

ED30420 Special Educational Needs

[View Online](#)

[1]

A. Ekins, The changing face of special educational needs: impact and implication for SENCOs and their schools. London: Routledge, 2012 [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203698129>

[2]

R. Cheminais, Special educational needs for qualified and trainee teachers: a practical guide to the new changes, Third edition. Abingdon, Oxon: Routledge, 2015.

[3]

J. Glazzard, J. Stokoe, A. Hughes, A. Netherwood, and L. Neve, Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools, 2 ed., vol. Achieving QTS Series. London: SAGE Publications Ltd, 2015.

[4]

M. Farrell, Standards and special educational needs: the importance of standards of pupil achievement. London: Continuum, 2001 [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037261100002418&institutionId=2418&customerId=2415

[5]

N. Frederickson, Special Educational Needs, Inclusion and Diversity. Maidenhead: Open University, 2009 [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037303920002418&institutionId=2418&customerId=2415

[6]

A. Hodkinson and P. Vickerman, Key issues in special educational needs and inclusion. Los Angeles, [Calif.]: SAGE, 2009.

[7]

J. Wearmouth, Special educational needs, vol. The basics. London: Routledge, 2012 [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203155189>

[8]

P. Garner, Special educational needs: the key concepts, vol. Routledge key guides. London: Routledge, 2009 [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203088494>

[9]

A. Loxley, Deconstructing special education and constructing inclusion, 2nd ed., vol. Inclusive education. Maidenhead: Open University Press, 2007.

[10]

J. Glazzard, Teaching primary special educational needs, vol. Achieving QTS. Exeter: Learning Matters, 2010 [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780857255907>

[11]

M. Warnock, B. Norwich, and L. Terzi, Special educational needs: a new look, 2nd ed., vol. Key debates in educational policy. London: Continuum, 2010 [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037251480002418&institutionId=2418&customerId=2415

[12]

J. Wearmouth, A beginning teacher's guide to special educational needs. Maidenhead: Open University Press, 2009 [Online]. Available:
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037250600002418&institutionId=2418&customerId=2415

[13]

P. S. Westwood, Commonsense methods for children with special educational needs, Seventh edition. London: Routledge, 2015.

[14]

S. Baglieri and A. H. Shapiro, Disability studies and the inclusive classroom: critical practices for creating least restrictive attitudes. New York: Routledge, 2012 [Online]. Available:
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037240100002418&institutionId=2418&customerId=2415

[15]

G. Bailey, Emotional well-being for children with special educational needs and disabilities: a guide for practitioners. Los Angeles, [Calif.]: SAGE, 2012.

[16]

R. Tutt, Partnership working to support special educational needs & disabilities. Los Angeles: SAGE, 2011.

[17]

T. Casey, Inclusive play: practical strategies for children from birth to eight, 2nd ed. Los Angeles, [California]: SAGE, 2010.

[18]

S. Baglieri and A. H. Shapiro, Disability studies and the inclusive classroom: critical practices for creating least restrictive attitudes. New York: Routledge, 2012 [Online]. Available:

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037304680002418&institutionId=2418&customerId=2415

[19]

C. Cameron, *Disability studies: a student's guide*. Thousand Oaks: SAGE Publications Inc, 2014.

[20]

J. Swain, S. French, and C. Cameron, *Controversial issues in a disabling society*, vol. Disability, human rights and society. Buckingham: Open University Press, 2003 [Online]. Available:
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037242170002418&institutionId=2418&customerId=2415

[21]

J. Elliott and E. L. Grigorenko, *The dyslexia debate*, vol. 14. Cambridge: Cambridge University Press, 2014 [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5164646320002418&institutionId=2418&customerId=2415

[22]

N. Watson and S. Vehmas, *Routledge handbook of disability studies*, Second edition. London: Routledge, 2020 [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6214168170002418&institutionId=2418&customerId=2415

[23]

B. Pavey, *The dyslexia-friendly primary school: a practical guide for teachers*. London: Paul Chapman, 2007 [Online]. Available:
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781848607446>

[24]

T. Mortimore and J. Dupree, Dyslexia-friendly practice in the secondary classroom, vol. Achieving QTS. Exeter: Learning Matters, 2008.

[25]

G. Reid, Dyslexia and inclusion: classroom approaches for assessment, teaching and learning. London: David Fulton, 2005.

[26]

L. Peer, G. Reid, and British Dyslexia Association, Dyslexia: successful inclusion in the secondary school. London: David Fulton published in association with the British Dyslexia Association, 2001.

[27]

G. Reid, Dyslexia, 2nd ed. London ; New York: Continuum, 2007 [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037304840002418&institutionId=2418&customerId=2415

[28]

J. Gross and National Association for Special Educational Needs (Great Britain), Beating bureaucracy in special educational needs. London: Routledge, 2008.

[29]

R. Hanks and ebrary, Inc, Common SENSE for the inclusive classroom: how teachers can maximise existing skills to support special educational needs. London: Jessica Kingsley Publishers, 2011 [Online]. Available: <http://site.ebrary.com/lib/aber/Doc?id=10477023>

[30]

A. M. Hultquist, An introduction to dyslexia for parents and professionals. London: Jessica Kingsley, 2006 [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037250060002418&institutionId=2418&customerId=2415

[31]

C. Nutbrown, P. Clough, and F. Atherton, *Inclusion in the early years*, Second edition. Los Angeles: SAGE, 2013.

[32]

G. Knowles, *Supporting inclusive practice*. London: David Fulton, 2006.

[33]

G. Knowles and V. Lander, *Diversity, equality and achievement in education*. Los Angeles, [Calif.]: SAGE, 2011 [Online]. Available:
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781446210277>

[34]

A. Lewis and B. Norwich, *Special teaching for special children: pedagogies for inclusion*, vol. *Inclusive education*. Maidenhead: Open University Press, 2005.

