



## Special Educational Needs in the Primary School: A Practical Guide (3rd Revised edition)

By Jean Gross

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Rose, J. (2009) Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties. The arrangements for special needs education in primary schools include learning support/resource teachers and special needs assistants. Children on the autistic spectrum may avail of special needs education in the same way as other children with special needs. There are also specific provisions for them. There are a number of special classes for children with autism, which are attached to special and mainstream schools, as well as several special classes for children with Asperger's Syndrome.

Schools Information Guides – For Schools only. The Child Law Advice Service now offers a Schools Information Service. For a small fee, this service provides school professionals with detailed information about their legal rights and duties. For more information, click here. Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she “has a learning difficulty or disability which calls for special education provision to be made for him or her”. A child is considered to have a learning difficulty if she or he: has a significantly greater difficulty in learning than the majority of others of the same age; or. The arrangements for special needs education in primary schools include learning support/resource teachers and special needs assistants. Children on the autistic spectrum may avail of special needs education in the same way as other children with special needs. There are also specific provisions for them. There are a number of special classes for children with autism, which are attached to special and mainstream schools, as well as several special classes for children with Asperger’s Syndrome. This book draws upon recent research conducted by the authors in the education of pupils with special educational needs. The high school and preschool teachers as well as the teachers with previous positive experience with working in an inclusive environment reported more positive attitudes towards inclusive education than those from primary and secondary schools and those with negative experiences with the implementation of inclusive practices. This article uses a qualitative approach and phenomenological strategy to focus on the ecological aspects influencing the implementation of inclusive education in mainstream primary schools in the Eastern Cape, South Africa. Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools. 1. These guidelines reflect good practice in the education of pupils with special educational needs and are provided to assist schools in addressing the following questions: 1. Why is the allocation model changing? 2. What are the main features of the revised allocation model?