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**‘Reflecting upon your chosen area of need, critically analyse identified issues which impact upon learners within your setting.'** (2500 words)

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| Submitted in part fulfilment ofthe requirements of thePostgraduate Certificate\* / Postgraduate Diploma\* / MA\***Insert MONTH and YEAR here**(\*delete as appropriate) |

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|  | **Firstname\* Surname\*** |
| PBM 4xxx\*: Module title\* | Student ID: | **xxxxxxxx \*** |
|  | **x,xxx words \*** |

\*Replace as appropriate

Type your work here (this is Arial size 12) – first delete this line!

### References

**Module 2 Task 1 Dyspraxia - Identification of need, external barriers and the inclusivity of strategies**

Consider what the tell-tale signs for identifying these needs in your setting and what the external barriers to learning and participation might be for pupils with Dyspraxia.

Think about teaching style, grouping of children, differentiation, style and locations of interventions, staff attitudes, skills, expectations

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| Dyspraxia | Consider what the tell-tale signs for identifying these needs in your setting areWhat the external barriers to learning and participation might be for pupils with these needs. |

Select one strategy for supporting a pupil with Dyspraxia and reflect on ways in which this strategy could be argued to be inclusive and ways in which this strategy could be argued to be not inclusive. Remember to refer to literature read in Module 1

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| Area of Need | Strategy | Ways in which this strategy could be argued to be inclusive | Ways in which this strategy could be argued to be not inclusive |
| Dyspraxia |  |  |  |

**Module 2 Task 2 Dyscalculia - Identification of need, external barriers and the inclusivity of strategies**

Consider what the tell-tale signs for identifying these needs in your setting and what the external barriers to learning and participation might be for pupils with Dyscalculia.

Think about teaching style, grouping of children, differentiation, style and locations of interventions, staff attitudes, skills, expectations

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| Dyscalculia | Consider what the tell-tale signs for identifying these needs in your setting areWhat the external barriers to learning and participation might be for pupils with these needs. |

Select one strategy for supporting a pupil with Dyscalculia and reflect on ways in which this strategy could be argued to be inclusive and ways in which this strategy could be argued to be not inclusive. Remember to refer to literature read in Modules 1 and 2.

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| Area of Need | Strategy | Ways in which this strategy could be argued to be inclusive | Ways in which this strategy could be argued to be not inclusive |
| Dyscalculia |  |  |  |

**Module 2 Task 3 Dyslexia - Identification of need, external barriers and the inclusivity of strategies**

Consider what the tell-tale signs for identifying these needs in your setting and what the external barriers to learning and participation might be for pupils with Dyslexia.

Think about teaching style, grouping of children, differentiation, style and locations of interventions, staff attitudes, skills, expectations

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| Dyslexia | Consider what the tell-tale signs for identifying these needs in your setting areWhat the external barriers to learning and participation might be for pupils with these needs. |

Select one strategy for supporting a pupil with Dyslexia and reflect on ways in which this strategy could be argued to be inclusive and ways in which this strategy could be argued to be not inclusive. Remember to refer to literature read in Modules 1 and 2.

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| Area of Need | Strategy | Ways in which this strategy could be argued to be inclusive | Ways in which this strategy could be argued to be not inclusive |
| Dyslexia  |  |  |  |

**Module 2 Task 4 SLCN - Identification of need, external barriers and the inclusivity of strategies**

Consider what the tell-tale signs for identifying these needs in your setting and what the external barriers to learning and participation might be for pupils with SLCN.

Think about teaching style, grouping of children, differentiation, style and locations of interventions, staff attitudes, skills, expectations

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| SLCN | Consider what the tell-tale signs for identifying these needs in your setting areWhat the external barriers to learning and participation might be for pupils with these needs. |

Select one strategy for supporting a pupil with SLCN and reflect on ways in which this strategy could be argued to be inclusive and ways in which this strategy could be argued to be not inclusive. Remember to refer to literature read in Modules 1 and 2.

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| Area of Need | Strategy | Ways in which this strategy could be argued to be inclusive | Ways in which this strategy could be argued to be not inclusive |
| SLCN |  |  |  |

**Module 2 Task 5 ADHD - Identification of need, external barriers and the inclusivity of strategies**

Consider what the tell-tale signs for identifying these needs in your setting and what the external barriers to learning and participation might be for pupils with ADHD.

Think about teaching style, grouping of children, differentiation, style and locations of interventions, staff attitudes, skills, expectations

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| ADHD | Consider what the tell-tale signs for identifying these needs in your setting areWhat the external barriers to learning and participation might be for pupils with these needs. |

Select one strategy for supporting a pupil with ADHD and reflect on ways in which this strategy could be argued to be inclusive and ways in which this strategy could be argued to be not inclusive. Remember to refer to literature read in Modules 1 and 2.

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| Area of Need | Strategy | Ways in which this strategy could be argued to be inclusive | Ways in which this strategy could be argued to be not inclusive |
| ADHD |  |  |  |

**Module 2 Task 6 ASD - Identification of need, external barriers and the inclusivity of strategies**

Consider what the tell-tale signs for identifying these needs in your setting and what the external barriers to learning and participation might be for pupils with ASD.

Think about teaching style, grouping of children, differentiation, style and locations of interventions, staff attitudes, skills, expectations

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| ASD | Consider what the tell-tale signs for identifying these needs in your setting areWhat the external barriers to learning and participation might be for pupils with these needs. |

Select one strategy for supporting a pupil with ASD and reflect on ways in which this strategy could be argued to be inclusive and ways in which this strategy could be argued to be not inclusive. Remember to refer to literature read in Modules 1 and 2.

