PRIFYSGOL

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MODULE SPECIFICATION FORM

Module Title:	Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN)	Level	4	Credit Value:	20

Module code:	EDP420	Cost Centre:	GAEC	JACS2 code:	X300

Semester(s) in which to be offered:	1/2	With effect from:	September 2015

Existing/New: New	Title of module being replaced (if any):	EDP420 Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN)

Originating School: Social and Life Sciences	Module Leader: Emma Constantine

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):	Core in BA (Hons) Education (Additional Learning Needs/Special Educational Needs) and BA (Hons) Education (Counselling Skills and Psychology)
Scheduled learning & teaching hours	40		
Independent study hours	140		
Placement hours	20		

Programme(s) in which to be offered: BA (Hons) Education (Additional Learning Needs/Special Educational Needs) and BA (Hons) Education (Counselling Skills and Psychology)	Pre-requisites per programme (between levels): None

Module Aims

To enable students to:

- Develop understanding of the individual learning needs of all children and young people including those who have ALN/SEN;
- Develop understanding of a range of learning needs that fall onto the spectrum of ALN/SEN;
- Develop a theoretical understanding of the key issues surrounding ALN/SEN;
- Develop understanding of relevant policies and legislative documentation relating to ALN/SEN.

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

Knowledge and Understanding:

1. Appreciate the range of ALN/SEN and the need for early identification;
2. Reflect upon current educational provision and practice for children and young people with ALN/SEN;
3. Develop an understanding of how the historical context influences current ALN/SEN provision;
4. Gain insight into the potential barriers to learning experienced by some individuals in educational settings.

Assessment:

An essay which focuses on high incidence examples of SEN/ALN in mainstream/special provision and discusses strategies used to support learners who have these needs.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Essay	100%		3,000

Learning and Teaching Strategies

The module will use a variety of methods for teaching and learning, including lectures, group work, e-learning and presentations enhanced by outside speakers with expertise in supporting children and young people with a range of ALN/SEN.

Students will be expected to make full use of the University's library and VLE to enhance their study.

During placement, students will be required to complete a research task linked to this module, which will inform their assignment.

Syllabus outline

- Individual learning styles and needs;
- Definitions of 'Special Educational Needs' and 'Additional Learning Needs';
- The history of SEN provision;
- Exploring a range of common conditions which constitute ALN/SEN in both mainstream and specialised settings;
- The importance of early identification of ALN/SEN and the potential barriers for learning which need to be removed;
- Current provision and practice for children and young people with ALN/SEN.

Bibliography

Essential reading:

Department for Education and Department of Health (2014), *Special Educational Needs and Disability Code of Practice: 0-25 years.*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND _Code_of_Practice_January_2015.pdf

DfES (2003), *Every Child Matters.* London: DfES.

National Assembly for Wales (2004), *Special Educational Needs Code of Practice for Wales.* Cardiff: NAfW.

DCELLS (2010), *A curriculum for all learners.* Cardiff: Welsh Assembly Government

Other indicative reading:

Birkett, V. (2004), *How to support and teach children with special educational needs.* Cambridge: LDA.

Cowne, E. (2008), *The SENCO handbook: working within a whole-school approach* (Fifth Edition). Oxon: Routledge.

Doveston, M. and Cullingford-Agnew, S. (2006), *Becoming a Higher Level Teaching Assistant: Primary Special Education Needs.* Exeter: Learning Matters.

Dukes, C. (2007), *Working with parents of children with special educational needs.* London: PCP/Sage.

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

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

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

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

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

Soan, S. (2005), *Primary Special Educational Needs.* Exeter: Learning Matters.

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.

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.

Westwood, P. (2007), *Commonsense methods for children with SEN,* London: Routledge.

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

Electronic references/Journals:

British Journal of Special Education
Special! (from: www.nasen.org.uk)
Support for Learning
European Journal of Special Needs Education
PATOSS Journal
Dyspraxia Foundation Professional Journal
Dyslexia Review

http://www.senmagazine.co.uk/
http://www.education.gov.uk/schools/pupilsupport/sen