MEd in Special and Inclusive Education Programme

Programme Supplement 2013-2014

To be read in conjunction with the MEd Programme Handbook 2013-14

Revised September 2013

GRADUATE SCHOOL OF EDUCATION
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1 INTRODUCTION

1.1 Letter of welcome from Programme Coordinator

Dear Student,

Welcome to the MEd Special and Inclusive Education Programme. We hope that you find this experience rewarding, both in terms of professional qualifications and professional development. Central to the thinking behind the Programme design are the needs of our students, the links between theory and practice and the opportunity to gain an award at Masters Level.

The Programme is aimed at people with an interest in engaging critically with the field of Special and Inclusive education. Usually participants will have some professional experience or will have acted as volunteers in an educational context. Participants will have a first degree from a recognised university.

This handbook plays an important role in supporting you in your studies. It contains a wide range of information on seeking advice from tutors, writing assignments and specific unit information. We hope it will help through all stages of your study.

Finally, on behalf of the MEd Programme team, may I take this opportunity to wish you well with your studies and I hope you enjoy your time with us here at the Graduate School of Education.

With warm wishes

Helen Knowler

Programme Coordinator
Special and Inclusive Education
Helen.knowler@bristol.ac.uk
0117 331 4102
## 1.2 THE MEd PROGRAMME STAFF CONTACT DETAIL

**GSoE Staff involved in the Programme**

Masters Programmes Team –

Email: med-office@bristol.ac.uk
Phone: 0117 3314417

1st Floor, 35 Berkeley Square

### Programme Co-ordinators (MEd)

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### Teaching Staff

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### Education Library

Ground Floor 35 Berkeley Square

Counter Telephone Number: 14231

Subject Librarian: Sue Chubb (email: Sue.Chubb@bristol.ac.uk)
Website address: [http://www.bris.ac.uk/is/subjects/education/](http://www.bris.ac.uk/is/subjects/education/)
1.3 STAFF RESEARCH INTERESTS

Anthony Feiler:
Anthony is a Reader at the Graduate School of Education. He taught in a mainstream junior school in London, and then worked as an educational psychologist in inner city areas in Manchester and London. Later he became a lecturer in special educational needs at Bath Spa University College, and joined the Graduate School of Education at the University of Bristol in September 2000. His current research interests focus on involving disabled children in educational decision-making; early intervention strategies for preventing literacy difficulties in Reception children; and links between teachers and parents.

Helen Knowler
Helen is a Senior Lecturer at the Graduate School of Education (GSOE). She is a qualified teacher who has worked in a range of settings from Foundation Stage to Key Stage 3 in UK. She has worked as a full time classroom teacher, key stage coordinator and as an Advisory Teacher for a Local Authority in the South West. Prior to joining the GSOE, she worked at the University of Plymouth, as a Lecturer in Education and Programme Director for the Mandatory Qualification for teachers of pupils with Visual Impairment (MQVI). Her research interests focus on special and inclusive education; inclusion in mainstream settings, the continuing professional development of teachers and teaching assistants and the development of supportive pedagogies for vulnerable children and young people.

Jo Rose
Jo is a Research Associate within the Graduate School of Education with specific research interests include educational partnerships, and inter-professional working. More broadly, Jo is particularly interested in issues around professional and organisational activity, professional identity, and engagement of stakeholders in education and support services. Jo has a broad range of expertise in both qualitative and quantitative research methods and has used both extensively over the course of her research career.

Rachel Sutton Spence
Rachel is a Reader in Deaf Studies in the Graduate School of Education. She has worked at the University of Bristol since 1989. She was in the Centre for Deaf Studies until 2008 and she has recently joined GSoE from Centre for Personal and Professional Development. She has worked on British Sign Language (BSL) variation and change and has also published on mouth patterns in BSL, and other influences of English on BSL. For the last decade she has worked on creative BSL, working especially with compositions by Dorothy Miles and now with contemporary BSL poets. She teaches Sign Language Linguistics at undergraduate and postgraduate levels, and to professionals working with BSL and members of the British Deaf Community.
Val Williams

My first career was in education, where I was a classroom teacher in special schools during the 1970’s. This introduced me to a vast range of individuals with learning disabilities, as well as their families and supporters, all of whom helped me to learn. My second career, during the 1980’s and 90’s was in Further Education, where I worked with people with learning disabilities, as well as other disabled students of all ages. I was active in introducing and supporting inclusion for disabled students across college, and my final post there was as cross college disability co-ordinator.

I joined Norah Fry Research Centre in 1997, as a research assistant on a project about family carers (’In Their Own Right’; Williams and Robinson, 2000). I also carried out my PhD during this period (Williams, 2002a) which was an analysis of discourse based on an inclusive research project with people with learning disabilities. I am now a senior research fellow at Norah Fry, and I have worked on several inclusive research studies (for instance Gramlich et al., 2002; Williams et al., 2007), and have also published about methodology and paradigms of inclusive research. In terms of topics, my research has covered a range of issues relevant to the lives of people with learning disabilities.
2. PROGRAMME STRUCTURE, AIMS AND OBJECTIVES

**Introduction to Educational Enquiry (20 credits)**
This core unit provides an introduction to the variety of methods used to conduct research in education and is compulsory for all MEd students. It engages students in the key debates surrounding educational research and its importance in developing educational policy and improving educational processes.

Choose Core Units (60 credits) from those listed below

- **EDUCM5601 (20 credits)**
  Controversial Issues in Special and Inclusive Education
- **EDUCM5602 (20 credits)**
  Current National and International Developments in Inclusive and Special Education
- **EDUCM5603 (20 credits)**
  How Schools Can Respond to Diversity and Pupils' Special Needs
- **EDUCM5604 (20 credits)**
  Inclusive Education and Working with Parents/Carers
- **EDUCM5605 (20 credits)**
  Including Students' Voices
- **EDUCM5606 (20 credits)**
  Collaboration across professional contexts in Special and Inclusive Education

Choose Optional Units (40 credits) which can be taken from the units above or units from elsewhere in the Graduate School

Dissertation (60 credits)
2.1 What are the aims of the Programme?

Aim
The aim of the Programme is to provide the opportunity to critically engage with thinking and theory in the field of special and inclusive education. The programme sets out to engage with debates and explore a range of different perspectives. In this way the Programme addresses national and international issues of inclusion and ways in which schools, governments, local authorities and local communities can reduce barriers to participation and learning for all children. The programme is designed to include local, national and international participants from a range of backgrounds which will be providing a very rich source/resource for each other’s learning and development throughout the course.

Learning Outcomes
This programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Knowledge and Understanding

- To be able to understand aspects of the field of special and inclusive education.
- To be able to understand the complex interactions between education and its contexts, and functions at micro and macro level (i.e., classroom, school and systems levels).
- To be able to understand the relationship between social exclusion and educational inclusion, especially for children with special educational needs.
- To be able to understand how to lead and bring about improvements and developments at micro and macro level (i.e., classroom, school, and systems levels).
- To be able to understand how to conduct research project through educational inquiry and dissertation research project.