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| Area of Need | Strategy | Ways in which this strategy could be argued to be inclusive | Ways in which this strategy could be argued to be not inclusive |
| ASD |  |  |  |

**Module 2 Task 7 SEMH - Identification of need, external barriers and the inclusivity of strategies**

Consider what the tell-tale signs for identifying these needs in your setting and what the external barriers to learning and participation might be for pupils with SEMH.

Think about teaching style, grouping of children, differentiation, style and locations of interventions, staff attitudes, skills, expectations

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| SEMH | Consider what the tell-tale signs for identifying these needs in your setting areWhat the external barriers to learning and participation might be for pupils with these needs. |

Select one strategy for supporting a pupil with SEMH and reflect on ways in which this strategy could be argued to be inclusive and ways in which this strategy could be argued to be not inclusive. Remember to refer to literature read in Modules 1 and 2.

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| Area of Need | Strategy | Ways in which this strategy could be argued to be inclusive | Ways in which this strategy could be argued to be not inclusive |
| SEMH |  |  |  |

**Name**: **Student ID:** **Group**:

**Programme**: **Postgraduate Certificate in Education (Inclusion & SEN)**

**Module Code**:PBM 4031 **-** Inclusive Practice for Learners with Special Educational Needs

**Reflection Title**: **‘Reflecting upon your chosen area of need, critically analyse identified issues which impact upon learners within your setting.'** (2500 words)

**Date of submission**: **Tutor:**

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| Learning Outcomes | Comments related to learning outcomes |
| 1. Demonstrate critical analysis of current research around Special Educational Needs in specific relation to own practice.
2. Evidence reflective critical appraisal of current provision/intervention in their own setting and the inclusivity of this.
3. Critically evaluate and reflect upon the inclusivity of their own practice in supporting individuals with Special Educational Needs.
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| Areas for development and further comments including those following moderation: |
| Student identified target for improvement |
|  | **Tutors to complete** |
| Word Count: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Appendices: Yes / No  | Mark awarded after internal moderation(subject to University and External Assessment)  First marker signature: ……………………………………………………Date: ………..……….Second/Moderator marker signature:……………………………………………………Date: ………………... |

Student Name: Student Number:

**PD Postgraduate Programme Feedback. 3: Generic Assessment Criteria**

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|  | Distinction*Evidence of…* | **Merit***Evidence of…* | **Pass***Evidence of…* | **Resubmission required** |
| **Some revision***Evidence of…* | **Substantial revision***Evidence of…* |
| **Academic Knowledge and Understanding** of the academic discipline, field of study | *As ‘Merit’ plus:*  Excellent coverage, offering sophisticated or original insights. A synthesis, possibly, of disparate material. | *As ‘Pass’ plus:* An awareness of problems and insights much of which is at, or informed by, the forefront of the discipline/practice. | A systematic understanding of relevant knowledge. Good identification, selection and understanding of key issues.Awareness of current problems and/or new insights. Conceptual awareness enabling critical analysis. Accuracy in detail. An understanding of different views. | Coverage of some or most relevant issues with reasonable understanding. Identification of some or most central issues.Some acknowledgement of different views but not much evidence of understanding of application of these. | Paucity of relevant material in support of response.Areas of controversy ignored or not understood. |
| **Critical analysis and interpretation** | *As ‘Merit’ plus:* Imaginative, insightful, original or creative interpretations. Impressive, sustained level of analysis and evaluation. A cogent argument with awareness of limitations.Extensive, well-referenced research both in breadth and depth. Clear and expert command over the subject matter, offering an original interpretation and/or contribution to the field of study. | *As ‘Pass’ plus:* A command of accepted critical positions. Conceptual understanding that enables the student to propose new hypotheses.A range in breadth or depth of well-referenced research. | The ability to deal with complex issues both systematically and creatively, and make sound judgements. Consistent analysis and critical evaluation of current research and advanced scholarship in the discipline. Consideration of alternative interpretations. A coherent argument supported by evidence.A good range of reading, beyond core or basic texts, including mostly up-to-date sources, with sources appropriately acknowledged according to academic conventions of referencing. | Some ability to deal with complex issues. Judgements not all well substantiated. Some evaluation of research and scholarship. Analysis limited in range and relatively superficial.The ability to construct an argument may be limited.The range of reading may be limited. Sources not always explicitly or accurately acknowledged. | Mainly descriptive.Analysis is limited, deriving from limited sources and/or too limited to a single perspective. Argument or position not made clear. Self-contradiction or confusion.Inadequate resourcing and/or sources insufficiently acknowledged. |
| **Critical reflection: Personal and/or professional application and evaluation** | *As ‘Merit’ plus:* Sophisticated critical self-evaluation. New insights informing practical situations. | *As ‘Pass’ plus:* Originality in addressing needs or specifications, and /or solving problems. | Relevant, appropriate, and explicit links made to professional practice. The independent learning ability and self-evaluation required to continue to advance the student’s knowledge and understanding, and to develop new skills appropriate to a professional context. | Some relevance and links to professional practice. Some exercise of initiative and personal or professional responsibility but a limited self-evaluation  | No link to professional practice.Weakness in independent learning, decision-making and/or self-evaluation.  |