

Special Needs And Legal Entitlement, Second Edition

First Published in 2008. Routledge is an imprint of Taylor & Francis, an informa company. The importance of partnerships between professionals and the parents of children with special needs/disability is well established in childcare legislation. But is it reflected in practice? Written for practitioners and those in training, this book recognises that forming partnerships can be a fraught process involving dissent as well as cooperation. Naomi Dale draws on case histories from her own experience to examine key partnership issues such as consent, confidentiality and diagnosis delivery. She combines up-to-date theory and research with practice to provide a wealth of suggestions and ideas for effective family work. Working with Families of Children with Special Needs features useful exercises with each chapter, making it an excellent resource book and practice manual for multidisciplinary professionals. This new edition of Special Educational Needs in Schools provides a concise but comprehensive overview of key issues in provision for children with special needs in schools, emphasising the role of the mainstream classroom teacher. This second edition looks at the numerous changes in special educational policy and practice that have taken place in the past five years. Topics covered include: * concepts of SEN * the legislative framework * the range of special educational need and provision * teaching approaches and organisational strategies * frameworks of support.

Brings together in one volume the perspectives of teachers, practitioners, researchers and important external bodies such as the LEA, and national organisations like the RNIB. Part of the New Millennium Series which takes stock of education now and predicts the shape of likely developments. The book asks leading authorities on Special Educational Needs to probe the issues currently topping the agenda, and to predict what will happen in SEN for the foreseeable future. Useful for those working and training to work in special schools and mainstream schools.

Presents advice on setting up and managing a special needs trust, covering trust benefits, funding, duties of trustees, pooled trusts, taxes, wills, and death of beneficiaries.

An examination of six of the most controversial school reform initiatives in the US: school desegregation; school finance reform; special education; education of immigrant children; integration of youth services; and enforceable performance mandates.

Building on the foundation set in Volume I—a landmark synthesis of research in the field—Volume II is a comprehensive, state-of-the-art new volume highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education research; science learning; culture, gender, and society and science learning; science teaching; curriculum and assessment in science; science teacher education. Each chapter presents an integrative review of the research on the topic it addresses—pulling together the existing research, working to understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the Handbook of Research on Science Education, Volume II is an essential resource for the entire science education community.

How to Be a Brilliant Teaching Assistant draws on knowledge from very experienced teaching assistants and Susan Bentham 's own extensive research to explore the common denominators that unite all brilliant teaching assistants. The book explores becoming a brilliant teaching assistant as a journey and not an end point, and provides support that will

help you along the way, whether you ' re just starting out in your career or you ' ve been an experienced teaching assistant for years. This accessible book covers all aspects of the teaching assistant role, such as: Key roles and responsibilities Meta-cognition and understanding children ' s learning Delivering high quality lessons alongside teachers Developing useful subject knowledge Undertaking research and professional development Illustrated with activities, discussion points and anecdotes, this book is a source of support, guidance and inspiration for every teaching assistant engaged in the ongoing process of becoming an outstanding professional.

[Science Learning, Science Teaching](#)

[Third Report of Session 2005-06](#)

[Special Educational Provision in the Context of Inclusion](#)

[Special Needs Trusts](#)

[Inclusion - Beyond Rhetoric?](#)

[Addicted to Reform](#)

[Access to Welfare: An Introduction to Welfare Rationing](#)

[Working with Families of Children with Special Needs](#)

[A 12-Step Program to Rescue Public Education](#)

[Educating Children with Autism](#)

[Raising Standards of Pupils' Attainment and Achievement](#)

[Disability is Natural](#)

[Meeting Difficulties in Literacy Development](#)

'Disability and Social Change' will reveal how life has changed for disabled people growing up in Britain over the past 70 years, from the 1940s to the present day. It seeks to provide an in-depth examination of the interplay between individual biography and social context.

This book gives an introduction to the social security systems of the fifteen member states of the European Union. It offers the social security expert with some comparative experience the opportunity to place his or her knowledge of (aspects of) foreign social security systems in their broader national context; for others, this introduction will simplify first ventures into the field of comparative social security law. The publication also facilitates the broad comparison of the national systems, by describing them according to a uniform structure. For each country, the following elements are examined: the concept and sources of social security law; the administrative organization; the personal scope of application; the social risks and benefits (subdivided into old age, survivorship, incapacity for work, unemployment, health care and care, family and need); the way of financing social security and the judicial protection. By giving a systematical and short overview of all systems in the European Union, the book will meet a need in and outside Europe.