Intellectual Skills

- To be able to use critical reasoning skills.
- To be able to reflect critically on systems, development, practices.
- To be able to evaluate education policy in an informed and systematic way.
- To be able to interrogate the assumptions underpinning theory and research in the field.
- To be able to develop understanding through discussions with peers, presentations, writing and team work.
**Practical Skills**

- To be able to read and understand academic and professional research articles in a wide variety of journals.
- To be able to plan, conduct and evaluate a research project.

**Transferable Skills**

- To be able to analyse, synthesise and interpret a wide variety of information from different sources (qualitative and numeric information).
- To be able to communicate and present oral and written assignments to academic and professional audiences.
- To be able to work with others, to demonstrate the capacity to plan, to share goals and work as a member of a team.
- To be able to improve own learning and performance, including the development of study and research skills, information retrieval, capacity to plan and manage learning and to reflect on own learning.
- To be able to access information from a variety of sources such as use of information technology for research purposes.

**IT IS IMPORTANT TO NOTE THAT THIS PROGRAMME WILL PROVIDE EXCELLENT PREPARATION FOR CAREER PROGRESSION AND FOR FURTHER ACADEMIC STUDY. HOWEVER, THIS IS NOT A PRACTICAL TRAINING COURSE IN HOW TO TEACH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS.**
2.2 What are the core and optional course units?

The following course units are core to achieving the objectives of the Programme and are compulsory for all participants:

Must take **three** from the following **five** Programme units (i.e. a total of 60 credits)

- Inclusive Education and Working with Parents/Carers (20 credits)
- Current National & International Developments in Inclusive & Special Education (20 credits)
- How Schools Can Respond to Diversity and Pupils' Special Needs (20 credits)
- Including Student Voices (20 credits)
- Inclusive Education and working with parents and carers (20 credits)

and

- Introduction to Educational Inquiry (20 credits)

*Plus*

**TWO** optional units from the following (all 20 credits each) or from remainder of the Programme units or from elsewhere in the Graduate School for example:

- Individual Differences and Developmental Psychology
- Developing Thinking
- Effective Learning: Psychological Perspectives
- Approaches to Counselling in Learning
- Parental and family Counselling
- Brain, Mind and Education
- Social and Socio-cultural Psychology
- Managing People in Education

*Plus*

- Complete a dissertation (60 credits)
Timetable 2013/14

During Orientation Week, you will choose your taught units for 2013/14. This will be done online, via Online Unit Registration.

Once you have registered for your units, you are expected to check your online personalised timetable on a regular basis. You can do this via MyBristol (the student portal) at: http://www.mybristol.bris.ac.uk/portal

It is important that you check your timetable on a regular basis. During the year, it may become necessary to reschedule or cancel classes, or to move them to another room. Your personalised timetable will have details of any changes.

Timetables for all Masters programmes can be found at: http://www.bris.ac.uk/education/students/newstudents/timetables.html Please refer to these for guidance only, at the beginning of the year.
2.3 What are the similarities and differences between the Master of Education and the Postgraduate Diploma in Education?

Participants following the MEd/Postgraduate Diploma in Education courses build up their course of study from the same pool of units. All participants complete assessed work for those units – core and optional – for which they choose to be assessed. Assessment tasks do not vary depending on whether a participant is following the Masters or the Diploma route.

- All students have to gain 120 credits through coursework
- All participants’ work is assessed at M level
- All participants must attend a minimum of 80% of sessions for all their units

Students who want to be awarded a Master of Education degree need to:

1. have completed their six assessed pieces of work at C grade or above;*
2. complete a dissertation and have this assessed as a pass at C or above;†
3. complete the assignment for their compulsory research training unit at C or above. A failure in this unit cannot be substituted with any other unit.

Students may be awarded a Postgraduate Diploma in Education because:

1. they have not gained a C grade or above in their research training unit;
2. they elect to complete only 120 credits of coursework.

* Please refer to the ‘Masters Programmes Handbook’ for guidelines on marking criteria.
† Please refer to the ‘Masters Programmes Handbook’ for guidelines on marking criteria.
2.4 Student Support

There is a range of people within the Graduate School of Education who are here to offer support in all sorts of ways.

**Who?**

**Personal Tutor**

Negotiate four meetings throughout the year to discuss any issues that might be affecting your work. They can discuss problems or issues that are not specific to Unit or Pathway or to your academic studies.

Opportunities to offer feedback about the student experience

Celebrate successes!

**Unit Tutor**

Teach unit content and related activities

Assignment support – organise tutorials and read draft work

Marking and feedback for submitted assignments

Organise and share resources and literature

Upload the appropriate unit Blackboard resources, such as reading and PowerPoint slides

**Programme Coordinator**

Overview of Programme units

Admissions

Issues or queries more generally about the Programme for example changes to Core Unit choices

Pathway Evaluation

**M Level Director**

Masters Programmes Overview

If the people above have not been able to help with your query, then the MEd Programme Directors will help if they can.
2.4.1 Assignment Support

Throughout your time on the programme we aim to offer flexible and carefully structured support for your assignment writing.

On the MEd Special and Inclusive Education Programme we will usually offer the following opportunities for specific assignment support:

- **Opportunities throughout the Unit** to discuss specific ideas, make initial plans and discuss the resources you might need to do your assignment;

- **Two short tutorials** during the course of a unit: this might be an initial meeting to discuss ideas and a further meeting to discuss part of a draft or issues that relate specifically to your work. Your Unit Tutor will make arrangements for tutorial time during face to face sessions;

- For your first assignment, your Unit Tutor will be prepared to see a **FULL DRAFT** and comment on it prior to submission. Your Unit Tutor will discuss the specific arrangements for submissions of full drafts and will negotiate realistic timeframes for this. Thereafter, it is usual for Unit tutor to read and comment on appropriate sections;

- **Email** availability as appropriate. Unit Tutors will get back to you as soon as possible if you have any problems that cannot be dealt with in your face to face session;

You should also make full use the wider University Resources (see the M-level Handbook) and don’t forget that Peer Support is also an important source of help, ideas and resources.

2.4.2 Feedback and Assessment

The assessment process here at the Graduate School has been carefully designed to incorporate both formative and summative assessment opportunities. While your written submitted assignment makes up the summative element of assessment on your programme, you should remember that the conversations during unit sessions and dialogue with your Unit tutor are also intended to form an important element of learning about writing. Whilst working on your assignment you will receive personalised feedback on your ideas and plans and your draft writing. You should take this into account and act on these formative comments to improve your work. You should also look carefully at the Assessment Criteria by which you work will be marked and understands on what basis summative judgements about your work will be made (see M-Level Handbook for Assessment Criteria).
Once your assignment has been submitted to the office it will be marked. You will receive a grade for the work and written comments on the assessment form. Taken together with the ongoing formative feedback you will have received throughout the process of planning and drafting the assignment, you will have a clear indication of the strengths of your written work and indications of areas for further development.

2.4.3. Dissertation Support

The Dissertation phase of your studies represents a substantial amount of work (60 Credits). In order to support you throughout this process there are a range of opportunities for you to attend workshops as part of the MEd Programme – a timetable of activities will be available later in the Autumn Term on the Blackboard site.

In addition to the generic dissertation workshops that are available to all MEd students, on the Special and Inclusive Programme you will be offered opportunities to attend dissertation group workshops related to our Programme, for example:

- Planning your dissertation
- Research methods in Special and Inclusive Education
- Reviewing the literature and Library based studies
- Ethical issues

These sessions will be detailed later in the Autumn Term on Blackboard.

