

Professional Masters Programme Award Handbook: *Vulnerable Learners and Inclusion*

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Professional Masters Programme

Award Handbook: Vulnerable Learners and Inclusion

Introduction

Welcome to the Professional Masters Programme (PMP) at Bath Spa University. We hope that you will find your study rewarding and are looking forward to embarking on your Master's journey. This award handbook contains all the specific information that you need to complete a programme in Vulnerable Learners and Inclusion and gives specific details about required and elective modules. It should be read in conjunction with the main PMP generic student handbook that contains detailed information on matters covering overall PMP learning outcomes, assessment criteria, modes of assessment, overall route structures, general APL and student support systems.

Programme Aims

Recent policies such as Every Child Matters and the development of initiatives such as Sure Start and Extended schools have attempted to address two issues. Firstly, those of children, young people and communities at risk. Secondly, about the notion of 'educare' - locating and centring services around children and families on the school/ education settings as the universal service. Services for children are increasingly being jointly planned, commissioned and financed. This requires a high level of integrated working across agencies such as Health, Social Services and Education

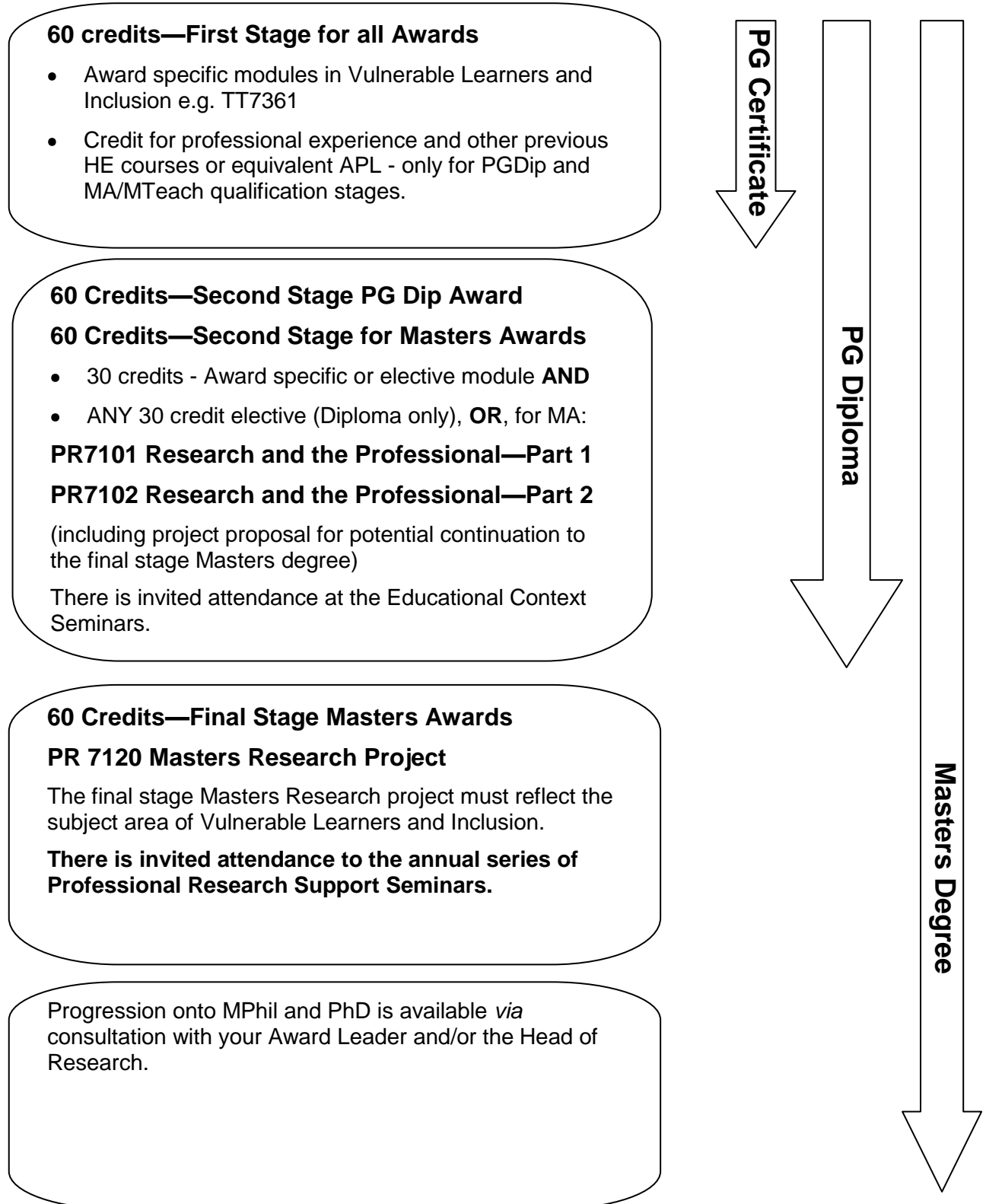
This Professional Masters Programme offers the opportunity of selecting from a range of modules to tailor a course at PGCert, PG Diploma or Master's level that meets your individual professional needs. It is designed for all professionals across the full range of Children's Services, including Health (PCTs) and Social Services. It should appeal to teachers with QTS (mainstream and Special School), Early Years Professionals and members of the wider educational workforce such as youth workers, as well as practitioners within Health (PCTs) and social services. This will help to meet the demand arising from the Every Child Matters agenda, for the professional development of multi-agency teams. The Award is also relevant to those involved in schools as Special Educational Needs Coordinators. It links to the recent recognition by the Training and Development Agency (TDA) for Schools in England to recognise the PMP SENCO module TT7361 as part of the New National Award for SENCOs.