[35]

R. Rose and M. Howley, *The practical guide to special educational needs in inclusive primary classrooms*, vol. *Primary guides*. Thousand Oaks, CA: SAGE Publications Ltd, 2006 [Online]. Available:
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037304790002418&institutionId=2418&customerId=2415

[36]

D. Skidmore, *Inclusion: the dynamic of school development*, vol. *Inclusive education*. Buckingham: Open University Press, 2003 [Online]. Available:
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037240200002418&institutionId=2418&customerId=2415

[37]

K. J. Topping and S. Maloney, *The RoutledgeFalmer reader in inclusive education*, vol. *Readers in education*. London: RoutledgeFalmer, 2005.

[38]

K. Wall, *Special needs and early years: a practitioner's guide*, 3rd ed. Los Angeles, [Calif.]: SAGE, 2011.

[39]

J. Wearmouth, *Special educational provision: meeting the challenges in schools*. London: Hodder & Stoughton Educational, 2000.

[40]

A. H. Widerstrom, *Achieving learning goals through play: teaching young children with special needs*, 2nd ed. London: Paul H. Brookes Publishing Company.

[41]

R. A. Wilson, *Special educational needs in the early years*, 2nd ed., vol. *Teaching and learning in the early years*. London: RoutledgeFalmer, 2003 [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037304140002418&institutionId=2418&customerId=2415

[42]

L. Evans and NetLibrary, Inc, *Inclusion*, vol. *No-nonsense series*. London: Routledge, 2007 [Online]. Available: <http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=186756>

[43]

A. Ekins, P. Grimes, and ebrary, Inc, *Inclusion: developing an effective whole school approach*. Maidenhead, Berks: McGraw Hill Open University Press, 2009 [Online]. Available: <http://site.ebrary.com/lib/aber/Doc?id=10350212>

[44]

M. Farrell, *The special school's handbook: key issues for all*. Abingdon, Oxon: Routledge, 2007.

[45]

M. Farrell, *The special education handbook: an A to Z guide*, 4th ed. Abingdon, Oxon: Routledge, 2009.

[46]

V. Birkett, *How to support and teach children with special educational needs*. Cambridge: LDA, 2004.

[47]

A. Kirby and L. Peters, *100 ideas for supporting pupils with dyspraxia and DCD*, vol. Continuum one hundreds series. New York, NY: Continuum International, 2007.

[48]

M. Boon and M. Boon, *Understanding dyspraxia: a guide for parents and teachers*, 2nd ed., vol. JKP essentials series. London: Jessica Kingsley, 2010 [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037250410002418&institutionId=2418&customerId=2415

[49]

N. Burnett, *Leadership and SEN: meeting the challenge in special and mainstream settings*. London: David Fulton, 2005.

[50]

R. Byers and R. Rose, *Planning the curriculum for pupils with special educational needs: a practical guide*, 2nd ed. London: David Fulton, 2004 [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037251260002418&institutionId=2418&customerId=2415

[51]

M. Farrell, *Special educational needs: a resource for practitioners*. London: Paul Chapman Pub, 2004.

[52]

M. Farrell and NetLibrary, Inc, The effective teacher's guide to moderate, severe and profound learning difficulties: practical strategies, vol. New directions in special educational needs. London: Routledge, 2006 [Online]. Available: <http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=161087>

[53]

M. Farrell, The effective teacher's guide to autism and communication difficulties, vol. New directions in special educational needs. London: Routledge, 2006 [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037231730002418&institutionId=2418&customerId=2415

[54]

M. Farrell, The effective teacher's guide to sensory impairment and physical disability: practical strategies, vol. New directions in special educational needs. London: Routledge, 2006.

[55]

M. Farrell, The Effective teachers' guide to behavioural, emotional and social difficulties: practical strategies, vol. New directions in special educational needs. London: Routledge, 2006.

[56]

L. Florian and J. Hegarty, ICT and special educational needs: a tool for inclusion. Buckingham: Open University Press, 2004.

[57]

S. Gibson, J. Haynes, and ebrary, Inc, Perspectives on participation and inclusion: engaging education. London: Continuum, 2009 [Online]. Available: <http://site.ebrary.com/lib/aber/Doc?id=10427357>

[58]

M. Farrell, Foundations of special education: an introduction. Oxford: Wiley-Blackwell, 2009 [Online]. Available:
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037239890002418&institutionId=2418&customerId=2415

[59]

J. Gross, Special educational needs in the primary school: a practical guide, 3rd ed. Buckingham: Open University Press, 2002.

[60]

D. Hartas, Language and communication difficulties, vol. SEN series. New York: Continuum, 2005.

[61]

J. T. Nigg and NetLibrary, Inc, What causes ADHD?: understanding what goes wrong and why. New York: Guilford Press, 2006 [Online]. Available:
<http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=180441>

[62]

F. J. O'Regan, ADHD, vol. SEN series. New York: Continuum, 2005.

[63]

L. Hughes and P. Cooper, Understanding and supporting children with ADHD: strategies for teachers, parents and other professionals. London: Sage, 2006.

[64]

L. Hughes and P. Cooper, Understanding and supporting children with ADHD: strategies for teachers, parents and other professionals. London: Sage, 2006.

[65]

The SENCO handbook: working within a whole-school approach, 5th ed. London : New York, NY: Routledge, 2008.

[66]

J. Brett, 'The Experience of Disability from the Perspective of Parents of Children with Profound Impairment: Is it time for an alternative model of disability?', *Disability & Society*, vol. 17, no. 7, pp. 825–843, Dec. 2002, doi: 10.1080/0968759022000039109.

