

Special and Inclusive Education (EDU020X928S) (Not Live)

[View Online](#)

1.

Hodkinson, A.: Introducing SEN. In: Key issues in special educational needs & inclusion. pp. 3–16. SAGE, Los Angeles (2016).

2.

Key Acts in Equality prior to the Equality Act,
https://www3.havering.gov.uk/Documents/Equality-and-Diversity/Appendix%209_Key%20Equality%20Law%20and%20Legislation%20History.pdf.

3.

Special educational needs and disability code of practice:0-25 years,
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

4.

The Equality Act 2010 and schools,
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>.

5.

Countdown to change schools timeline,
https://moodle.roehampton.ac.uk/pluginfile.php/1340296/mod_resource/content/1/countdown-to-change-schools-timeline.pdf.

6.

Everybody included: The SEN Code of Practice explained,
<https://www.sendgateway.org.uk/resources.everybody-included-the-send-code-of-practice-explained.html>.

7.

Looking at ADHD in the context of the new SEN Code of Practice,
<https://www.magonlinelibrary.com/doi/full/10.12968/bjsn.2014.9.10.501>.

8.

Parsons, S., Platt, L.: The early academic progress of children with special educational needs. *British Educational Research Journal*. 43, 466–485 (2017).
<https://doi.org/10.1002/berj.3276>.

9.

Thomas, G.: A review of thinking and research about inclusive education policy, with suggestions for a new kind of inclusive thinking. *British Educational Research Journal*. 1–18 (2012). <https://doi.org/10.1080/01411926.2011.652070>.

10.

Rieser, R.: Special Education Needs or Inclusive Education. In: *Education, equality and human rights: issues of gender, 'race', sexuality, special needs and social class*. pp. 141–161. RoutledgeFalmer, London (2000).

11.

Shakespeare, T., Watson, N.: The social model of disability: an outdated ideology? In: *Exploring theories and expanding methodologies*. pp. 9–28. JAI, Amsterdam, London (2001).

12.

Back, L.T., Keys, C.B., McMahon, S.D., O'Neill, K.: How We Label Students with Disabilities: A Framework of Language Use in an Urban School District in the United States. *Disability Studies Quarterly*. 36, (2016). <https://doi.org/10.18061/dsq.v36i4.4387>.

13.

Bourke, L., Waite, C.: 'It's not like I have a disability or anything!' Perceptions of impairment and disability among rural, young people. *Disability Studies Quarterly*. 33, (2013). <https://doi.org/10.18061/dsq.v33i3.3261>.

14.

Humphrey, N., Lewis, S.: 'Make me normal'. *Autism*. 12, 23–46 (2008). <https://doi.org/10.1177/1362361307085267>.

15.

Frith, U.: *The Enchantment of Autism*. In: *Autism: explaining the enigma*. pp. 17–33. Blackwell, Oxford (2003).

16.

Cook, B.G., Cook, L.: Do Research Findings Apply to My Students? Examining Study Samples and Sampling. *Learning Disabilities Research & Practice*. 32, 78–84 (2017). <https://doi.org/10.1111/ldrp.12132>.

17.

McLeskey, James1 mcleskey@coe.ufl.eduWaldron, Nancy L.1: Educational Programs for Elementary Students with Learning Disabilities: Can They Be Both Effective and Inclusive? *Learning Disabilities Research & Practice* (Wiley-Blackwell). 26, 48–57 (2011). <https://doi.org/10.1111/j.1540-5826.2010.00324.x>.

18.

Opie, J., Deppeler, J., Southcott, J.: 'You have to be like everyone else': Support for students with vision impairment in mainstream secondary schools. *Support for Learning*. 32, 267–287 (2017). <https://doi.org/10.1111/1467-9604.12169>.

19.

Foster-Cohen, S., Mirfin-Veitch, B.: Evidence for the effectiveness of visual supports in helping children with disabilities access the mainstream primary school curriculum. *Journal of Research in Special Educational Needs*. 17, 79–86 (2017).

<https://doi.org/10.1111/1471-3802.12105>.

20.

Farrell, M.: Special education and effective provision. In: *Educating special students : an introduction to provision for learners with disabilities and disorders*. pp. 1–14. Routledge, London (2017).

21.

Rakap, S., Cig, O., Parlak-Rakap, A.: Preparing preschool teacher candidates for inclusion: impact of two special education courses on their perspectives. *Journal of Research in Special Educational Needs*. 17, 98–109 (2017). <https://doi.org/10.1111/1471-3802.12116>.

