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| --- | --- |
| **Article title** | Special Educational Needs and Disabilities in Secondary Education (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
| **Author 1 blurb** | Name is Position at Name of Institution, Country.  e.g. John Smith is Lecturer at the University of Oxford, UK |
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* Supply a minimum of 5 and a maximum of 10 words or phrases
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* Please include the term followed by a colon and a short (no more than 100 words) definition
* The glossary term must be present in the body of the article, please highlight its first instance in yellow.

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**Text of the article** [1000 – 1500 words maximum]

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* [Author Guidelines](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines)
* Article Outline for your article topic. **Please ensure you follow the prescribed structure as set out below, using the same subheadings and in the same order. If you do not follow the set structure, your article submission will be rejected.**
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**Your article on special education, needs and disabilities in lower and upper secondary education in your country should discuss the topics below:**

**1. Research on special education, needs and disabilities: What does the research say about special education, needs and disabilities in lower and upper secondary education in your country?**

Click or tap here to enter text.

**2. Programmes and policies: Describe special education programs and policies in your country. Including any local national definitions and classification systems applied to children with a disability –including physical, emotional, intellectual, and other categories being used.**

Click or tap here to enter text.

**3. Regulations: Is there any legal provision, that is laws that guarantee special education needs students and students with disabilities access to an inclusive education in regular schools?**

Click or tap here to enter text.

**4. Resources: How do children with disabilities fare in secondary schools in your country? Are there special settings or all schools are accessible to these children? What types of education programs and resources are made available to these children and their families? Is there a mechanism to identify a disability such as assessments for educational purposes?**

Click or tap here to enter text.

**5. Funding: Is there funding allocated to these supports and programmes? Where does this support come from?**

Click or tap here to enter text.

**6. Teachers and teaching: Are teachers prepared to address the needs of special education students or students with disabilities in secondary schools? What type of training do they receive? Are teachers capable of supporting the learning and emotional needs of these students?**

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[**Further reading and online resources**](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0#h.5bj83778kqd0) **[compulsory]** [not included in total word count]

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**Tables [optional]** [not included in total word count]

* Supply captions for all tables
* Please indicate where in the article the table should appear with a flag noting the file name and the caption in the relevant part of the text, for example:

[insert **Table 1: Caption** here]

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* The information is accurate and up to date, insofar as you can determine
* Quotations are kept to a minimum, and any lengthy quotations are properly cited.
* Routine moderate copyediting required
* Heavy copyediting required

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