[67]

C. Low, 'Some ideologies of disability', *Journal of Research in Special Educational Needs*, vol. 6, no. 2, pp. 108–111, May 2006, doi: 10.1111/j.1471-3802.2006.00066.x.

[68]

A. Llewellyn and K. Hogan, 'The Use and Abuse of Models of Disability', *Disability & Society*, vol. 15, no. 1, pp. 157–165, Jan. 2000, doi: 10.1080/09687590025829.

[69]

J. Swain and S. French, *Disability on equal terms*. Los Angeles, [Calif.]: SAGE, 2008.

[70]

P. Farrell, 'Current issues in special needs: Special education in the last twenty years: have things really got better?', *British Journal of Special Education*, vol. 28, no. 1, pp. 3–9, Jan. 2003, doi: 10.1111/1467-8527.t01-1-00197.

[71]

L. Florian, 'INCLUSION: Special or inclusive education: future trends', *British Journal of Special Education*, vol. 35, no. 4, pp. 202–208, Nov. 2008, doi: 10.1111/j.1467-8578.2008.00402.x.

[72]

S. Keil, O. Miller, and R. Cobb, 'Special educational needs and disability', *British Journal of*

Special Education, vol. 33, no. 4, pp. 168–172, Nov. 2006, doi: 10.1111/j.1467-8578.2006.00435.x.

[73]

N. Kelly and B. Norwich, 'Pupils' perceptions of self and of labels: Moderate learning difficulties in mainstream and special schools', *British Journal of Educational Psychology*, vol. 74, no. 3, pp. 411–435, Sep. 2004, doi: 10.1348/0007099041552297.

[74]

K. Runswick-Cole and N. Hodge, 'Needs or rights? A challenge to the discourse of special education', *British Journal of Special Education*, vol. 36, no. 4, pp. 198–203, Dec. 2009, doi: 10.1111/j.1467-8578.2009.00438.x.

[75]

T. Williams, B. Lamb, B. Norwich, and L. Peterson, 'Special Educational Needs has outlived its usefulness: a debate', *Journal of Research in Special Educational Needs*, vol. 9, no. 3, pp. 199–217, Nov. 2009, doi: 10.1111/j.1471-3802.2009.01136.x.

[76]

L. Terzi, 'Beyond the Dilemma of Difference: The Capability Approach to Disability and Special Educational Needs', *Journal of Philosophy of Education*, vol. 39, no. 3, pp. 443–459, Aug. 2005, doi: 10.1111/j.1467-9752.2005.00447.x.

[77]

L. Terzi, 'A capability perspective on impairment, disability and special needs: Towards social justice in education', *Theory and Research in Education*, vol. 3, no. 2, pp. 197–223, Jul. 2005, doi: 10.1177/1477878505053301.

[78]

D. Anastasiou and J. M. Kauffman, 'Disability as Cultural Difference: Implications for Special Education', *Remedial and Special Education*, vol. 33, no. 3, pp. 139–149, May 2012, doi: 10.1177/0741932510383163.

[79]

'Breaking the Mould? An introduction to doing disability research', [Online]. Available: <http://disability-studies.leeds.ac.uk/files/library/Barnes-Chapter-1.pdf>

[80]

'THE DEVELOPMENT AND CRITIQUE OF THE SOCIAL MODEL OF DISABILITY' [Online]. Available: http://www.ucl.ac.uk/lc-ccr/lccstaff/raymond-lang/DEVELOPMENT_AND_CRITIQUE_OF_THE_SOCIAL_MODEL_OF_D.pdf

[81]

G. Dewsbury *, K. Clarke, D. Randall, M. Rouncefield, and I. Sommerville, 'The anti-social model of disability', *Disability & Society*, vol. 19, no. 2, pp. 145–158, Mar. 2004, doi: 10.1080/0968759042000181776.

[82]

'THE SOCIAL MODEL OF DISABILITY REPOSSESSED' [Online]. Available: <http://disability-studies.leeds.ac.uk/files/library/finkelstein-soc-mod-reposessed.pdf>

[83]

B. Riddick, 'Dyslexia and inclusion: Time for a social model of disability perspective?', *International Studies in Sociology of Education*, vol. 11, no. 3, pp. 223–236, Nov. 2001, doi: 10.1080/09620210100200078.

[84]

'Briefing Note: The social model of disability, human rights and development' [Online]. Available: http://www.disability.co.uk/sites/default/files/resources/social_model_briefing.pdf

[85]

L. Terzi, 'The Social Model of Disability: A Philosophical Critique', *Journal of Applied Philosophy*, vol. 21, no. 2, pp. 141–157, Aug. 2004, doi: 10.1111/j.0264-3758.2004.00269.x.

[86]

J. Swain and S. French, 'Towards an Affirmation Model of Disability', *Disability & Society*, vol. 15, no. 4, pp. 569–582, Jun. 2000, doi: 10.1080/09687590050058189.

[87]

J. BAKER, 'The British Government's strategy for SEN: implications for the role and future development of special schools', *Support for Learning*, vol. 22, no. 2, pp. 72–77, May 2007, doi: 10.1111/j.1467-9604.2007.00450.x.

[88]

T. BURCHARDT, 'Aiming high: the educational and occupational aspirations and of young disabled people', *Support for Learning*, vol. 19, no. 4, pp. 181–186, Nov. 2004, doi: 10.1111/j.0268-2141.2004.00345.x.

[89]

Callias, Maria, 'Current and Proposed Special Educational Legislation', *Child Psychology and Psychiatry Review*, vol. 6, no. 01, pp. 24–30, 2001 [Online]. Available: <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=67873>

[90]

'Social deprivation, schoollevel achievement and special educational needs' [Online]. Available: <http://www.tandfonline.com/doi/pdf/10.1080/00131880110107342>

[91]

M. Farrell, 'Educational Inclusion and Raising Standards', *British Journal of Special Education*, vol. 27, no. 1, pp. 35–38, Jan. 2003, doi: 10.1111/1467-8527.t01-1-00154.