2.4.4 Extensions

Assignment submission dates are shared with you at the beginning of a Unit (usually in the Unit Handbook) in order to support your timely submission and to help you organise your study time. If you envisage that you will have problems meeting your assignment submission date you should talk to your Unit tutor as soon as possible to ensure that appropriate support can be put into place.

In exceptional circumstances a two week extension to the deadline may be permitted. Please see the M-Level Handbook for further information about how to do this.
3. UNIT OUTLINES

University of Bristol Graduate School of Education
MEd/Advanced Diploma in Education

Special and Inclusive Education

EDUCM5601 Controversial Issues in Special and Inclusive Education

Unit Director: Helen Knowler

Attendance: Autumn Term: 3 hr sessions over 7 weeks

Credits: 20

Aims of the Unit

The aim of this unit is to critically review some of the controversial issues and perspectives in key areas within special and inclusive education. The content of the unit, therefore, covers issues ranging from perspectives against ‘full’ inclusion, inclusion and raising standards, inclusion and educational support, inclusion and educational legislation, inclusion and educational practice, inclusion and ‘marginalised’ groups, inclusion and identifications/assessment, interventions and educational placement of a range of pupils with special educational needs (such as ADHD, dyslexia, social, emotional and behavioural difficulties (SEBD).) The unifying theme that links the topics covered in this unit is that they each address recent theory and research, and throw light on the complexities of the issues discussed. Therefore, the unit aims to challenge thinking, stimulate debate and offer opportunities for you to critically reflect upon your own practice in light of these issues. The unit will also aim to raise awareness that one size does not fit all, and therefore stimulates flexible, open and creative ways of thinking about theory, practice and provision.

Learning Outcomes

By the end of this unit participants should be able to:

- Critically analyse debates about the advantages/disadvantage of ‘full’ inclusion;
- Evaluate the impact of raising standards on inclusion and vice versa;
- Identify features of high quality educational support for those pupils identified as having Special Educational Needs;
- Demonstrate their understanding that theoretical approaches and practices are significantly affected by given cultural, social, economic and political contexts;
- Critically analyse published work within the field of inclusive and special education;
- Show their critical and analytical thinking skills in evaluating current intervention strategies for marginalised and vulnerable children and young people;

**Methods of Teaching**

This unit will use a range of teaching and learning strategies to enable participants to identify, select, critically analyse and evaluate ideas, perspectives, theories or data relevant to an appropriate area of study and to locate this work within a broader context, usually through ideas, perspectives and theories from appropriate literature. Whole group lectures, case studies, interactive presentation, multimedia resources will be used throughout to help students to develop a questioning, reflective and critically aware stance throughout the unit.

**Reading**

For most sessions ‘pre-session’ reading will be recommended. Please try and read this material before the session as some of the activities may be based on these publications. Further reading is also suggested in the field of inclusive education in this handbook. Further articles of interest to support you as you progress will also be made available on Blackboard.

**Assignment**

**Complete a 4000 word assignment, for example:**

*Choose a ‘contentious’ area of Special and Inclusive Education as discussed during this unit. Define and critically explore the key debates that surround your chosen area, making reference to research literature and relevant Education policy.*

You may have other ideas for your assignment for this unit and you will also have an opportunity to devise your own focus for your work in negotiation with the Unit Tutor.

**Further Resources**

You will find a wide range of additional materials relevant to this unit on the MEd Blackboard site – under Special and Inclusive Ed.

**Reading List**


Also available at [www.teachernet.gov.uk/wholeschool/sen](http://www.teachernet.gov.uk/wholeschool/sen)


University of Bristol Graduate School of Education
MEd/Advanced Diploma in Education

Special and Inclusive Education

EDUCM5602 Current National and International Developments in Inclusive and Special Education

Unit Director: Helen Knowler

Attendance: Summer Term 2 days + conference day

Credits: 20

Aims of the Unit
The aim of this unit is to critically review recent developments and trends in the field of special and inclusive education nationally and internationally. The content therefore covers a wide range of topics that are relevant to stimulate critical thinking skills for participants to analyse, compare and reflect on recent developments and trends in the field of inclusive and special education and their implications on education of all children. The unifying theme that links the topics covered on the unit is that they each address recent theory and research and throw light on the complexities of the issues and, therefore, challenge the thinking. The unit aims to raise awareness that one size does not fit all (ie. raising awareness of participants on relevance and validity of recent developments and trends within social, economic, political context or cultures) and, therefore, stimulates flexible, open and creative way of thinking among participants. The unifying theme that links the topics covered on the unit is that they each address recent theory and research and throw light on the complexities of the issues and, therefore, challenge the thinking.

Learning Outcomes

- Demonstrate their understanding of national and international developments of inclusive and special education
- Demonstrate their understanding of the social, political and legal context of inclusion
- Understand practical implications of recent global legislative developments in special and inclusive education
- Articulate the cultural implications of practice of inclusion
- Demonstrate their awareness of a range of current trends in the field

- Show their awareness of how schools might respond to students who are marginalized including those who experience difficulties in learning and those with disabilities and or special educational needs
• Apply their creative and analytical thinking skills, reviewing and reflecting on global developments in the field of inclusive and special education

Methods of Teaching

A variety of teaching strategies will be used to deliver this unit, which will include whole group lectures, visiting speakers, case studies, critical analysis of key readings, group discussions and student presentations. Material will be presented in such a way that all students can engage with the ‘reality’ of this field, e.g. by inviting unit participants to share their experiences of such initiatives and through the use of video presentations.

The unit will consist of three full day sessions:

Day One: Conference day with a range of invited speakers
Day Two: Whole group lectures focussing on recent developments and trends in the field of special and inclusive education nationally and internationally.
Day Three: Group activities and reflective discussion work to enable participants to critically reflect upon the unit aims in the context of their own professional environments.

Assignment

A 4000 word assignment will be submitted. Choose from the following areas:

• A Critical reflection of your own learning over the last year. Consider some of the key debates in Special and Inclusive Education and reflect on how these areas relate to your own professional development and practice;

• Consider latest national and international development in Special and Inclusive Education and critically explore the implications for teachers, pupils, parents and schools;

• Critically investigate national and international developments for a specific area of Special and Inclusive Education. For example, inclusive pedagogies for children and young people with Autism or the development of inclusive practice for pupils who experience SEBD;

Reading List


Special and Inclusive Education

EDUCM 5603 How Schools can Respond to Diversity and to Pupils’ Special Needs

Unit Director: Anthony Feiler

Attendance: Autumn Term 2013 - 3hr sessions over 7 weeks

Credits: 20

Aims of the Unit
This unit will provide students with knowledge of key, school-related factors that are associated with more effective inclusive education. Such factors will relate to classroom practice, teaching approaches and teacher attitudes, as well as to factors at the level of school organisation and management, and the link between inclusion and raising pupils’ achievement. An important aim of this unit will be to present a critical review of a wide range of approaches and frameworks in order that students make links between the approaches studied and particular provisions, schools or contexts with which students are familiar.

