

Recent legislation - the 1981 and 1993 Education Acts - have emphasized the need for parents to work as partners with professionals in the assessment of children's special educational needs. This book explores that notion of partnership and subjects it to critical scrutiny. It describes the assessment process from both the parental and professional standpoints, looking in particular at the parent-professional relationship and the barriers that might inhibit effective partnerships between parents and professionals. The child's viewpoint is equally important, and later chapters examine children's own accounts of the assessment process.

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