice, equality and inclusion in Scottish education. Discourse: Studies in the Cultural Politics of Education. 2009 Sep;30(3):283–296.

56.

Ryndak DL, Jackson L, Billingsley F. Defining School Inclusion for Students With Moderate to Severe Disabilities: What Do Experts Say? Exceptionality. 2000 Jun;8(2):101–116.

57.

Sage R. Meeting the needs of students with diverse backgrounds [Internet]. London: Continuum; 2010. Available from: 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 [Internet]. London: Routledge; 2012. Available from: 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 [Internet]. 26(3):25–27. Available from:
https://research-information.bristol.ac.uk/en/publications/challenging-the-developmental-re
ductionism-of-profound-and-multiple-learning-disabilities-through-academic-innovation(55
0355f0-241c-4a6e-99f3-6e68f1748531).html

60.

Slee R. Irregular schooling: special education, regular education and inclusive education [Internet]. London: Routledge; 2011. Available from:
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 [Internet]. London: RoutledgeFalmer; 2003. Available from:
https://ebookcentral.proquest.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 [Internet]. New York, N.Y.: McGraw-Hill; 2011. Available from:
https://search-ebscohost-com.bris.idm.oclc.org/login.aspx?direct=true&db=nlebk&AN=1913603&site=ehost-live

65.

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

66.

Watermeyer B. Towards a contextual psychology of disablism [Internet]. London: Routledge; 2013. Available from: 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 [Internet]. Bristol: Policy Press; 2012. Available from: https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=846045

68.

Wearmouth J. A beginning teacher's guide to special educational needs [Internet]. Maidenhead: Open University Press; 2009. Available from: 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 [Internet]. London: David Fulton in association with Open University; 2001. Available from: https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=672497

70.

Wearmouth J, Open University. Pygmalion lives on. Special educational provision in the context of inclusion: policy and practice in schools [Internet]. London: David Fulton in association with Open University; 2001. Available from: https://ebookcentral-proquest-com.bris.idm.oclc.org/lib/bristol/reader.action?docID=672497&ppg=298

71.

WINTER EC. Preparing new teachers for inclusive schools and classrooms. Support for Learning. 2006 May;21(2):85–91.

72.

World Health Organization, World Bank. World report on disability [Internet]. Geneva: World Health Organization; 2011. Available from: http://www.who.int/disabilities/world_report/2011/report.pdf

73.

Rief SF. How to reach and teach children with ADD/ADHD: practical techniques, strategies, and interventions [Internet]. 2nd ed. San Francisco: Jossey-Bass; 2005. Available from: 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 Sep;36(3):147–154.

75.

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

76.

DSM-5 Diagnostic Criteria [Internet]. 2016. Available from: 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 [Internet]. New York: Guilford Press; 2013. Available from: https://search-ebscohost-com.bris.idm.oclc.org/login.aspx?direct=true&db=nlebk&am

p;AN=544775&site=ehost-live

78.

Brunsdon VE, Happé F. Exploring the 'fractionation' of autism at the cognitive level.
Autism. 2014 Jan;18(1):17–30.

79.

Owen-DeSchryver JS, Carr EG, Cale SI, Blakeley-Smith A. Promoting Social Interactions
Between Students With Autism Spectrum Disorders and Their Peers in Inclusive School
Settings. Focus on Autism and Other Developmental Disabilities. 2008 Mar;23(1):15–28.

80.

Conn C. Autism and the social world of childhood: a sociocultural perspective on theory
and practice [Internet]. London: Routledge; 2014. Available from:
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
Sep;31(3):221–230.

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.

83.

Removing Barriers To Achievement: The Government's Strategy for SEN : The Department
for Education [Internet]. 2004. Available from:
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, Blakeley-Smith A. Promoting Social Interactions Between Students With Autism Spectrum Disorders and Their Peers in Inclusive School Settings. Focus on Autism and Other Developmental Disabilities. 2008 Mar;23(1):15–28.

85.

Estes A, Rivera V, Bryan M, Cali P, Dawson G. Discrepancies Between Academic Achievement and Intellectual Ability in Higher-Functioning School-Aged Children with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders. 2011 Aug;41(8):1044–1052.

86.

