



ENABLING ACCESS

EFFECTIVE TEACHING AND LEARNING FOR
PUPILS WITH LEARNING DIFFICULTIES

Edited by Barry Carpenter, Rob Ashdown
and Keith Bovair

Routledge Education Classic Editions



Enabling Access Effective Teaching And Learning For Pupils With Learning Difficulties

Alan Hodgkinson



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Enabling Access Barry Carpenter, Rob Ashdown, Keith Bovair, 2017-10-05 This Routledge Classic Edition brings together widely experienced editors and contributors to show how access to a whole school curriculum can be provided for learners with moderate to profound and multiple learning difficulties Along with a new appraisal of the contents from the editors the contributors raise debates illustrate effective teaching ideas and discuss strategies for providing a high quality education for these pupils and a celebration of their achievements The book also discusses the active involvement of family members and the learners themselves in these processes and considers issues surrounding empowerment of learners professional development of the workforce and curriculum principles such as differentiation personalisation and engagement Winner of the prestigious nasen TES Academic Book Award in 1996 *Enabling Access* is an essential read for students and lecturers in higher education and for teachers support staff and other professionals in all educational settings in the UK and abroad catering for these learners

Enabling Access Barry Carpenter, Chris Stevens, Keith Bovair, Rob Ashdown, 2014-04-08 First Published in 1997 In special education we are at last in a good position to offer pupils a broad and balanced curriculum which is relevant to their needs and which is based on the same range of provision enjoyed by all pupils Such a curriculum can only be planned as a cohesive whole compartmentalizing aspects of the whole curriculum risks seeing one part as having more merit or worth than another The whole curriculum in all schools will vary depending on local needs and opportunities In special education it is important that we embrace that whole curriculum using its diversity and opportunity to plan for breadth balance and relevance This book makes a significant contribution to the developments in planning for access to the whole curriculum

Enabling Access Effective Teaching and Learning for Pupils with Learning Difficulties Barry Carpenter, 1997

The Effective Teacher's Guide to Moderate, Severe and Profound Learning Difficulties Michael Farrell, 2006-05-25 A sensible workable and practical approach for any teacher who wishes to understand and promote effective classroom inclusion for children with learning difficulties focused on the realities of teaching

Approaches to Teaching and Learning Ron Babbage, Helen Redding, Richard Byers, 2013-10-28 First published in 1999 Increased levels of interest in inclusive education for pupils with learning difficulties are set to continue and while much progress has been made challenges remain in promoting full and meaningful participation for these learners This book focuses therefore on the teaching and learning and processes which will facilitate organisational and curricular inclusion for pupils with learning difficulties within day to day classroom practice using their understanding of current theory the authors provide practical approaches to the analysis of teaching methods used with pupils with learning difficulties and the learning preferences strengths and areas of challenge of individual pupils They also discuss the various factors which impinge upon the development of more inclusive provision These approaches will provide practical help to all those working with pupils with learning difficulties in a variety of contexts The book will also appeal to those responsible for staff and school development

including the changing roles of specialist teachers and special schools and for developing policy and practice with regard to inclusion

The Practical Guide to Special Educational Needs in Inclusive Primary Classrooms Richard Rose, Marie Howley, 2006-12-19 A well written and thought provoking book for teachers It offers many ideas to improve inclusive practice in primary schools to the benefit of all pupils not only those with additional or different learning needs Special magazine Written for newly qualified teachers and students approaching the end of their training courses this practical and accessible text is an introduction to working with children of a range of abilities in inclusive primary classrooms The book draws on recent research and innovation in the education of pupils with special educational needs to provide practical examples and advice on how to meet the challenges of developing effective teaching and learning in inclusive settings Chapters cover becoming an inclusive teacher pupils giving cause for concern teaching and learning styles creating inclusive classroom environments and teaching teams learning from pupils looking beyond school developing further as a professional With advice on building positive attitudes developing specific teaching strategies and adapting a personalising teaching approaches the book helps teachers to build upon their earlier training in both practical and reflective ways Richard Rose is Professor of Special and Inclusive Education and Director of the Centre for Special Needs Education and Research at University College Northampton Marie Howley is senior lecturer in the Centre for Special Needs Education and Research at University College Northampton teaching on both undergraduate and post graduate courses and in continuing professional development for teachers

