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Module Code:	EDN601

Module Title:	ALN/SEND: Specialist Support

Level:	6	Credit Value:	20

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

Faculty	SLS	Module Leader:	David Thomas

Scheduled learning and teaching hours	24 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	**24** hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) ALN/SEND	✓	☐

Pre-requisites
None

Office use only	
Initial approval: 03/04/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

Template updated: September 2019

Module Aims

To enable students to:

- Develop understanding of the role of the Additional Learning Needs Co-ordinator (ALNCo) / Special Educational Needs and Disability Co-ordinator (SENDCo) in mainstream educational settings;
- Appreciate the importance of multi-agency approaches to the education and care of children and young people with ALN and SEND;
- Understand the need for specialist support for a range of ALN/SEND.

Module Learning Outcomes - at the end of this module, students will be able to	
1	Critique educational theory and approaches to practice which apply to learners with ALN/SEND;
2	Critically evaluate the role of the Additional Learning Needs/Special Educational Needs and Disability Co-ordinator(s) in education settings;
3	Critically examine the support offered by the main outside agencies involved in the education and care of children and young people with ALN/SEND;
4	Critically discuss the need for specialist provision for some learners with ALN/SEND.

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	
Enterprising	
Ethical	I A
KEY ATTITUDES	
Commitment	
Curiosity	I
Resilient	
Confidence	I A
Adaptability	I A
PRACTICAL SKILLSETS	
Digital fluency	A
Organisation	
Leadership and team working	
Critical thinking	I
Emotional intelligence	I
Communication	A

Derogations
None

Assessment:
Indicative Assessment Tasks:
Participants will be required to complete a case study of up to 4000 words. Participants will be required to complete a case study focussing on a child/young person with learning needs requiring specialist support from one or more agencies. Explicit links will need to be made between theory and practice in the education and care of the child/young person. The case study can be based upon a theoretical learner or on a real-life learner that the participant has met on placement or within relevant work-based practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 4	Case Study	100%

Learning and Teaching Strategies:
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 • Presentations from external speakers with relevant expertise and experience Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:
• The role of the SENDCo/ALNCo; • The legislative context; • The statutory assessment process; • Education provision for children and young people with ALN/SEND; • The range of specialised support agencies for children and young people with ALN/SEND; • The role of specialised support in educational settings and the broader context of children's services;

Syllabus outline:

- The importance of team-based approaches in the education and care of children and young people 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

Cheminais, R. (2009), *Effective Multi-agency Partnerships: Putting Every Child Matters into Practice.* London: Sage.

Cowne, E., Frankl, C., and Gerschel, L. (2018), *The SENCo Handbook: Leading and managing a whole school approach*. Routledge.

Other indicative reading

Anning, A., Cotterall, D. Frost, N., Green, J. and Robinson, M. (2006), Developing Multiprofessional Teamwork for Integrated Children's Services. Maidenhead: OUP.

Birkett, V. (2004), How to Support and Teach Children with Special Educational Needs. Cambridge: LDA.

Cheminais, R. (2001), Developing Inclusive School Practice: A Practical Guide. London: David Fulton.

Department for Education (2014), Special Educational Needs and Disability (SEND). https://www.gov.uk/schools-colleges-childrens-services/special-educational-needsdisabilities

Goepel, J., Childerhouse, H., and Sharpe, S. (2015), *Inclusive Primary Teaching: A critical approach to equality and special educational needs and disability*. Critical Publishing.

Lewis, A. and Norwich, B. (eds) (2004), Special Teaching for Special Children: Pedagogies for Inclusion. Maidenhead: OUP.

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

Indicative Bibliography:

Peer, L., and Reid, G. (Ed.). (2016), *Special educational needs: A guide for inclusive practice*. Sage.

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

Wearmouth, J. (2018), *Special educational needs and disability: the basics.* Routledge.

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

Wolfendale, S. (2013), *Working with Parents of SEN Children after the Code of Practice.* Routledge.

Woodhead, M. and Montgomery, H. (eds) (2003), Understanding Childhood: an Interdisciplinary Approach. Chichester: John Wiley & Sons & OUP.

Wilson, R. (2003), SEN in the Early Years. London: Routledge/Falmer.

Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications.