EQ310-15 Introduction to Special Educational Needs and Disability

21/22

Department
> Education Studies

Level
> Undergraduate Level 3

Module leader
> Dimitra Hartas

Credit value
> 15

Module duration
> 10 weeks

Assessment
> 100% coursework

Study location
> University of Warwick main campus, Coventry

Description

Introductory description

An introduction to Special Educational Needs for undergraduate students

[Module web page](#)

Module aims

- To develop students' awareness of inclusion as a theoretical and practical process · To broaden students' knowledge of SEN policy and procedures · To provide opportunities for students to understand and apply the principle of early identification and assessment · To introduce students to issues related to definition, characteristics and learning requirements of children with Dyslexia, Autistic Spectrum Disorders and Language Difficulties.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Week 1: Introduction: The Changing Nature of Special Educational Needs and Inclusive

Education. The new Children and Families Act 2014.
Week 2 Inclusion: theoretical and practical perspectives and the principles of inclusive practice.
Week 3 Specific Learning Difficulties: Dyslexia
Week 4 Child Language Development, Difficulties & Issues of Assessment and Identification
Week 5 Language difficulties or language difference? EAL, Bilingualism and Language Difficulties and their impact on academic performance
Week 6 Co-existence between Language and other conditions: Eg, Language and Emotional/Behavioural Difficulties in Children
Week 7 Autistic-Spectrum Difficulties: Identification, assessment and provision
Week 8 Integrated working in support of children with SEN
Week 9 Group tutorials
Week 10 Student group work and presentations - Course Review

Learning outcomes

By the end of the module, students should be able to:

- Develop a systematic, coherent and critical knowledge and understanding of areas of need such as specific learning difficulties (developmental dyslexia), autistic-spectrum disorders; and language difficulties
- Develop a conceptual understanding of the implications of educational research and the way it shapes policy and practice with regard to special educational needs
- Develop a critical understanding of pedagogy and classroom practice in the special needs context, devising and sustaining arguments that consolidate and may extend knowledge
- Explore the notion of working with parents and other professionals, as well as issues of integrated working
- Accurately deploy established research skills appropriate to the discipline
- Identify a range of appropriate solutions based on a critical evaluation of policies and practices that challenge issues about inclusion and specific additional services for children
- Develop a conceptual and systematic understanding of the importance of early diagnosis and intervention

Indicative reading list

Frederickson, N, and Cline, T (2009). Special Educational Needs, Inclusion and Diversity (2nd edition), Maidenhead, Open University Press.
Florian, L. (Ed) (2007). The Sage Handbook of Special Education. London: Sage
Hartas, D. (2005). Dyslexia in Early Years. London: RoutledgeFalmer.
Hartas, D. (2005). Language and Communication Difficulties. London: Continuum.
Gross, J. (2013) The local offer as an accountability mechanism: core national qualities of the offer around which local offers could legitimately vary
'. In: SEN Policy Research Forum 'How
will accountability work in the new SEND legislative system?' Journal of Research in Special Educational Needs.
Thomas, G. (2013) 'A review of thinking and research about inclusive education policy, with suggestions for a new kind of inclusive thinking'. British Educational Research Journal, Vol. 39 (3), pp473-490

Wall, K. (2006) Special Needs and Early Years: A Practitioner's Guide, London: Paul Chapman Publishing. SEND Code of Practice:0 to 25 years. Published by the Department for Education and Department of Health, updated version 1st April 2015.

[View reading list on Talis Aspire](#)

Subject specific skills

- apply multiple perspectives to special educational needs and disability issues, recognising that this area involves a range of research methods, theories, evidence and applications
- integrate ideas and findings across the multiple perspectives in special educational needs and disabilities
- constructively critique theories, practice and research in the area of special educational needs and disabilities
- demonstrate knowledge and awareness of the skills needed for different pedagogical approaches
- the formation and promotion of mutually respectful relationships with families, colleagues, other professionals and communities
- lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams with parents, carers and other professionals
- produce critical arguments for improvements to multi-agency and multi-professional practices for children and young people with special educational needs and disabilities
- reflect upon the ethics of studying children with special educational needs and disabilities
- generate and explore hypotheses and research questions relating to special educational needs and disabilities
- demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and young people with special educational needs and disabilities

Transferable skills

- Character/personality
- Cognitive flexibility
- Common sense
- Communication skills
- Complex problem solving
- Confidence
- Coordinating with others
- Critical thinking
- Emotional intelligence
- Initiative and also follow instructions
- Intellectual ability
- International cultural awareness
- Interpersonal and communication
- Judgement and decision making
- Leadership
- Literacy

- Management of learning
- Motivation, tenacity, commitment
- Personal development skills
- Persuading/influencing
- Planning and organisational skills
- Problem solving
- Reasoning
- Self-management/resilience
- Stakeholder and organisational awareness
- Team working
- Using IT effectively

Study

Study time

Type	Required	Optional
Lectures	10 sessions of 1 hour (7%)	
Seminars	10 sessions of 2 hours (13%)	
Tutorials	(0%)	1 session of 15 minutes
Private study	120 hours (80%)	
Total	150 hours	

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A

	Weighting	**Study time**
Exam Week	100%	

This assessment will take the form of an 'Exam Week'. In a specified week after the teaching on the module has finished, students will answer a series of questions in essay form (working to a maximum overall word limit). The questions will be made available on the Monday morning and students will have until the Friday afternoon to complete the assessment. The module leader will confirm the exact specification of this assessment once the module teaching begins.

Feedback on assessment

Cohort feedback.

Availability

Courses

This module is Option list A for:

- Year 3 of UEQA-X35B Undergraduate Education Studies
- Year 4 of UPSA-C806 Undergraduate Psychology with Education Studies (with Intercalated Year)

This module is Option list B for:

- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies