

Liverpool John Moores University

Title: Special Educational Needs
Status: Definitive
Code: **7014MML** (123329)
Version Start Date: 01-08-2019

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Rick Tynan	Y

Academic Level: FHEQ7
Credit Value: 30
Total Delivered Hours: 60
Total Learning Hours: 300
Private Study: 280

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Online	20
Placement/Practice	40
Seminar	20
Workshop	20

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	Presentati	Portfolio of professional development activities linked to identifying and meeting the needs of learners with SEN (30 mins)	50	
Portfolio	Portfolio	Presentation of a case study on a specific aspect of theory, policy and practice relating to the special educational needs of an identified learner or group of learners in the professional context (3000 words equivalent)	50	

Aims

This module will enable students to appreciate the interplay between theory and practice in relation to learners with special educational needs, informing practice within the classroom. It will enable participants to recognise and respond to the diversity of learners.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate systematic knowledge and critical understanding of national and school policy and practice to support individual learners according to a range of special educational needs.
- 2 Critically analyse own professional practice in relation to providing for the needs of learners with special educational needs
- 3 Critically evaluate and reflect upon teaching and learning in relation to learners with specific learning need

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

presentation	1	2
Portfolio	3	

Outline Syllabus

Approaches to Pedagogy

The range of children's special educational needs

Working with other Professionals and their role in supporting inclusive practice

Key theoretical perspectives on inclusive teaching and learning

Current issues in learning, teaching and assessment

Classroom strategies

Assessment and Assessment for Learning

Planning for Learning to include all children

Learning Activities

Workshops

Seminar

On line

Practice based

Notes

This module is part of the PG Diploma in Education delivered collaboratively with Tarleton Academy

The module aims to equip participants with an understanding of the range of special educational needs, the skills on how these needs may be met through personalisation of learning and knowledge of how other professional can support meeting individual needs to ensure that all children are able to maximise their individual potential.