Admission Requirements for this Award

The admission requirements for this award are the same as in the main generic PMP handbook, *except* for the new National Award for SENCOs where the TT7361 60 credit module has to be passed by SENCOs working in English schools due to employment law requirements now administered by the DfE. This applies for all new SENCOs appointed to post in England since September 2009.

The PMP Award Route for Vulnerable Learners and Inclusion

There are three stages in the Professional Masters Programme and for this award it is possible to exit with a PG Cert, PG Dip and MA or MTeach.



APL and Progression Requirements.

Accreditation of Prior Learning (APL) is the term used for recognising credit from previous study or professional work. For this award there are no general additional requirements other than APL needs to be related to this award title. The only exception to this is the TDA for schools in England necessity for all those wishing to obtain the new National Award for SENCOs must complete and pass the TT7361 module for 60 credits.

Please contact the CPD Administration Office for a student APL application form if you think that you may be able to transfer credit from a different Higher Education Institution into this award.

Note: this only applies to those students registering for a PG Dip or MA/MTeach higher award.

Staff Profiles for this Award

Various School of Education and Social Science (Health) staff are involved in delivering this award:

Tony Caston – Award Leader Please contact Tony If you are interested in establishing a whole school project or individual pathway relating to one or more of the modules within this Award.

01225 876388 a.caston@bathspa.ac.uk

Paulene Hudson

01225 876140 p.hudson@bathspa.ac.uk

Mim Hutchings

01225 875838 m.hutchings@bathspa.ac.uk

Dr. Tilly Mortimore

01225 876118 t.mortimore@bathspa.ac.uk

Catherine Simon

01225 875553 c.simon@bathspa.ac.uk

Fiona Maine – Programme Leader for CPD

Fiona oversees the part-time PMP programme and its generic modules.

01225 876315 f.maine@bathspa.ac.uk

CPD Administrative Assistant

You will speak to a CPD Admin Assistant if you phone the office. This is the first port of call for many queries.

01225 875593 cpdadmin@bathspa.ac.uk

SENCO & Dyslexia Projects Administrator – Angela Sinkins

Tel: 01225 875631 a.sinkins@bathspa.ac.uk

Zara Johnson – CPD Quality Assurance Project Manager

Zara's role means that she coordinates the impact evaluation process, as well as general module feedback.

01225 875440

z.johnson@bathspa.ac.uk

In order to respond to the ever-widening and fast-changing professional development needs and demands from client schools, training centres and Local Authorities, we are further supported by a large developing network of Affiliated Field Consultants and Tutors.

Final words

We intend that all participants will have a successful and stimulating time whilst working within this award area of the Professional Masters Programme and that this experience will lead to a fulfilling career.

Best wishes with your studies!