[92]

P. Farrell, A. Dyson, F. Polat, G. Huteson, and F. Gallannaugh, 'SEN inclusion and pupil achievement in English schools', *Journal of Research in Special Educational Needs*, vol. 7, no. 3, pp. 172–178, Nov. 2007, doi: 10.1111/j.1471-3802.2007.00094.x.

[93]

'Inclusive and special education in the English educational system: historical perspectives, recent developments and future challenges b' [Online]. Available:
<http://www.nottingham.ac.uk/~ttzelrn/mtl/ca3/documents/Hodkinson2010.pdf>

[94]

'IPSEA - Threat to SEN law? IPSEA responds May 2012'. [Online]. Available:
<http://ipseaacc.north-51.com/Apps/Content/News/?id=450>

[95]

'The impact of placing pupils with special educational needs in mainstream schools on the achievement of their peers' [Online]. Available:
<http://www.tandfonline.com/doi/pdf/10.1080/00131880701717222>

[96]

'BBC News - Special needs budgets to be controlled by parents'. [Online]. Available:
<http://www.bbc.co.uk/news/education-18061348>

[97]

'Special needs education reform offers both hope and anxiety for parents | Education | The Guardian'. [Online]. Available:
<http://www.theguardian.com/education/2012/may/15/special-needs-education-reforms-analysis>

[98]

B. Norwich and T. Nash, 'Preparing teachers to teach children with special educational needs and disabilities: the significance of a national PGCE development and evaluation project for inclusive teacher education', *Journal of Research in Special Educational Needs*, vol. 11, no. 1, pp. 2-11, Mar. 2011, doi: 10.1111/j.1471-3802.2010.01175.x.

[99]

E. O’Gorman and S. Drudy, ‘Addressing the professional development needs of teachers working in the area of special education/inclusion in mainstream schools in Ireland’, *Journal of Research in Special Educational Needs*, vol. 10, pp. 157–167, Aug. 2010, doi: 10.1111/j.1471-3802.2010.01161.x.

[100]

A. PRUNTY, M. DUPONT, and R. MCDAID, ‘Voices of students with special educational needs (SEN): views on schooling’, *Support for Learning*, vol. 27, no. 1, pp. 29–36, Feb. 2012, doi: 10.1111/j.1467-9604.2011.01507.x.

[101]

G. RICHARDS, ‘“I was confident about teaching but SEN scared me”: preparing new teachers for including pupils with special educational needs’, *Support for Learning*, vol. 25, no. 3, pp. 108–115, Aug. 2010, doi: 10.1111/j.1467-9604.2010.01448.x.

[102]

G. Richards, ‘Managing current developments in SEN and inclusion: developing confidence in new teachers’, *Management in Education*, vol. 24, no. 3, pp. 107–110, Jul. 2010, doi: 10.1177/0892020608090408.

[103]

G. Richards, ‘Managing current developments in SEN and inclusion: developing confidence in new teachers’, *Management in Education*, vol. 24, no. 3, pp. 107–110, Jul. 2010, doi: 10.1177/0892020608090408.

[104]

S. Riddell, A. Wilson, M. Adler, and E. Mordaunt, ‘Parents, professionals and special educational needs policy frameworks in England and Scotland’, *Policy & Politics*, vol. 30, no. 3, pp. 411–425, Jul. 2002, doi: 10.1332/030557302760094766.

[105]

K. Runswick-Cole, ‘Time to end the bias towards inclusive education?’, *British Journal of Special Education*, vol. 38, no. 3, pp. 112–119, Sep. 2011, doi: 10.1111/j.1467-8578.2011.00514.x.

[106]

P. RUSSELL, 'Building brighter futures for all our children'- a new focus on families as partners and change agents in the care and development of children with disabilities or special educational needs', *Support for Learning*, vol. 23, no. 3, pp. 104–112, Aug. 2008, doi: 10.1111/j.1467-9604.2008.00380.x.

[107]

P. Barnes, 'RESEARCH SECTION: Multi-agency working: what are the perspectives of SENCOs and parents regarding its development and implementation?', *British Journal of Special Education*, vol. 35, no. 4, pp. 230–240, Nov. 2008, doi: 10.1111/j.1467-8578.2008.00394.x.

[108]

L. LAYTON, 'Special educational needs coordinators and leadership: a role too far?', *Support for Learning*, vol. 20, no. 2, pp. 53–60, May 2005, doi: 10.1111/j.0268-2141.2005.00362.x.

[109]

H. May, 'Interpreting pupil participation into practice: contributions of the SEN Code of Practice (2001)', *Journal of Research in Special Educational Needs*, vol. 4, no. 2, pp. 67–73, Jun. 2004, doi: 10.1111/j.1471-3802.2004.00020.x.

[110]

J. McKay and J. Neal, 'Diagnosis and disengagement: exploring the disjuncture between SEN policy and practice', *Journal of Research in Special Educational Needs*, vol. 9, no. 3, pp. 164–172, Nov. 2009, doi: 10.1111/j.1471-3802.2009.01129.x.

[111]

'National Award for SENCOs: Transforming SENCOs' [Online]. Available: <http://www.nasen.org.uk/uploads/publications/200.pdf>

[112]

K. Wedell, 'Points from the SENCo-Forum', *British Journal of Special Education*, vol. 33, no. 4, pp. 220–220, Nov. 2006, doi: 10.1111/j.1467-8578.2006.00442.x.