This straightforward, comprehensive guide to the legal rights of children and young people with special educational needs includes all the most recent developments in law, and clearly explains the key issues in a complex system. Helping parents to understand the legal entitlements of their child, Nettleton and Friel explain the new Education, Health and Care Plans which have replaced the Statements of Special Educational Needs. They explain what an Education, Health and Care Plan is, how assessments are carried out, and how annual

reviews, amendments, rights of appeal and tribunals work in practice. They also include help with 25 of the most common problems encountered, a discussion of relevant cases, extracts from the official published guidance issued, and a draft Reasons for Appeal. This essential handbook for parents of children with special educational needs will also be a key reference for teachers, charities, Local Authority officers, and lawyers in other fields.

In this user-friendly book, parents learn revolutionary common sense techniques for raising successful children with disabilities. When we recognize that disability is a natural part of the human experience, new attitudes lead to new actions for successful lives at home, in school and in communities. When parents replace today's conventional wisdom with the common sense values and creative thinking detailed in this book, all children with disabilities (regardless of age or type of disability) can live the life of their dreams. Readers will learn how to define a child by his or her assets - instead of a disability-related "problem," and how to create new and improved partnerships with educators, health care professionals, family and friends.

Looks at the role of educational standards in the teaching of children with disabilities.

Drawing on the work of eleven experienced educational psychologists, this book presents a variety of approaches to prevention, identification and intervention and makes practical recommendations for future progress.

This publication contains a range of oral and written evidence taken by the Committee in relation to its inquiry into special educational needs (SEN) provision, including contributions from Baroness Warnock, DfES officials and local authorities, Ofsted, the Audit Commission, the Disability Rights Commission, SEN advisors and organisations, charities and trade unions. The prize-winning PBS correspondent's provocative antidote to America's misguided approaches to K-12 school reform During an illustrious four-decade career at NPR and PBS, John Merrow—winner of the George Polk Award, the Peabody Award, and the McGraw Prize—reported from every state in the union, as well as from dozens of countries, on everything from the rise of district-wide cheating scandals and the corporate greed driving an ADD epidemic to teacher-training controversies and America's obsession with standardized testing. Along the way, he taught in a high school, at a historically black college, and at a federal penitentiary. Now, the revered education correspondent of PBS NewsHour distills his best thinking on education into a twelve-step approach to fixing a K–12 system that Merrow describes as being “addicted to reform” but unwilling to address the real issue: American public schools are ill-equipped to prepare young people for the challenges of the twenty-first century. This insightful book looks at how to turn digital natives into digital citizens and why it should be harder to become a teacher but easier to be one. Merrow offers smart, essential chapters—including “Measure What Matters,” and “Embrace Teachers”—that reflect his countless hours spent covering classrooms as well as corridors of

power. His signature candid style of reportage comes to life as he shares lively anecdotes, schoolyard tales, and memories that are at once instructive and endearing. Addicted to Reform is written with the kind of passionate concern that could come only from a lifetime devoted to the people and places that constitute the foundation of our nation. It is a "big book" that forms an astute and urgent blueprint for providing a quality education to every American child.

[Coordinating Mathematics Across the Primary School](#)

[Planning the Curriculum for Pupils with Special Educational Needs](#)

[Research, Policy and Practice](#)

[The Social Security Systems of the Member States of the European Union](#)

[Special Educational Needs](#)

[Handbook of Special Education](#)

[Starting Strong II Early Childhood Education and Care](#)

[Last Resorts](#)

[Handbook of Research on Science Education](#)

[Specific Learning Difficulties \(Dyslexia\)](#)

[Disability and Social Change](#)

[The Essential Guide to Getting out of the Maze](#)

[Partnership and Practice](#)

The Legal Rights of Students with Disabilities: International Perspectives examines the rights of disabled students in ten diverse countries on six continents. Written by leading experts in education law, this volume provides comparative insights to help meet the educational needs of disabled students. The book also offers strategies to manage the legal and educational complexities associated with special education.