Learning Outcomes
By the end of this unit students will be able to:

- Demonstrate their knowledge of the interface between school-improvement and effective inclusive education
- Show understanding of the association between teachers’ attitudes and the development of inclusive practice
- Evaluate which factors underpin effective teamwork and pedagogy for pupils with special needs and other vulnerable groups
- Interrogate the role of multi-agency collaboration in relation to the development of inclusive practices in schools
- Apply their understanding of a range of approaches and frameworks to a specific context with which they are familiar (school/provision/unit)

Methods of teaching
A variety of teaching strategies will be used to deliver this unit, which may include whole group lectures, visiting speakers, case studies, critical analysis of key readings, video presentations, group discussions and student presentations.
Assignment
Choice of one of the following options:

An essay that provides a critical analysis of inclusive education frameworks and that indicates understanding of how key factors impact on the development of inclusive education such as links between teachers’ attitudes and professional practice.

An evaluation of an inclusive education initiative in a specific context with which the student has had direct experience, using the background policy and research literature on topics such as multi-agency collaboration to discuss the strengths and limitations of the work presented.

Reading List


Other reading to be supplied later.
EDUCM 5604 Inclusive Education and Working with Parents/Carers

Unit Director: Anthony Feiler

Attendance: Spring Term 2013 – 3hrs over 7 weeks

Credits: 20

Aims of the Unit
This unit aims to provide students with an overview of policy initiatives, research findings and key frameworks in the field of parental engagement, with particular reference to parents of children with special educational needs. It will present a range of differing intervention models in order that links between parental involvement and pupil learning and adjustment can be explored. A key aim of this unit will be to develop students’ understanding that ‘one size does not fit all’ in the field of parental involvement. Linked to this is the aim of extending students’ ability to analyse critically a range of policy and research-based initiatives so that students can reflect on and develop their own professional practice.

Learning Outcomes
By the end of this unit students will be able to:

- Demonstrate their knowledge of policy initiatives in the field of parental engagement with particular reference to the involvement of parents of children with special educational needs.
- Use core themes and findings from the research literature to identify strengths and limitations in a range of reported parental involvement interventions
- Articulate their understanding that involving parents from diverse social and ethnic backgrounds necessitates the adoption of wide-ranging/varied approaches.
- Evaluate associations between parental involvement and pupil learning and adjustment.
- Apply their skills of critical analysis to interrogate and enhance professional practice in the field of parental involvement.

Methods of Teaching
A variety of teaching strategies will be used to deliver this unit, which may include whole group lectures, visiting speakers, case studies, critical analysis of key readings, group discussions and student presentations. Material will be presented in such a way that all students can engage with the ‘reality’ of this field, e.g. by inviting unit participants to share their experiences of such initiatives and through the use of video presentations.
Unit Syllabus
1. Introduction to parental involvement.
2. Successful parental involvement projects in the UK
4. Parental involvement and the place of home visiting
5. Creating more approachable schools.
6. Invited speaker:
7. Assignment group tutorial.

Assignment
Choice of one of the following options:

- Completion of an essay that explores the strengths and limitations of parental involvement frameworks with particular reference to the involvement of parents of children with special educational needs and/or parents from diverse social and ethnic backgrounds, or that evaluates strengths and limitations in a range of reported parental involvement interventions

- A critical evaluation of a parental involvement project with which the student has had direct, professional experience.

Reading List
University of Bristol Graduate School of Education  
MEd/Advanced Diploma in Education

Special and Inclusive Education

EDUCM5606 Collaboration across Professional Contexts in Special and Inclusive Education

Unit Director: Jo Rose  
Attendance: Spring Term 2013 – 10 x 2hr sessions  
Credits: 20

Aims of the unit
The overarching aim of this unit is to provide students with an understanding of inter-professional working (IPW) from the different perspectives of policy makers, strategic decision makers, practitioners, and service users. The conditions that support and impede successful IPW will be explored. The tensions arising from IPW and the potential benefits will be investigated. A range of theoretical perspectives on IPW will be critically evaluated. The unit will also draw on the experiences of the students to support the lectures, readings, class discussions and group tasks.

Learning Outcomes
By the end of the unit students will have developed a critical awareness and understanding of:

- The impact of policy frameworks and the structure of the different professions on the practice of IPW

- The ways in which IPW can support inclusive practice across education systems, and contribute to the prevention of social and educational exclusion

- The dynamics of IPW; the ways in which different professions formulate new ways of working together

- The tensions and rewards arising working across professional boundaries, and where these originate

- The different ways in which IPW is experienced by different groups of stakeholders

- Different theoretical conceptualisations of IPW
Unit Syllabus
The unit will be taught over 10 sessions with the following foci for each session:

- Introduction to inter-professional working
- The policy context of inter-professional working
- The practice context of inter-professional working
- The service user perspective
- The experiences of a professional
- What helps and what hinders inter-professional working?
- Tensions arising from inter-professional working
- Benefits of inter-professional working
- A new kind of professional?
- Conceptualising inter-professional working

Methods of Teaching
A variety of teaching strategies will be used to deliver this unit, which may include whole group lectures, visiting speakers, case studies, critical analysis of key readings, group discussions and student presentations. Material will be presented in such a way that all students can engage with the ‘reality’ of this field, e.g. by inviting unit participants to share their experiences of such initiatives and through the use of video presentations.

Assessment
Formative assessment will take place in class, with peer and tutor feedback on group and class discussions of concepts and literature and how these relate to personal experiences. Students will carry out a mini research project in small groups, exploring experiences of IPW from different perspectives, through interviews with practitioners and service users. As the first part of the summative assessment, the findings from this will be presented in class, stimulating further discussion and feedback.

The remaining part of the summative assessment will comprise a 3000 word essay, from a range of titles, requiring them to use research evidence and policy to critically explore and evaluate concepts in an aspect of IPW. Sample titles include:

- Critically evaluate the extent to which IPW can address social and educational exclusion.
- Outline two different ways in which the processes of IPW can be conceptualised. How useful are these conceptualisations?
- How can tensions inherent in IPW be resolved?
- In what ways might the current political landscape affect the way in which professionals engage in IPW?
- How useful is IPW likely to be in practice for children with SEND and their families?

Reading List


Special and Inclusive Education

EDUCM5605 Including Students’ Voices

Unit Director: Val Williams

Attendance: November 2012 - Norah Fry Centre 3 Priory Road

Credits: 20

Aims of the Unit

Within the field of special and inclusive education, the importance of listening to disabled students has been strongly and consistently emphasised in the policy and research literature. The overall purpose of this unit is to explore the issues involved in listening to disabled students and including disabled students in decision making. The unit will be explicitly based on a social model of disability and disabled people will co-present selected sessions.

There will be an emphasis on exploring the implications of research findings and participants will be encouraged to explore how research can impact on people with learning disabilities themselves. Tutors will refer to and include issues relating to Further and Continuing education, as well as the various contexts in school-age education.

NB: There is a minimum recruitment level for the above unit. Please ensure that you register in advance and check with the MEd Office beforehand to ensure that it is running.