Fleury VP, Hedges S, Hume K, Browder DM, Thompson JL, Fallin K, El Zein F, Reutebuch CK, Vaughn S. Addressing the Academic Needs of Adolescents With Autism Spectrum Disorder in Secondary Education. Remedial and Special Education. 2014 Mar;35(2):68–79.

87.

Frith U, Happé F. Autism: beyond "theory of mind". Cognition. 1994 Apr;50(1–3):115–132.

88.

Iadarola S, Hetherington S, Clinton C, Dean M, Reisinger E, Huynh L, Locke J, Conn K, Heinert S, Kataoka S, Harwood R, Smith T, Mandell DS, Kasari C. Services for children with autism spectrum disorder in three, large urban school districts: Perspectives of parents and educators. Autism. 2015 Aug;19(6):694–703.

89.

HUMPHREY N. Including pupils with autistic spectrum disorders in mainstream schools. Support for Learning. 2008 Feb;23(1):41–47.

90.

Humphrey N, Lewis S. `Make me normal'. Autism. 2008 Jan;12(1):23–46.

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 Oct;8(3):132–140.

92.

Jordan R, Powell S. Understanding and teaching children with autism [Internet]. Chichester: Wiley; 1995. Available from:
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, Green-Hopkins I. Priming as a Method of Coordinating Educational Services for Students With Autism. Language Speech and Hearing Services in Schools [Internet]. 2003 Jul 1;34(3). Available from:
https://hstrial-rfredeen.homestead.com/Article_2003_KoegelKoegelFreaGreenHopkinsPrimingArticle.pdf

94.

Koegel L, Matos-Freden R, Lang R, Koegel R. Interventions for Children With Autism Spectrum Disorders in Inclusive School Settings. Cognitive and Behavioral Practice. 2012 Aug;19(3):401–412.

95.

Issues and Interventions for Autism Spectrum Disorders during Adolescence and Beyond. Handbook of Autism and Pervasive Developmental Disorders: Diagnosis, Development, and Brain Mechanisms [Internet]. 4th Revised edition. John Wiley & Sons; 2014. Available from:
https://ebookcentral.proquest.com/lib/bristol/reader.action?docID=947552&ppg=198

96.

Lubetsky MJ, Handen BL, McGonigle JJ. Autism spectrum disorder [Internet]. Oxford: Oxford University Press; 2011. Available from: https://bris.on.worldcat.org/oclc/732051422

97.

McConachie H, Robinson G. What services do young children with autism spectrum disorder receive? Child: Care, Health and Development. 2006 Sep;32(5):553–557.

98.

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

99.

Girls and Autism: Flying Under the Radar [Internet]. Available from: 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.

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 Nov;11(3):153–161.

102.

Van Schalkwyk GI, Peluso F, Qayyum Z, McPartland JC, Volkmar FR. Varieties of Misdiagnosis in ASD: An Illustrative Case Series. Journal of Autism and Developmental Disorders. 2015 Apr;45(4):911–918.

103.

Woodman AC, Smith LE, Greenberg JS, Mailick MR. 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 Jan;46(1):176–189.

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 Jun 12;14(2):141–155.

105.

Carlile A. Docile bodies or contested space? Working under the shadow of permanent exclusion. International Journal of Inclusive Education. 2011 Apr;15(3):303–316.

106.

Daniels H. Rethinking intervention: changing the cultures of schooling. Emotional and Behavioural Difficulties. 2006 Jun;11(2):105–120.

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 Sep;12(3):106–112.

108.

Kane J. Social class, gender and exclusion from school [Internet]. London: Routledge; 2011. Available from: 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 Nov 2;33(4):188–195.

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 [Internet]. London: Centre for Analysis of Social Exclusion, London School of Economics; 2004. Available from: https://core.ac.uk/download/pdf/7119297.pdf

111.

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

112.

Mittler PJ. Overcoming exclusion: social justice through education [Internet]. London: Routledge; 2013. Available from:
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 Sep;14(6):631–648.

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 Apr 3;20(2):117–132.

115.

Rock ML, Gregg M, Ellis E, Gable RA. REACH: A Framework for Differentiating Classroom

Instruction. Preventing School Failure: Alternative Education for Children and Youth. 2008 Jan;52(2):31–47.

116.

Evans C, Waring M. Trainee teachers' cognitive styles and notions of differentiation. Education + Training. 2008 Mar 21;50(2):140–154.

117.

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

118.