Last Resorts: Emergency Assistance and Special Needs Programs in Public Welfare studies the implementation of emergencies and special needs programs in the United States welfare system. The book examines the balance that is reached between individualized and standardized treatment to meet emergencies and special needs, two simultaneously occurring countertrends in public welfare. The monograph discusses such topics as the balance between standardization and individualization in public welfare in the American context; the impact of standardization on basic welfare programs; relationship between. In a European context of rapidly expanding early education/ care provision for young children, the staffing of these services is a critical quality issue. What are the requirements for professional education and training? How alike or how varied are the qualification profiles and fields of work? Through detailed country reports and comparative analyses across 27 countries, this book provides answers to these questions.

This book presents a 12 month legislative programme to: clean up Westminster; devolve power to the lowest practicable level; make public services work for the people who use them; bring foreign and domestic policy back in line with public opinion; replace the quango state with genuine democracy; and refresh our political system through localism and the use of referendums. The authors, an MP and an MEP, offer an analysis of why people are sick and tired of politicians, and what can be done about it. They set out, in detail, the steps that a new government needs to take to shift powers back from Brussels to Westminster, from Whitehall to town halls, from the state to the citizen. -- from back cover.

This text traces the development of special educational provision and goes on to concentrate on some of the key issues relevant to professionals currently working in the field. It looks at the recent drive towards inclusion and the implication this has for schools. In

the present market-oriented context in education, there are a number of dilemmas facing schools that attempt to include all pupils and at the same time respond to the current focus on academic achievement in a national climate of competition and accountability. The book offers practical examples of ways to resolve these dilemmas at the level of the LEA, the school, the classroom and the individual child. Part One gives an overview of special and inclusive education, current thinking around issues related to equal opportunities, and how this affects schools. It also illustrates how one Local Education Authority has tried to promote a policy of inclusion in its schools. Part Two includes a discussion of the challenges facing teachers in schools who attempt to put current national policies related to inclusion into practice and provides practical examples of whole-school and classroom initiatives to support the learning of groups of pupils and individuals within them. Included are chapters on professional development for teachers of special educational needs, classroom strategies for teacher and pupil support teachers and advice on differentiation, OFSTED and inclusive schools, the SENCO in the secondary school, and equal opportunities for all. This book will appeal to all teachers, SENCOs, head teachers and governors in every sector of the education system, parents, academics and course members on teachers' continuing professional development courses.

This second edition is revised and updated to take full account of recent developments in special needs. The core of the book focuses on planning for well-differentiated curriculum implementation. It describes a variety of models that explore progression, continuity, relevance and inclusion for pupils with special educational needs. The authors also offer an analysis of curriculum management issues in the light of the theoretical and statutory background since the latest revisions of the National Curriculum and the Code of Practice. What would it be like to see everyone as a friend? Twelve-year-old Eli D' Angelo has a genetic disorder that obliterates social inhibitions, making him irrepressibly friendly, indiscriminately trusting, and unconditionally loving toward everyone he meets. It also makes him enormously vulnerable. Journalist Jennifer Latson follows Eli over three critical years of his life as his mother, Gayle, must decide whether to shield Eli entirely from the world and its dangers or give him the freedom to find his own way and become his own person.

Special Educational Needs and Disabilities in Schools is a key resource in supporting student teachers during and beyond their teaching training to begin to understand how, and be able, to address the needs of children and young people within schools and college in line with the Code of Practice (DfE, 2014). Drawing on her wealth of experience and up-to-date theory, Janice Wearmouth explores current legislation related to special educational needs and disability (SEND) within a historical and geographical context so that readers can understand how and why the current SEND policy and practice has developed as it has. She considers assessment and planning in relation to both informal and standardised approaches, and offers ways to engage with young people's, peers' and families' views and experiences. Wearmouth focuses on ways to understand, assess and address the most common forms of SEND: literacy and numeracy difficulties and behavioural concerns related to social, emotional and mental health. She discusses how ICT might be used to include young people with various degrees of difficulty in learning and explores professional relationships and partnership work with parents and families. Throughout this engaging guide, readers are supported with clear questions of focus for each chapter, and within each chapter exemplars and vignettes, and reflective and discussion activities for individuals and groups, can be found to enable them to consider their own practice to ensure that all young people can learn effectively in their classrooms. The supportive companion website provides a wealth of further reading resources.

[Services for People with Learning Disabilities](#)

[Diary of a Dyslexic School Kid](#)

[The Plan: Twelve Months to Renew Britain](#)

[The Irish Yearbook of International Law](#)

[Private Lives and Public Policies](#)

[Early Childhood Education and Care](#)

[The Oxford Handbook of Music Education](#)

[Policy and Practice in Schools](#)

[Risk, Challenge and Adventure in the Early Years](#)

[Special Needs and Legal Entitlement, Second Edition](#)

[Challenges and Responses](#)

[Revolutionary Common Sense for Raising Successful Children with Disabilities](#)

[Six Strategies for Promoting Educational Equity](#)

[Services for People with Learning Disabilities](#) provides a broad review of available services for people with learning disabilities. It describes the present network of services and explains the NHS and Community Care Act (1990) in terminology accessible to health care professionals and others engaged in this area. It looks in detail at the concepts underpinning new legislation, including care-management and assessment, quality and inspection, and inter-agency planning, and it supplies up-to-date information on current topics such as advocacy and empowerment, and recreation and leisure. An invaluable resource for all practitioners in health and community care, [Services for People with Learning Disabilities](#) will also give professionals and carers a much greater understanding of the changes and improvements that are still needed.

Fully updated to include the most recent developments in law and practice, the second edition of this comprehensive and straightforward guide to the legal rights of children and young people with special educational needs clearly explains the key issues in a complex system. Helping parents to understand the legal entitlements of their child, Nettleton and Friel explain the new Education, Health and Care Plans which have replaced the Statements of Special Educational Needs. They explain what an Education, Health and Care Plan is, how assessments are carried out, and how annual reviews, amendments, rights of appeal and tribunals work in practice. They also include help with 42 of the most common problems encountered, a discussion of relevant cases, extracts from the official published guidance issued, and a draft Reasons for Appeal. This essential handbook for parents of children with special educational needs will also be a key reference for teachers, charities, Local Authority officers, and lawyers in other fields.

Autism is a word most of us are familiar with. But do we really know what it means? Children with autism are challenged by the most essential human behaviors. They have difficulty interacting with other people—often failing to see people as people rather than simply objects in their environment. They cannot easily communicate ideas and feelings, have great trouble imagining what others think or feel, and in some cases spend their lives speechless. They frequently find it hard to make friends or even bond with family members. Their behavior can seem bizarre. Education is the primary form of treatment for this mysterious condition. This means that we place important responsibilities on schools, teachers and children's parents, as well as the other professionals who work with children with autism. With the passage of the Individuals with Disabilities Education Act of 1975, we accepted responsibility for educating children who face special challenges like autism. While we have since amassed a substantial body of research, researchers have not adequately communicated with one another, and their findings have not been integrated into a proven curriculum. [Educating Children with Autism](#) outlines an interdisciplinary approach to education for children with autism. The committee explores what makes education effective for the child with autism and identifies specific characteristics of programs that work. Recommendations are offered for choosing educational content and strategies, introducing interaction with other children, and other key areas. This book examines some fundamental issues, including: How children's specific diagnoses should affect educational assessment and planning How we can support the families of children with autism Features of effective instructional and comprehensive programs and strategies How we can better prepare teachers, school staffs, professionals, and parents to educate children with autism What policies at the federal, state, and local levels will best ensure appropriate education, examining strategies and resources needed to address the rights of children with

autism to appropriate education. Children with autism present educators with one of their most difficult challenges. Through a comprehensive examination of the scientific knowledge underlying educational practices, programs, and strategies, *Educating Children with Autism* presents valuable information for parents, administrators, advocates, researchers, and policy makers.

Addressing the sensitive issue of difficulties in literacy development this practical book outlines what is meant by 'literacy' and the barriers to literacy development such as social class, ethnicity, culture and gender. It emphasises practical strategies and programmes to help reduce these barriers at school, family and community levels. Throughout, the highly qualified team of authors relate cognitive, psychological, and socio-cultural perspectives to current curriculum policies, controversies and ethical considerations. This book enables practitioners to reflect critically upon the choices available to them in assessing and supporting students who experience difficulties in literacy development. Topics covered include a thorough consideration of dyslexia, bilingualism, the conceptualising of literacy, equity issues, and suggestions for assessment and planning for pupils. This is essential reading for students on initial teacher training courses and teachers on CPD courses in the area of special needs, literacy and dyslexia. It is also a companion course guide for the Open University 's new Difficulties in Literacy Development course.

