



BISHOP  
GROSSETESTE  
UNIVERSITY

# Special Educational Needs, Disability & Inclusion

BA (Hons)



# Why study at BGU?

We're one of only a handful of universities in the UK to have been awarded a TEF GOLD award for the excellent quality of our teaching

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We offer great opportunities to integrate theory and practice through a range of placements

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97% of our students are in work or further study within 6 months of graduating, and our careers team will support you long after you graduate

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We offer support and can, when needed, tailor assessments to different needs



# Hello

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# SENDI at BGU

Throughout the study of Special Educational Needs, Diversity and Inclusion you will find out about different categories of need including; cognition & learning, social, emotional and mental health, sensory and communication needs. Modules cover the broad spectrum to focus upon specific and more complex needs. You will challenge your own beliefs and values, as well as those of others, and become an advocate for change.

You'll be encouraged to increase your understanding of competing political agendas in relation to inclusion, and you'll study hidden inequalities in depth. The areas you study will be dynamic, with current, contemporary themes which change and develop from year to year. Throughout the course, you will complete a number of modules which take a more

thematic approach where you'll explore critical issues such as Inclusion, Equality and Entitlement. During your final year, you will explore wider issues of inclusion including policy and leadership.

The SENDI programme is carefully structured to guide you as you develop as an individual student, from broad themes in your first year to more specialised topics in later years. You will have the opportunity to examine legislation and contrast it with the reality of what is provided in educational settings, developing skills in critical analysis of current issues, and looking at how those issues impact on the individual and their learning environment. In addition, you'll become equipped with the confidence and competence to make a difference to your own life and the lives of others.

For full details of all of our courses, including combinations, module details, entry requirements and much more, visit [bishopg.ac.uk/courses](http://bishopg.ac.uk/courses)







“

I've been able to work in mainstream and special schools, but probably my top placement was in an ABA Therapy unit. I've been able to work with vulnerable individuals aged 3 to 19 - it's often intense and you always need to adapt your approach but the skills you learn on the course are perfect for these situations.”

**Laura**

Special Educational Needs,  
Disability & Inclusion

## KEY FACTS

**AWARD:** BA (Hons)  
Single or Joint Honours

**DURATION:** 3 years full-time

**START DATE:** September

**TYPICAL OFFER:**  
96 – 112 UCAS tariff points

**INSTITUTION CODE:** B38



Studying this course was extremely beneficial as I gained additional knowledge of profound learning needs, different approaches to learning and SEN policy which I would not have gained through Single Honours Education Studies.”

**Jamie**

Special Educational Needs, Disability & Inclusion

## SENDI modules

At BGU you can study Special Educational Needs, Disability & Inclusion (SENDI) as a **single** or **joint** honours degree, giving you an in-depth knowledge of the subject. Depending on your year of entry, options and any potential course combinations, you may study some or all of the following modules in SENDI at BGU.

For full details of all of our courses, including combinations, module details, entry requirements and much more, visit [bishopg.ac.uk/courses](http://bishopg.ac.uk/courses)

## Year 1

### **From Excluded to Included: A Century of Change**

This module will introduce you to the field of Special Educational Needs, Disability and Inclusion (SENDI), looking at educational and social models of disability within schools and across global and national levels of society. The impact of competing perspectives and changing legislation will be discussed and critiqued.

### **The Whole Child: Holistic Approaches to Meeting Needs**

This module will focus upon holistic approaches in education/care/social learning which enhance social, emotional, physical and cognitive development. You will critically analyse collaborative practice (e.g. parents, professionals) in supporting holistic approaches, exploring competing and complementary psychological and behaviourist theories (e.g. Piaget, Bruner, Kolb, Maslow) and social learning frameworks (e.g. Freire, Dewey, Steiner).

### **Learning to Learn**

You will learn how within-child factors interact with environmental factors to affect how a child develops cognitively, and will consider implications for children with learning differences and physical needs. This module will emphasise psychological and biological aspects of learning development, introducing critical examination of relationships between policies, teaching strategies and their effects upon learning in mainstream classrooms.

### **Barriers to Learning**

This module will enable you to identify some of the causes which impact upon learning in both educational and social settings, introducing policies and strategies adopted and adapted in response to different learning behaviours, which facilitate inclusive practice. A number of sessions will explore a range of disabilities and difficulties which are causal factors of behaviour for learning e.g. syndromes and disorders; Autism, Attention Deficit, Hyperactivity, Oppositional Defiant Disorder, Obsessive Compulsive Disorder and Depressive disorders.

