

Module Outline

Part 1- as validated

1.	Title	Understanding and supporting SEND
2.	Level *	4
3.	Credits	20
4.	Indicative Student Study Hours	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

6. Brief Description of Module (purpose, principal aims and objectives)

Practitioners have an important role in identifying any special needs a child might have, supporting that child and their family, liaising with other professionals and being an advocate for the child. This module will introduce students to principles and concepts of Special Educational Needs and Disabilities (SEND), exploring the issues that practitioners need to consider in terms of the legal requirements and their own attitudes to SEND.

The aim of the module is to promote students to explore appropriate terminology and discuss how this is related to current legislation. The SEND code of practice will be examined alongside how to best support varied needs. An overview of some specific needs will be covered and students will be encouraged to debate and analyse how to meet a child's holistic needs.

Students will engage with debates, case studies and research tasks to support their learning. Utilising students experience in a work setting or placement will be influential in class discussions to share good practice and support students in recognising each child's needs are individual.

7. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1.	Identify principles and concepts of SEND and its terminology (SB 4.6).
2.	Evaluate the effectiveness of SEND provision (SB 5.3.6).
3.	Articulate how SEND effects children's holistic development (SB 5.3.10).
Generic Learning Outcomes	
4.	Manage their own time in the preparation of course work
5.	Produce a written submission to a defined standard

8. Assessment**Pass on aggregate or Pass all components***(modules can only be pass all components if this is a PSRB requirement)***N.A.****Summary of Assessment Plan**

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Report	100	Yes	2500	1-5	All must be evidenced

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

The summative assessment

Students will complete a report to develop their academic skills and access a wide range of information in a structured manner. Students will need to research specific information and present this to meet the learning outcomes.

Formative support

The information is to be clearly structured making use of sections and headings so that the information is easy to locate and follow. Formative assessment will be provided during the module to support students in developing their report writing skills and build upon their L4 Academic Practice module.

Links to work experience

Using a report format, students will be able to demonstrate what they have learned from their reading, research and experience and apply this to report writing tasks in a professional capacity.

9. Summary of Pre and / or Co Requisite Requirements

None

10. For use on following programmes

BA (Hons) Early Years and Primary Education Studies

**Module Specification
annually**

Part 2- to be reviewed

1.	Module Leader	TBC
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2.	Indicative Content
	<ol style="list-style-type: none"> 1. What are special educational needs? 2. Models of disability 3. Current legislation 4. Code of practice 5. Integration and inclusion 6. Meeting varied needs- autism, dyslexia, dyspraxia 7. Meeting varied needs - sensory impairments and physical disabilities 8. Meeting varied needs - ADHD and social emotional and behavioural difficulties 9. Assessment and differentiation 10. Role of the SENDCO/ The pathway to EHCP's 11. SEND provision within settings and schools 12. Multi-agency working

3. Delivery Method *(please tick appropriate box)*

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
X					

*If the Delivery Method is **Classroom Based** please complete the following table:*

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lecture	36	Taught contact time	1 - 5
2	Independent Study	164		
	Total Hours	200		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two
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	20 minutes academic tutorials per module
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4. Learning Resources

To include contextualised Reading List.

Highly Recommended - 3

Burnett, N. (ed.) (2019) *Solutions Focused Special Education: practical and inclusive strategies for all educators*, London: Jessica Kingsley.

Glazzard, J. and Netherwood, A. (2019) *Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools*, 3rd edition, London: Learning Matters.

Hodkinson, A. (2019) *Key Issues in Special Educational Needs, Disability and Inclusion*, 3rd edition, London: Sage.

Recommend - 3

Brodie, K. and Savage, K. (eds) (2015) *Inclusion and Early Years Practice*, Abingdon: Routledge.

Cowne, E., Frankl, C. and Gerschel, L. (2019) *The SENCo Handbook: leading and managing a whole school approach*, 7th edition, Abingdon: Routledge.

Crutchley, R. (ed.) (2018) *Special Needs in the Early Years: partnership and participation*, London: Sage.

Journals and Websites

British Journal of Special Education [Online]. Available from:

<https://wv-colchester.olib.oclc.org/webview/?oid=378383> [Accessed 2 April 2020].

British Educational Research Journal [Online]. Available from:

<https://wv-colchester.olib.oclc.org/webview/?oid=376387> [Accessed 2 April 2020].