Learning Outcomes

By the end of this unit students will have:

- Grasped an overview of the implications of what young disabled people tell us about their experiences of education
- Explored the implications of research for listening to young disabled people at transition, as they leave school and move into adulthood, and to identify gaps and tensions within this field
- Developed an understanding of why self-advocacy and decision making are important for disabled people, and how these skills can be nurtured in educational settings
- Developed critical awareness of the role of adopting a person centred approach when schools, colleges, other agencies and parents and carers work together
Methods of Teaching

Guided reading, lectures, seminars, and presentations across 20 contact hours in the University. Aspects of the unit will be taught by adults and young people with learning disabilities. Consideration has been given to meeting the needs of students from a broad range of backgrounds/contexts, including home and international students, disabled students and those for whom English is an additional language.

Assignment

The assessment for the unit will consist of a small practical or library-based investigation into an aspect of including students’ voices (4,000 words or equivalent). Drawing on research evidence, students will be expected to demonstrate why the chosen topic is important for disabled people. Where appropriate, implications for transition and inter-agency working will be critically reviewed.

Reading List


Abbott

Research Methods

EDUCM5000 Introduction to Educational Inquiry

Programme Coordinator: Jo Rose

Attendance: You will be allocated a group and seminar time in due course. There are further two conference slots that are going to take place on October 2012 and December 2012 between 10:00-16:00.

Credits: 20

Aims of the Unit:

- To present the main philosophical and methodological positions within social science research with special reference to research in education
- To appreciate the importance of critically engaging with research literature
- To enable students to understand and to engage with the process of research design and its conduct.
- To introduce students to issues in data collection and analysis
- To help prepare students for undertaking an empirically-based dissertation
- To enable students to enrich their reading and understanding of research literature that they engage with in other Masters courses

Learning Outcomes

By the end of the unit students will be able to demonstrate that they can:

- Read critically, and summarise, research-related documents, which have employed a range of research approaches and methods based on differing epistemologies
- Formulate a research question and an appropriate research design
- Critically engage with issues of ethics, validity, trustworthiness and reliability in relation to research
- Have the skills and confidence to read research and evaluation reports that are workplace related
- Have the skills and confidence to be able to conduct research, as may be necessary within their professional capacity
- Have made decisions regarding their future learning needs, in particular in the area of data collection and analysis techniques (this is particularly important for those likely to be undertaking a dissertation)

Methods of teaching

Teaching consists of a one-hour tutor-led lecture session followed by a tutor-facilitated seminar session consisting of group work activities. The tutor led lecture session will take the form of a presentation of key concepts and issues.
Wherever possible these will be illustrated with examples of research in the Graduate School of Education.

Within the seminar sessions students will be supported to design a research project in small groups, enabling them to get a more ‘hands on’ feel to doing research.

**Unit Syllabus**
This course provides an introduction to the variety of methods used to conduct research in education. It engages students in the key debates surrounding educational research and its importance in developing educational policy and improving educational processes. The question of what constitutes good educational research is addressed and students will be encouraged to develop strategies to better understand and critique the immense variety of educational research reported in books and journals.

In this course, students are introduced to the entire process of conducting educational research from the initial stages of thinking about research questions to designing a project, choosing particular methodologies and methods. Students are encouraged to look at this from a political and philosophical as well as an educational perspective and also to consider and reflect on the key issues that educational researchers face, including how it is possible to ensure good ethical practice.

**Assignment**
All students are required to write a 4,000-word research report of the project carried out during the unit.

**Reading List**


APPENDIX I GUIDELINES FOR WRITING ASSIGNMENT

General Points

If you anticipate that you will not be able to submit your report on time please see the unit tutor about this.

For many who return to studying after several years teaching, writing an assignment can seem a daunting task. Hopefully, the following comments and suggestions will prove helpful.

Please do not forget to number your pages and complete a references section at the end. References are considered an integral part of each assignment and the Harvard method of referencing must be adhered to (please see the guide to referencing in this handbook).

Your report should be typed on A4 paper, using Arial font 12 with double line-spacing.

When starting a new paragraph, please start after you have inserted two new lines (not one).

Your reports will be marked by a first marker (ie. Unit tutor) and a selection will be second-marked. Assignments are marked on a 5-point (A-E) scale. Please refer to the marking criteria listed in the ‘Assessment Handbook’ for details on grading.

Other points to bear in mind when writing reports:

What term to use for your assignment

At times you may wish to refer to the document you are writing. If you are writing about a case study, you should use the term ‘report’, e.g. ‘This report focuses on a child aged 8 years…’.

If you are writing an essay, then use this term, e.g. ‘This essay will cover the following areas…’.

Using UK frameworks/models

If you are writing about conditions/provision in a country other than the UK, you may need to make it explicit at times those frameworks/issues such as those presented in the SEN Code of Practice (which is a UK Government document) can be applied and are relevant to educational contexts in Greece/Taiwan etc.

Explain ‘buzz’ words/new terms

Don't assume that your readers know what certain terms/words mean. If you are using a term such as 'inclusion' or 'attention-deficit-hyperactivity disorder', you should include a brief explanation/discussion of your understanding of this
concept. This can be a summary or a direct quote from a published source. This is particularly important when a term you discuss may be controversial. For example, some are sceptical of the validity of the term 'emotional literacy', and see it as another fad/buzz word. To cover yourself, you should include some commentary about the term, e.g. 'Professionals in my local authority/country have recently introduced training in 'emotional literacy'. This, according to Smith (2005) is ....' and then include a quote. If writing about the term such as dyslexia, you are advised not refer to ‘dyslexic children' or 'dyslexics', but ‘children with dyslexia’ – and some explanation of your understanding of this term would be useful.

Critical analysis

There can be tendency for those with less experience of writing to simply describe or summarise background reading/issues/frameworks, with too little emphasis on critical analysis and evaluation. For example, rather than just describing the background documentation and literature which relates to special needs provision, you should include, at times, some discussion of what has been written, e.g. by linking what one author says with the views of another. In other words compare the views expressed by different writers and the perspectives reflected in different frameworks; and discuss how such views/frameworks link to the report title and your theme/argument. You might also consider conceptual, methodological and interpretative weaknesses where appropriate and discuss how certain models, research findings, theories etc. are limited or contradictory.

If you are writing about terms such as 'dyslexia', 'dyspraxia' 'ADHD' etc, you should demonstrate that you are aware that such descriptions are controversial. For example, you might want to comment on the extent to which writers tend to focus on 'within-child-deficits', emphasising biological/neurological factors, possibly underplaying the extent to which environmental factors might play a part. You might also discuss how difficult it might be to arrive at a clear definition of the given term and the lack of agreement amongst professionals about the identification of such difficulties (i.e. which aspects of a child's behaviour do/don't fit the given category).

Avoid sweeping statements

Such as ‘More children with special needs are being placed in mainstream schools than ever before...' unless you can support this with a reference or evidence/examples. Instead, write clearly and specifically e.g., 'The proportion of children with special needs placed in mainstream schools in the UK has remained fairly constant over the last 10 years (Farrell, 2005)'. On the whole, less experienced writers are inclined to give too few references when writing reports, tending not to acknowledge the source for certain assertions, and tending not to provide the name of an author/source to support a particular point of view (if you use ideas/theories/findings etc which you have come across while doing your background reading, you must give a reference for the source). Where you are quoting an author verbatim (i.e., word for word), cite the page number also in the reference, e.g. (e.g. Thomas et al, 1998: 4).
Using the background literature/citing sources and when to use direct quotes

When discussing/commenting on what others have written, it’s generally appropriate to summarise research findings and others’ commentary etc in your own words, and then acknowledge the source.

