

M16
International Award for SEN Coordination

1.	Module Code	M16
2.	Title	International Award for SEN Coordination
3.	Level	7
4.	Credit Points	60
5.	Start Term	Autumn, Spring, Summer
6.	Module Leader	Siobhan Mellor
7.	Accredited by	
8.	Module Requisitions	
	(a) Pre-requisite	None
	(b) Programme Restriction	Students must be current or aspiring SENCOs based in an international setting defined as a school that promotes international education, in an international environment, either by adopting a curriculum such as that of the International Baccalaureate, or by following a national curriculum different from that of the school's country of residence.
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Automatic deferral	No
10.	Aims	<ul style="list-style-type: none"> ● To develop effective leadership and management skills in relation to SEND coordination within an international school setting. ● To develop an understanding of how wider cultural, political, historical and community contexts influence SEND provision internationally. ● To engage with international research and evidence based practice regarding inclusive education. ● To critically examine the research on interventions in the field of SEND and demonstrate both knowledge and understanding of both its applications and limitations. ● To develop different models of partnership within their setting with an understanding of the place of power and ethics in listening to and understanding children, parents and carers.
11.	Learning Outcomes Knowledge	On successful completion of this module, students will have knowledge and understanding of:

	<ol style="list-style-type: none"> 1. The context for leading inclusive education within an international school setting. 2. The range of statutory and regulatory frameworks and the wider cultural, political, historical and community contexts influencing SEND provision internationally. 3. The strategies to differentiate between pupils who have English as an additional language and/or SEND and how they can affect pupils' participation and learning. 4. The role of communities and culture when promoting inclusive education. <p>Skills</p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 5. Demonstrate the effective use of resources to deliver high quality SEND provision in line with best value principles. 6. Communicate effectively and work strategically with senior colleagues, school governors and to draw on external sources of support and expertise to enhance SEND provision. 7. Identify and implement systems for monitoring and evaluating systems of teaching and learning incorporating tools for collecting, analysing and using data about pupil progress.
12.	<p>Syllabus</p> <p>The ISENCO course is divided into four units. These units cover the following:</p> <ul style="list-style-type: none"> ● Strand 1: The context for inclusive education within international settings. The aims of this unit are to explore the range of wider cultural, political, historical and community contexts influencing SEND provision internationally. To equip delegates with a comprehensive understanding of the complexities of identifying SEND needs for pupils with English as an additional language and how these affect pupils' learning and development. ● Strand 2: 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 another international 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. ● Strand 3: 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.

	<ul style="list-style-type: none"> ● Strand 4: 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 leading sensitively within a multicultural context, 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.
13.	<p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>Learning Experiences are based around Practical activities that encourage the student to 'learn to do' rather than 'learn about'.</p> <p>These activities include:</p> <ul style="list-style-type: none"> ● Reflection on practice, structured through 'learning log' online entries. ● Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. ● Problem-based learning scenarios. <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> ● Directed reading of selected papers, book chapters, specialist online materials. ● Use of case study examples, videos and other learning materials. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> ● Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. ● Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. ● Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. <p>Assessment is through coursework assignments covering the 7 learning outcomes and will be via presentation of a research portfolio, comprising:</p> <p><u>Three Applied Practice Tasks (equivalent to 2000 words):</u></p> <ol style="list-style-type: none"> 1. SEND Policy analysis Analyse the SEND/inclusion policies 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. **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 or an anonymised copy of your Provision Map/other data management systems that you use at a school. 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.

3. **Review of SEND provision within your setting.**

Summarise either narratively or diagrammatically the different levels of SEND provision in the school and the process of how pupils level of SEND provision is reviewed and revised. Critically reflect and comment on areas of strength in your settings current model and evaluate how far the current model reflects a graduated approach to SEND provision.

Three Masters Assignments:

1. **Strand 1 – M level assignment** - a critical analysis of the relationship between between the culture and ethos of your setting/locality and international research on inclusive educational provision for learners with SEND (1, 2, 3, 4) (3000 words)
2. **Strand 2 – M level assignment** – a critical analysis, evaluation and comparison of a focus area of inclusive education within two diverse schools / working contexts / learning environments (2, 4, 5, 6) (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 words) or Option B: Provide a critical analysis of a piece of project work undertaken in your school / consortium to support the assessment and/or provision of services for pupils with SEND (3000 words).

One Reflective Learning Logs:

1. An evaluation of the impact of the whole course on development of applied professional knowledge and leadership skills (1000 words)

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.

	Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.	
14.	Assessment Weighting	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
15.	Timetabled examination required	No
16.	Length of exam	N/A

17.	<p>Learning materials</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> <p>For revalidation event:</p> <p>Alborno, N., & Gaad, E, 2014, 'Index for Inclusion': a framework for school review in the United Arab Emirates. <i>British Journal of Special Education</i>, 41, 3, p231 - 248</p> <p>Al-Hilawani, Y. A., Koch, K., & Braaten, S. (2008). Enhancing Services for Students with Mild Disabilities in the Middle East Gulf Region: A Kuwait Initiative. <i>Teaching Exceptional Children Plus</i>. Vol. 4 Issue 5, p1-13.</p> <p>British Educational Research Association, 2014, The Role of Research in Teacher Education: Reviewing the Evidence. Available: https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-RSA-Interim-Report.pdf. Last accessed 13/10/2014.</p> <p>Brooks, G, 2007, What works for pupils with literacy difficulties?. Available: http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/pri_lit_what_works0068807.pdf. Last accessed 13/10/2014.</p> <p>Centre for Studies on Inclusive Education, 2014, Inclusive Education and International Human Rights Instruments. Available: http://www.csie.org.uk/inclusion/human-rights.shtml. Last accessed 13/10/14.</p> <p>Cline, T. (2000) Multilingualism and dyslexia: challenges for research and practice. <i>Dyslexia</i>. Vol. 6 Issue 1, p3-12.</p>
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