

National Award Special Educational Needs Coordination



Summary 2011/12

- Designed to support the professional development of Special Educational Needs Coordinators (SENCOs) in reaching the highest standard of scholarship;
- Enhance your knowledge and understanding of the range of specific issues related to Special Educational Needs and Inclusion;
- Gain a broad conceptual base of current SENCO practice, consider the use of relevant research and its associated ethical issues and examine the nature and place of experiential learning in the role of the SENCO.

As a serving SENCO, this National Award for Special Educational Needs Coordination has been developed to provide you with a rich, critical and broad-based understanding of the theories and concepts surrounding inter-professional working with children and young people experiencing barriers to learning. It will help you develop further as a committed, responsible and creative professional, capable of critical thinking and practical action.

Campus: Online study with face-to-face sessions at centres nationally. *The part-time course is delivered online with up to 6 face-to-face*

sessions. For information on venues, please email senco@edgehill.ac.uk.

Course Type: National Award

Attendance 1-3 years & Study Mode: Online

Start Date: March 2012

2011 ENTRY REQUIREMENTS

To join this programme, you must hold Qualified Teacher Status and be employed in the post of Special Educational Needs Co-ordinator (SENCO) within a school. You will have your status as a new-to-role or experienced SENCO verified by the head teacher of your setting prior to joining the programme.

If you wish to study on modules where distance learning is required, you must have access to a PC with a suitable broadband connection which provides good internet access; you must also have a secure postal address. All participants joining the programme will be required to demonstrate CRB (Criminal Records Bureau) clearance.

Details

WHO IS THIS COURSE FOR?

The course is open to two categories of serving SENCOs; those who are new-to-role and those who are experienced.

WHAT WILL I GAIN FROM THIS PROGRAMME?

This National Award provides a broad conceptual base within specific areas relevant to current practice as a SENCO. You will critically consider the practice and use of research by the SENCO and the ethical issues surrounding this activity. There is the opportunity to explore, analyse and evaluate research methods appropriate for use in educational settings before examining the nature and place of experiential learning in your professional development. You will also gain a detailed knowledge and understanding of a range of specific issues related to Special Educational Needs and Inclusion.

HOW WE WILL SUPPORT YOU

All participants registered on the National Award for SEN Coordination programme will be allocated a personal mentor at the beginning of the course. The role of the mentor is to give pastoral support and to monitor professional and personal progress. Tutorials will be held at regular intervals to enable the completion of a Personal Learning Portfolio. In addition, all participants will be allocated an academic tutor via the virtual learning environment who will monitor and support academic development.

WHAT WILL I STUDY?

This award will begin with an online Training Needs Analysis. This needs analysis will provide a general view of your knowledge, skills and understanding and also identify the particular needs resulting from the context of the setting in which you are in post.

The taught element of the course will comprise two Level 7 modules, one per semester, which provide elements applicable to Special Educational Needs, inclusion, understanding barriers to learning, leadership, and collaborative working.

HOW WILL I STUDY?

The course is delivered online for all SENCOs who will be required to attend up to six face-to-face training / work-shadowing days throughout the programme.

Please note, supply cover is available for new SENCOs only.

PLACEMENT

If you are a new SENCO, you will engage in work-shadowing to observe practice beyond your own setting.

WHO WILL BE TEACHING ME?

You will be taught by well qualified and experienced tutors with expertise in the field of special needs, together with potential input from the Local Authority.

HOW WILL I BE ASSESSED?

The programme will be assessed via two module assessment tasks and a reflective portfolio of learning outcomes. You will also be required to collate a portfolio in relation to the 55 SENCO standards.

WHAT ARE MY CAREER PROSPECTS?

This award has been described as 'mandatory' by the Department for Education for new SENCOs working in the mainstream sector. It is also considered as a 'strongly advised' qualification by the Department for Education for experienced SENCOs in the same sector. The qualification is therefore central to career progression for all serving SEN Coordinators in schools.

FURTHER STUDY AT EDGE HILL UNIVERSITY

This award is worth 60 Masters level credits (level 7) and, as such, can be used towards a Masters degree.

HOW DO I APPLY?

For details of how to apply for this programme, please contact:

- SENCO Administrative Office, Faculty of Education, Edge Hill University, St Helens Road, Ormskirk, Lancashire, L39 4QP
- Tel: 01695 650997
- Email: senco@edgehill.ac.uk

FEES AND FINANCE

If you are joining this programme in academic year 2011/12 and you are a new to role SENCO (from 2008 onwards), you can expect your tuition fees to be covered by the Training and Development Agency for Schools for the entire course. New-to-role SENCOs will also receive up to 10 days supply cover.

The programme is also available for experienced SENCOs at a cost of £2,450 if joining the course in academic year 2011/12.

STILL WANT MORE?

If you have any questions you would like to ask the programme leader about this course, please contact:

- Lisa O'Connor, Faculty of Education, Edge Hill University, St Helens Road, Ormskirk, Lancashire, L39 4QP
- Tel: 01695 650882
- Email: occonnorl@edgehill.ac.uk

Modules

PBM 4015 Excellent Teaching and Learning in Inclusive Learning Environments enables you to investigate, evaluate and reflect on current educational attitudes and policies that will support highly effective practice in inclusive education. The module aims to enable critical reflection with a view to developing a deep understanding of the benefits, and challenges, of providing excellent inclusive educational practices. A structure is provided within which areas of outstanding professional practice can be identified and developed. The practice based research element of the module enables participants to explore theories, concepts and understanding in relation to their own setting which will enable the development of excellent practice.

PBM 4016 Developing Excellent Consultative and Collaborative Working Practices considers how, within the present educational climate, where issues of Special Educational Need (SEN) and Inclusion are under review, a flexible response is required from all professional educators. The module provides a structure within which you can identify and investigate areas of professional relevance and begin to develop highly effective practice. You will consider parent and pupil voice, collaboration of professionals, and the theories, concepts and understanding of everyday practice. The module will also involve investigating the issues presented through the diverse needs of pupils with Special Educational Needs.