

## MODULE SPECIFICATION PROFORMA

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PRIFYSGOL GLYNDŴR WRECSAM  
GLYNDŴR UNIVERSITY WREXHAM

### MODULE SPECIFICATION FORM

Module Title: Special Educational Needs	Level: 6	Credit Value: 20
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Module code:EDC612 (if known)	Semester(s) in which to be offered: 1/2	With effect from: Sept, 2010
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Existing/New: NEW	Title of module being replaced (if any):
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Originating Subject: Education and Childhood Studies	Module Leader:
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Module duration (contact hours/ directed/directed private study):	60 hrs (contact) 60 hrs (directed) 80 hrs (private)	Status: core/option/elective (identify programme where appropriate):	Option
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A
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Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
BA (Hons) Education and Childhood Studies BA (Hons) Families and Childhood Studies	None	None

#### Module Aims:

To develop the knowledge and skills required to support children/young people with special educational needs and disabilities in educational and social settings.

## Expected Learning Outcomes

At the end of this module, students should be able to:

### Knowledge and Understanding:

1. Identify and discuss associated characteristics of various diagnosed impairments;
2. Critically evaluate the potential impact impairment may have on the individual, parents, siblings and families;
3. Outline and examine key legislation, regulations and codes of practice relating to supporting children/young people with special needs and disabilities;
4. Highlight and evaluate strategies for early identification and intervention of special educational needs and disabilities;
5. Develop strategies that identify solutions to barriers to participation and achievement within a learning and social environment;
6. Identify agencies and critically discuss the need to work in partnership to support children/young people with special educational needs and disabilities.

### Transferable/Key Skills and other attributes:

- Evaluation and reflection;
- Communication;
- Sharing ideas;
- Listening;
- Confidentiality;
- Improving own learning and performance;
- Analytical and problem solving skills;
- Working with others.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Assessment- case study linked to the critical discussion of key issues relating to supporting children and young people with special educational needs and disabilities in order to promote participation and achievement in educational and social settings.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Word count or equivalent if appropriate
1	All	Case Study	100%	4,000

### Learning and Teaching Strategies:

The teaching and learning strategies will employ a range of methods, including lecture,

seminar, student presentations and external speakers with specific areas of expertise. Sessions will comprise of the presentation of information, reading, case studies, practical activities, review of selected video/DVD material and discussion. Peer group and individual discussion will allow the tutor to monitor the student's ability to reflect upon and evaluate their own ideas and practice via discussion groups, individual research and tutorials.

### **Syllabus outline:**

- Review a range of impairments and identify key characteristics (e.g. physical and sensory impairments, learning and communication difficulties, medical conditions).
- The range of specialist aids and equipment that are available and their advantages and disadvantages.
- The potential impact of impairment for children/young people and their families/carers.
- Key legislation/policy supporting children/young people with special needs and disabilities (e.g. Warnock Report 1978; Education Reform Act 1988; Education Act 1994; Salamanca Statement 1994; National Curriculum Statutory Inclusion Strategy 2000; Special Educational Needs and Disability Discrimination Act, 2001; Special Educational Needs Code of Practice, 2001).
- Debate the social and medical models of disability.
- Strategies for early identification and intervention (including a graduated response).
- The role of the special needs coordinator.
- Examine the Statementing process and how learners and parents/carers can be positively encouraged to be part of the process and the impact on provision.
- Develop and review policies and procedures relevant to inclusion and equality of access.
- Observe, record, assess and plan to meet the individual needs of children/young people.
- The importance of liaison and partnerships with children/young people, parents/carers and other agencies and professionals.

### **Bibliography**

#### Essential reading:

Birkett, V. (2003), *How to Support and Teach Children with Special Educational Needs*. Cambs: LDA.

Department for Education and Skills (2001), *Code of Practice on Special Educational Needs*. London: DfES.

Dukes, C. and Smith, M. (2007), *Working with Parents of Children with Special Educational Needs*. London: Paul Chapman Publishing.

Tassoni, P. (2003), *Supporting Special Needs: Understanding Inclusion in the Early Years*. Oxford: Heinemann Educational Publishers.

Wall, K. (2006), *Special Needs and Early Years: A Practitioner's Guide*. Third Edition. London: Paul Chapman Publishing.

Other indicative reading:

Casey, T. (2005), *Inclusive Play: Practical Strategies for Working with Children Aged 3-8*. London: Paul Chapman Publishing.

Derrington, C. and Groom, B. (2004), *A Team Approach to Behaviour Management: A Training Guide for SENCOs Working with Teaching Assistants*. London: Paul Chapman Publishing.

MacLeod-Brudenell, J. and Kay, J. (eds) (2008), *Advanced Early Years*. Second Edition. London: Heinemann.

Mash, E.J. and Barkley, R.A. (2007), *Assessment of Childhood Disorders*. Guilford Press.

Nutbrown, C. and Clough, P. (2006), *Inclusion in the Early Years: Critical Analysis and Enabling Narratives*. Thousand Oaks: Sage Publications.

Speake, J. (2003), *How to Identify and Support Children with Speech and Language Difficulties*. Cambs: LDA.

Welsh Assembly Government (2006), *Inclusion and Pupil Support*. Cardiff: WAG.

Journals:

British Journal of Special Education. Blackwell Publications Ltd.

Useful web-sites:

[www.nasen.org.uk](http://www.nasen.org.uk)  
[www.network81.co.uk](http://www.network81.co.uk)  
[www.ncb.org.uk](http://www.ncb.org.uk)  
[www.pecs.com](http://www.pecs.com)  
[www.peach.org.uk](http://www.peach.org.uk)  
[www.nas.org.uk](http://www.nas.org.uk)  
[www.ican.org.uk](http://www.ican.org.uk)