Take the following excerpt from Middleton (1999):

Traditional explanations of disadvantage experienced by disabled children rest on the medical model of disability which holds that the trauma of impairment is in itself an explanation for the individual's failure to achieve a reasonable quality of life. The 'social model' shifts this emphasis away from pathologising the individual and stresses restrictive environments and attitudes. (Middleton, 1999: 1)

When using this source, you might write the following:

Traditional explanations of disadvantage experienced by disabled children often reflect a medical model of disability, whereas the social model of disability emphasises the extent to which restrictive contexts and attitudes can pathologise the individual (Middleton, 1999).

The above wording is fairly close to that used by Laura Middleton. However it’s not exactly the same and it summarises what she wrote. So this is not plagiarism. It’s fine to write this in your own words, as long as you indicate which author you used.

So when should you include direct quotes? It’s inadvisable to use too many direct quotes from authors (i.e. using quotation marks, and then quoting verbatim), as this can result in a rather fragmented style. When you come across a quote that is particularly strongly worded and well-expressed, then it may be appropriate to include a direct quote. In which case you should indent the quote, use italics, and include the page number. But don’t use too many direct quotes! One or two per page (single spaced) is probably enough.

Be specific - include details

Wherever possible, be as specific and clear as possible, and provide ‘hard’ information. For example, if you include the following statement: ‘At school x, most pupils are of average or above average attainment’, it would be helpful if you could add some specific data to support this - e.g. results of SATS at Key Stage 1 or 2; or average GCSE points attained by pupils. Or, suppose you comment that some teachers at your school were supportive of a particular strategy to help low-achieving pupils, state how many teachers were positive about this approach; and provide evidence for such an assertion (e.g. comments made at a staff meeting).
Structure

Try to develop a style that results in a well-planned and well-structured assignment. Each section/part of the assignment should lead on to the next, with a logic and fluency that makes for pleasurable reading. Writers use many techniques to make their material more digestible and interesting. For example, use an introduction to briefly explain to the reader what you are aiming to cover and what your key theme(s) will be. When you reach the end of a section, before starting the next part of the report it can help to summarise what you have said (the salient points) and then briefly explain what you are going to discuss next, i.e. link different parts so that the reader understands the form and logic of your report. One technique is to ask questions, e.g., 'So far in this report I have discussed possible factors that may impede teachers from supporting pupils with learning difficulties in the UK. What lessons can be gained from studying this field in other countries?' You can then go on to answer the question you have posed.

Other "do's" and "don'ts"

- Avoid writing informally. It is essential to use conventional words/phrases, e.g. do not write, 'I recently taught an SEN kid whose mum had reading problems …' [Alternative: 'I recently taught a pupil with special educational needs (on Stage 1 of the Code of Practice) whose mother informed me that she herself experienced difficulties with reading…']. And another example, rather than 'There's been a huge amount of research done on dyspraxia recently by medics…' [Alternative: 'A considerable amount of research has recently been conducted by a range of professionals in the medical profession…'].

- If you use technical terms, or acronyms/initials (such SEN etc), you should write these in full the first time these are used, and place the initials in brackets, e.g. 'In the section that follows the role of Special Educational Needs Coordinators (SENCOs) will be explored…'. From this point on you can refer to SENCOs.

- Please don't use italics when citing references in the text (e.g. Ainscow, 1999).

- When citing sources in the text of your assignment and when listing references at the end, please do not use bold or italics or colour to highlight the references.

- Please don't refer to the various sections as 'Chapters' (this is acceptable in a dissertation, but not appropriate in a shorter assignment such as this).

- Please don't write 'don't', 'isn't', '& etc – always write in full.

- Please avoid over-use of capital letters. For example, if your report is about a pupil or a group of pupils with dyspraxia or dyslexia, don't use
capitals for such terms. (Or for ‘teacher’, ‘headteacher’, etc). If you do use capitals (e.g. for Educational Psychologist), please do so consistently, throughout the assignment.

- The use of terms such as ‘dyslexia’, ‘ADHD’ etc is controversial, and if you need to use such a term (e.g. if another professional has described a pupil in such a manner) you should clarify this e.g. ‘Yasmin’s GP has stated that she has ‘Attention deficit hyperactivity disorder’ – I believe this is because her concentration span can be limited in certain situations…’.

- If you include a direct quote in your report, don’t just leave it hanging in mid-air without any comment. It generally helps if you discuss the significance of what’s been quoted, either just before the quote, or just after.

- Please type/write using double-spacing and single sides. Please don’t use any footnotes.

- Make sure that every reference you have cited is listed alphabetically and correctly in your reference section at the end.

Guide to writing a literature review

A key aim of a literature review is to map out previous and current research on the topic you have chosen to write about. Within your chosen field, you should attempt to identify the authoritative voices, major issues, current debates and controversies.

Clearly, your literature review should include works (books, articles, policy documents, government publications) relevant to the field you have chosen to explore. You may decide to have separate sub-sections for policy publications (e.g. government guidelines, legislation, etc) and academic publications (research articles, review articles etc). You will have to make decisions about what is ‘relevant’ and how wide to cast your net. For example, if you choose to write about parental involvement in secondary schools, you may consider it appropriate to include commentary on the current broader context (e.g. a historical overview of parental involvement generally, the debate about inclusive education, etc). Alternatively, you might focus on a more specific aspect parental involvement (e.g. parental engagement with primary schools in urban contexts) and choose not to comment on wider issues. What is important is that you state clearly what your focus for the literature review will be (near the beginning), and provide a rationale for what you have chosen to include and what you have chosen not to include.

Include some direct quotes from authors, but not too many or too long. Three or four lines is generally about enough per quote; and you may well need to spell-out/explain the significance of the quote, e.g. explaining in your own words the key point being made by the quoted author, and/or how it links with the theme/argument you are developing – don’t simply include a direct quote and leave it to the reader to guess why it’s included/what point is being emphasised.
For example, having inserted a direct quote, you might start the next sentence with a phrase such as: ‘The key point being made by X is that…’.

The review should be critical, analytical and evaluative rather than a merely descriptive account of what has been published on your chosen topic. Avoid it becoming a mere catalogue of articles/books on your chosen topic. This is an important point – too many literature reviews simply describe/list what others have done/found. What does ‘critical, analytical and evaluative’ mean in the context of a literature review? One useful strategy for writing in a ‘critical, analytical and evaluative’ style is to include inter-author links – i.e. links between the perspectives of authors, commenting on the extent to which various authors are agreeing or differing; or the extent to which differing authors’ views/findings are or are not in line with current government policy initiatives. In addition:

- You might identify under-researched areas of your chosen topic.
- Or you might comment on the lack of detail reported in a certain article.
- Or the lack of longitudinal research conducted in a certain area (very common in the field of child development).
- Or the lack of ecological validity (in some areas of child development, research may be conducted in unnatural settings/contexts).
A guide to referencing your work

There is no one correct way to reference your work. The preferred style, and one which is very widely used currently in academic publications, is the Harvard system. It is essential that you fully reference all of the work which you produce for assessment purposes. Please do not produce a separate bibliography (i.e. all the books/articles etc that you read for the assignment, but which you may not have cited in the text), the list of references will suffice; and please do not use bullet points when listing references in your reference section.