[113]

K. Runswick-Cole, 'RESEARCH SECTION: Between a rock and a hard place: parents' attitudes to the inclusion of children with special educational needs in mainstream and special schools', *British Journal of Special Education*, vol. 35, no. 3, pp. 173–180, Sep. 2008, doi: 10.1111/j.1467-8578.2008.00390.x.

[114]

J. Allan, 'Productive pedagogies and the challenge of inclusion', *British Journal of Special Education*, vol. 30, no. 4, pp. 175–179, Jan. 2004, doi: 10.1111/j.0952-3383.2003.00307.x.

[115]

E. Avramidis, P. Bayliss, and R. Burden, 'Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school', *Teaching and Teacher Education*, vol. 16, no. 3, pp. 277–293, Apr. 2000, doi: 10.1016/S0742-051X(99)00062-1.

[116]

E. Avramidis, P. Bayliss, and R. Burden, 'Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school', *Teaching and Teacher Education*, vol. 16, no. 3, pp. 277–293, Apr. 2000, doi: 10.1016/S0742-051X(99)00062-1.

[117]

'Special Educational Needs: an alternative look' [Online]. Available: <http://disability-studies.leeds.ac.uk/files/library/Barton-Warnock.pdf>

[118]

R. Bishop, 'Designing for special educational needs in mainstream schools', *Support for Learning*, vol. 16, no. 2, pp. 56–63, May 2001, doi: 10.1111/1467-9604.00189.

[119]

'Reasons against segregated schooling' [Online]. Available:
<http://www.csie.org.uk/resources/reasons-against-seg-04.pdf>

[120]

'Reference List for Reasons Against Segregated Schooling'. [Online]. Available:
<http://www.csie.org.uk/resources/reasons-against-ref-05.pdf>

[121]

N. Frederickson, E. Simmonds, L. Evans, and C. Soulsby, 'Assessing the social and affective outcomes of inclusion', *British Journal of Special Education*, vol. 34, no. 2, pp. 105–115, Jul. 2007, doi: 10.1111/j.1467-8578.2007.00463.x.

[122]

E. Griffiths, 'Asking instead of exploring inclusive approaches to teaching and learning through pupil and teacher responses to a school link project', *British Journal of Special Education*, vol. 36, no. 4, pp. 213–221, Dec. 2009, doi: 10.1111/j.1467-8578.2009.00440.x.

[123]

A. M. Grieve, 'Teachers' beliefs about inappropriate behaviour: challenging attitudes?', *Journal of Research in Special Educational Needs*, vol. 9, no. 3, pp. 173–179, Nov. 2009, doi: 10.1111/j.1471-3802.2009.01130.x.

[124]

B. Groom and R. Rose, 'Supporting the inclusion of pupils with social, emotional and behavioural difficulties in the primary school: the role of teaching assistants', *Journal of Research in Special Educational Needs*, vol. 5, no. 1, pp. 20–30, Mar. 2005, doi: 10.1111/j.1471-3802.2005.00035.x.

[125]

B. Groom and R. Rose, 'Supporting the inclusion of pupils with social, emotional and behavioural difficulties in the primary school: the role of teaching assistants', *Journal of Research in Special Educational Needs*, vol. 5, no. 1, pp. 20–30, Mar. 2005, doi: 10.1111/j.1471-3802.2005.00035.x.

[126]

L. Holt, J. Lea, and S. Bowlby, 'Special units for young people on the autistic spectrum in mainstream schools: sites of normalisation, abnormalisation, inclusion, and exclusion', *Environment and Planning A*, vol. 44, no. 9, pp. 2191–2206, 2012, doi: 10.1068/a444456.

[127]

N. Humphrey and S. Lewis, 'What does "inclusion" mean for pupils on the autistic spectrum in mainstream secondary schools?', *Journal of Research in Special Educational Needs*, vol. 8, no. 3, pp. 132–140, Oct. 2008, doi: 10.1111/j.1471-3802.2008.00115.x.

[128]

G. Julian and J. Ware, 'Specialist Teachers for Pupils with Learning Difficulties? A Survey of Headteachers in Schools and Units', *British Journal of Special Education*, vol. 25, no. 1, pp. 28–32, Jan. 2003, doi: 10.1111/1467-8527.t01-1-00050.

[129]

S. K. Jull, 'Emotional and behavioural difficulties (EBD): the special educational need justifying exclusion', *Journal of Research in Special Educational Needs*, vol. 8, no. 1, pp. 13–18, Mar. 2008, doi: 10.1111/j.1471-3802.2008.00097.x.

[130]

G. Lindsay, 'Educational psychology and the effectiveness of inclusive education/mainstreaming', *British Journal of Educational Psychology*, vol. 77, no. 1, pp. 1–24, Mar. 2007, doi: 10.1348/000709906X156881.

[131]

B. Norwich, 'SPECIAL SCHOOLS: What future for special schools and inclusion? Conceptual and professional perspectives', *British Journal of Special Education*, vol. 35, no. 3, pp.

136–143, Sep. 2008, doi: 10.1111/j.1467-8578.2008.00387.x.

[132]

'Barriers and Facilitators to Inclusive Education', *Exceptional Children*, vol. 69, no. 1, pp. 97–107, Oct. 2002, doi: 10.1177/001440290206900107. [Online]. Available: <http://ecx.sagepub.com/content/69/1/97.short>

[133]

J. RIX, K. HALL, M. NIND, K. SHEEHY, and J. WEARMOUTH, 'What pedagogical approaches can effectively include children with special educational needs in mainstream classrooms? A systematic literature review', *Support for Learning*, vol. 24, no. 2, pp. 86–94, May 2009, doi: 10.1111/j.1467-9604.2009.01404.x.

[134]

R. Ross-Hill, 'Teacher attitude towards inclusion practices and special needs students', *Journal of Research in Special Educational Needs*, vol. 9, no. 3, pp. 188–198, Nov. 2009, doi: 10.1111/j.1471-3802.2009.01135.x.

