

# EQ310-15 Introduction to Special Educational Needs and Disability

**22/23**

**Department**

Education Studies

**Level**

Undergraduate Level 3

**Module leader**

Emma Langley

**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 a range of needs (such as learning difficulties, autism, speech, language and communication needs)

### 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.

Introduction to Special Educational Needs and Disability (SEND)

Current SEND policy and practice (England)

Inclusion

Environmental influences

Early intervention

Common areas of need, including: Learning disabilities, Autism, Speech, Language and

Communication needs (SLCN)

Emotional, social and mental health needs

Round-up / assignment support

## **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 learning disabilities, autism, speech and communication needs
- 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
- 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**

Sewell, A. and Smith, J., 2020. Introduction to Special Educational Needs, Disability and Inclusion: A Student's Guide. SAGE.

Cline, T. and Frederickson, N., 2009. Special educational needs, inclusion and diversity. McGraw-Hill Education (UK).

Hodkinson, A., 2019. Key issues in special educational needs, disability and inclusion. Sage.

Peer, L. and Reid, G. eds., 2016. Special educational needs: A guide for inclusive practice. Sage.

Borkett, P., 2020. Special Educational Needs in the Early Years: A Guide to Inclusive Practice. SAGE.

Tutt, R. and Williams, P., 2015. The SEND code of practice 0-25 years: Policy, provision and practice. Sage.

[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
- 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
  - 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
Lectures	10 sessions of 2 hours (13%)
Seminars	10 sessions of 1 hour (7%)
Tutorials	(0%)
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 A1

	Weighting	Study time
Essay (x2)	100%	

A selection of essay titles will be provided to the students and they will be asked to select two questions to answer (one theoretical question and one question on a common area of need). Each essay will require a maximum of 1500 words. Two essays will be submitted at the same time in one document, but each will receive a separate mark that will count equally towards students' final module grade

## Feedback on assessment

Individual written feedback using the department undergraduate feedback sheet.

---

## **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 Intercolated Year)

This module is Option list B for:

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