

Don t Send Him in Tomorrow: Shining a Light on the Marginalised, Disenfranchised and Forgotten Children of Today s Schools (Paperback)



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Reviews

It is really an remarkable book which i have ever go through. It can be writter in simple terms and not difficult to understand. I am just effortlessly can get a enjoyment of reading a composed pdf.
(Dr. Lily Wunsch II)

DON T SEND HIM IN TOMORROW: SHINING A LIGHT ON THE MARGINALISED, DISENFRANCHISED AND FORGOTTEN CHILDREN OF TODAY S SCHOOLS (PAPERBACK)

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Independent Thinking Press, United Kingdom, 2016. Paperback. Book Condition: New. 234 x 156 mm. Language: English . Brand New Book. In *Don t Send Him in Tomorrow*, Jarlath O Brien shines a light on the marginalised, disenfranchised and forgotten children of today s schools. The percentage of children achieving the government s expected standard in benchmark tests is national news every year. The progress that children with learning difficulties and SEN make is never discussed, because it is not understood. That is a problem. The bone-crushing infrastructure which professionals have to negotiate is a problem. The fact that so many parents have to fight tooth and nail so that the needs of their children are met, something the rest of us would consider a basic entitlement, is a problem. This book describes how the system and can be improved if and when these marginalised children are given higher priority by the powers that be. There is a widespread lack of understanding about special schools, the work they do, and the children they educate - the sector is largely invisible. Jarlath O Brien has become increasingly frustrated by this, and the varying quality of provision for children with learning difficulties and SEN in mainstream schools. The successes of special schools and pupil referral units in Ofsted inspections are just not celebrated or analysed in the same way that mainstream schools are. While, mainstream schools have their hands tied by fears over progress measures. There is a human cost to the accountability culture that reduces schooling to data and judgements: this is felt most profoundly by children with SEN and their families. Jarlath shares some of the problems he s witnessed with inclusion and exclusion: mainstream schools actively encouraging children with SEN to look elsewhere, parents reporting their children have been formally or...



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