Tony Caston

PMP Award Leader for Vulnerable Learners and Inclusion

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Appendix: The modules offered within the PMP Award for Vulnerable Learners and Inclusion

All generic and core modules that can be taken across the programme are denoted with a 'G', whereas award specific modules are depicted with an 'A'.

It may be possible to join modules from other awards in the second stage of this PMP award, please consult with your Award Leader.

Please note that these are a list of validated modules, their availability for study may depend on other factors.

Summary of the PMP accredited modules within this award

PMP Module Code	Module Name (Short)	Credits	PG Level 6 &/or 7	Generic (G) or Award (A)
PR7101	Research and the Professional – Part 1	15	7	G
PR7102	Research and the Professional – Part 2	15	7	G
PR7120	Master's Research Project	60	7	G
TT7361	National Award for SEN Coordination (SENCO) [TDA/DfE recognised]	60	7	A*
TT7362	Supporting Learners with SEN	60	7	A*
TT7364	Identifying and Supporting learners with SpLD/Dyslexia	60	7	A
TT7365	Assessment Methodology (SpLD/Dyslexia)	30	7	A
TT7366	Children's Services: Supporting Vulnerable Learners	60	7	A*
TT7370	Supporting learners with language disorder	60	7	A*
TT7512	Effective Inclusion	60	7	A*
TT7860 15–60	Work-based action enquiry	15, 30, 45, 60	6 & 7	G
IN7760 15-60	Independent Study Module & APEL	15, 30, 45, 60	6 & 7	G

All generic modules listed above are appended to the main PMP generic student handbook.

*These award specific modules for Vulnerable Learners and Inclusion are appended to this appendix section. Other award specific modules are contained in separate award handbooks across the PMP scheme.

Course Module Code	TT7361
Name of course module	National Award for Special Educational Needs Coordination
Short name (if any)	National SENCO module
Course module co-coordinator	Tony Caston
Other tutor(s) (if any)	Christine Jones (BATHNES). Linda Boyce (S. Glos) Lindsay Palmer (WILTS), and Tilly Mortimore (BSU). Also validated BSU partners Best Practice Network.
Module level(s)	Levels H & M (levels 6 & 7 depending on PMP Award)
Semester(s)	Flexible Start Dates
Contact time	Up to 60 hours
Credit points	60
Subject Area(s)	Special Educational Needs
Acceptable for:	Professional Masters Programme credit within the Vulnerable Learners and Inclusion Award or the work-based learning 'Educational Practice' Award. PGCert, PGDip and MA/MTeach
Prerequisites (if any)	QTS (non-QTS on full fee paying infill basis)
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	<p>The role of the SENCO in primary and secondary schools is recognized as significant in school improvement towards the five outcomes of Every Child Matters. SENCOs need to be effective in leading teaching and learning and coordinating provision for pupils with SEN and/or disabilities; supporting and managing other staff; and ensuring that pupils receive high quality educational provision that enables them to make progress in their learning and towards the five outcomes of Every Child Matters. This module focuses on the development of the skills, knowledge and understanding needed to be a SENCO. The course will address five key aspects of the role of the SENCO:</p> <ol style="list-style-type: none"> 1. the professional context of statutory and regulatory frameworks, high incidence SEN and disabilities and the use of evidence to inform practice. 2. the strategic direction and development of SEN policy

