

**M01**  
**National Award for SEN Coordination**

1.	Module Code	M01
2.	Title	National Award for SEN Coordination
3.	Level	7
4.	Credit Points	60
5.	Start Term	Autumn, Spring, Summer
6.	Module Leader	Siobhan Mellor, Mark Turner
7.	Accredited by	
8.	Module Requisitions	
	(a) Pre-requisite	QTS or QTLS
	(b) Programme Restriction	Students must be current or aspiring SENCOs
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Automatic deferral	No
10.	<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>● To meet NCTL requirements for SENCOs.</li> <li>● To understand background context and legislation of SEND.</li> <li>● To develop effective leadership and management skills in relation to SEN coordination.</li> <li>● To work with other stakeholders both inside and outside of the student's school.</li> </ul>	
11.	<p><b>Learning Outcomes</b></p> <p><b>Knowledge</b></p> <p>On successful completion of this module, students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. The context for inclusive education within the framework of a SENCO role.</li> <li>2. The statutory and regulatory frameworks at national and local level concerning learning, teaching and assessment of pupils with SEND.</li> <li>3. High incidence SEND and how they can affect pupils' participation, engagement and learning.</li> <li>4. The principles and practice of effective, reflective leadership</li> </ol> <p><b>Skills</b></p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>5. Undertake a case-study project to critically evaluate existing workplace SEND strategy, policies and procedures for inclusive</li> </ol>	

	<p>education in comparison with an alternative setting, and identify practice-based, research-informed changes to implement in the setting.</p> <ol style="list-style-type: none"> <li>6. Demonstrate strategic financial planning, budget management, and analysis of pupils progress data to allocate resources effectively to deliver high quality SEND provision in line with best value principles.</li> <li>7. Lead, develop, communicate effectively and work strategically with senior colleagues / school governors and to draw on external sources of support and expertise to enhance SEND provision.</li> <li>8. Identify and implement systems for monitoring and evaluating systems of teaching and learning incorporating tools for collecting, analysing and using data about pupil progress.</li> </ol>
12.	<p><b>Syllabus</b></p> <p><b>The NASCO course is divided into four units. These units cover the following:</b></p> <ul style="list-style-type: none"> <li>● <b>Strand 1:</b> The context for inclusive education. The aims of this unit are to equip delegates with a comprehensive understanding of the current SEND legislation. The background to the policies that set the context to inclusion and SEND provision is explored. Theories of typical child development are presented with an overview of high incidence SEND and how these affect pupils' learning and development.</li> <li>● <b>Strand 2:</b> Developing strategy and policies for inclusive education. The aims of this unit are allow delegates to draw on a wide range of evidence, policy and resources and work with others to positively influence the strategic vision and commitment for the delivery of inclusive education. This unit requires each delegate to undertake a placement of up to 2 days in a school identified and nominated by the delegate. The placement school will be one in which an area of applied professional practice can be compared, contrasted and critically analysed with the same area of practice in the delegate's own school, leading to developmental outcomes for the SENCO to implement.</li> <li>● <b>Strand 3:</b> The development, planning and application of inclusive practice. The aim of this unit is to allow an in-depth analysis of a particular issue in the workplace, drawing on theory, evidence, local practice and external sources of support to design, implement and evaluate a local intervention aimed at enhancing the outcomes for one or more SEND pupils.</li> <li>● <b>Strand 4:</b> Collaboration and leadership. The aims of this unit are to enhance skills in collaboration, leadership and staff management, by fostering an understanding of the SENCO's key role in working with multiple stakeholders, emphasising the essential nature of interpersonal relationships for effective planning and delivery of interventions, and how to enhance their own and others' personal and professional development. The use of a 360 degree leadership behaviours tool for use with a supportive colleague will be facilitated within the module.</li> </ul>

13.

**Learning and teaching** will be via distance education. Students will access the syllabus in the following ways:

1. Written material (online module guide containing all necessary information relating to the syllabus as outlined above). Written content summarising research, policy, law and academic thinking on the learning objectives set by the DfE/NCTL.
2. Links to online resources and materials.
3. Online discussions with other delegates to problem-solve issues raised by delegates from real-life settings. Action learning sets may be used to share reading and ideas from the literature, to critically analyse ideas and research, and to check that assignments meet Masters criteria. Candidates will lead the development of their own enquiry supported by group discussions, workshops and individual tutorials.
4. Placements in a local school (nominated and arranged by the delegate independently) over two to four days to work-shadow to enable comparison and contrast with SEND systems and intervention approaches.
5. Directed reading of literature and research will be used to identify conceptual frameworks for analysis, to identify and develop models of 'best practice', and to set research in a wider educational, social, political and economic context.
6. Practical activities and reflection on own practice, structured through 'learning log' online entries.

