MODULE SPECIFICATION FORM

Module Title: ALN/SEN Specialist Support	Level: 6	Credit Value: 20

Module code: EDP612	Cost Centre: GAEC	JACS2 code: X300

Trimester(s) in which to be offered: 1/2	With effect from: September 2017

Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: September 2017 Version no: 2

Existing/New: Existing	Title of module being replaced (if any):	EDP612 ALN/SEN Specialist Support

Originating School: Social and Life Sciences	Module Leader: David Thomas

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):	Core in BA (Hons) Education (Additional Learning Needs/Special Educational Needs)
Scheduled learning & teaching hours	40		
Independent study hours	130		
Placement hours	30		

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

Module Aims

To enable students to:

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

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Critique educational theory and approaches to practice which apply to learners with ALN/SEN;
2. Critically evaluate the role of the Additional Learning Needs/Special Educational Needs 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/SEN;
4. Critically discuss the need for specialist provision for some learners with ALN/SEN.

Assessment:

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 observed practice in the education and care of the child/young person.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1- 4	Case Study	100%		4000

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.

Syllabus outline

- The role of the SENCo/ALNCo;
- The legislative context;
- The statutory assessment process;
- Education provision for children and young people with ALN/SEN.
- The range of specialised support agencies for children and young people with ALN/SEN;
- The role of specialised support in educational settings and the broader context of children's services;
- The importance of team-based approaches in the education and care of children and young people with ALN/SEN.

Bibliography

Essential reading:

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

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

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

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

Other indicative reading:

Anning, A., Cotterall, D. Frost, N., Green, J. & Robinson, M. (2006), *Developing Multi-professional 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.

Dukes, C. (2007), *Working with Parents of Children with SEN.* London: PCP/Sage.

Farrell, M. (2004), *SEN: A Resource for Practitioners.* London: PCP.

Frederickson, N. (2002), *SEN, Inclusion and Diversity: a Textbook.* Maidenhead: OUP.

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

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. (2013), *Case Study Research: Design and Methods.* Fifth Edition. London: Sage.

Web based sources

Emerald (undated), *How to…write a case study.* http://www.emeraldinsight.com/authors/guides/write/case.htm?part=1

ICAN – The Children's Communication Charity. www.ican.org.uk

National Association for Special Educational Needs.

www.nasen.org.uk

National Autistic Society.
http://www.autism.org.uk/

Child and Adolescent Mental Health.
www.youngminds.org.uk