Module Code:	EDS408

Module Title:	An Introduction to Additional Learning Needs/Special Educational Needs (ALN/SEN)

Level:	4	Credit Value:	20

Cost Centre(s):	GAPE	JACS3 code: Hecos code:	X300 100462

Faculty:	Social & Life Sciences	Module Leader:	David Thomas

Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
FdA Learning Support	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

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/SEN;
- Develop an understanding of a range of differing learning needs that fall within the spectrum of ALN/SEN and how categories and definitions have developed over time;
- Develop a theoretical understanding of the key issues surrounding ALN/SEN;
- Develop an understanding of relevant national, local and school policies and legislative documentation relating to ALN/SEN;
- To develop an understanding of a range of effective support strategies for children and young people who display a range of ALN/SEN.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Discuss the range of ALN/SEN and the need for early identification;	KS1	KS3
		KS4	KS5
		KS6	
2	Reflect upon current educational provision and practice for children and young people with ALN/SEN;	KS1	KS3
		KS4	KS6
3	Develop an understanding of how the historical context and perspectives towards ALN/SEN influences current provision;	KS1	KS2
		KS3	KS6
4	Consider the range of potential barriers to learning experienced by some individuals in educational settings;	KS1	KS4
		KS9	
5	Consider how the range of potential barriers to learning experienced by some individuals in educational settings may be removed.	KS1	KS2
		KS4	KS5

Transferable skills and other attributes

- Reflection,
- Analysis,
- Problem solving,
- Evaluation and action planning;
- Making links between theory and practice;
- Managing own learning and working with others;
- Communication

Derogations

None

Assessment:

Indicative Assessment Tasks:

Students will be asked to produce an essay which focuses upon examples of high incidence ALN/SEN in a mainstream/special provision. Students will discuss the impact of high incidence ALN/SEN on a learner, discuss potential barriers to learning and engagement for the learner and potential strategies used to support learners who display these needs. The essay will allow students the opportunity to set their work in the context of a learner(s) they know, in their workplace setting and reflect upon strategies employed within their setting.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 5	Essay	100%		2000 words

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used including lectures, workshops, role play, observation, directed study tasks and tutorials. Further, students will be expected to: Develop the ability to evaluate critically their own progress and achievement and that of others; Engage fully in independent activity and collaborative group work; Make full use of the University's library and VLE (Moodle) to enhance their study.

Syllabus outline:

- Individual learning styles and needs;
- Definitions of 'Special Educational Needs' and 'Additional Learning Needs';

- The history of SEN provision in England and Wales;
- Exploring a range of common conditions which constitute ALN/SEN in both mainstream and specialised settings for example Autism, BESD, EAL and LAC;
- 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.

Indicative 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.   National Assembly for Wales (2018), Additional Learning Needs and Education Tribunal (Wales) Act. Cardiff: NAfW.   DCELLS (2010), *A curriculum for all learners*. Cardiff: Welsh Assembly Government
Other indicative reading
Bailey, G. (2012), *Emotional well-being for children with special educational needs and disabilities: a guide for practitioners*. Sage.   Birkett, V. (2004), How to support and teach children with special educational needs. Cambridge: LDA.   Bryant, D. P., Bryant, B. R., and Smith, D. D. (2015), *Teaching students with special needs in inclusive classrooms*. Sage Publications.   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. (2009), The Special Education Handbook (Fourth Edition). London: David Fulton.

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

Glazzard, J., Stokoe, J., Hughes, A., Netherwood, A., and Neve, L. (2015), *Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools*. Learning Matters.

Hodkinson, A. (2015), *Key issues in special educational needs and inclusion.* Sage.

Martin, J. (2015), *Building Evidence through SEN Case Studies: Tools for self-evaluation and school improvement. Optimus Education.*

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

Peer, L. and Reid, G. (2016), Special Educational Needs A Guide for Inclusive Practice (Second Edition). 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.

Soan, S. (Ed.). (2013), *Additional educational needs: Inclusive approaches to teaching*. Routledge.

Spencer, C. and Schnelling, K. (2013), Handbook for the Pre-School SEN Provision: the code of practice in relation to the early years. London: David Fulton.

Tutt, R. (2010). *Partnership Working to Support Special Educational Needs & Disabilities*. Sage.

Wall, K. (2010), Special Needs and Early Years: A Practitioner's Guide (Third 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