22.

Mulholland, M., O'Connor, U.: Collaborative classroom practice for inclusion: perspectives of classroom teachers and learning support/resource teachers. *International Journal of Inclusive Education*. 20, 1070–1083 (2016). <https://doi.org/10.1080/13603116.2016.1145266>.

23.

Parsons, S., Platt, L.: The early academic progress of children with special educational needs. *British Educational Research Journal*. 43, 466–485 (2017). <https://doi.org/10.1002/berj.3276>.

24.

Thomas, G.: A review of thinking and research about inclusive education policy, with suggestions for a new kind of inclusive thinking. *British Educational Research Journal*. 39, 473–490 (2013). <https://doi.org/10.1080/01411926.2011.652070>.

25.

Ekins, A.: *The changing face of special educational needs: impact and implications for SENCOs, teachers and their schools*. Routledge, London, England (2015).

26.

Eden, S., Romi, S., Braun Aviyashar, E.: Being a parent's eyes and ears: emotional literacy and empathy of children whose parents have a sensory disability. *Journal of Research in Special Educational Needs*. 17, 257–264 (2017). <https://doi.org/10.1111/1471-3802.12383>.

27.

Bunn, H., Davis, D., Speed, E.: High school transition - an intervention that empowers children with special educational needs and improves school practice. *Support for Learning*. 32, 231–244 (2017). <https://doi.org/10.1111/1467-9604.12167>.

28.

Sharma, U., Loreman, T., Simi, J.: Stakeholder perspectives on barriers and facilitators of inclusive education in the Solomon Islands. *Journal of Research in Special Educational Needs*. 17, 143–151 (2017). <https://doi.org/10.1111/1471-3802.12375>.

29.

Rizvi, S.: Exploring British Pakistani mothers' perception of their child with disability: insights from a UK context. *Journal of Research in Special Educational Needs*. 17, 87–97 (2017). <https://doi.org/10.1111/1471-3802.12111>.

30.

Done, LizMurphy, MikeWatt, Mia: Change management and the SENCo role: developing key performance indicators in the strategic development of inclusivity. *Support for Learning*. 31, 281–295 (2016). <https://doi.org/10.1111/1467-9604.12138>.

31.

Avissar, G.: Partnerships between special and mainstream schools. *Journal of Research in Special Educational Needs*. 18, 149–156 (2018). <https://doi.org/10.1111/1471-3802.12401>.

32.

KEMPE, A., TISSOT, C.: The use of drama to teach social skills in a special school setting for

students with autism. *Support for Learning*. 27, 97–102 (2012).
<https://doi.org/10.1111/j.1467-9604.2012.01526.x>.

33.

Hyatt, C., Hornby, G.: Will UN Article 24 lead to the demise of special education or to its re-affirmation? *Support for Learning*. 32, 288–304 (2017).
<https://doi.org/10.1111/1467-9604.12170>.

34.

Frederickson, N., Cline, T.: *Special educational needs, inclusion and diversity*. McGraw-Hill Education, Maidenhead, Berkshire, England (2015).

35.

Hodkinson, A.: *Key issues in special educational needs, disability & inclusion*. SAGE Publications, London (2019).

36.

Mitchell, D.R.: *What really works in special and inclusive education: using evidence-based teaching strategies*. Routledge, London (2014).

37.

Smith, E.: *Key Issues in Education and Social Justice*. SAGE Publications, Limited, Los Angeles (2018).

38.

Farrell, M.: *Educating special students : an introduction to provision for learners with disabilities and disorders*. Routledge, London (2017).

39.

Peer, L., Reid, G. eds: *Special educational needs: a guide for inclusive practice*. SAGE, Los Angeles (2016).

40.

Wearmouth, J.: Special educational needs and disability: the basics. Routledge, London (2016).

41.

Liasidou, A.: Inclusive education and the issue of change: theory, policy and pedagogy. Palgrave Macmillan, Basingstoke (2015).

42.

Trussler, S., Robinson, D.: Inclusive practice in the primary school: a guide for teachers. SAGE, Los Angeles, California (2015).

43.

Briggs, S.: Meeting special educational needs in primary classrooms: inclusion and how to do it. David Fulton Publishers, London (2015).

44.

Martin-Denham, S. ed: Teaching children & young people with special educational needs & disabilities. SAGE, Los Angeles (2015).

