

Liverpool John Moores University

Title: The Role Of The SENCO
Status: Definitive
Code: **7401SIL** (120944)
Version Start Date: 01-08-2016

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

Team	Leader
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Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 22

Total Learning Hours: 200 **Private Study:** 178

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	4
Online	2
Seminar	6
Tutorial	2
Workshop	8

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	Reflection		100	

Aims

Expand their knowledge and understanding of the role of the SENCO through learning based on engagement with current educational theory, research, policy and professional practice.

Develop critical professional practice through analysis of, and reflection on, and

engagement with this knowledge and understanding in their professional setting. Develop professionally and personally through engagement with the module.

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify their own professional development needs, and plan, work towards, monitor and review personal learning goals
- 2 Critically examine and reflect on their own professional practice.
- 3 Display knowledge and critical understanding of key theoretical frameworks and concepts associated with the role of the SENCO in educational organisations.
- 4 Analyse and critically reflect on and synthesise research findings and other evidence to inform their practice as a SENCO.
- 5 Reflect on and evaluate the impact of their learning on their professional practice.

Learning Outcomes of Assessments

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

Reflective practice assignment	1	2	3	4	5
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Outline Syllabus

Key concepts and theoretical frameworks associated with the role of the SENCO

Context of the role: institutional, local, nation and international

Differentiation: materials, resources and broadening the accessibility and range of the curriculum and applying for examination adjustments.

Roles and responsibilities of practitioners in planning and supporting learning.

Whole school/institute approaches to the organisation of learning groups and support systems.

Learning policy and provision; auditing current provision.

Managing resources: time, space, people, finance, materials.

Practitioner enquiry approaches.

Learning Activities

Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate

Notes

This module provides a grounding in theory, research and practice for educational professionals with an interest in developing their capabilities as SENCOs, their understanding of policy contexts, and their ability to contribute to improve educational outcomes and organisational effectiveness. The module contributes to attainment of the National Award for Special Educational Needs coordinators (NASC)