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contexts, developing, for example, reflective practice or evaluation skills in preparation for or on completion of teaching practices.

In spite of its essentially practical quality, this book is not an off-the-peg programme of INSET. The authors are clear that schools should select tools and workshops according to their needs, and it is a mark of the thoroughness of their work that each discrete resource upholds the principles that underpin the whole.

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A handbook for learning support assistants: teachers and assistants working together, by Glenys Fox, Abingdon, Oxon, David Fulton, revised edition 2003 (orig. pub. 1998, reprinted 2007), 96 pp., £17.99 (paperback), ISBN 1-84312-081-X

This handbook offers an updated, accessible overview of the roles and responsibilities faced by learning support assistants (LSAs) and teaching assistants in mainstream schools. The conversational style of advice and guidance is particularly useful for those hoping to become an LSA or who are new to the role.

The author, an educational psychologist, contextualises provision for SEN today with an exploration of the meaning of 'inclusion', an introduction to the Code of Practice, IEPs and Statements. This is followed by a realistic guide to aspects of the job and expectations that the LSA is likely to face, offering practical tips and suggestions to enable the effective use of support in the classroom.

The guidance on Special Needs is helpful, especially the section on supporting children with emotional and behavioural difficulties as it takes a practical stance. Working in partnership with teachers, SENCOs, other professionals and parents are given due consideration, with support contacts and website addresses provided, and recommendations for further reading. The section on the needs of the LSA, which vary in terms of qualifications, training and progression into Higher Education, will be informative for those interested in gaining further professional qualifications and to CPD managers.

This is a readable text, which avoids or explains jargon without being patronising, and remains succinct and relevant throughout. Unfortunately, an index is lacking, and this would have increased accessibility and ease of use for all. However, it offers a holistic 'chalk-face' guide to life in schools, more so than some of the texts that accompany particular courses such as NVQs and Diplomas, and would be useful alongside these. This is not a 'how to qualify' textbook or theoretical tome but a reassuring 'how to do the job well' handbook, and as such is a valuable resource for the staffroom, college libraries, and individuals training or in the role.

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