45.

Smith, E.: Key issues in education and social justice. SAGE, London (2012).

46.

Reid, G.: Dyslexia and inclusion: classroom approaches for assessment, teaching and learning. Routledge, London (2012).

47.

Brinkley, D.: Supporting deaf children and young people : strategies for intervention, inclusion and improvement. Continuum, London (2011).

48.

Rix, J., Open University: Equality, participation and inclusion 1: diverse perspectives. Routledge, London (2011).

49.

Cottrell, S.: Critical thinking skills: effective analysis, argument and reflection. Bloomsbury Academic, London (2023).

50.

Thompson, J.: The essential guide to understanding special educational needs. Longman, Harlow (2010).

51.

Norwich, B., Warnock, M., Terzi, L.: Special educational needs: a new look (electronic resource). Continuum International Pub. Group, London (2010).

52.

Armstrong, A.C., Armstrong, D., Spandagou, I.: Inclusive education: international policy & practice. SAGE, Los Angeles, [Calif.] (2010).

53.

Terzi, L.: Justice and equality in education: a capability perspective on disability and special educational needs. Continuum, London (2010).

54.

Oliver, M.: Understanding disability: from theory to practice. Palgrave Macmillan, Basingstoke (2009).

55.

Rogers, C.: Parenting and inclusive education: discovering difference, experiencing difficulty. Palgrave Macmillan, Basingstoke (2007).

56.

Cigman, R.: Included or excluded?: the challenge of the mainstream for some SEN children. Routledge, London (2006).

57.

Ainscow, M., Dyson, A., Booth, T.: Improving schools, developing inclusion (electronic resource). Routledge, London (2006).

58.

Reid, G.: Learning styles and inclusion. Paul Chapman, London (2005).

59.

Lewis, A., Norwich, B.: Special teaching for special children?: pedagogies for inclusion (electronic resource). Open University Press, Maidenhead (2005).

60.

Frith, Uta: Autism: explaining the enigma. Blackwell, Oxford (2003).

61.

Swain, J., French, S., Cameron, C.: Controversial issues in a disabling society. Open University Press, Buckingham (2003).

62.

Aitken, S.A.: Teaching children who are deafblind: contact, communication and learning. D.

Fulton Publishers, London (2000).

63.

Iezzoni, L.I., Freedman, V.A.: Turning the Disability Tide. *JAMA*. 299, 332–334 (2008).

64.

Hart, S., Drummond, M.J., McIntyre, D.: Learning without limits. In: *The SAGE handbook of special education*. pp. 499–514. SAGE, London (2006).

65.

Beckett, A.E.: Reconsidering Citizenship in the Light of the Concerns of the UK Disability Movement. *Citizenship Studies*. 9, 405–422 (2005).

66.

Boesley, L., Crane, L.: 'Forget the Health and Care and just call them Education Plans': s' perspectives on Education, Health and Care plans. *Journal of Research in Special Educational Needs*. 18, 36–47 (2018). <https://doi.org/10.1111/1471-3802.12416>.

67.

Avissar, G.: Partnerships between special and mainstream schools. *Journal of Research in Special Educational Needs*. 18, 149–156 (2018). <https://doi.org/10.1111/1471-3802.12401>.

68.

Muñoz Martínez, Y., Porter, G.L.: Planning for all students: promoting inclusive instruction. *International Journal of Inclusive Education*. 1–16 (2018). <https://doi.org/10.1080/13603116.2018.1544301>.

69.

Bunbury, S.: Disability in higher education – do reasonable adjustments contribute to an

inclusive curriculum? *International Journal of Inclusive Education*. 1–16 (2018).
<https://doi.org/10.1080/13603116.2018.1503347>.

70.

Opie, J., Deppeler, J., Southcott, J.: 'You have to be like everyone else': Support for students with vision impairment in mainstream secondary schools. *Support for Learning*. 32, 267–287 (2017). <https://doi.org/10.1111/1467-9604.12169>.

71.

Lauchlan, F., Greig, S.: Educational inclusion in England: origins, perspectives and current directions. *Support for Learning*. 30, 69–82 (2015).
<https://doi.org/10.1111/1467-9604.12075>.

72.

Humphrey, N., Symes, W.: Inclusive education for pupils with autistic spectrum disorders in secondary mainstream schools: teacher attitudes, experience and knowledge. *International Journal of Inclusive Education*. 17, 32–46 (2013).
<https://doi.org/10.1080/13603116.2011.580462>.

