

## Special Educational Needs and Inclusion

Welcome to the BA Special Educational Needs and Inclusion degree. We are very much looking forward to working with you. Noted below you will find suggested reading and activities to start you on your journey in exploring and reflecting on the exciting and sometimes challenging world of special educational needs (SEN) and inclusion.

### Reading list (pre-start study)

You may find it useful to obtain and start reading the following books. A range has been suggested as these reflect the themes we will introduce to you over your first year and will then build upon for the remainder of your degree.

- Bolt, D. (ed.) (2016) *Changing social attitudes toward disability: perspectives from historical, cultural, and educational studies*. London: Routledge
- Hodkinson, A. (2015) *Key issues in special educational needs and inclusion*. London: Sage
- Pritchard, A. (2014) *Ways of learning*. (3rd ed.) London: Routledge

You will also find it useful to download and access the following document:

- Department for Education/Department of Health (2015) *Special educational needs and disability code of practice 0-25 years*. [online]. Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) [Accessed 09/07/18].

You may also find the following book helpful in your transition to a Higher Education learning environment:

- Cottrell, S. (2013) *The study skills handbook (Palgrave Study Skills)* (4<sup>th</sup> ed.) Palgrave Macmillan: Basingstoke.

### Introduction to the course

The course provides you with opportunities to study the challenging concepts of social inclusion and difference and diversity. The programme is designed to give a broad yet in-depth critical understanding of the theoretical perspectives of SEN and Inclusion and relate these to current practices in a range of contexts. It seeks to reflect new agendas in the inclusive field relevant to educational and multidisciplinary approaches to children's, young people's and adult services and

support. It also seeks to prepare you to become an autonomous, confident and reflective graduate with transferrable skills relevant to a range of inclusive professional and support contexts.

In year one there are no designated modules that you choose, all the modules are compulsory. The emphasis is on giving you a broad understanding of some of the many facets of SEN and inclusion, and supporting your transition and learning how to learn in Higher Education. Year one also introduces you to work based learning to support development of your professional and employability skills. Choices will be offered as you move through your degree and your independence, strengths and depth of knowledge will grow as you study.

## Introductory task

Follow the link and watch the following clip 'Make it stop' on the National Autistic Website: <http://www.autism.org.uk/get-involved/tmi/about.aspx> After you have watched the clip reflect and make notes on the following:

- How is the visit to the ice skating centre perceived by the young person?
- What are the typical reactions she receives?
- How would you support the young person and the wider population in the ice skating centre, to make this an inclusive and successful visit?

Asking questions, reflecting on thought provoking ideas and concepts, analysing policies and practice are all challenges you will face on the course. You will be expected to be able to communicate clearly your thinking and justification for the points and arguments that you make both in writing and in discussion. The final activity to start you on this reflective journey is the following:

- Spend some time writing down what inclusion means to you, record and reflect on what has informed your thinking about inclusion
- Prepare a definition of inclusion
- Justify how your definition of inclusion could apply to educational contexts and broader societal contexts
- After you have done some reading come back to your definition and make any changes or amendments you think may be needed
- Bring your final version of the definition with you to University where we will discuss what you have prepared

## Special Materials

There are no special materials that you require for this programme however portable access to the internet will be essential and we recommend that you have a lap-top/tablet that picks up Wi-Fi and that will enable you to complete academic work. We find that mobile phones can be too small for the academic tasks we will set.

Helen Trory  
Programme Leader: BA SEN and Inclusion

**PROGRAMME TITLE:  
SPECIAL  
EDUCATIONAL NEEDS  
& INCLUSION**

# Welcome Week Programme 2018

Faculty of  
Education and  
Humanities

Time	Monday 24 <sup>th</sup> September	Tuesday 25 <sup>th</sup> September	Wednesday 26 <sup>th</sup> September	Thursday 27 <sup>th</sup> September	Friday 28 <sup>th</sup> September	
9:00am				9:00 - 11:00am Tutorials	9:00 - 12:00 Skills Session SN109	
10:00am						
11:00am						
12:00pm				12:00 - 3:00pm Social Belonging/Team Building SN314		
1:00pm						
1:30pm						1:00 - 1:30pm Q&A Session SN312
2:00pm						
3:00pm			3:00 - 6:00pm Subject Session SN215	3:00 - 6:00pm Tutorials		
3:30pm		3:30 - 4:00pm Expectations session SN101				
4:00pm						
5:00pm						
6:00pm						

Venue for tutorials TBC