

MODULE SPECIFICATION PROFORMA

Module Title: Special Educational Needs	Level: 6	Credit Value: 20
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Module code: EDC612	Cost Centre: GAEC	JACS3 code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
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Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): EDC612 Special Educational Needs
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Originating School: Social and Life Sciences	Module Leader: Gillian Danby
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate): Core– BA (Hons) Education and Childhood Studies
Scheduled learning & teaching hours 40	
Independent study hours 140	
Placement hours 20	

Programme(s) in which to be offered: BA (Hons) Education and Childhood Studies	Pre-requisites per programme (between levels): None
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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.

Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Examine characteristics of different impairments and the potential impact these may have on the individual child and their family.

2. Outline key legislation/regulations related to supporting children/young people with special needs and disabilities in education and social settings.
3. Critique strategies used for the early identification of special educational needs/disabilities.
4. Critically analyse intervention and support strategies for children with special educational needs/disabilities and their families.

Assessment:

Fictitious case study, written by the module tutor, which requires learners to critically examine specific impairments/disabilities and the impact of these on the child/young person and their family. Consideration will also be given to early identification processes, legislation and the intervention/support strategies used to support children/young people in education and social settings.

Assessment number	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:

Sessions will comprise of the presentation of information, case studies, practical activities, external speakers, review of DVD material and peer group discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- Key characteristics of a range of impairments (e.g. physical and sensory impairments, learning and communication difficulties, medical conditions)
- Range of specialist aids and equipment available
- Potential impact of impairment for children/young people and their families/carers
- Historical overview of key legislation/policy aimed at supporting children/young people with special needs and disabilities
- Models of disability
- Strategies for the identification of special educational needs/disability.
- Strategies that identify solutions to barriers to participation and achievement within a learning and social environment
- The role of the special/additional needs coordinator
- Partnerships with children/young people, parents/carers and other agencies

Bibliography

Essential reading:

Farrell, M. (2009), *The Special Education Handbook*. Fourth Edition. London: Routledge

Loreman, T., Deppler, J. and Harvey, D. (2010), *Inclusive Education, Supporting Diversity in the Classroom*. Second Edition. London: Routledge.

Wall, K. (2011), *Special Needs and Early Years*. London: Paul Chapman

Welsh Assembly Government (2004), *Special Educational Needs Code of Practice for Wales*. Cardiff: WAG

Other indicative reading:

Armstrong, D. and Squires, G. (2012), *Contemporary Issues in Special Educational Needs*. Berkshire: Open University Press.

Edwards, S. (2011), *The SENCO Survival Guide*. Abingdon: Routledge

Department for Education (2011), *Support and Aspiration: A New Approach to Special Educational Needs and Disability*. Norwich: The Stationery Office.

Department for Education and Department of Health (2014), *Special Educational Needs and Disability Code of Practice: 0 to 25 Years*. London: Department for Education and Department of Health.

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

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

Pavay, B., Meehan, M. and Davies, S. (2013), *The Dyslexia Friendly Teachers Toolkit: Strategies for Teaching Students 3-18*. London: SAGE.

Roffy, S. and Parry, J. (2014) *Special Needs in the Early Years, Supporting Communication and Co-ordination*. Abingdon: Routledge.

Welsh Government, (2012), *Forward in Partnership for Children and Young People with Additional Needs*. Cardiff: Welsh Government.

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

Journals:

British Journal of Special Education
Education 3-13 Years
Journal of Early Childhood Research

Web-sites:

www.nasen.org.uk
www.afasic.org.uk
www.ncb.org.uk
www.edcm.org.uk