

Module code: MOD005368	Version: 6 Date Amended: 14/Aug/2023
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1. Module Title
Perspectives on the Child 3: Inclusion, SEND and Developmental Differences

2a. Module Leader
Eleni Lithari

2b. School
School of Education

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
6

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	BA (Hons) Primary Education Studies Accelerated BA Primary Education Studies BA (Hons) Education Top-up		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Develop your theoretical understanding of a range of potential barriers to learning, which may arise for pupils in their educational contexts. Inclusion and SEND: the policy and practice context', develop your understanding of the developing policy context, and theoretical models and perspectives on inclusion and the child with SEND. Using theory and policy to inform practice, develop your approaches to identifying and reducing barriers to learning and for personalising provision, with the aim of developing inclusive practice for all pupils in an educational setting.

This module consists of 2 themes, each are one trimester in duration;

Theme 1: Supporting a Child with Special Educational Needs and Disabilities (SEND)

Theme 2: Personalisation in Education

This module will develop students' knowledge and understanding of the complex issue of ensuring that each child is supported in their education.

The module builds on the knowledge developed previously in Perspectives of the Child 1 and 2. Students will become familiar with a range of interventions and perspectives, including those of the family and child who are central to planning provision under the current SEND Code of Practice.

Students' previous and current learning will inform practice and develop their approaches to addressing barriers to learning and to personalising provision.

Assignments for this module enable students to develop both your academic and practical skills for the inclusive multi-agency professional context.

6b. Outline Content

Theme 1: Supporting a Child with Special Educational Needs and Disabilities (SEND)

- Working in partnership
- Issues for SEND and inclusion
- Planning interventions

Theme 2: Personalisation of Education

- Personalising learning
- Inclusive pedagogy
- Person-centred planning

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate knowledge and understanding of causes, consequences and educational implications of a range of SEND, and strategies to address them in educational settings
2	Knowledge and Understanding	Identify and evaluate key aspects of inclusive and adaptive teaching
3	Intellectual, practical, affective and transferrable skills	Understanding how policy pertaining to SEND is implemented in educational contexts
4	Intellectual, practical, affective and transferrable skills	Report on intervention for children with SEND within the collaborative working context for families and other professionals

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2025/6	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	20	1-4	Lecture 1 hr x 10 weeks x 2 semesters
Other teacher managed learning	24	1-4	Seminar 1 hr x 12 weeks x 2 semesters
Student managed learning	256	1-4	Student Directed Study
TOTAL:	300		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1,4	50 (%)	Fine Grade	30 (%)
Summative: Design a person-centred plan (1000 word equivalent) and present this as part of an individual presentation on adaptive teaching for a child with SEND (2000 word equivalent). Presentations will focus on causes, consequences and educational implications of identified SEND needs, and suggest suitable intervention strategies.					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	2,3	50 (%)	Fine Grade	30 (%)
Summative: A critical discussion paper justifying the person-centred plan created in E010, and exploring the implications for including a child with SEND in the primary context (2000 words).					
<p>In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).</p> <p>In addition, students are required to:</p> <p>(a) achieve the qualifying mark for each element of fine graded assessment as specified above</p> <p>(b) pass any pass/fail elements</p> <p>[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]</p>					