The Education and Care of Children with Severe, Profound and Multiple Learning Disabilities Richard Aird, 2013-12-19 This is a practical guide to managing the whole curriculum for children with severe learning difficulties SLD Crucial guidance and effective strategies are provided on how to reconcile the rights needs and aspirations of such children in light of recent national trends and QCA guidelines

Commonsense Methods for Children with Special Educational Needs Peter Westwood, 2004-07-31 First published in 2002 Routledge is an imprint of Taylor Francis an informa company

Key Issues in Special Educational Needs, Disability and Inclusion Alan Hodkinson, 2019-08-31 This third edition continues to guide students through the challenging field of special educational needs and disability Contextualising SEND in relation to historical ideological and political developments this book offers essential support to students as they develop a critical and up to date understanding of the practical challenges and opportunities concerning inclusion New edition features include Up to date legislation such as the SEND Code of Practice Material surrounding social emotional and mental Heath New practical case studies reflections and activities Revised chapter summaries More on the future of SEND

EBOOK: Teaching and Learning Primary Science with ICT Paul Warwick, Elaine Wilson, Mark Winterbottom, 2006-08-16 This book provides a range of insights into pupils learning relevant to the use of information and communications technology ICT in primary science The contributors who are all experts in their field draw on practical and theoretical perspectives and Provide specific examples of software and hardware use in the classroom Consider innovative

and creative uses of technology for pupils engaged in science activity in the primary and early years Indicate future possibilities for the use of computer based technologies Key themes running through the book include setting the use of ICT in primary science within theoretical perspectives on learning and on pedagogy the importance of using ICT in developing talking and listening opportunities in the science classroom and the potential of learning through ICT enhanced science investigations Contemporary issues such as inclusion creativity and collaborative learning are also examined making Teaching and Learning Primary Science with ICT essential reading for students in science education and for teachers who want to use new technology to improve learning in their science classrooms

A Sensory Approach to the Curriculum Judy Davis,2013-04-15 Written by a teacher with many years of experience with pupils with PMLD this book offers a well tried approach to delivering the curriculum with particular emphasis on the core subjects It aims to complement and supplement existing material and provides a useful resource for busy teachers *Towards a Curriculum for All* Dorchester Curriculum Group,2013-10-23 Designing an inclusive curriculum for all pupils is not easy The practicing teachers who have written this book offer clearly laid out ideas and objectives for learning that goes beyond the National Curriculum It incorporates a holistic approach to the development of a relevant curriculum for pupils and students who experience profound and multiple learning difficulties PMLD

Access to Science Claire Marvin,Chris Stokoe,2021-12-24 This accessible and practical teaching resource focuses on access to the science curriculum for pupils with learning difficulties Within an inclusive framework of participation and achievement for all the core of the book provides support and ideas for the effective planning and implementation of well differentiated science focused activities The book offers activities that are designed to motivate and challenge pupils with diverse individual needs guidance on differentiation in early years and across all key stages suggestions for teaching early developmental skills through sensory science defined learning outcomes that demonstrate progression in curriculum content and experience assessment and recording opportunities and guidance on how to incorporate science in a cross curricular way Written by authors who have direct experience in the field this book will provide practical help to all those working with pupils with learning difficulties in early years settings and in mainstream and special schools

Special Teaching For Special Children? Pedagogies For Inclusion Lewis, Ann,Norwich, Brahm,2004-11-01 This book is indispensable reading for students policy makers researchers and professionals in the field of special educational needs and inclusion

BOOK JACKET **Understanding and Supporting Children with Emotional and Behavioural Difficulties** Paul Cooper,1999 This is a comprehensive guide to this group of ill defined often unrelated disorders which can cause children to become disruptive both in the school and at home The text examines the potential causes of both emotional and behavioural problems

The Psychology of Teaching and Learning in the Primary School David Whitebread,2002-01-04 This book reviews recent work in psychology which sheds new light on important areas of concern to primary school teachers providing clear guidelines for good practice The Psychology of Teaching and Learning in the Primary

School details the current controversies regarding the effective teaching of reading and numeracy how to deal with emotional and behavioural difficulties the best methods of assessing learning as well as teaching children to think and develop their creativity It is a useful text for tutors and students on initial teacher training courses and to teachers involved in professional development Each chapter contains an editor s summary a list of further reading a full list of references and activities to develop and deepen the readers understanding in each area At the same time the book is written in an accessible style ideal for the non psychologist and is well illustrated with practical classroom examples **Making Special Education**