## Year 2

### **Meeting Different Needs**

This module will examine a range of diverse needs, considering cause and impact upon learning supported by up to 48 hours placement. By the end of the module, you will be able to reflect upon the impact of legislation and practice in meeting the learning needs of a range of disabilities.

### **An Introduction to Research Methods**

This module will allow you to understand and critically examine differing theoretical perspectives and methodological approaches to qualitative and quantitative research. You will develop skills in collecting, analysing and treating data, along with identifying different research methods and developing skills in applying these methods for your future independent study.

### **Rhetoric or Reality?**

The module examines differences, which some children or adults may experience in their learning, which has been interrupted through medical or social causation and labelled as SEND. You will consider the learning environment and the assessment of individual learner needs and the role of the wider stakeholder groups including parents and carers in maximizing learner participation in the educational process.

### **Professional Contexts**

This module provides you with an experience of the world of work in the form of a placement or work experience or a project with employer involvement. It enables you to apply knowledge and skills in a real-life context offering a valuable experience to draw on when you present yourself to employers or selectors upon graduation. This module is deliberately structured in an open-ended way to allow placements and/or projects to be developed which are most suited to your potential future career.

### **Cognition and Learning**

This module explores impacts of atypical cognition upon learning and development, and how this knowledge informs practice. You will develop an in-depth understanding of how neurological research shapes and informs perception of learning ability or potential, exploring the impacts of different brain injury, considering the place of education in promoting development.

### **Communication and Interaction**

This module identifies the processes involved in communication and interaction, and investigates a wide range of communication difficulties and how these impact upon the child. You will look at strategies to promote memory, language skills; vocabulary and expressive language development, along with exploring ways to meet the needs of children with communication difficulties including speech, reading and writing.

### **Social, Emotional and Mental Health**

You will be introduced to a range of social, emotional and well-being difficulties that impact upon individuals at different stages of their learning journey. You will be expected to critically reflect on issues associated with social and emotional development, which can lead to mental health concerns. The impacts of mental health and how these present themselves will be investigated and topics might include; attachment disorders, eating disorders, depression, anxiety, and/or post-traumatic stress.

### **Sensory ND Physical Needs**

This module explores a range of difficulties encountered by learners at different stages of their educational journey. You will critically reflect on challenges and opportunities experienced by children and young adults with sensory and /or physical needs e.g. autism, cerebral palsy, dyspraxia and coordination disorders, and hearing and visual impairments problems.

## Year 3

### Hidden Inequalities

This module will consider a range of factors, which can often impact upon learning and may potentially go unnoticed. You will consider the different impacts of psychological, social and emotional disruption upon learning, ranging from prejudices, global and local social exclusion to mental well-being.

### Independent Study

The module will equip you with the transferable and practical skills required for ethical research in pedagogical and professional settings, such as education, social care, health and social work. Lectures and seminars will focus on the nature of educational and social research, including: undertaking ethical research; research paradigms; research methods and design; the use of literature in guiding and informing research; and the presentation, interpretation and communication of findings.

### OR

### Dissertation

This module requires you to devise and undertake a substantial independent study on a subject of interest to you, and to apply your developing research skills to define, investigate and answer a specific research problem within the topic of Inclusion or Special Educational Needs. You are expected to practice and develop the research skills introduced in previous modules, applying them in a more independent manner, and in line with ethical research practice.

### Leading the Learning Environment

This module will address the principles of educational leadership and management with emphasis on the roles and responsibilities of professionals in schools and other educational settings in relation to provision for SEND/Inclusion (e.g. headteacher, SENDCO, class teacher, special needs support assistants). Consideration will be given to the role of the SENDCO and the National Standards for SENDCOs and implementation of the Special Needs Code of Practice.

### Complex Needs

This module will focus on different syndromes and offers you an insight into the nature, aetiology and extent of various types of disabilities and learning difficulties. It will also explore the impact of complex needs at different stages of learning – you will be encouraged to demonstrate a critical knowledge and understanding of the individual needs, reflect on practice and compare professional contexts reflecting international research and practice.

### Contemporary Issues in SENDI

This module will be dynamic in the sense that themes will be contemporary and develop from year to year. Examples of issues may be the contested concept of disability (considering scholars such as Allan, Norwich and Tomlinson) as a social construct and how this relates to current initiatives. An understanding of the principle reasons that create challenge and concern in meeting needs and lead to individuals becoming disengaged from education will be considered.



# What we offer

## Delivery

There is no one-size-fits-all method of teaching at BGU – we shape our methods to suit each subject and each group, combining the best aspects of traditional university teaching with innovative techniques to promote student participation and interactivity.