	<p>and procedures.</p> <ol style="list-style-type: none"> 3. the coordination of provision for pupils with SEN and/or disabilities. 4. the leadership, development and support of colleagues. 5. working in partnership with pupils, families and other professionals.
Teaching and learning strategies	<p>The course involves lectures, workshops, school based directed tasks, seminars, discussion groups, blended learning and visits to education settings. The course will be led and supported by a team of tutors drawn from local Children's Services, voluntary organisations, special schools, SENCOs, university tutors and researchers. A core programme will be supported by opportunities for participants to tailor their route through the course in relation to the needs of their schools.</p>
Learning outcomes	<p>By the end of the module students will have knowledge and a critical understanding of:</p> <ol style="list-style-type: none"> 1. PROFESSIONAL CONTEXT <ol style="list-style-type: none"> I. Statutory and regulatory frameworks and relevant developments at national and local level II. High incidence SEN and disabilities and how they can affect pupils' participation and learning III. Using and analysing literature from a wide evidence base regarding learning, teaching and assessment in relation to pupils with SEN to inform professional practice and policy decisions. 2. STRATEGIC DEVELOPMENT OF SEN POLICY AND PROCEDURES <ol style="list-style-type: none"> I. Working strategically with senior colleagues and governors using evidence-based literature. II. Strategic financial planning, budget management and use of resources in line with best value principles III. A critical analysis of the strategies for improving outcomes for pupils with SEN and/or disabilities 3. COORDINATING PROVISION <ol style="list-style-type: none"> I. Developing, using, monitoring and evaluating systems. II. Using tools for collecting, analysing and using data. III. Deploying staff and managing resources. 4. LEADING, DEVELOPING AND SUPPORTING COLLEAGUES <ol style="list-style-type: none"> I. Providing professional direction to the work of others. II. Leadership and professional development of staff. 5. WORKING IN PARTNERSHIP WITH PUPILS, FAMILIES AND OTHER PROFESSIONALS <ol style="list-style-type: none"> I. Drawing on external sources of support and expertise. II. Consulting, engaging and communicating with colleagues, parents, carers and pupils to enhance pupils' learning and achievement.
Key text(s)	<p>Anning, A. (2006) <i>Developing Multiprofessional Teamwork for Integrated Children's Services: research, policy and practice,</i></p>

	<p>Maidenhead; OUP.</p> <p>Cheminais, R . (2005) <i>Every Child matters: A New Role for SENCOS</i>, London; David Fulton.</p> <p>Cheminais, R. (2008) <i>Engaging Pupil Voice to Ensure that Every Child Matters_A practical guide</i>, London; David Fulton.</p> <p>Clough, P. and Nutbrown, C. (2002) <i>A student's guide to methodology</i>, London: Sage.</p> <p>Dee, L. (2006) <i>Improving transition planning for young people with special educational needs</i>, Buckingham; Open University Press [electronic resource]</p> <p>Frederickson, N. and Cline, C. (2009) <i>Special Educational Needs, Inclusion and Diversity, Second Edition</i>. Buckingham: OUP. – this is your course reader.</p> <p>Gross, J. and White, A. (2003) <i>Special Educational Needs and School Improvement</i>, London; David Fulton.</p> <p>Jarvis J and Iantaffi A (2006) 'Deaf People Don't Dance': <i>Challenging Student Teachers' Perspectives of Pupils and Inclusion</i> Deafness and Education International Vol 8 No 2: 75-87</p> <p>Lewis, A. & Norwich, B. (eds.), (2005), <i>Special teaching for Special Children: pedagogies for inclusion</i>, Maidenhead: Open University Press.</p> <p>Mortimore, T. & Dupree, J. (2008) <i>Dyslexia-friendly Practice in the Secondary School</i>, Exeter: Learning Matters.</p> <p>Ofsted. (1999) <i>The SEN Code of Practice three years on</i> Ofsted.</p> <p>Pinkus, S. (2005) Bridging the gap between policy and practice: adopting a strategic vision for partnership working in special education, <i>British Journal of Special Education</i>, Volume 32 Number 4, 2005</p> <p>Rogers C (2007) Disabling a family? Emotional dilemmas experienced in becoming a parent of a child with learning disabilities <i>British Journal of Special Education</i> Vol 34 No 3: 136-143</p> <p>Stansfield, J. (2001) <i>A First Handbook of ICT and Special Educational Needs</i>, London; NASEN</p> <p>Todd, L. (2007) <i>Partnerships for inclusive education : a critical approach to collaborative working</i>, London: RoutledgeFalmer.</p> <p>Wolfendale, S. (2002) <i>Parent partnership services for special educational needs celebrations and challenges</i>, London: David Fulton</p> <p>www.eppi.ioe.ac.uk</p> <p>www.everychildmatters.gov.uk/publications/</p>
<p>Assessment scheme</p>	<p>Coursework 100%</p> <p>Submissions of 10,000 +/- 2,000 words for 60 credits or equivalent within PMP assessment modes.</p>