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 [Internet]. London: David Fulton; 2002. Available from: 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 [Internet]. London: David Fulton; 2002. Available from:

https://doi-org.bris.idm.oclc.org/10.4324/9780203065495

123.

Supporting pupils with Specific Learning Difficulties (SpLD). NASEN miniguide- Dyslexia
[Internet]. Available from:
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.

125.

Boon M, Boon M. Understanding dyspraxia: a guide for parents and teachers [Internet].
2nd ed. London: Jessica Kingsley; 2010. Available from:
https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=677668

126.

Dyspraxia Foundation [Internet]. Available from: 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 Jun 1;92(6):534–539.

128.

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

129.

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

130.

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

131.

Howard S. Schooling, ethnicity and English as an additional language. Preparing to teach in secondary schools: a student teacher's guide to professional issues in secondary education [Internet]. 2nd ed. Maidenhead: Open University Press; 2007. p. 288–301. Available from: https://ebookcentral-proquest-com.bris.idm.oclc.org/lib/bristol/reader.action?docID=332712&ppg=293

132.

Cameron L. Writing in English as an additional language at Key Stage 4 and post-16 [Internet]. 2003. p. 24–46. Available from: 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 May 4;28(3):276–292.

134.

Collier VP, Thomas WP. How quickly can immigrants become proficient in school English? Journal of Educational Issues of Language Minority Students [Internet]. 1989;5:26–38. Available from: https://static1.squarespace.com/static/5d854ac170e64a71d1de71d3/t/5d9de668268cee06bbd95fb9/1570629236269/how-quickly-can-immigrants-.pdf

135.

Cummins J. Bilingualism and Second Language Learning. Annual Review of Applied Linguistics. 1992 Mar;13.

136.

Cummins J. Language, power and pedagogy: bilingual children in the crossfire [Internet].
Clevedon: Multilingual Matters; 2000. Available from:
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 Jun;32(2):215–231.

138.

Aiming high: guidance on supporting the education of asylum seeking and refugee children
[Internet]. 2004. Available from:
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 May;27(3):191–206.

140.

Roger W. Gee. Encouraging ESL Students To Read. TESOL Journal [Internet].
Wiley-Blackwell; 2011;8(1):3–7. Available from:
https://doi-org.bris.idm.oclc.org/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 Jul 1;37(2).

143.

Leung C. English as an Additional Language: Distinct Language Focus or Diffused
Curriculum Concerns? Language and Education. 2001 Mar;15(1):33–55.

144.

National Assosication for Language Development in the Curriculum [Internet]. Available
from: https://naldic.org.uk/

145.

Thomas W, Collier V. School effectiveness for language minority students [Internet].
Washington, DC: National Clearinghouse for Bilingual Education; 1997. Available from:
https://static1.squarespace.com/static/5d854ac170e64a71d1de71d3/t/5d9de96a091ee97f
c216b378/1570630038328/2002_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 [Internet].
London: Institute of Education Press; 2014. Available from:
https://ebookcentral.proquest.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.

152.

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

153.

Tunnicliffe C. Teaching able, gifted and talented children: strategies, activities and resources [Internet]. London: Sage; 2010. Available from: https://ebookcentral.proquest.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 Feb;19(2):199–212.

155.

Block ME, Klavina A, Flint W. Including Students with Severe, Multiple Disabilities in General Physical Education. Journal of Physical Education, Recreation & Dance [Internet]. 2007;78(3):29–32. Available from: 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 Jan;22(1):19–33.

157.

Perspectives on Low Vision. Foundations of Low Vision [Internet]. AFB Press; Available from:
https://ebookcentral.proquest.com/lib/bristol/reader.action?docID=5481637&ppg=18

158.

Davis P. Including Children with Visual Impairment in Mainstream Schools: a Practical Guide [Internet]. Hoboken: Taylor and Francis; 2013. Available from:
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 [Internet]. 1995. Available from:
http://www.legislation.gov.uk/ukpga/1995/50/pdfs/ukpga_19950050_en.pdf

160.

Dutta R. Supporting the visually impaired learner - SEN Magazine [Internet]. Available from:
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 Jul;16(4):331–343.

162.

Fitzgerald H. 'Drawing' on disabled students' experiences of physical education and stakeholder responses. Sport, Education and Society. 2012 Aug;17(4):443–462.

163.