[135]

N. M. Ruijs, I. Van der Veen, and T. T. D. Peetsma, 'Inclusive education and students without special educational needs', *Educational Research*, vol. 52, no. 4, pp. 351–390, Dec. 2010, doi: 10.1080/00131881.2010.524749.

[136]

P. Russell, '?Access and achievement or social exclusion?? are the government's policies working for disabled children and their families?', *Children & Society*, vol. 17, no. 3, pp. 215–225, Jun. 2003, doi: 10.1002/chi.779.

[137]

S. J. Salend and L. M. Garrick Duhaney, 'The Impact of Inclusion on Students With and Without Disabilities and Their Educators', *Remedial and Special Education*, vol. 20, no. 2, pp. 114–126, Mar. 1999, doi: 10.1177/074193259902000209.

[138]

S. Shah, C. Travers, and J. Arnold, 'Disabled and successful: education in the life stories of disabled high achievers', *Journal of Research in Special Educational Needs*, vol. 4, no. 3, pp. 122–132, Nov. 2004, doi: 10.1111/j.1471-3802.2004.00027.x.

[139]

A. Smith, 'The inclusion of pupils with special educational needs in secondary school physical education', *Physical Education & Sport Pedagogy*, vol. 9, no. 1, pp. 37–54, May 2004, doi: 10.1080/1740898042000208115.

[140]

P. Tremblay, 'Comparative outcomes of two instructional models for students with learning disabilities: inclusion with co-teaching and solo-taught special education', *Journal of Research in Special Educational Needs*, vol. 13, no. 4, pp. 251–258, Oct. 2013, doi: 10.1111/j.1471-3802.2012.01270.x.

[141]

P. Vickerman, 'Training physical education teachers to include children with special educational needs: Perspectives from physical education initial teacher training providers', *European Physical Education Review*, vol. 13, no. 3, pp. 385–402, Oct. 2007, doi: 10.1177/1356336X07083706.

[142]

K. Wedell, 'Dilemmas in the quest for inclusion', *British Journal of Special Education*, vol. 32, no. 1, pp. 3–11, Apr. 2005, doi: 10.1111/j.0952-3383.2005.00363.x.

[143]

K. Wedell, 'INCLUSION: Confusion about inclusion: patching up or system change?', *British Journal of Special Education*, vol. 35, no. 3, pp. 127–135, Sep. 2008, doi: 10.1111/j.1467-8578.2008.00386.x.

[144]

G. S. White, 'Balancing acts in the half-way houses: the role of resourced provisions in

mainstream schools', *British Journal of Special Education*, vol. 37, no. 4, pp. 175–179, Dec. 2010, doi: 10.1111/j.1467-8578.2010.00480.x.

[145]

A. Wilde and E. Avramidis, 'Mixed feelings: towards a continuum of inclusive pedagogies', *Education 3-13*, vol. 39, no. 1, pp. 83–101, Feb. 2011, doi: 10.1080/03004270903207115.

[146]

E. C. WINTER, 'Preparing new teachers for inclusive schools and classrooms', *Support for Learning*, vol. 21, no. 2, pp. 85–91, May 2006, doi: 10.1111/j.1467-9604.2006.00409.x.

[147]

C. WOLSTENHOLME, 'Including students with personal care and physical needs: a discussion of how attitudes of school and college staff impact on effective educational inclusion', *Support for Learning*, vol. 25, no. 3, pp. 146–150, Aug. 2010, doi: 10.1111/j.1467-9604.2010.01459.x.

[148]

R. Burden and J. Burdett, 'What's in a name? Students with dyslexia: their use of metaphor in making sense of their disability', *British Journal of Special Education*, vol. 34, no. 2, pp. 77–82, Jul. 2007, doi: 10.1111/j.1467-8578.2007.00459.x.

[149]

'Dyslexia is a "meaningless label used by middle-class parents" claims Professor Julian Elliot | Daily Mail Online'. [Online]. Available: <http://www.dailymail.co.uk/health/article-2567690/Dyslexia-meaningless-label-used-middle-class-parents-claims-Professor-Julian-Elliot.html>

[150]

L. S. Daniel and B. S. Billingsley, 'What Boys With an Autism Spectrum Disorder Say About Establishing and Maintaining Friendships', *Focus on Autism and Other Developmental Disabilities*, vol. 25, no. 4, pp. 220–229, Dec. 2010, doi: 10.1177/1088357610378290.

[151]

'Inclusive Schooling Children with Special Educational Needs' [Online]. Available: <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DfES-0774-2001.pdf>

[152]

G. V. Dillon and J. D. M. Underwood, 'Parental Perspectives of Students With Autism Spectrum Disorders Transitioning From Primary to Secondary School in the United Kingdom', *Focus on Autism and Other Developmental Disabilities*, vol. 27, no. 2, pp. 111-121, Jun. 2012, doi: 10.1177/1088357612441827.

[153]

'Dyslexia still matters'. [Online]. Available: http://www.dyslexiaaction.org.uk/files/dyslexiaaction/dyslexia_still_matters.pdf

[154]

Forlin, Chris;, 'Special issue: Transitions for students with special educational needs', *Australasian Journal of Special Education*, vol. Vol. 37, no. The [Online]. Available: <http://search.informit.com.au/documentSummary;dn=389170793713641;res=IELHSS>

[155]

S. GIBSON and L. KENDALL, 'Stories from school: dyslexia and learners' voices on factors impacting on achievement', *Support for Learning*, vol. 25, no. 4, pp. 187-193, Nov. 2010, doi: 10.1111/j.1467-9604.2010.01465.x.