Course Module Code	TT7362
Name of course module	Supporting Learners with Special Educational Needs
Short name (if any)	
Course module co-coordinator	Miriam Hutchings
Other tutor(s) (if any)	
Module level(s)	Levels H & M
Semester(s)	Semesters 1 & 2
Contact time	60 hours equivalent. Potential flexible frameworks subject to LEA/school partnership needs. A flexible course delivery structure is required to meet the needs of groups and schools involved but will include a minimum of 20 taught hours with additional tutorial support.
Credit points	60
Subject Area(s)	Special Educational Needs
Acceptable for:	Professional Masters Programme credit within the 'Inclusion and Vulnerable Learners' or 'Educational Practice' awards. PGCert, PGDip and MA in Professional Studies
Prerequisites (if any)	QTS (Non-QTS on full fee-paying basis)
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	<p>As a result of recent guidance, legislation and policies more children and students with special educational needs are attending mainstream education settings. This means that education professionals need to know more about the range of needs they might encounter and, how to support learners with special educational needs.</p> <p>In any school or educational setting you are likely to meet students with many kinds of special educational needs and varying levels of severity of needs. This course is designed for practitioners in special schools, schools and early years settings with identified issues relating to specified special educational needs such as Autistic Spectrum Disorders, Hearing Impairment. The content of the course will be negotiated according to local identified needs. However, the module will also make explicit the intellectual and practical skills education professionals apply to understand and successfully support</p>

	diversity in educational settings.
Teaching and learning strategies	The course involves lectures, workshops, seminars and discussion groups.
Learning outcomes	<p>By the end of the module students will have:</p> <ul style="list-style-type: none"> ▪ knowledge of some areas of special educational needs such as sensory, physical, autistic spectrum disorder and Social Emotional and Behavioural Difficulties ▪ reviewed recent legislation, guidance and policies on special educational needs, social and educational inclusion ▪ examined approaches to supporting diverse learners in educational settings ▪ Reflect on the role of action enquiry in improving educational practice ▪ Identify appropriate data collection methods to inform development /evaluation of practices for supporting learners with special educational needs within their educational setting.
Key text(s)	<p>Frederickson, N. And Cline, T. (2002) <i>Special Educational Needs, Inclusion and Diversity</i>. Buckingham: Open University Press.</p> <p>Halliwell, M. (2003) <i>Supporting Children with Special Educational needs</i>. London: David Fulton.</p> <p>Karten T (2004) <i>Inclusion Strategies That Work</i>, London: SAGE.</p> <p>Nind, M., Sheehy, K. and Simmons K (2003) <i>Inclusive Education: Learners and Learning Contexts</i>. London: David Fulton.</p>
Assessment scheme	<p>Coursework 100%</p> <p>Submissions of 10,000 +/- 2,000 words for 60 credits</p>

Course Module Code	TT7366
Name of course module	Children's Services: Supporting Vulnerable Learners
Short name (if any)	Supporting Vulnerable Learners
Course module co-ordinator	Ms Mim Hutchings and Ms Catherine Simons
Other tutor(s) (if any)	Part –time tutors
Module level(s)	Level M
Semester(s)	1
Contact time	20 Hours
Credit points	60
Subject Area(s)	Education and Health Studies
Acceptable for:	Middle/senior managers in LA/PCT Children's Services
Prerequisites (if any)	Honours degree (or equivalent professional qualification)
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	<p>Recent policies such as Every Child Matters and the development of initiatives such as Sure Start and Extended schools have attempted to address two issues. Firstly, those of children, young people and communities at risk. Secondly, <i>locating and centring services around children and families on the school/ education settings</i> Services for children are increasingly being jointly planned, commissioned and financed. This requires a high level of integrated working across agencies such as Health, Social Services and Education. The module will look at the critical features of the history, theory and practice of multi agency working. It will examine concepts central to multi-agency working such as partnership and integrated teams within learning communities. It will draw on literature and expertise from education, health and disability studies, social and psychological perspectives. Practical experience and problem based learning will be drawn on to examine the potential and challenges for professionals working in integrated children's services.</p>