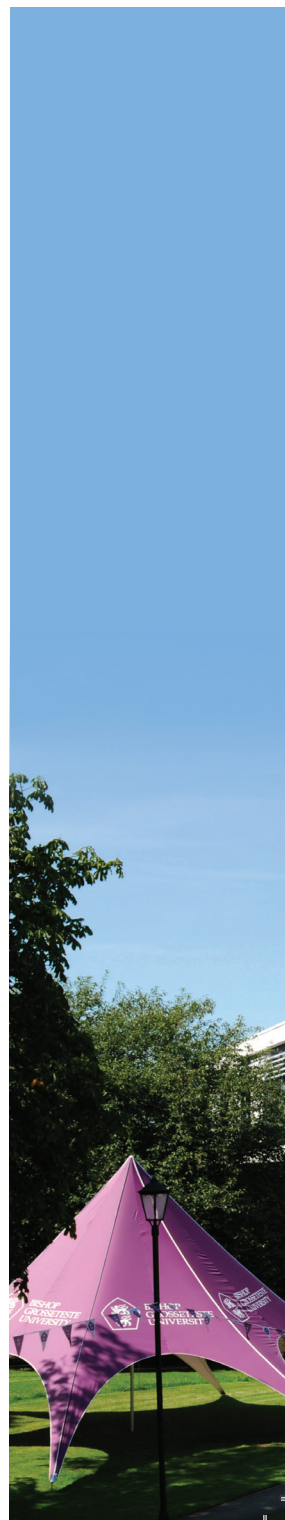
You will be taught in a variety of ways, from lectures, tutorials and seminars, to practical workshops, coursework, work-based placements or even laboratory classes. Small group seminars and workshops will provide you with an opportunity to review issues raised in lectures, and you will be expected to carry out independent study.

Placements are a key part of degree study at BGU. They provide an enriching learning experience for you to apply the skills and knowledge you will gain from your course and, in doing so, give valuable real-world experience to boost your career.

## Assessment

We recognise that individuals come from a wide range of backgrounds and experiences, so we use a variety of assessment strategies on our courses.

Your first year in SENDI is important. We know that you will need time to settle into university and build up your academic skills and so, we will give you detailed feedback on how you are doing and set your targets to improve your work. We use a wide range of different types of assessment throughout the course, including coursework portfolios, group discussions, multimedia technology presentations and individual projects, as well as essays and exams. You may even have the opportunity to get your dissertation research work published!





### **Support**

Studying at BGU is a student centred experience. Staff and students work together in a friendly and supportive atmosphere as part of an intimate campus community. You will know every member of staff personally and feel confident approaching them for help and advice, and staff members will recognise you, not just by sight, but as an individual with unique talents and interests. We will be there to support you, personally and academically, from induction to graduation.

“

The lecturers on my course are great. They're so supportive and genuinely want to help you which makes it easy to build good relationships.”

**Laura**

Special Educational Needs,  
Disability & Inclusion

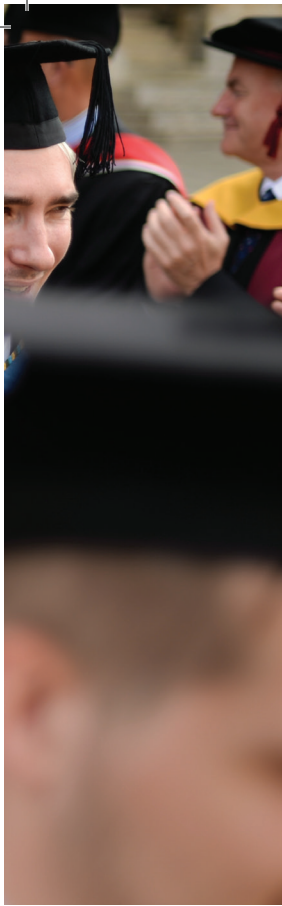




## Your future

Our students have excellent rates of employability when they graduate from BGU, which is great news for you as it means that you can study for a degree knowing that your future is in safe hands. Our employability rates are extremely important to us here at BGU, which is why we offer placement opportunities as an integral part of our courses.

Possible careers for SENDI graduates may include Primary, Secondary, special school or post 16 teaching, work as a SENDI Classroom Assistant, Youth Work, work in a Social Care Setting, or working for Private Sector Educational Providers. Students have also progressed onto to Masters in SEND, Creative therapies, cognitive psychology.



Take a look at  
what qualities  
and skills you'll  
develop as a  
BGU student  
[bishopg.ac.uk/  
graduate-attri  
butes](https://bishopg.ac.uk/graduate-attributes)

“

I know that when the time draws nearer, BGU has a tremendous array of people I can talk to about my future who will have great advice and help me to come to the right decision. Since BGU has such a high employment rate for graduates, I know that whatever I choose to do BGU will help and support me in getting that role.”