[156]

J. GLAZZARD, 'The impact of dyslexia on pupils' self-esteem', *Support for Learning*, vol. 25, no. 2, pp. 63-69, May 2010, doi: 10.1111/j.1467-9604.2010.01442.x.

[157]

K. Guldberg, 'Educating children on the autism spectrum: preconditions for inclusion and notions of "best autism practice" in the early years', *British Journal of Special Education*, vol. 37, no. 4, pp. 168-174, Dec. 2010, doi: 10.1111/j.1467-8578.2010.00482.x.

[158]

N. Humphrey and W. Symes, 'Responses to bullying and use of social support among pupils with autism spectrum disorders (ASDs) in mainstream schools: a qualitative study', *Journal of Research in Special Educational Needs*, vol. 10, no. 2, pp. 82–90, Jun. 2010, doi: 10.1111/j.1471-3802.2010.01146.x.

[159]

K. Jones and M. Howley, 'An investigation into an interaction programme for children on the autism spectrum: outcomes for children, perceptions of schools and a model for training', *Journal of Research in Special Educational Needs*, vol. 10, no. 2, pp. 115–123, Jun. 2010, doi: 10.1111/j.1471-3802.2010.01153.x.

[160]

J. Locke, E. H. Ishijima, C. Kasari, and N. London, 'Loneliness, friendship quality and the social networks of adolescents with high-functioning autism in an inclusive school setting', *Journal of Research in Special Educational Needs*, vol. 10, no. 2, pp. 74–81, Jun. 2010, doi: 10.1111/j.1471-3802.2010.01148.x.

[161]

K. McAllister and B. Maguire, 'A design model: the Autism Spectrum Disorder Classroom Design Kit', *British Journal of Special Education*, vol. 39, no. 4, pp. 201–208, Dec. 2012, doi: 10.1111/1467-8578.12006.

[162]

M. Park and M. Chitiyo, 'An examination of teacher attitudes towards children with autism', *Journal of Research in Special Educational Needs*, vol. 11, no. 1, pp. 70–78, Mar. 2011, doi: 10.1111/j.1471-3802.2010.01181.x.

[163]

J. W. Robertson, 'Informing the public? UK newspaper reporting of autism and Asperger's syndrome', *Journal of Research in Special Educational Needs*, vol. 9, no. 1, pp. 12–26, Mar. 2009, doi: 10.1111/j.1471-3802.2009.01112.x.

[164]

H. E. Sterling-Turner and S. S. Jordan, 'Interventions addressing transition difficulties for individuals with autism', *Psychology in the Schools*, vol. 44, no. 7, pp. 681–690, Sep. 2007, doi: 10.1002/pits.20257.

[165]

W. Symes and N. Humphrey, '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*, vol. 11, no. 3, pp. 153–161, Nov. 2011, doi: 10.1111/j.1471-3802.2011.01196.x.

[166]

'Dyslexia may not exist, warn academics'. [Online]. Available: <http://www.telegraph.co.uk/education/educationnews/10661412/Dyslexia-may-not-exist-warn-academics.html>

[167]

F. Theodorou and M. Nind, 'Inclusion in play: a case study of a child with autism in an inclusive nursery', *Journal of Research in Special Educational Needs*, vol. 10, no. 2, pp. 99–106, Jun. 2010, doi: 10.1111/j.1471-3802.2010.01152.x.

[168]

'BBC News - Deaf pupils face learning barriers in Wales, says NDCS'. [Online]. Available: <http://www.bbc.co.uk/news/uk-wales-22427203>

[169]

'BBC News - Poor reading "points to UK schools" neglect of deaf'. [Online]. Available: <http://www.bbc.co.uk/news/education-26240043>

[170]

'Classroom Acoustics for Children With Normal Hearing and With Hearing Impairment' [Online]. Available: http://www.califone.com/pdf/Background_Research.pdf

[171]

K. E. Diamond and S.-Y. Hong, 'Young Children's Decisions to Include Peers With Physical Disabilities in Play', *Journal of Early Intervention*, vol. 32, no. 3, pp. 163–177, Jun. 2010, doi: 10.1177/1053815110371332.

[172]

K. Diamond and H. Tu, 'Relations between classroom context, physical disability and preschool children's inclusion decisions', *Journal of Applied Developmental Psychology*, vol. 30, no. 2, pp. 75–81, Mar. 2009, doi: 10.1016/j.appdev.2008.10.008.

[173]

M. du Feu and K. Fergusson, 'Sensory impairment and mental health', *Advances in Psychiatric Treatment*, vol. 9, no. 2, pp. 95–103, Mar. 2003, doi: 10.1192/apt.9.2.95.

[174]

'Meeting the Needs of Students with Physical Disabilities' [Online]. Available: <http://www.nsnet.org/start/physical.pdf>

[175]

D. Morley, 'Inclusive Physical Education: teachers' views of including pupils with Special Educational Needs and/or disabilities in Physical Education', *European Physical Education Review*, vol. 11, no. 1, pp. 84–107, Feb. 2005, doi: 10.1177/1356336X05049826.

[176]

'Acoustical Barriers To Learning: Children at Risk in Every Classroom.', *Language, Speech, and Hearing Services in Schools*, v31 n4 p356-61 Oct 2000 [Online]. Available: <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ624809&site=ehost-live>

[177]

J. Parkes, N. McCullough, and A. Madden, 'To what extent do children with cerebral palsy participate in everyday life situations?', *Health & Social Care in the Community*, Feb. 2010, doi: 10.1111/j.1365-2524.2009.00908.x.

[178]

S. J. Salend and L. M. Garrick Duhaney, 'The Impact of Inclusion on Students With and Without Disabilities and Their Educators', *Remedial and Special Education*, vol. 20, no. 2, pp. 114–126, Mar. 1999, doi: 10.1177/074193259902000209.