Teaching and learning strategies	Key ideas will be presented within seminars and will be supported by a combination of set readings and individual/group work and debate in the seminar sessions. The seminar programme will draw on the experience of professionals involved in multi-agency working and the requirements of the Integrated Qualifications Framework (IQF). There will be an emphasis on students actively building knowledge, skills and understanding through work based learning.
Learning outcomes	By the end of this module you should: <ol style="list-style-type: none"> 1. have knowledge and understanding of theory and practice of multi-agency working 2. have knowledge and understanding of codes of practice relating to the relevant disciplines pertaining to integrated children's 3. have a critical understanding of the history of and policies relating to integrated services for children and young people. 4. begin to formulate judgements on what constitutes successful multi-agency working and community based services.
Key text(s)	Atkinson,M; Wilkin A; Stott A; Doherty P; Kinder K(2002) <i>Multi-Agency Working: a detailed study</i> London: NFER Siraj-Blatchford, Clarke K and Needham M (Eds) (2007) <i>The Team around the Child</i> , Stoke on Trent, Trentham. Wormington P; Daniels H; Edwards A; Brown S; Leadbetter J; Martin D; Middleton D (2004) <i>Learning In and For Interagency Working. Interagency Collaboration: a review of the literature</i> University of Birmingham
Assessment scheme	Written assignments/presentations of 10,000 +/- 2,000 words or equivalent.

Course Module Code	TT7512
Name of course module	Effective Inclusion
Short name (if any)	
Course module co-coordinator	Miriam Hutchings
Other tutor(s) (if any)	Specific local authority officers with responsibility for supporting inclusion. Christine Jones
Module level(s)	Levels H & M
Semester(s)	Semesters 1 & 2 (LEA/school partnership bespoke timetables).
Contact time	60 hours equivalent. Potential flexible frameworks subject to LEA/school partnership needs. A flexible course delivery structure is required to meet the needs of groups and schools involved but will include a minimum of 20 taught hours with additional tutorial support.
Credit points	60
Subject Area(s)	Special Educational Needs (SEN) professional practice issues in schools, colleges and special schools training establishments
Acceptable for:	Professional Master's Programme credit within the 'Inclusion and Vulnerable Learners' or the 'Professional Practice' awards. PGCert, PGDip and MA or MTeach
Prerequisites (if any)	An established professional teacher, lecturer or trainer.
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	<p>This course is designed for practitioners in special schools, schools and early years settings with identified issues relating to inclusion. The course will aim to: develop understanding of recent changes in legislation policy and guidance and their implications for educational settings e.g. Every Child Matters disability discrimination act, code of practice for SEN and race relations.</p> <p>The module will update teachers knowledge of the specific needs of individuals and groups of pupils within their educational settings; improve teaching and learning strategies by evaluating recent developments; develop an understanding</p>

	of partnership working with parents, other professionals and community organizations.
Teaching and learning strategies	A diverse range of pedagogical strategies, including: <ul style="list-style-type: none"> ▪ Participants' needs-based audit ▪ Guest lectures ▪ Seminars and workshops ▪ Discussion groups
Learning outcomes	This module will allow participants to: <ul style="list-style-type: none"> ▪ Audit, plan and evaluate policies and practice in inclusion. and non-statutory guidance; ▪ Critically analyse and reflect on key issues for the development of inclusion in a specific educational setting ▪ Reflect on the role of action enquiry in improving educational practice ▪ Identify appropriate data collection methods to inform development /evaluation of inclusive practices within their educational setting. ▪ Work collaboratively with parents, other professionals and other agencies.
Key text(s)	Clough,P. & Nutbrown, C. (2007) <i>A Student's Guide to Methodology</i> . London. SAGE Publications Frederickson N & Cline C (2002) <i>Special Educational Needs Inclusion and Diversity</i> , Buckingham OUP Hopkins D (2002) <i>A Teacher's Guide to Classroom Research</i> , Buckingham: OU Press McNiff J (2002) <i>Action Research Principles and Practice</i> , London: Routledge Falmer
Assessment scheme	This consists of four linked units, which will be assessed via 4 assignments of 2,500 +/- 500 words (or equivalent) focusing on the needs of the participant. Submissions may include electronic/digital productions (e.g. CD-ROM, website). Completion will be encouraged by negotiating assignments to fit individual needs and including time in taught sessions where material may be produced towards fulfilling the assignment, especially ICT related. Assignment may be submitted at level H or M depending on the individual participant's needs and level of performance. All assessment evidences required would be aligned to the PMP assessment modes framework specifications for level H & M.