N.B. In this guide italics are used in preference to underlining of titles, but underlining is equally acceptable.

Page numbers: these should be given after the year of publication, if you have quoted direct, e.g. Hill 1994:29

1. Single Author

   in your report: (Stewart 1986)

2. Two Authors:

   in your report: (Pollard & Tann 1987)

3. Three or More Authors:

   in your report: (Mortimore et al.1988)

4. Single Author's Chapter in an Edited Book:

   in your report: (Acker 1987)

NOTES:
I) Where the author is actually an editor then add (ed.) after their name and before the date.
II) Where a chapter in an edited book has more than one author then apply the same rules as in 2 and 3 above.
III) When a book has more than one edition, make clear which one you have used by inserting the edition after the date but inside the brackets. (1987, 3rd edition.)
5. **Articles in Journals**

**Single Author**

in your report: (Nias 1984)

**NOTES:**

I) Where available include the volume, part and page numbers.

II) Where there is more than one author, apply the same rule as in 2 & 3 above.

6. **Government Publications**

in your report: (Central Advisory Council for Education 1967)

7. **Open University Course Publications**

in your report: (The Open University 1988)

**Listing Your References**

In the references at the end of your piece of work list alphabetically, under the title ‘References’, all the sources to which you have referred, following these rules:

1) Single authored items for each author are listed before multiple authored items by the same person.

2) Within the single authored items and within the multiple authored section for each person the items are listed in date order.

3) Where an author has more than one item in any given year these should be distinguished by adding lower case letters after the year.

(Nias 1984a) (Nias 1984b)

When set out like this the problems of referencing sources look daunting but remember this guide is attempting to be comprehensive. Most of your references are going to be relatively straightforward so don't try to commit to memory the entire contents of this guide. Instead, keep it handy when you are working on your dissertation.
APPENDIX II INCLUSIVE AND SPECIAL EDUCATION JOURNALS

- Adapted Physical Activity Quarterly
- American Annals of the Deaf
- American Journal of Audiology
- American Journal on Mental Retardation
- American Rehabilitation
- Annals of Dyslexia
- Assessment for Effective Intervention
- Attention
- Research in Autistic Spectrum Disorders
- Focus on Autism
- Journal of Autism and Developmental Disorders
- Autism
- Autism Research
- Progress in Behavior Modification
- Behavior Modification
- Behavioral Disorders
- British Journal of Learning Disabilities
- British Journal of Special Education
- British Journal of Visual Impairment
- Child & Family Behavior Therapy
- Child & Youth Care Forum
- Child & Youth Services
- Child Abuse & Neglect: The International Journal
- Child Development
- Child Maltreatment
- Children's Health Care
- Clinical Neuropsychologist
- Communication Disorders Quarterly
- Deafness & Education International
- Disability & Society
- Down Syndrome Research and Practice
- Emotional and Behavioural Difficulties
- European Journal of Special Needs Education
- Exceptionality
- Gifted & Talented
- Gifted and Talented International
- Gifted Child Quarterly
- High Ability Studies
- Infants and Young Children
- International Journal of Inclusive Education
- International Journal of Special Education
- Intervention in School and Clinic
- Journal of Abnormal Psychology
- Journal of Applied School Psychology
- Journal of Communication Disorders

MEd in Special and Inclusive Education Programme Student Handbook 2012-13
• Journal of Deaf Studies and Deaf Education
• Journal of Experimental Psychology: Learning, Memory, and Cognition
• Journal of Learning Disabilities (Sage)
• Journal of Postsecondary Education and Disability
• Journal of Research in Special Educational Needs
• Journal of Special Education
• Journal of the International Association of Special Education
• Learning Disabilities: Research & Practice
• Mental Health Aspects of Developmental Disabilities
• Mental Retardation
• National Forum of Special Education Journal
• Pastoral Care in Education
• Psychology in the Schools
• Remedial and Special Education
• Residential Treatment for Children and Youth
• Roeper Review
• Special Education – forward trends
• Support for Learning
• TEACHING Exceptional Children
• Technology and Disability
• Topics in Early Childhood Special Education
• Topics in Language Disorders
APPENDIX III USEFUL WEBSITES

http://www.iddc.org.uk/

International Disability Development Consortium (IDDC) is a self-managing group currently consisting of 16 international non-government organisation supporting disability and development work in over 100 countries globally. IDDC's aim is to more effectively and efficiently promote the rights of disabled people through collaboration and sharing of information and expertise. To achieve this aim, IDDC believes development policy and practice should be inclusive.

http://www.cec.sped.org/

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

http://www.dpi.org

Disabled Peoples' International is a network of national organizations or assemblies of disabled people, established to promote human rights of disabled people through full participation, equalization of opportunity and development.

http://www.csie.org.uk/
Centre for Studies on Inclusive Education (CSIE) is an independent centre working in the UK and overseas to promote inclusion and end segregation.

http://www.unicef.org/
UNICEF is the lead United Nations organization working for the long-term survival, protection and development of children. Its programmes focus on immunization, primary health care, nutrition and basic education. UNICEF is currently focused on 5 primary priorities: Young Child Survival and Development, Basic Education and Gender Equality, Child protection from violence, exploitation and abuse, HIV/AIDS and children, and Policy advocacy and partnerships for children's rights. Related areas of UNICEF action include early childhood development, adolescence development and participation, life skills based education.

http://www.daa.org.uk/
Disability Awareness in Action (DAA) is an international human rights network, run for and by disabled people. This website is now the focus for how we pass information and news to disabled people - and our representative organisations - around the world.


http://www.eenet.org.uk/
Enabling Education Network (EENET) provides access to a unique and broad-based body of expertise and experience in the practice of inclusive education world wide. It is committed to prioritising the needs of countries/organisations/individuals who have limited access to basic information and resources.

http://www.right-to-education.org/
The Right to Education Project (RTE) is a public access human rights resource, the only such site in the world devoted solely to the right to education. It was started by Katarina Tomasevski, the first ever Special Rapporteur on the Right to Education of the United Nations Commission on Human Rights, after her appointment in 1998.

http://www.inclusive.co.uk/infosite/index.shtml
Inclusive Technology offer practical advice to those who have any interest in special needs and information technology. In addition, we provide details of support organisations who may offer more general assistance regarding special needs.

http://www.rip.org.uk/
Research in Practice’s (RIP) mission is to promote positive outcomes for children and families through the use of research evidence. RIP’s purpose is to identify effective methods of understanding and using research by providing services to a collaborative network of committed agencies

Talking Point is a website all about speech, language and communication difficulties in children. It has a range of information and resources for professionals and also for parents and carers of children.

www.nspcc.org.uk
The NSPCC (National Society for the Prevention of Cruelty to Children) is the UK’s leading charity specialising in child protection and the prevention of cruelty to children. NSPCC has been directly involved in protecting children and campaigning on their behalf since 1884.

