

Module specification

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Module Code	EDY414
Module Title	Introduction to Additional Learning Needs
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA Hons Childhood & Adolescent Studies Programme Design	Core

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	36 hrs
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	200 hrs

Module aims

This module aims to:

Provide a foundational understanding of Additional Learning Needs (ALN), introducing key concepts, terminology, and inclusive approaches.

Explore the historical, social, and policy contexts of ALN, with a specific focus on the legislative framework in Wales.

Develop an awareness of diverse, often co-occurring learning needs to support the identification of inherent strengths alongside significant barriers to learning.

Encourage the development of reflective practice to support inclusive decision-making in educational settings.

Module Learning Outcomes

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

1	<p>Explain the historical development of ALN provision and discuss how these changes have impacted societal attitudes towards disability and learning needs.</p> <p><i>(Maps to Assessment 1: Written Assignment)</i></p>
2	<p>Describe the key legislative and policy frameworks relating to ALN in Wales and the wider UK context, identifying their implications for practice.</p> <p><i>(Maps to Assessment 1: Written Assignment)</i></p>
3	<p>Identify common profiles of Additional Learning Needs, including Specific Learning Difficulties (SpLDs), outlining their key characteristics, co-occurring needs (comorbidity), and inherent learner strengths, whilst recognising the significant barriers they may present.</p> <p><i>(Maps to Assessment 2: Written Assignment/Professional Resource)</i></p>
4	<p>Outline the principles of inclusive practice and explain how they promote equity of learning opportunities, focusing on the critical role of educators in providing necessary adaptations to overcome potential barriers to learning.</p> <p><i>(Maps to Assessment 2: Written Assignment/Professional Resource)</i></p>

Assessment

Indicative Assessment Tasks: The assessment strategy is designed to provide students with the opportunity to demonstrate both their theoretical knowledge and applied understanding of Additional Learning Needs (ALN). Assessment 1, a written assignment, enables students to explore historical, policy and societal perspectives on ALN, applied to a specific context to develop academic writing skills and conceptual understanding. Assessment 2, a professional resource and rationale on Specific Learning Difficulties, encourages students to apply their knowledge creatively and justify their communication strategies for a professional or lay audience. Further details will be made available in the relevant academic year module handbook.

Assessment 1: Written Assignment – ‘Historical, Policy and Societal Perspectives on ALN’ This assignment explores the historical development of Additional Learning Needs, key legislative

and policy frameworks in Wales, and societal attitudes towards learners with ALN. The assignment requires students to demonstrate an understanding of foundational concepts, explain the evolution of provision, and discuss the impact of policy on societal views within a specified context. Students are expected to support their discussion with relevant academic sources and apply theory to a specific educational or societal scenario.

Assessment 2: Written Assignment (Professional Resource and Rationale) – ‘Inclusive Practice and Specific Learning Difficulties (SpLDs)’ Students will create a professional resource (e.g., a leaflet, digital guide or booklet) aimed at a specific audience such as educators or families, outlining key types of Specific Learning Difficulties and support for learners. This is accompanied by a written rationale justifying the design, language and content choices. The task requires students to explore the diverse and often co-occurring profiles of learners with SpLDs. Students must recognise individual learner strengths whilst explicitly outlining the educator's responsibility to understand and mitigate significant barriers through equitable support and necessary adaptations.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2	Written Assignment	2000	60%	
2	3, 4	Written Assignment	1000	40%	

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of lectures, interactive workshops, and structured reading seminars. An active learning approach will be used to engage learners in policy debate and professional standards analysis, involving case-based learning, scenario work, and flipped learning activities. The VLE will host policy documents, regulatory body guidance, and models of reflection to support the case study and portfolio preparation.

Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

Indicative Syllabus Outline

- Historical perspectives on ALN, including the evolution of education for children with additional needs.
- Legislative and policy frameworks in Wales, including the ALN Act 2018 and its implications for practice.
- Societal attitudes and cultural perceptions of disabilities and learning needs.
- Introduction to Specific Learning Difficulties (SPLDs), such as dyslexia, dyscalculia, and dyspraxia.
- Exploring diverse ALN profiles, including the prevalence of co-occurring needs (comorbidity). Navigating the tension between leveraging neurodivergent strengths and addressing significant systemic and intrinsic barriers through equitable educator adaptations.
- Principles of inclusive practice and basic strategies for differentiation in learning.
- Observation and identification techniques in educational settings.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per university [Harvard Referencing Guidance](#)*.

Essential Reads

- Hodkinson, A. (2023) *Key issues in special educational needs, disability and inclusion*. 4th edn. London: SAGE Publications.
- Wearmouth, J. (2022) *Special educational and additional learning needs: An essential guide*. London: SAGE Publications.

Other indicative reading

- Alix, S. (2024) *The primary SEND handbook for trainee teachers*. London: SAGE Publications.
- Borkett, P. (2020) *Special educational needs in the early years: A guide to inclusive practice*. London: SAGE Publications.



- Peer, L. and Reid, G. (eds.) (2020) *Special educational needs: A guide for inclusive practice*. 3rd edn. London: SAGE Publications.
- Sewell, A. and Smith, J. (2020) *Introduction to special educational needs, disability and inclusion: A student's guide*. London: SAGE Publications.

Administrative Information

For office use only	
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Date and details of revision	
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