

MODULE SPECIFICATION PROFORMA

Module Title:	Special Educational Needs and Disability	Level:	5	Credit Value:	20
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Module code:	EDC534	Is this a new module?	Yes	Code of module being replaced:	NA
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Cost Centre(s):	GAEC	JACS3 code:	X310
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With effect from:	September 2018
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School:	Social & Life Sciences	Module Leader:	Kelly Smith
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Scheduled learning and teaching hours	48 hrs
Guided independent study	128 hrs
Placement	24 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: December 2016

APSC approval of modification:

Have any derogations received SQC approval?

If new module, remove previous module spec from directory?

Version: 1

Yes No N/A

Yes No

Module Aims

This module aims to raise an awareness and an understanding of the roles and responsibilities of those who work with disabled children, young people and families. Students will develop their knowledge of inclusive practice, strategies and interventions to support children with Special Educational Needs and Disabilities in practice.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Explore challenging concepts of Special Educational Needs and Disability.	KS3	KS4
		KS5	KS6
		KS9	
2	Critically explore the implications of Special Educational Needs and Disability on an education and welfare setting.	KS3	KS4
		KS5	KS9
3	Evaluate a range of strategies and interventions in relation to supporting children with Special Educational Needs and Disability in educational and welfare settings.	KS1	KS4
		KS5	KS6
		KS10	
4	Examine and critically reflect on your own role when working in partnership to support children, families and young people who have Special Educational Needs and Disability.	KS1	KS3
		KS4	KS8
		KS6	KS10

Transferable skills and other attributes

- Effective Communication
- Time Management

- Organisational Skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice
- Evaluation
- Critical thinking

Derogations

None

Assessment:

An assessed discussion in which students will prepare an overview or positioning statement followed by engaging in critical discussion on the topic of Special Educational Needs and Disability.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Assessed Online Discussion	100%		4000

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional

practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to consider the questions:

- What are the concepts of Special Educational Needs and Disability?
- How does current legislation impact practice?
- How inclusive is practice to support children with SEND?
- What are the impacts and implications of SEND on education and welfare settings?
- What strategies are used in practice to support children with SEND?
- What interventions are in place to support children with SEND?
- How and why do you work in partnership to support children with SEND?
- How can practitioners reflect on their role when supporting children with SEND?

Bibliography:

Essential reading

Hodkinson, A. (2015), *Key Issues in Special Educational Needs and Inclusion*. Second Edition. London: Sage.

Peer, L. and Reid, G. (2016), *Special Educational Needs: A Guide for Inclusive Practice*. Second Edition. London: Sage.

Other indicative reading

Haines, S., and Ruebain, D. (2011), *Education, Disability and Social Policy*. Policy Press.

Martin-Denham, S. (2015), *Teaching Children and Young People with Special Educational Needs and Disabilities*. London: Sage.

Oliver, M., & Barnes, C. (2012). *The New Politics of Disablement*. London: Palgrave Macmillan.

Richards, G., and Armstrong, F. (Eds.). (2016), *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms*. London: Routledge.

Tutt, R. (2015), *The SEND Code of Practice 0-25 Years: Policy, Provision and Practice*. London: Sage.

Wearmouth, J. (2015), *Special Educational Needs and Disability: The Basics*. London: Routledge.

Relevant Websites

Gov.UK

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Gov.Wales

<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/additoinal-learning-needs-reform/?lang=en>

Journals:

Childhood

Childhoods Today

Children and Society

Education 3-13

International Journal of Education Childhood Education Research

International Journal of Play