1. How has the understanding of disability changed over the past 150 years?

2. How has terminology changed in relation to SEN over time? Identify some terms used in the past and nowadays. What does change in terminology tell you about attitudes to disability and SEN?

3. How has educational provision for children with sensory disabilities (visual impairment, hearing impairment) evolved in comparison to provision for other disabilities?

4. Develop your own definition for Special Educational Needs. Compare it with the definitions in the video, definitions in Chapter 10 and in other sources and with the definition of a colleague.

5. What were the main forms of assessment used to identify students with SEN in the early part of the 20th century? How might use of these particular assessments have informed policy and practice in the UK over that period? How did a child’s score on an IQ test influence the type of educational provision received?

6. To what extent were assessments used in any other countries different to those used in the UK?

7. To what extent has assessment been a factor in enabling or impeding appropriate educational provision for students with SEN?

8. Various education acts in the UK have promoted the education of students with disability in mainstream class settings subject to certain conditions being met (these conditions have changed from time to time). Conditions include: respecting parental wishes; not hindering the education of other students in a school; inclusion deliverable within the efficient use of resources; and ensuring that the education is appropriate to the child’s needs. To what extent are these conditions reasonable? Are there any inconsistencies amongst the conditions? What were the conditions covered by the SENDA Act (2001). Do similar conditions exist in other education systems with which you are familiar or work in?

9. How is assessment used nowadays in relation to students with SEN? Consider the range of special needs and students with alternative learning pathways. What are the different assessment approaches available/used? Where are the assessments used (mainstream class/school and special school)?

10. Review what is presented in the video about the medical and the social models of disability? What are these? If possible find out more about this dichotomy from other sources. What are the assessment implications in relation to the two models? Which model do you agree with?