**Assessment strategy:**

Assessment is through coursework assignments covering the 7 learning outcomes.

Students will build an assessment portfolio as they progress through the course. The portfolio will comprise of the following assessed pieces of work:

**Three reflective learning logs:**

1. Summarise your key areas of learning on the role of the SENCO in relation to legal responsibilities, leadership responsibilities and the impact of engagement with parents and young people (1,3) (500 words)
2. Summarise your key areas of learning in relation to undertaking action research in real-world school settings (3,5) (500 words)
3. A reflective log or minutes of the end of course evaluation meeting with the Head Teacher and/or workplace advocate, to review achievements in leading effective SEND provision in the setting and development in the professional role. (7) (500 words)

**Three applied practice Tasks:**

1. **SEND Policy analysis** Analyse the SEND/inclusion policies and mandatory 'SEND reports' from your own school and your placement school to compare the language used and the approaches taken to management of SEND and inclusion issues across the schools (2,5)

2. **Summary of SEND data management systems** Collate an overview of the SEND data tracking and monitoring systems used in your setting. include:(a) At least two pieces of evidence of your own practice at the systemic (whole-school) level, eg an anonymised section of your SEN or AEN Register highlighting those pupils at SA, SAP, Statements/ Sample IEP or an anonymised copy of your Provision Map/other data management systems that you use at a school, LA, National level, eg Raise online. You may wish to include more than two.(b) At least one piece of evidence of your data monitoring systems at the 'individual learner' level to demonstrate your monitoring/tracking of an individual pupil's progress. (6,8)
3. **Review of external service commissioning and evaluation processes.** Option A: Summarise the range of service providers/outside agencies you commission and receive services from and the processes for evaluation. For each service provider: make a brief note on the commissioning process and connect the services together that use a single commissioning route). Highlight where there are gaps in your understanding of commissioning processes and set yourself a task to seek information clarify this process. (b) summarise how and where you are able to feedback your evaluations of the impact and quality of the services received (and where you have not yet been asked to evaluate the services received). (c) whether there are costs/financial implications for your setting of commissioning each service. OPTION B: Overview of the SEND provision mapping across the setting, which summarises the range of provision for addressing the needs of pupils with SEND, the skills of the workforce and external professionals involved, and the systems in place for effective monitoring of value, efficiency and impact. (7,8)

**Four Masters Assignments:**

1. **Strand 1 – M level assignment** – A critical analysis of the impact of current legislation, research and professional guidance influencing the delivery of inclusive education for learners with SEND in your setting. (1,2,5) (1500 words)
2. **Strand 2 – M level assignment** – A critical analysis, evaluation and comparison of a focus area of SEND provision within two diverse schools / learning environments (5,7) (3000 words)
3. **Strand 3 – M level assignment** Either: Option A: an individual-child level case study analysis and evaluation in the format of either a written paper or a presentation (including slides and commentary) – multimedia presentations will be acceptable and encouraged – (3000-4000 words) or Option B: Provide a critical analysis of a piece of project work undertaken in your school / consortium / local authority to support the assessment and/or provision of services for pupils with SEND (3,6,8) (3000 words).
4. **Strand 4 - Overall reflective assignment** A reflective evaluation of the impact of the whole course on development of professional

	<p>knowledge and understanding, and leadership development as a SENCO, both personally and professionally. (4,7) (2000 words).</p> <p>Students will also take part in self assessment exercises as part of their engagement with the course materials. They will also complete reflective learning activities. Students will be asked to record their experiences at various points during the course in 'reflective learning logs'. Learning logs will be reviewed by tutors and they will offer their feedback on them, but they are primarily designed as a structured way for students to record their practical experiences and use these to develop their practice.</p>	
14.	<b>Assessment Weighting</b>	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
	Seen examination	0%
15.	Timetabled examination required	No
16.	Length of exam	N/A
17.	<p><b>Learning materials</b></p> <p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p>	