www.awcebd.co.uk
The Association of Workers for Children with Emotional and Behavioural Difficulties. AWCEBD exists to promote excellence in services for children and young people who have emotional and behavioural difficulties and to support those who work with them.
www.bullying.co.uk

The award-winning charity Bullying Online was founded in 1999 by journalist Liz Carnell from Harrogate and her son John, as a direct result of their experience of dealing with school bullying, which included taking successful legal action against an LEA.

http://www.ndcs.org.uk/

The National Deaf Children’s Society (NDCS) is the only UK charity solely dedicated to providing support, information and advice for deaf children and young people, their families and professionals working with them.

http://www.rnid.org.uk/

Royal National Institute of the Deaf (RNID) aim to make daily life better for deaf and hard of hearing people. RNID support other organisations in their aim to provide better services to their deaf and hard of hearing employees and customers.

http://www.rnib.org.uk

Royal National Institute of the Blind is the UK’s largest charity offering information, support and advice to over two million people with sight problems.

http://www.bda.org.uk/

National charity for deaf people in the UK.

http://www.bild.org.uk/

British Institute of Learning Disabilities (BILD) is working to improve the lives of people in the UK with a learning disability.

http://www.bdadyslexia.org.uk/

British Dyslexia Association (BDA) is the voice of dyslexic people. The BDA aims to influence government and other institutions to promote a dyslexia friendly society. The BDA promotes early identification and support in schools to ensure opportunity to learn for dyslexic learners. We want to represent the needs of dyslexic people on leaving school, in higher education and in work.

http://www.bcodp.org.uk/

The British Council of Disabled People (BCODP) was set up by disabled people in 1981 to promote their full equality and participation within society. BCODP is an umbrella organisation that represents some 80 organisations run and controlled by disabled people.
The National Society for Epilepsy is committed to providing information and support to people with epilepsy. They also provide care for people with epilepsy through medical and residential services.

http://www.scope.org.uk/

Scope is a charity working with people with Cerebral Palsy.

www.dyspraxiafoundation.org.uk

Information about all aspects of dyspraxia. Details of finding help in your local area. Information about physiotherapy, occupational, speech/language, psychologists.

www.hacsg.org.uk

This site is designed to help and support hyperactive children and their parents. The organisation conducts research, promotes investigation into the incidence of hyperactivity in the U.K. and investigates its causes and treatments.

http://www.actionasd.org.uk/

Action for Autistic Spectrum Disorders (AASD) is a support and action group which works to help people with autistic spectrum disorders live their lives with as much independence as possible by offering advice and support to all who need it.

http://www.youngminds.org.uk/

YoungMinds is the UK’s leading charity committed to improving the emotional wellbeing and mental health of children and young people.

www.antibullying.net

The Anti-Bullying Network is part of the Positive School Ethos Programme which is based at Moray house Institute of Education. This includes the Scottish Schools Ethos Network and the Promoting Positive Discipline Initiative. The programme as a whole seeks to bring together a range of developments which contribute to a positive learning environment, enhancing achievement.

www.kidscape.org.uk

Kidscape is the registered charity committed to keeping children safe from harm or abuse. Kidscape is the only national children’s charity which focuses upon preventative policies - tactics to use before any abuse takes place.

http://www.cafamily.org.uk/

Contact a Family is the only UK-wide charity providing advice, information and support to the parents of all disabled children - no matter what their health condition. It also enable parents to get in contact with other families, both on a local and national basis. Each year we reach at least 250,000 families.
http://www.drc-gb.org/

The Disability Rights Commission aims towards a society where all disabled people can participate fully as equal citizens.

www.clickteaching.com
Clickteaching is an online resource database to support schools and teachers. It is built and run by teachers who use the resource ideas in their own classrooms. The site offers a great range of free worksheets, lesson plans and activity ideas.

www.circle-time.co.uk
Quality Circle Time has been developed by Jenny Mosley over the past 15 years as a whole-school approach to enhancing self-esteem and positive behaviour and relationships within the school community.

www.schoolzone.co.uk
Schoolzone provides a wide range of resources for teachers at all levels, including teaching resources, worksheets, software.

www.skillsfactory.com
Literacy & Numeracy Complete Online have very user-friendly screens which help you build your lesson plans and track attainment in minutes, not hours.

www.teameach.co.uk
Information on a sensitive and positive handling system acknowledged and supported by DfES, DoH, SS, NSPCC. Of interest to special schools, and particularly Emotional and Behavioural Difficulties (EBD), both day and residential.

http://www.teachernet.gov.uk/
TeacherNet has been developed by the Department for Education and Skills as a resource to support the education profession. The TeacherNet is a site that is simple, easy to use and contains high quality links to UK sites that are invaluable to teachers. TeacherNet was recently voted as the best Education Website, even above the BBC.

www.teachersupport.org.uk/
Advice and counselling for teachers by phone (08000 562 561) e-mail.

http://www.teachers.tv/help/about/introduction (this is now an archived site but points you to some very interesting resources!)

Teachers’ TV is a channel for everyone who works in education, from heads to governors and support staff. Programmes take you inside classrooms and schools across the country to see how good teachers are bringing the curriculum to life and improving schools. The channel is funded by the government but editorially independent.
http://www.behaviour4learning.ac.uk/

The focus of Behaviour4Learning is to develop trainee skills and insights which foster a classroom ethos of ‘behaviour for learning’.

www.audit-commission.gov.uk/itc/education.shtml

Improving school attendance and behaviour in schools is vital if all children are to make the most of their educational opportunities. Its importance has been underlined by the government’s decision to set targets for reducing levels of truancy and exclusions from school. The Government is supporting many initiatives to improve attendance and behaviour in school through a range of grants to local authorities and other agencies.

www.education.gov.uk

This comprehensive Government site provides total information about education and skills-related matters and statistics concerning education in the UK.

www.dfes.gov.uk/behaviourandattendance (these sites are archived)
The programme aims to improve pupil behaviour and attendance, supporting practitioners through developing a consistent approach building on the best current practice. BESTs are multi-agency teams that work closely with defined groups of schools to provide whole school, group and individual support to address the needs of children and young people with emotional and behavioural problems.

www.dfes.gov.uk/behaviourimprovement/

On the Behaviour Improvement Programme (BIP) aim is to provide information, case studies and opportunities for sharing good practice as part of the Government's aim to raise educational standards for all. BIP is part of the Improving Behaviour and Attendance Programme.

https://www.gov.uk/government/organisations/department-for-education/about/statistics

At this website you will find all of the latest statistics from the UK government related to SEN, Disability, Inclusion and exclusion, as well as other interesting quantitative data.

www.ofsted.gov.uk

The Office for Standards in Education (OFSTED), officially the Office of Her Majesty’s Chief Inspector of Schools in England. OFSTED contributes to the provision of better education and care through effective inspection and regulation. OFSTED achieve this through a comprehensive system of inspection and regulation covering childcare, schools, colleges, children's services, teacher training and youth work. OFSTED is a non-ministerial government department accountable to Parliament.

http://www.crin.org/about/index.asp
The Child Rights Information Network (CRIN) is a global network that disseminates information about the Convention on the Rights of the Child and child rights amongst non-governmental organisations (NGOs), United Nations agencies, inter-governmental organisation (IGOs), educational institutions, and other child rights experts.