The Irish Yearbook of International Law (IYIL) supports research into Ireland's practice in international affairs and foreign policy, filling a gap in existing legal scholarship and assisting in the dissemination of Irish thinking and practice on matters of international law. On an annual basis, the Yearbook presents peer-reviewed academic articles and book reviews on general issues of international law. Designated correspondents provide reports on international law developments in Ireland, Irish practice in international bodies, Ireland and the Law of the Sea and the law of the European Union as relevant to developments in Ireland. In addition, the Yearbook reproduces key documents that reflect Irish practice on contemporary issues of international law. Publication of The Irish Yearbook of International Law makes Irish practice and *opinio juris* more readily available to governments, academics and international bodies when determining the content of international law. In providing a forum for the documentation and analysis of North-South relations the Yearbook also makes an important contribution to post-conflict and transitional justice studies internationally. As a matter of editorial policy, the Yearbook seeks to promote a multilateral approach to international affairs, reflecting and reinforcing Ireland's long-standing commitment to multilateralism as a core element of foreign policy. The ninth volume of The Irish Yearbook of International Law engages with contemporary issues in international law, raising questions both as to the conceptual underpinnings of international law in relation to the Responsibility to Protect doctrine, and state practice in fields such as Law of the Sea and belligerent occupation, prosecution of war crimes in domestic courts, and the evolving field of international disability law.

The presence of children with special needs in public schools has created diverse and shifting tensions. During the 1970s, parents and advocates sought to remove existing barriers and secure greater educational opportunity for handicapped children in public education, insisting that all children can learn and that all children suffer adverse effects from the exclusion of the handicapped from public schools. The legislation that was the product of their efforts, The Education for All Handicapped Children Act of 1975 (EAHCA), has become central to the continuing debate over the role of public schools in educating children with special needs. The authors of the essays included in this volume contribute to this debate in two ways. First, they evaluate the success of EAHCA and other legal mechanisms designed to ensure that the requirements of children with special needs are adequately met from a variety of historical, empirical, analytical and comparative perspectives. Second, they suggest steps that might be taken to help such legal strategems attain their goals. These suggestions respond to tensions that have shaped, and will continue to shape, the reaction of educators, parents, and the legal system to children with special needs during the years to come.

This review of early childhood education and care (ECEC) in twenty OECD countries describes the social, economic, conceptual and research factors that influence early childhood policy.

Specifically designed for busy teachers who have responsibility for co-ordinating a subject area within their primary school. Each volume in the series conforms to a concise style, while providing a wealth of tips, case studies and photocopiable material that teachers can use immediately. There are special volumes dedicated to

dealing with OFSTED, creating whole school policy and the demands of co-ordinating several subjects within a small school. The entire set of 16 volumes is available.

[A Guide for Inclusive Practice](#)

[Special Education Reformed](#)

[Special Needs and Legal Entitlement](#)

[Professionals in early childhood education and care systems](#)

[International Perspectives](#)

[Policy and Practice](#)

[Children With Special Needs](#)

[A practical guide to exploring and extending learning outdoors](#)

[European profiles and perspectives](#)

[The Boy Who Loved Too Much](#)

[Key Issues in Special Education](#)

[The Legal Rights of Students with Disabilities](#)

[How to Be a Brilliant Teaching Assistant](#)

Currently, the majority of textbooks for early childhood education in the UK focus on the situation in England. As a result, readers may have a skewed perspective on policy and practice, and not be aware of the varying and different contexts in Northern Ireland, Scotland, and Wales. Also, those working in settings not in England have to work hard to apply texts to their own contexts. This book gives the reader easy access to information on the policies and practices in ECEC across each of the countries in the UK and the Republic of Ireland. Each chapter covers background information; policy and practice in early childhood education and care; transition; schooling and curriculum; quality assurance, examination, and inspection; professional development and training; future and imminent changes; and case studies of children's lives.

