# MODULE SPECIFICATION FORM

| Module Title: Supporting Children and Young People: Communication and Interaction | Level | 5 | Credit Value: | 20 |
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| Module code: EDP525 (if known) | Cost Centre: GAEC | JACS3 code*: X300 |
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| Trimester(s) in which to be offered: 1/2 | With effect from: September 2017 |
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| Office use only: To be completed by AQSU: | Date approved: June 2017 Date revised: Version no: 1 |
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| Existing/New: New | Title of module being replaced (if any): | EDC523 Supporting Children and Young People: Speech, Language and Number |
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| Originating School: | Social and Life Sciences | Module Leader: | Emma Constantine |
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| Module duration (total hours) | 200 | Status: core/option/elective (identify programme where appropriate): | Core within BA (Hons) Education (Additional Learning Needs/Special Educational Needs) |
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| Scheduled learning & teaching hours | 40 | | |
| Independent study hours | 135 | | |
| Placement hours | 25 | | |

| Programme(s) in which to be offered: | BA (Hons) Education (Additional Learning Needs/Special Educational Needs) | Pre-requisites per programme (between levels): | None. |
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**Module Aims**:
To enable students to:

- Understand typical development of communication and interaction in children
- Develop understanding of difficulties experienced by some children/young people in relation to communication and interaction
- Assist in the overcoming of barriers to learning and well-being posed by having communication and interaction needs.

**Intended Learning Outcomes:**

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

1. Demonstrate knowledge of how speech, language and communication develop within typical parameters. (KS1, KS6, KS9)
2. Examine and discuss a range of needs that can arise in relation to communication and interaction, such as speech and language delay, impairments or disorders. (KS1, KS2, KS6, KS9)
3. Develop confidence in identifying children who may be experiencing barriers to learning due to difficulties with communication and interaction. (KS1, KS2, KS3, KS6, KS9)
4. Critique strategies to enable children who experience difficulties with communication and interaction to access learning and to develop relationships with others. (KS1, KS2, KS3, KS4, KS6, KS9)

**Assessment:**

Two assessments are required:

1. With the help of a mentor, and taking ethical issues into consideration, identify a child with a learning need in communication and interaction. Provide an overview of the child's specific learning need(s) and how the learning need is currently being supported in their educational setting. Link this to your theoretical research about the specific learning need(s).

2. A teaching pack designed to support the pupil identified in part (1).The pack would include a lesson plan and actual resources needed to deliver the lesson along with a rationale to explain the intended learning outcomes and how the teaching and learning activity would support the learner's specific need.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting | Duration (if exam) | Word count (or equivalent if appropriate) |
|---|---|---|---|---|---|
| 1 | 1, 2 | Case Study | 40% | | 1500 words |
| 2 | 2, 3, 4 | Coursework | 60% | | 2500 words equivalent |

**Learning and Teaching Strategies:**

The module will use a variety of methods for teaching and learning, including lectures, group work and e-learning. Visits to settings which support pupils with communication and interaction will be arranged for students to have first-hand experience of observing children and young people who face these potential barriers to learning. Students will be expected to make full use of the University's library and VLE to enhance their study.

**Syllabus outline:**

- Defining 'communication and interaction'.
- Examining the differences between 'speech', 'language' and 'communication'.
- Typical development of speech, language and communication in young children.
- How can communication and interaction go wrong?
- Focus on a range of learning difficulties affecting communication and interaction, such as speech and language delay, impairments or disorders and ASD.
- The potential impact of such learning difficulties on learning and emotional well-being.
- Current initiatives and provision for children and young people who need extra support with communication and interaction.
- Strategies to help overcome barriers to learning in communication and interaction.
- Reflection on visits to resource provision in mainstream settings where pupils with communication and interaction needs are supported.

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**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

National Assembly for Wales (2004), *Special Educational Needs Code of Practice for Wales.* Cardiff: NAfW.
http://learning.gov.wales/docs/learningwales/publications/131016-sen-code-of-practice-for-wales-en.pdf

**Other indicative reading:**
Beveridge, M., Conti-Ramsden, G. and Leudar, I. (eds.) (1997), *Language and Communication in People with Learning Difficulties.* London: Routledge.

Birkett, V. (2004), *How to Support and Teach Children with SEN.* Cambridge: LDA

Bruce, T. & Spratt, J. (2008), *Essentials of Literacy from 0-7: Children's Journeys into Literacy.* London: Sage.

Cheminais, R. (2015), *Special Educational Needs for Qualified and Trainee Teachers.* Third Edition. London: Routledge.

Daines, B. (1996), *Spotlight on SEN: Speech and Language Difficulties.* NASEN/AFASIC

DCELLS (2010), *A Curriculum for All Learners.* Cardiff: Welsh Assembly Government

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

Eleftheriades, A. (2015), *Building Blocks for Communication.* London: Routledge.

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

Gross, J. (2002), *SEN in the Primary School: A Practical Guide.* London: OUP.

Hannell, G (2013), *Identifying Special Needs.* London: Routledge.

Lewis, A. and Norwich, B. (Eds) (2004), *Special Teaching for Special Children: Pedagogies for Inclusion.* London: OUP.

Norwich, B. (Ed) (2000), *Early Years Development and SEN.* NASEN.

Tilstone, C. (2004), *Child Development and Teaching Pupils with SEN.* London: Routledge/Falmer

Whitehead, M. (2004), *Supporting Language and Literacy Development in the Early Years.* London: PCP.

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

**Web based sources**
http://www.nasen.org.uk/
http://www.education.gov.uk/schools/pupilsupport/sen
http://www.senmagazine.co.uk/
http://www.afasic.org.uk/
http://www.ican.org.uk/
http://www.talkingpoint.org.uk/
http://www.makaton.org/