Course Module Code	TT7370
Name of course module	Supporting learners with language disorder
Short name (if any)	n/a
Course module co-coordinator	Anthony Caston
Other tutor(s) (if any)	Michelle Whitham-Jones (Principal of Mark College). Also see below.
Module level(s)	Masters Level 7
Semester(s)	Flexible Start Dates – First cohort: January 2011
Contact time	22 hours plus work-based tasks and self study
Credit points	60
Subject Area(s)	Special Educational Needs
Acceptable for:	Professional Masters Programme credit within the Vulnerable Learners and Inclusion Award or the work-based learning 'Educational Practice' Award. PGCert, PGDip and MA/MTeach
Prerequisites (if any)	None
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	<p>The module consists of 8 taught units and 3 group tutorials (2 hours in duration). Alongside this, use will be made of blended learning including on-line forums related to the themes of the seminars and work-based tasks and self study.</p> <p>All sessions 1 ½ hours on Mondays at 4.00 pm. The teaching programme includes:</p>

	<ol style="list-style-type: none"> 1. 24th January 2011: Introduction to Language Disorder – Dr Alan Kellas 2. 31st January 2011: Introduction to master’s level work with Bath Spa University – Tony Caston 3. 14th February 2011: Neurological Aetiology – Dr Alan Kellas 4. 7th March 2011: Dyslexia, Dyspraxia, Dyscalculia, Dysphasia part 1 – Doreen Grant TBC 5. 21st March 2011: Dyslexia, Dyspraxia, Dyscalculia, Dysphasia part 2 – Doreen Grant TBC 6. 28th March 2011: Autistic Spectrum and language disorder – Andy Cobley 7. 9th May 2011: Multisensory Teaching and Listening – Bronwyn Campbell 8. 13th June 2011: Case study – Exploring Language Disorder in context 1 – Bronwyn Campbell and Andy Cobley 9. 20th June 2011: Case study – Exploring Language Disorder in context 2 – Doreen Grant TBC 10. 27th June 2011: Presentations – Michelle Whitham-Jones and Tony Caston 11. 4th July 2011: Presentations – Michelle Whitham-Jones and Tony Caston 12. 11th July 2011: Presentations – Michelle
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	<p>Whitham-Jones and Tony Caston</p> <p>13. Dates TBA, End module: Tutorial 1 – Tony Caston</p> <p>14. Dates TBA, Pre submission: Tutorial 3 – Tony Caston</p>
Teaching and learning strategies	<p>The module involves lectures, workshops, school-based directed tasks, seminars, discussion groups and blended learning. The course will be led and supported by a team of tutors drawn from special schools, psychologists, university tutors and researchers. A core programme will be supported by opportunities for participants to tailor their route through the course in relation to the needs of their schools and the pupils they serve. This will be done through the negotiated choice of tasks and assignments.</p>
Learning outcomes	<p>By the end of the module students will have knowledge and a critical understanding of:</p> <ul style="list-style-type: none"> • the aetiology and suitable approaches to language disorder; • curriculum and pedagogical strategies to help support learners with language disorder; • the perception and needs of the young people they work with; and, • the nature and profile of young people with 'high incidence' SEN.
Key text(s)	<p>Blakemore, S. and Frith, U. (2005) <i>The learning brain: Lessons for education</i>. London: Blackwell.</p> <p>Cheminais, R. (2008) <i>Engaging Pupil Voice to Ensure that Every Child Matters: A practical guid.</i>, London: David Fulton.</p> <p>Frederickson, N. and Cline, C. (2009) <i>Special Educational Needs, Inclusion and Diversity (2nd ed.)</i>. Buckingham: OUP.</p> <p>Lewis, A. & Norwich, B. (Eds.) (2005) <i>Special teaching for Special Children: Pedagogies for inclusion</i>. Maidenhead: Open University Press.</p> <p>Mortimore, T. & Dupree, J. (2008) <i>Dyslexia-friendly Practice in the Secondary School</i>. Exeter: Learning</p>

	<p>Matters.</p> <p>Todd, L. (2007) <i>Partnerships for inclusive education: A critical approach to collaborative working</i>. London: Routledge-Falmer.</p>
Assessment scheme	<p>Coursework 100%, is within the standard PMP assessment modes.</p> <p>There will be one assignment task of 2,500 (+/-500) words for 15 credits and another 2 assignment tasks totalling 7,500 (+/-1,500) words for 45 credits.</p>