Forsyth R, Colver A, Alvanides S, Woolley M, Lowe M. Participation of young severely disabled children is influenced by their intrinsic impairments and environment. Developmental Medicine & Child Neurology. 2007 May;49(5):345–349.

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 Oct;16(3):283–300.

165.

Hammal D, Jarvis SN, Colver AF. Participation of children with cerebral palsy is influenced by where they live. Developmental Medicine & Child Neurology. 2007 Feb 13;46(5):292–298.

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 Aug;16(4):507–526.

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 Jul;23(3):88–98.

168.

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

Quarterly [Internet]. 19:300–317. Available from:
https://pdfs.semanticscholar.org/c33e/cc616829b5203e158bd99df36ff93e62b679.pdf

169.

Imms C. Children with cerebral palsy participate: A review of the literature. Disability and Rehabilitation. 2008 Jan;30(24):1867–1884.

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 [Internet]. 2015;20(9, ver. IV):62–67. Available from:
http://www.iosrjournals.org/iosr-jhss/papers/Vol20-issue9/Version-4/H020946267.pdf

171.

Law M, Finkelman S, Hurley P, Rosenbaum P, King S, King G, Hanna S. Participation of children with physical disabilities: Relationships with diagnosis, physical function and demographic variables. Scandinavian Journal of Occupational Therapy [Internet]. 2004;11:156–162. Available from:
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 Mar 4;64(2):182–197.

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 Mar;80(3).

174.

Ring S. Out of Sight: Technology Helps Visually Impaired Students Thrive | Edutopia [Internet]. 2008. Available from:

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 Feb 13;47(12):808–814.

176.

TOWNSEND MAR, WILTON KM, VAKILIRAD T. Children's attitudes toward peers with
intellectual disability. Journal of Intellectual Disability Research. 2008 Jun
28;37(4):405–411.

177.

Yalo JA. Challenges and strategies of working with learners with low vision: Implications for
teacher training. Educational Research and Reviews. 2012 Mar 12;7(10).

178.

Balshaw M, Farrell P. Teaching assistants: practical strategies for effective classroom
support [Internet]. London: David Fulton; 2002. Available from:
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 Nov;18(4):154–161.

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 [Internet]. Maidenhead: Open University Press; 2010. Available from: https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=650300

183.

Lee B. Teaching Assistants in Schools: the Current State of Play [Internet]. National Foundation for Educational Research; 2002. Available from: 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 Jan;15(1):48–56.

185.

Radford J, Bosanquet P, Webster R, Blatchford P. Scaffolding learning for independence: Clarifying teacher and teaching assistant roles for children with special educational needs. Learning and Instruction. 2015 Apr;36:1–10.

186.

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

187.

Vincett K, Cremin H, Thomas G. Teachers and assistants working together [Internet]. Maidenhead: Open University Press; 2005. Available from: https://ebookcentral.proquest.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 [Internet]. Routledge; 25(4). Available from: 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 [Internet]. Edinburgh: Scottish Executive, Education Department; 2002. Available from: https://www.webarchive.org.uk/wayback/archive/20150220095958/http://www.gov.scot/Publications/2002/12/15772/13418

190.

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 [Internet]. 2005. Available from: 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 [Internet]. 2008. Available from: 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 [Internet]. Mahwah, N.J.: Lawrence Erlbaum Associates; 2004. Available from: 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. 2012; Available from: https://www.researchgate.net/publication/265906685_The_perspectives_of_children_and_y oung_people_who_have_speech_language_and_communication_needs_and_their_parents_B ristol_Speech_Language_Therapy

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 Nov 18;35(4):230–240.

196.

Chrissie Rogers. Experiencing an 'Inclusive' Education: Parents and Their Children with 'Special Educational Needs'. British Journal of Sociology of Education [Internet]. Taylor & Francis, Ltd.; 2007;28(1):55–68. Available from: 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 Feb;15(1):30–35.

198.

Dalzell J, Nelson H, Haigh C, Williams A, Monti P. Involving families who have deaf children using a Family Needs Survey: a multi-agency perspective. Child: Care, Health and Development. 2007 Sep;33(5):576–585.

199.

Farrell P, Harris K. Access to Education for Children with Medical Needs: a Map of Best Practice [Internet]. 2003. Available from: 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 [Internet]. Maidenhead: Open University Press; 2006. Available from: 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 Feb;21(1):24–29.