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Module Code:	EDN402

Module Title:	An Introduction to Additional Learning Needs (ALN)/Special Education Needs and Disability (SEND)

Level:	4	Credit Value:	20

Cost Centre(s):	GAEC	JACS3 **code**: HECoS code:	X300 100462

Faculty	SLS	Module Leader:	Emma Constantine

Scheduled learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	**36** hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) ALN/SEND	✓	☐
BA (Hons) Education	✓	☐
BA (Hons) Working with Children and Families	✓	☐

Pre-requisites
None

Template updated: September 2019

Module Aims

The aim of the module is to enable students to:
- Develop an understanding of the individual learning needs of all children and young people including those who may display a range of ALN/SEND;
- Develop an understanding of a range of differing learning needs that fall within the spectrum of ALN/SEND and how categories and definitions have developed over time;
- Develop a theoretical understanding of the key issues surrounding ALN/SEND;
- Develop an understanding of relevant national, local and school policies and legislative documentation relating to ALN/SEND;
- To develop an understanding of a range of effective support strategies for children and young people who display a range of ALN/SEND.

Module Learning Outcomes - at the end of this module, students will be able to

1	Discuss the range of ALN/SEND and the need for early identification;
2	Reflect upon current provision and practice for children and young people with ALN/SEND and develop an understanding of how the historical context and perspectives towards ALN/SEN influence current provision;
3	Consider the range of potential barriers to learning experienced by some individuals with ALN/SEND;
4	Consider how pupils with a range of ALN/SEND can be best supported in their learning and well-being.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	
Ethical	I A
KEY ATTITUDES	
Commitment	A
Curiosity	I A
Resilient	
Confidence	A
Adaptability	A
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	A
Leadership and team working	
Critical thinking	A
Emotional intelligence	A

Employability Skills **The Wrexham Glyndŵr Graduate**	**I = included in module content** **A = included in module assessment** **N/A = not applicable**
Communication	A

Derogations
N/A

Assessment:
Indicative Assessment Tasks:
Participants will be required to complete an essay of up to 3000 words. Participants will be required to produce an essay which focuses upon examples of high incidence ALN/SEND in mainstream/special provision settings. Participants will discuss the impact of high incidence ALN/SEND on learners, discuss potential barriers to learning and engagement for the learners and potential strategies used to support learners who display these needs.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2,3,4	Essay	100%

Learning and Teaching Strategies:
The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants and examination of the social context of curricular policies and decisions. A variety of learning and teaching strategies may be used to include a selection from: • Lectures • Workshops • Blended learning • Group activities/practical tasks • Individual and group tutorials Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:
The following provides an indicative module content:

Syllabus outline:

- Definitions of 'Special Educational Needs and Disability' and 'Additional Learning Needs';
- The history of SEN provision in England and Wales;
- Current policy and provision for children and young people with ALN/SEND.
- Exploring a range of common conditions which constitute ALN/SEND in both mainstream and specialised settings;
- The importance of early identification of ALN/SEND and the potential barriers for learning which need to be removed;
- Strategies to support learners with ALN/SEND.

Please note that 'inclusive practice' is a core theme running throughout all relevant modules. Therefore when delivering your module content please ensure that reference is made to 'inclusivity' within the context of your delivery.

Indicative Bibliography:

Essential reading

DCELLS (2010), *A curriculum for all learners.* Cardiff: Welsh Assembly Government.
Available from:
https://dera.ioe.ac.uk/11124/1/100426curriculumforlearnersen.pdf

Department for Education and Department of Health (2014), *Special Educational Needs and Disability Code of Practice: 0-25 years.* Available from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

HMSO (2018), *Additional Learning Needs and Education Tribunal (Wales) Act 2018.* Crown.
http://www.legislation.gov.uk/anaw/2018/2/pdfs/anaw_20180002_en.pdf

National Assembly for Wales (2004), *Special Educational Needs Code of Practice for Wales*.
Cardiff: NAfW. https://gov.wales/sites/default/files/publications/2018-03/special-educational-needs-code-of-practice-for-wales.pdf

Other indicative reading

Bates, B. (2017), *A quick guide to special needs and disabilities.* London: Sage.

Cheminais, R. (2014), *Rita Cheminais' Handbook for SENCOs.* London: Sage.

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

Farrell, M. (2012), *Educating Special Children*. London: David Fulton

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

Indicative Bibliography:

Wearmouth, J. (2012), *Special educational needs, the basics.* Oxon: Routled