[179]

P. L. Bennett, '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*, vol. 33, no. 4, pp. 188–195, Nov. 2006, doi: 10.1111/j.1467-8578.2006.00438.x.

[180]

R. L. Goodman and D. M. Burton, 'The inclusion of students with BESD in mainstream schools: teachers' experiences of and recommendations for creating a successful inclusive environment', *Emotional and Behavioural Difficulties*, vol. 15, no. 3, pp. 223–237, Aug. 2010, doi: 10.1080/13632752.2010.497662.

[181]

B. Groom and R. Rose, 'Supporting the inclusion of pupils with social, emotional and behavioural difficulties in the primary school: the role of teaching assistants', *Journal of Research in Special Educational Needs*, vol. 5, no. 1, pp. 20–30, Mar. 2005, doi: 10.1111/j.1471-3802.2005.00035.x.

[182]

L. Hackett, L. Theodosiou, C. Bond, C. Blackburn, F. Spicer, and R. Lever, 'Mental health needs in schools for emotional, behavioural and social difficulties', *British Journal of Special Education*, vol. 37, no. 3, pp. 148–155, Sep. 2010, doi: 10.1111/j.1467-8578.2010.00451.x.

[183]

N. Humphrey, 'Including students with attention-deficit/hyperactivity disorder in mainstream schools', *British Journal of Special Education*, vol. 36, no. 1, pp. 19–25, Mar. 2009, doi: 10.1111/j.1467-8578.2008.00415.x.

[184]

S. K. Jull, 'Emotional and behavioural difficulties (EBD): the special educational need justifying exclusion', *Journal of Research in Special Educational Needs*, vol. 8, no. 1, pp. 13–18, Mar. 2008, doi: 10.1111/j.1471-3802.2008.00097.x.

[185]

R. MEDCALF, J. MARSHALL, and C. RHODEN, 'Exploring the relationship between physical education and enhancing behaviour in pupils with emotional behavioural difficulties', *Support for Learning*, vol. 21, no. 4, pp. 169–174, Nov. 2006, doi: 10.1111/j.1467-9604.2006.00427.x.

[186]

J. MOWAT, 'The inclusion of pupils perceived as having social and emotional behavioural difficulties in mainstream schools: a focus upon learning', *Support for Learning*, vol. 24, no. 4, pp. 159–169, Nov. 2009, doi: 10.1111/j.1467-9604.2009.01419.x.

[187]

M. Poulou and B. Norwich, 'Teachers' causal attributions, cognitive, emotional and behavioural responses to students with emotional and behavioural difficulties', *British Journal of Educational Psychology*, vol. 70, no. 4, pp. 559–581, Dec. 2000, doi: 10.1348/000709900158308.

[188]

'The role of teachers in the assessment of children suspected of having AD/HD' [Online]. Available: <http://www.mscdevelopmentaldisorders.org/wp-content/uploads/adhd-and-teachers.pdf>

[189]

'Identification of children at risk of Attention Deficit/Hyperactivity Disorder' [Online]. Available: [http://www.pubfacts.com/fulltext_frame.php?PMID=16841146&title=Identification%20of%](http://www.pubfacts.com/fulltext_frame.php?PMID=16841146&title=Identification%20of%20children%20at%20risk%20of%20attention%20deficit%20hyperactivity%20disorder)

20children%20at%20risk%20of%20Attention%20Deficit/Hyperactivity%20Disorder:%20a%20school-based%20intervention.

[190]

I. Singh, 'Biology in context: social and cultural perspectives on ADHD', *Children & Society*, vol. 16, no. 5, pp. 360–367, Nov. 2002, doi: 10.1002/chi.746.

[191]

'Increase in Teachers' Knowledge About ADHD After a Week-Long Training Program: A Pilot Study', *Journal of Attention Disorders*, vol. 13, no. 4, pp. 420–423, Jan. 2010, doi: 10.1177/1087054708329972.

[192]

M. Taylor and S. Houghton, 'Difficulties in initiating and sustaining peer friendships: perspectives on students diagnosed with AD/HD', *British Journal of Special Education*, vol. 35, no. 4, pp. 209–219, Nov. 2008, doi: 10.1111/j.1467-8578.2008.00398.x.

[193]

'Children with ADHD Transferring to Secondary Schools: Potential Difficulties and Solutions' [Online]. Available: <http://ccp.sagepub.com/content/8/1/91.full.pdf>

[194]

T. BURCHARDT, 'Aiming high: the educational and occupational aspirations and of young disabled people', *Support for Learning*, vol. 19, no. 4, pp. 181–186, Nov. 2004, doi: 10.1111/j.0268-2141.2004.00345.x.

[195]

J. McKay and J. Neal, 'Diagnosis and disengagement: exploring the disjuncture between SEN policy and practice', *Journal of Research in Special Educational Needs*, vol. 9, no. 3, pp. 164–172, Nov. 2009, doi: 10.1111/j.1471-3802.2009.01129.x.

[196]

'The special educational needs and disability review' [Online]. Available: <http://dera.ioe.ac.uk/1145/1/Special%20education%20needs%20and%20disability%20review.pdf>

[197]

N. M. Ruijs, I. Van der Veen, and T. T. D. Peetsma, 'Inclusive education and students without special educational needs', *Educational Research*, vol. 52, no. 4, pp. 351–390, Dec. 2010, doi: 10.1080/00131881.2010.524749.

[198]

P. RUSSELL, 'Building brighter futures for all our children'- a new focus on families as partners and change agents in the care and development of children with disabilities or special educational needs', *Support for Learning*, vol. 23, no. 3, pp. 104–112, Aug. 2008, doi: 10.1111/j.1467-9604.2008.00380.x.