Covering contemporary policy issues, perspectives from practice and a range of common syndromes and barriers Special Educational Needs presents a wealth of information and guidance for students and professionals on how to achieve effective, inclusive practice. Second edition features include: · fully revised annotated further readings and links to useful websites; · a new chapter on Autism and Applied Behaviour Analysis (ABA) · a new chapter on Down Syndrome · updated reference to legislation, including the SEND Code of Practice (2014) · updated case studies covering 0-18 age range This comprehensive course text is ideal for students, teachers, practitioners and specialists, and provides a solid foundation for understanding and supporting learners with additional needs.

Experience day-to-day life for a dyslexic kid, including school life, bullying and coping with tests and homework, in this frank and funny diary. Co-authored with a teenage boy with dyslexia and illustrated with cartoons, this is a positive yet honest look at the difficulties of being dyslexic. Using a simple and relatable approach, the authors display the ups and downs of school - and home - life with a reading difficulty, focussing on the

sometimes overwhelming experience of being at a bigger school and studying loads of new subjects. Providing tips for what really helps and works based on real-life experience, this fun, accessible book shows teens and tweens with dyslexia that they are far from alone in their experiences. The purpose of the Handbook of Special Education is to help profile and bring greater clarity to the already sprawling and continuously expanding field of special education. To ensure consistency across the volume, chapter authors review and integrate existing research, identify strengths and weaknesses, note gaps in the literature, and discuss implications for practice and future research. The second edition has been fully updated throughout to take into account recent changes to federal laws as well as the most current academic research, and an entirely new section has been added on research methods in special education.

Music education takes place in many contexts, both formal and informal. Be it in a school or music studio, while making music with friends or family, or even while travelling in a car, walking through a shopping mall or watching television, our myriad sonic experiences accumulate from the earliest months of life to foster our facility for making sense of the sound worlds in which we live. The Oxford Handbook of Music Education offers a comprehensive overview of the many facets of musical experience, behavior and development in relation to this diverse variety of contexts. While the first volume primarily focuses on children during school-age years, this second collects an international list of contributors to explore how music learning takes place outside of the traditional classroom environment. Discussing a range of issues such as music education for the special needs population, music learning in adulthood, and music learning through media and technology these chapters help to broaden conceptions of music and musical involvement. Whether they are used individually or in tandem, the two volumes of The Oxford Handbook of Music Education update and redefine the discipline, and show how individuals across the world learn, enjoy and share the power and uniqueness of music.

What is the difference between 'risk' and 'danger'? What can children learn from taking risks? How can you provide key experiences for children and ensure their safety outdoors? Young children will naturally seek out challenges and take risks and this is crucial to their overall development. This book clearly explains why children should be given the freedom to take risks and provides practical guidance on how to offer stimulating and challenging outdoor experiences that will extend all areas of children's learning. Including examples of activities for all weather conditions across all areas of learning, the book covers: The pedagogical history of adventure, risk and challenge Health, wellbeing and keeping safe The adult role Risk assessment Supporting individual children with different needs Environments that enable challenging and adventurous play Working with

*parents and addressing concerns Observation, planning and assessment
This book is essential reading for practitioners and students that wish to
provide rich experiences for children that will enable them to become
confident and adventurous learners.*

*Lead effective special education programs that promote student
achievement! Updated to address recent federal mandates, this new edition
of the best-selling guide helps principals navigate accountability
requirements and build high-quality special education programs. New
information enables educational administrators to: Address requirements
of NCLB and the 2004 reauthorization of IDEA, including standards-based
individualized education programs Ensure that special education students
can appropriately access the general curriculum Understand standardized
testing options and accommodations to comply with federal law Support
accurate identification and eligibility decisions, including Response to
Intervention procedures Promote positive behavior and encourage family
involvement*

[*Law and School Reform*](#)

[*Emergency Assistance and Special Needs Programs in Public Welfare*](#)

[*A Practical Guide*](#)

[*A Critical Introduction*](#)

[*Special Educational Needs in Schools*](#)

[*Protect Your Child's Financial Future*](#)

[*What Every Principal Needs to Know About Special Education*](#)

[*A True Story of Pathological Friendliness*](#)

[*Special Educational Needs and Disabilities in Schools*](#)