



Moderate Learning Difficulties and the Future of Inclusion

Narcie Kelly, Brahm Norwich

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Children with mild to moderate learning difficulties (MLD) make up the largest sub-group of children requiring special educational needs, and yet they are often neglected in terms of research and in their influence on future Government policies. This book, based on a Nuffield Foundation research project, considers the perspectives of children with moderate learning difficulties, reviewing relevant issues such as:

- * identification of children with MLD;
- * appropriate curriculum and pedagogy;
- * inclusion in mainstream schools;
- * their identity and self-perception.

The authors weave their findings into a wider review of current research in the MLD field and use a range of perspectives, from the professional, to psychological and sociological.

This is a contemporary look at MLD that discusses the historical and policy context, origins and justification for having a category for MLD. Students, researchers, and academics that are active in the field of inclusive education will find this an insightful and comprehensive text.

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