

Module Title: <b>Special Educational Needs / Additional Learning Needs and Inclusion</b>	Level: 7	Credit Value: 30
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Module code: EDS713	Cost Centre: GAPE	JACS2 code: X360
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Semester(s) in which to be offered: 1/2	With effect from: September 2012
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<b>Office use only:</b> To be completed by AQSU:	Date approved: August 2012 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Academic area: Education	Module Leader: Jayne Evans
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Module duration (total hours) 300	Status: core/option/elective (identify programme where appropriate): Option
Scheduled learning & teaching hours 30	
Independent study hours 270	

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:	PG Cert Ed (ALN) PG Dip Ed PG Dip Ed (ALN) MA Education MA Education (ALN)	Pre-requisites per programme (between levels): None
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### Module Aims:

- To develop a theoretical and practical understanding of the key issues surrounding SEN / ALN.
- To enable participants to enhance their expertise in making provision for SEN / ALN in the classroom.
- To emphasise the importance of inclusivity and collaborative working with other professionals.

### Expected Learning Outcomes

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

Knowledge and Understanding:

1. Critically reflect upon current educational provision and practice for young people with SEN /ALN.
2. Develop an understanding of the historical context in which the current SEN/ALN system is set.
3. Demonstrate a critical understanding of relevant policies and legislative documentation relating to SEN/ALN.
4. Demonstrate knowledge and understanding of underlying principles, attitudes, values and practices relevant to inclusion of SEN / ALN.
5. Appreciate the range of SEN/ALN and the need for early identification.
6. Gain insight into the barriers to learning experienced by individuals in the educational setting.
7. Understand the value of equality of access, entitlement and inclusion.

Transferable/Key Skills and other attributes:

- Ability to critically analyse concepts, theories and issues of policy.
- Identify and analytically reflect upon the application of policy into practice.
- examine and critically reflect upon personal and institutional practice in relation to inclusion, in order to effect change.

**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.***

Essay-style submission based upon a critical review of the literature available to support the view of inclusion for individuals with identified SEN/ALN needs (this will allow specialism within the broad spectrum of areas covered – students may choose to focus on their context requirements).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5,6,7,	Discuss contrasting perspectives on inclusion of individuals with SEN / ALN, critically reflecting on insights from research papers and literature sources.	100%		5000

### Learning and Teaching Strategies:

A mixed approach will be taken to the delivery of the module, including: lectures, seminars, group work, group and individual tutorials, feedback and discussion. In addition participants will be required to deliver group and individual presentations and critical reflect upon their own working practices.

### Syllabus outline:

- Defining SEN/ALN, with consideration given to the historical context.
- Principles and practice of Inclusive Education.
- A critical overview of current policies and legislation relating to SEN/ALN inclusion and entitlement.
- Exploring the spectrum of SEN/ALN and the need for early identification.
- Considering barriers to learning and how to maximise access to the curriculum.
- Working collaboratively with other professionals.
- Models of provision and placement: areas of debate and controversy.
- A fresh approach to SEN/ALN in an era of change.

### Bibliography

#### Essential reading:

Crowne, E. (2008), *The SENCO handbook: working within the whole school approach* (Fifth Edition). London: Fulton.

DfES (2001), *The Special Educational Needs Code of Practice*. London: DfES.

National Assembly for Wales (2002), *Special Educational Needs Code of Practice for Wales*. Cardiff: NAFW.

Ekins, A. (2012), *The Changing Face of Special Educational Needs*. Oxon: Routledge.

Farrell, M. (2003), *The Special Education Handbook*. London: David Fulton.

Glazzard, J., Hughes, A., Netherwood, A., Neve, L. and Stokoe, J. (2010), *Teaching Primary Special Educational Needs*. Exeter: Learning Matters.

Loreman, T., Deppeler, J. and Harvey, D. (2011), *Inclusive Education. Supporting Diversity in the Classroom*. Second Edition. London: Routledge.

Sydney, A. (2010), *A Handbook for Inclusion Managers*. London: Routledge.

**Other indicative reading:**

Nind, M., Rix, J. and Sheehy, K. (2005), *Curriculum and pedagogy in inclusive education*. London: RoutledgeFalmer.

Nutbrown, C. and Clough, P. (2006), *Inclusion in the Early Years*. London: Sage.

Peer, L. and Reid, G. (2012), *Special Educational Needs A Guide for Inclusive Practice*. London: Sage Publications.

Sellman, E. (2012), *Creative Learning for Inclusion*. Oxon: Routledge.

Soan, S. (2004), *Additional Educational Needs: Inclusive Approaches to Teaching*. London: David Fulton Publishers.

Spencer, C. And Schnelling, K. (2003), *Handbook for the Pre-School SEN Provision: the code of practice in relation to the early years*. London: David Fulton.

Tilstone, T. And Rose, R. (eds) (2003), *Strategies to promote inclusive practice*. London: RoutledgeFalmer.

Wall, K. (2003), *Special Needs and Early Years: A Practitioner's Guide*. Second Edition. London: Sage.

Wearmouth, J. (2008), *A beginning teacher's guide to special educational needs*. Maidenhead: OUP.

Willis, C. (2009), *Creating Inclusive Learning Environments for Young Children*. London: Corwin Press.

Winand, H., Dittrich, W.H and Tutt, R. (2008), *Educating Children with Complex Conditions*. London: Sage Publications.

**Electronic / Journals:**

British Journal of Special Education

Special! (from: [www.nasen.org.uk](http://www.nasen.org.uk))

Support for Learning

European Journal of Special Needs Education

PATOSS Journal

Dyspraxia Foundation Professional Journal

Dyslexia Review