Inclusive Peter Farrell,Mel Ainscow,2013-05-13 The aim of this book is to consider how schools and LEAs can develop inclusive policies and practices for students who experience a range of difficulties in learning or behavior It highlights debates and contradictions about the realities of inclusion and suggests ways in which practice can move forward The contributors look at key areas of development in special and inclusive education and considers ways in which the latest research can inform practice Areas covered include promoting inclusion for all how to make sense of the Code of Practice SEN Thresholds working with Teaching Assistants new approaches to counseling and pastoral care in schools including pupils with EBD how nurture groups are helping inclusive practice making education inclusive for pupils with sensory disabilities including pupils with specific learning difficulties and preparing students for an inclusive society The book will be of particular interest to teachers LEA support staff educational psychologists and related professionals who face the challenge of meeting the needs of a diverse population within an inclusive framework it will also be of relevance for students in further and higher education and their tutors **Surviving and Thriving in the Secondary School** Susan Capel,Julia

Lawrence,Marilyn Leask,Sarah Younie,2019-10-01 With an emphasis on developing a reflective resilient approach that will ensure both effective teaching and teacher well being Surviving and Thriving in the Secondary School covers key issues that may be encountered in the day to day practice of teaching in the secondary school With evidence based practice at the forefront this volume allows new teachers to avoid common pitfalls of teaching and it will help provide a new found confidence within the classroom Including a wide range of tasks that will help guide and demonstrate successful practice this book covers topics and concerns such as Building relationships within teaching Managing and responding to change Becoming an inclusive educator Working to improve classroom climate and pupil behaviour Assessment homework and marking Inclusion of digital technologies and ICT Looking after yourself and your professional development Surviving and Thriving in the Secondary School can be utilised to help support and provide ideas on specific areas of concern or it can be read as a continuing professional development CPD companion allowing practice to be developed and refined Written by world renown experts in the field this volume provides support for all newly qualified teachers and is an essential resource for the first year of teaching and beyond Special Education and School Reform in the United States and Britain Maggie McLaughlin,Martyn Rouse,2002-01-22 This book is about how special education policy and practice is being negotiated

within the context of educational reform in two countries The political climate of recent years in both Britain and the USA led to many changes along similar lines with a move towards placing greater power and choice in the hands of those individuals with special educational needs Each chapter provides an overview and comparative analysis of the origins and evolution of specific educational reforms in the USA and the UK The themes explored include providing parents with greater choice decentralising decision making making the whole curriculum available to all accountability funding the necessary changes

Pupils with Learning Difficulties in Mainstream Schools Christina Tilstone, Christopher Robertson, Jill Porter, Penny Lacey, 2013-10-28 First Published in 2000 Written with the newly qualified or student teacher in mind the nature of this highly accessible book considers the nature of learning difficulties and the impact of legislation and policy on the teaching and learning of pupils with a wide range of special educational needs in the mainstream classroom The authors offer practical solutions to the many challenges facing teachers of inclusive settings and individual chapters provide the reader with guidance on meeting special needs appropriately in inclusive educational settings effective access to the curriculum classroom organisation and management to support pupils staff roles and responsibilities and staff development The writers are also sensitive to the views and experiences of pupils and how these can enhance opportunities for good quality learning Teachers and students will find this book an essential companion

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Table of Contents Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties

1. Understanding the eBook Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - The Rise of Digital Reading Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Advantages of eBooks Over Traditional Books
2. Identifying Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - User-Friendly Interface
4. Exploring eBook Recommendations from Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Personalized Recommendations
 - Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties User Reviews and Ratings
 - Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties and Bestseller Lists
5. Accessing Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties Free and Paid eBooks
 - Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties Public Domain eBooks

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- Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties eBook Subscription Services
- Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties Budget-Friendly Options
- 6. Navigating Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties eBook Formats
 - ePub, PDF, MOBI, and More
 - Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties Compatibility with Devices
 - Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Highlighting and Note-Taking Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Interactive Elements Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
- 8. Staying Engaged with Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
- 9. Balancing eBooks and Physical Books Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Setting Reading Goals Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Fact-Checking eBook Content of Enabling Acceb Effective Teaching And Learning For Pupils With Learning Difficulties
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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