**Rebecca**

History





## Why BGU?

Here at BGU we've been providing first-class education to students for over 150 years. We're based in the heart of historic Lincoln, a beautiful and extremely student-friendly city.

Navigating around Lincoln on foot is simple, from the cobbled streets uphill to the modern city centre and waterfront downhill.

We're located uphill on an attractive, leafy campus just a few minutes' walk from Lincoln's medieval Cathedral, Castle and Bailgate area.

With plenty of live entertainment, cultural attractions and nightlife hotspots, there's plenty to keep you entertained, uphill and downhill.

Visit [\*\*bishopg.ac.uk/lincoln\*\*](https://www.bishopg.ac.uk/lincoln) to find out what's on offer in Lincoln.



“

BGU was always my first choice when considering universities. Everything about it is beautiful, from the leafy green trees to red brick buildings – and everything on the inside is just amazing.”

**Sian**

English Literature

As a single-site campus, just about everything you need is close by, whether it be your tutors, your friends, your lectures or the places in which you like to relax.

Our students are some of the happiest in the UK, which is incredibly important to us. We really care about our students and aim to support them all of the way through their studies, from application to graduation.

People often say that there's something special about BGU, that the people really care. There's a warm and friendly feel to life here, and we do everything possible to look after our students however we can.

Studying as part of a close-knit community, you'll get to know staff personally and feel confident in being able to approach them for help and

Explore what we have to offer on our campus at [bishopg.ac.uk/campus](https://bishopg.ac.uk/campus)

“

I came here on an Open Day and really loved it. My first impression at the Open Day was that I really liked it because it was smaller – you go to some universities and they are really massive, scary big city campuses, but here I felt really comfortable.”

**Hayley**  
Education Studies



advice. Staff will recognise you - not just by sight but as an individual with unique talents, interests and needs. We'll be there to support you, academically and personally, from the day you start until long after you leave.

Life after BGU is extremely important and we offer many different methods

of support for your future career. This, alongside our talented graduates, is one of the reasons that we consistently achieve impressive employability figures.

This is great news for you as you'll be able to study at BGU knowing that your education is in safe hands!

There's no better way to really get a feel for what BGU has to offer than by coming to visit us. To book your place now visit **bishopg.ac.uk/opensdays**





The family feel is exactly why people should study at BGU. BGU becomes your home regardless of your age or background. In fact, I felt such a connection with the University on my first visit that I went to five Open Days before I started my BA. I wanted to be part of BGU straight away and I know it will stay with me forever.”

**Kate**

Drama in the Community  
& MA in Education

# What happens next?

## Open Days

So you've found a course you're interested in - what next? We feel very strongly that coming along to visit us on an Open Day is the very best way to find out everything about BGU.

A BGU Open Day is designed with you in mind, to give you a taste of what it's like to live, study and work here. We try to make everything as easy as possible for you, so you can relax and enjoy the day. You'll have the chance to explore the campus and surrounding area,

Speak to members of academic staff about the courses you're interested in, look around our accommodation, and get any questions you may have answered.

Book your place on our next Open Day now - visit **www.bishopg.ac.uk/opendays**

If you think you'd like to apply, need more information or just want to speak to somebody about your options, contact our Enquiries team by calling **01522 583658** or emailing **enquiries@bishopg.ac.uk**




**Ready to apply?** Brilliant. We can't wait to receive your application! For the majority of our courses you will apply through UCAS – visit **www.bishopg.ac.uk** for all the information you will need. And don't worry – if you need help with anything, from UCAS scores to personal statements, we're here to help. Our dedicated team are ready to answer your queries and questions.

The contents of this booklet are correct at the time of going to print (January 2020). For full and up-to-date information on all of our courses, visit **bishopg.ac.uk**

# Where are we?



## Airports close to BGU

-  Humberside
-  Doncaster
-  Nottingham East Midlands

Where	Road	Rail
Sheffield	55 miles	1hr 20m
Nottingham	39 miles	55m
Leeds	77 miles	2hrs
York	69 miles	1hr 45m
London	144 miles	2hrs

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[enquiries@bishopg.ac.uk](mailto:enquiries@bishopg.ac.uk)

“

It's already clear that doing my SENDI degree at BGU has made me a highly qualified candidate for any role, with the placements I've been on and the grounding of educational knowledge I've received at BGU being repeatedly highlighted by interviewers.”

**Laura**

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Disability & Inclusion

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