



Policy, Practice and Provision for Children With Specific Learning Difficulties

Jill Duffield, Sheila Riddell, Sally A. Brown

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Dyslexia or specific learning difficulty continues to arouse controversy. This report of an investigation in Scotland shows how contrasting views of the problem underlie variations in policy and provision, and hinder communications between different groups involved. Educational psychologists, local authority officials and learning support advisers provided the framework of views which the authors used to research other perspectives. Parents, and other users and practitioners concerned with specific learning difficulties were all surveyed. The book deals with areas of common concern for Scotland and for England and Wales. However, key differences are clearly explained. This text illustrates social policy in practice. Children experiencing difficulties, which not everyone agrees are distinct in kind, must be provided with support. What is required? Can current learning support services provide it? Are there vocal demands monopolizing an undue share of attention? How effective is existing provision? Can it be improved, given the context of change in the wider field of school learning support?

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