73.

Cook, B.G., Cook, S.C.: Unraveling Evidence-Based Practices in Special Education. *The Journal of Special Education*. 47, 71–82 (2013).
<https://doi.org/10.1177/0022466911420877>.

74.

Thomas, G.: A review of thinking and research about inclusive education policy, with suggestions for a new kind of inclusive thinking. *British Educational Research Journal*. 1–18 (2012). <https://doi.org/10.1080/01411926.2011.652070>.

75.

Glazzard, Jonathan: Perceptions of the barriers to effective inclusion in one primary school: voices of teachers and teaching assistants. *Support for Learning*. 26, 56–63 (2011).

76.

Hart, R.: Classroom behaviour management: educational psychologists' views on effective practice. *Emotional & Behavioural Difficulties*. 15, 353–371 (2010).

77.

Miles, S., Singal, N.: The Education for All and inclusive education debate: conflict, contradiction or opportunity? *International Journal of Inclusive Education*. 14, 1–15 (2010). <https://doi.org/10.1080/13603110802265125>.

78.

Hodkinson, A.: Inclusive and special education in the English educational system: historical perspectives, recent developments and future challenges. *British Journal of Special Education*. 37, 61–67 (2010).

79.

Macdonald, Stephen.J.: Windows of reflection: conceptualizing dyslexia using the social model of disability. *Dyslexia*. 15, 347–362 (2009). <https://doi.org/10.1002/dys.391>.

80.

Norwich, B., Lamb, B., Williams, T., Peterson, L.: Special Educational Needs has outlived its usefulness: a debate. *Journal of Research in Special Educational Needs*. 9, 199–217 (2009).

81.

Lynch, S.L., Irvine, A.N.: Inclusive education and best practice for children with autism spectrum disorder: an integrated approach. *International Journal of Inclusive Education*. 13, 845–859 (2009). <https://doi.org/10.1080/13603110802475518>.

82.

Norwich, B.: Dilemmas of difference, inclusion and disability: international perspectives on placement. *European Journal of Special Needs Education*. 23, 287–304 (2008). <https://doi.org/10.1080/08856250802387166>.

83.

Reindal, S.M.: A social relational model of disability: a theoretical framework for special needs education? *European Journal of Special Needs Education*. 23, 135–146 (2008). <https://doi.org/10.1080/08856250801947812>.

84.

Dyson, A., Gallannaugh, F.: Disproportionality in Special Needs Education in England. *The Journal of Special Education*. 42, 36–46 (2008). <https://doi.org/10.1177/0022466907313607>.

85.

Florian, L.: Special or inclusive education: future trends. *British Journal of Special Education*. 35, 202–208 (2008).

86.

Wedell, K.: Confusion about inclusion: patching up or system change? *British Journal of Special Education*. 35, 127–135 (2008).

87.

Reichman, Nancy E., Corman, Hope, Noonan, Kelly, Reichman, N.E., Corman, H., Noonan, K.: Impact of Child Disability on the Family. *Maternal & Child Health Journal*. 12, 679–683 (2008).

88.

Wauters, L.N., Knoors, H.: Social Integration of Deaf Children in Inclusive Settings. *Journal of Deaf Studies & Deaf Education*. 13, 21–36 (2008).

89.

Mattson, E.H., Roll-Pettersson, L.: Segregated Groups or Inclusive Education? An Interview Study with Students Experiencing Failure in Reading and Writing. *Scandinavian Journal of Educational Research*. 51, 239–252 (2007). <https://doi.org/10.1080/00313830701356109>.

90.

Connors, C., Stalker, K.: Children's experiences of disability: pointers to a social model of childhood disability. *Disability & Society*. 22, 19–33 (2007). <https://doi.org/10.1080/09687590601056162>.

91.

Peters, S.J.: 'Education for All?': A Historical Analysis of International Inclusive Education Policy and Individuals With Disabilities. *Journal of Disability Policy Studies*. 18, 98–108 (2007). <https://doi.org/10.1177/10442073070180020601>.

92.

Thomas, C.: How is disability understood? An examination of sociological approaches. *Disability & Society*. 19, 569–583 (2004). <https://doi.org/10.1080/0968759042000252506>.

93.

UNESCO: Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet: Teaching children with disabilities in inclusive settings., <http://www.unescobkk.org/news/article/teaching-children-with-disabilities-in-inclusive-settings>, (2009).