

The National Award for Special Educational Needs (SEN) Coordination

Programme Information

Modules

The programme is divided into three modules, each accounting for 20 credits at Masters Level. Participants will normally complete a module within one term.

The modules are:

Module	Module Content	Blended Learning Activities
1. Orientation and Perspectives on SEN and Inclusive Practice	<ul style="list-style-type: none"> • Statutory and regulatory frameworks and relevant developments at national and local level • High incidence SEN and disabilities and how they can affect pupils' participation and learning • Perspectives on SEN and inclusion • Conflicts and values in SEN • Consultation and participation 	<ul style="list-style-type: none"> • One WebEx session • Two days in a partner school • Online learning and tutorial support including case studies etc • Reflective learning log • A 3,000 word formal assignment
2. Evidence Based Practice and Inclusion	Improving outcomes through: <ul style="list-style-type: none"> • Research in education: role and purpose • Developing, using, monitoring and evaluating systems • Using tools for collecting, analysing and using data • Evidence based education 	<ul style="list-style-type: none"> • One WebEx session • One day in a partner school • Online learning and tutorial support including case studies etc • Reflective learning log • A 3,000 word research project
3. Whole School Development: Enabling Inclusion	<ul style="list-style-type: none"> • Leadership and management in special and inclusive education • The SENCO, SMT and governors: roles and responsibilities • Deploying staff and resources, including development and training in SEN and inclusion • Providing professional direction to the work of others 	<ul style="list-style-type: none"> • One WebEx session • Two days in a partner school • Online learning and tutorial support including case studies etc • Reflective learning log • A 3,000 word formal assignment

Needs Analysis

Once accepted onto the programme, you will be required to complete a short needs analysis which will enable us to ensure that the programme is appropriately personalised to your needs.

WebEx Sessions

There will be one WebEx session at the beginning of each module lasting approximately 1 hour.

Online Sessions

You will be supported by carefully constructed online sessions throughout the programme. These will include work-based assignments such as case studies, which will be reviewed and commented on by your tutor. Tasks will be work-based and focused on underpinning your Professional Development Portfolio.

Observations

You will be required to undertake 5 reflective sessions in a partner school during the course of the programme. These sessions will provide you with an opportunity for peer support, with other participants acting as a critical friend. The sessions will also give you an opportunity to observe SEN processes and practice in a different setting.

You will also be required to use these sessions to develop your work-based module assignments.

You are encouraged to identify your own partner school or schools (you may choose more than one). Ideally you should choose a school from a different phase to your own (e.g. a primary if you are at a secondary or vice versa) or a school which has a very experienced SENCO or which has children with very different needs. The idea of having a partner school (or schools) is to expand your understanding and experience of the SENCO role beyond the confines of your own school.

Mentors

Your mentor will usually be based in your school and will either be the headteacher, a member of the senior leadership team, or the school's senior SENCO. During the application process your headteacher will be asked to confirm that the school will provide you with a mentor. If you cannot identify a suitable mentor at your own school, you may choose a mentor from a local school or your local authority.

The mentor's role is to support you during your studies, offering advice and guidance as appropriate to ensure the maximum benefit from the programme for both you and your school. During the programme you will be required to complete projects and assignments that focus on improving the provision that your school makes for pupils with SEN and/or disabilities. It is essential that your mentor is able to support you during these activities.

Reflective Learning Log

You will be required to maintain a reflective learning log, which you will update and discuss with your tutor during the programme. This will provide rich material for personal reflection, peer review and evidencing professional development.

Professional Development Portfolio

With the support of your tutor, you will build up a professional development portfolio from your work based study and your reflective learning log. The portfolio will ensure that you have evidence of meeting each of the learning outcomes associated with this programme.

Assessment

At the end of each module you will be required to complete a 3,000 word assignment. You must achieve a pass mark (50% or above) in all three assignments and complete a Professional Development Portfolio in order to gain The National Award for SEN Coordination, a postgraduate certificate.

Recognition of Prior Learning Route

More experienced participants may elect to undertake the Accredited Prior Experience or Learning (APL) or Recognition of Prior Learning Route (RPL) for one of the three modules.

Participants electing to complete the APL or RPL route will be required to submit a portfolio of evidence against the learning outcomes for one module. Please note that you will be required to undertake the remaining two modules to successfully complete the Award.