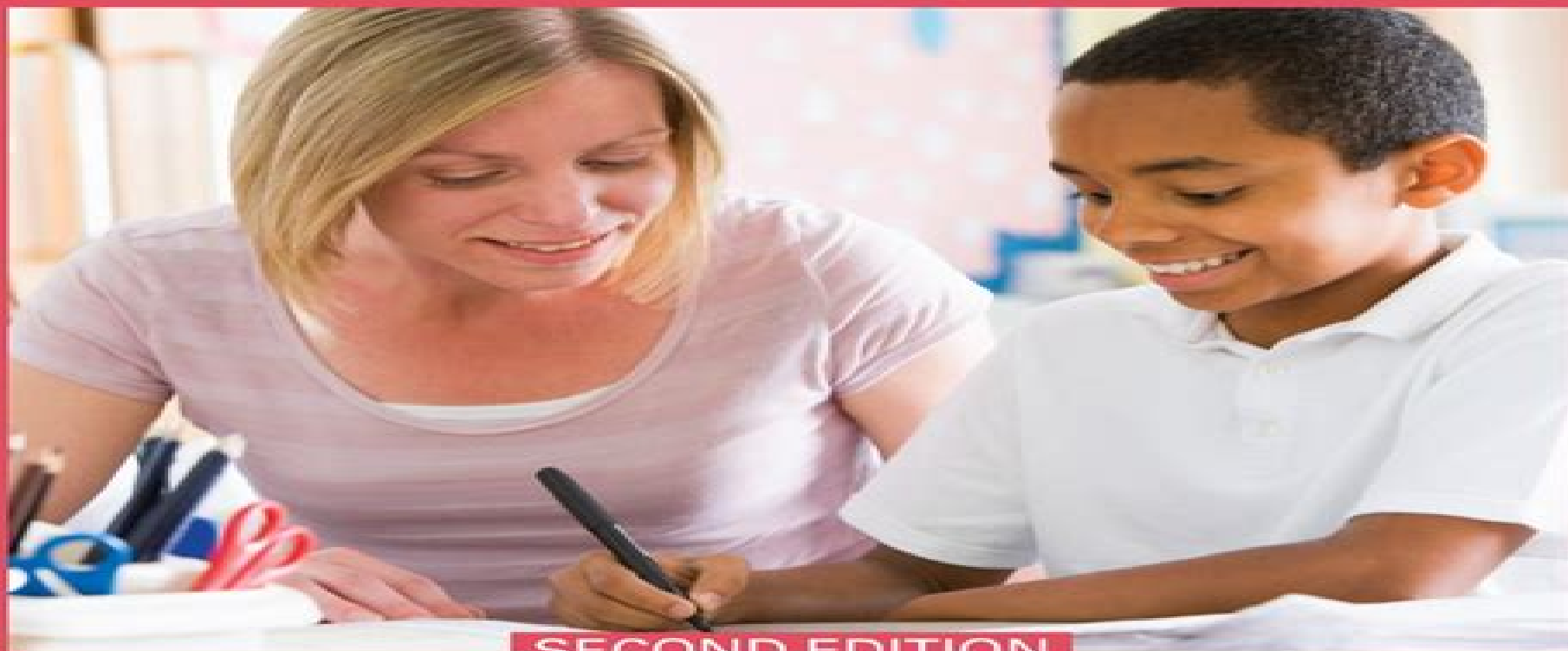




SECOND EDITION

SPECIAL EDUCATIONAL NEEDS FOR NEWLY QUALIFIED TEACHERS AND TEACHING ASSISTANTS

A PRACTICAL GUIDE

A David Fulton Book

RITA CHEMINAIS

Special Educational Needs For Newly Qualified And Student Teachers A Practical Guide

Rita Cheminais



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Special Educational Needs for Newly Qualified and Student Teachers Rita Cheminais, 2000 This comprehensive source of reference covers the essential aspects of special educational needs important to effective classroom practice and relevant to NQT Induction Standards

The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants Wendy Spooner, 2010-11-01 Accessibly written with the needs of trainee teachers and Higher Level Teaching Assistants in mind this new edition of Wendy Spooner's popular SEN Handbook provides an up to the minute introduction to key issues Student teachers and teaching assistants will find the case studies and vignettes invaluable as they bring these issues to life and present important opportunities for reflection on how these issues relate to practice Core standards for teachers QTS and HLTA qualifications are highlighted enabling the reader to understand exactly what is expected of them and how to achieve it Coverage includes self assessment of your own attitudes towards SEN issues legal definitions and current legislation and guidance identification assessment and support for children with SENs across the Key Stages issues of inclusion and exclusion a range of teaching approaches and strategies school based training and SEN issues that may arise further reading websites and resources lists Practical and comprehensive this is an invaluable resource for all teaching professionals working towards providing inclusive learning environments

A Newly Qualified Teacher's Manual Sara Bubb, 2013-12-19 First Published in 2004 Based on over two

years experience of running courses and researching provision for NQTs the book looks at what NQTs are entitled to and how to make the most of it

Understanding Special Educational Needs Michael Farrell, 2003 This title is an ideal highly accessible text for both student and newly qualified teachers who need a reliable introduction to the vital contemporary issues within the arena of special educational needs

A Beginning Teacher'S Guide To Special Educational Needs Wearmouth, Janice, 2008-12-01 This guide addresses issues in a straightforward supportive and practical way focusing on the needs of the beginning teacher Using case studies activities and resources it will equip you with skills and knowledge to support groups of pupils with SEN in different settings and phases Book Jacket

Learning and Teaching in Secondary Schools Viv Ellis, 2007-06-08 This popular text guides trainee secondary teachers through the teaching requirements for initial teacher training and the Professional Standards for Qualified Teacher Status QTS It focuses on a range of key topics summarises key educational research and includes both reflective exercises and school based practical tasks This third edition has been completely revised and updated to match the new QTS Standards

Teaching Physical Education to Children with Special Educational Needs Philip Vickerman, 2007-01-24 Offering practical strategies to include children with SEN fully into physical education this unique title applies the latest research to the practice of inclusion of children with SEN in PE offers an outline of the statutory responsibilities placed upon teachers and schools to include children with SEN covers a diverse range of issues which teachers needs to address in order to provide high quality learning experiences for children with SEN includes a series of reflective tasks further reading and contacts within each chapter Special Educational Needs in Physical Education offers an opportunity to explore in depth the complexities of including children with SEN in PE This is an extensive resource that requires no reference to alternative texts and is essential reading for all people involved in including children with SEN in PE

Supporting Special Educational Needs in Secondary School Classrooms Jane Lovey, 2013-06-17 Teachers and support teachers in secondary schools can use this book to maximize the impact and effectiveness of their work together The author looks at a broad range of special needs and offers support strategies that work in a mainstream classroom Informed by the latest research and updated in the light of the new revised Code of Practice this new edition explains students difficulties and contains advice on good classroom practice It will help the reader to support any student with special educational needs Teachers Teaching Assistants and SENCOs will find this book particularly helpful For specialist study there is a list of further reading at the end of each chapter SEN governors in schools will also find this a useful overview of the breadth of special needs for which their school could be expected to cater

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 approach, the book helps teachers to build upon their earlier training in both practical and reflective ways. Richard Rose is Professor of Special and Inclusive Education and Director of the Centre for Special Needs Education and Research at University College Northampton. Marie Howley is senior lecturer in the Centre for Special Needs Education and Research at University College Northampton, teaching on both undergraduate and post graduate courses and in continuing professional development for teachers.

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