

Qualification Specification

NCFE CACHE Level 3 Award for Special
Educational Needs Coordinators in Early Years
Settings

603/3476/9

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603/3476/9

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resource requirements .

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units, each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria/scope of learning** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit. Grades are not awarded.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises the following two elements:

- the number of hours which we have allocated to a qualification for guided learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- GL and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our Centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the unit achievement log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these are used as a resource on an ongoing basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area, please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens, we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see our dedicated qualifications website www.qualhub.co.uk.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 3 Award for Special Educational Needs Coordinators in Early Years Settings
Qualification number	603/3476/9
Aim	The Early Years Special Educational Needs Coordinator (SENCo) qualification is suitable for a Level 3 practitioner in a private, voluntary or independent setting. All early years providers are required to have arrangements in place to identify and support children with Special Educational Needs or Disabilities (SEND) and to promote equality of opportunity for children in their care. This is an important role to ensure the best possible educational outcomes are achieved for children with Special Educational Needs and Disabilities. The qualification is designed for those already working in a SENCo role as part of their Early Years Practitioner role, or those who are interested in doing so. This qualification is also appropriate for childminders.
Total Qualification Time (hours)	34
Guided Learning (hours)	24
Minimum age of learner	16
Rules of combination	To achieve this qualification, learners are required to successfully complete 2 mandatory units
Progression	Learners will be able to progress to higher learning in Special Education Needs and other relevant sectors.
Assessment type	Internal
Assessment requirements	Portfolio of evidence. A non-mandatory internal assessment task will be provided to be completed at the end of the qualification.
How is the qualification graded?	Achieved/Not Yet Achieved
How long will it take to complete?	This qualification will take less than one year to complete

Entry requirements / recommendations	Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/3476/9.

Section 3: Units

Unit achievement log – Level 3 Award for Special Educational Needs Coordinators in Early Years Settings

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Notes
A/617/1651	Unit 01	Roles and responsibilities of the Special Educational Needs Coordinator in the Early Years	Mandatory	3	12	
F/617/1652	Unit 02	Strategies and techniques for supporting children and families	Mandatory	3	12	

**Explanation of terms used at Level 3:
(not all verbs are used in this qualification)**

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.

Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Unit 01: Roles and responsibilities of the Special Educational Needs Coordinator in the Early Years

Unit reference	A/617/1651	Unit level	3
Guided learning	12		
Unit aim	The aim of this unit is to explore the role of statutory guidance and how this informs the role and responsibilities of the Special Educational Needs Coordinator in an early years setting.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the principles, statutory guidance and legislation underpinning practice for children with Special Educational Needs and Disability (SEND) in an early years setting	1.1 Explain the term Special Educational Needs and Disability in relation to statutory guidance		
	1.2 Outline the requirements of the SEND Code of Practice for an early years setting in line with statutory requirements		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the role of the Early Years Special Educational Needs Coordinator (SENCo)	2.1 Evaluate the role of the SENCo in private, voluntary and independent early years settings		
	2.2 Explain the responsibilities of the Early Years SENCo to share best practice and raise confidence of colleagues in their work with children with SEND		
3. Understand partnership working for the Early Years SENCo	3.1 Explore services available for children and their families through the Local Offer		
	3.2 Describe the support available from other professionals, agencies and services to support the Early Years SENCo		
	3.3 Explain the role of the Early Years SENCo during transition		
	3.4 Explain how information sharing with others within and beyond the setting contributes to effective transition and supports achievement of agreed outcomes		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand early identification and action for children with SEND	4.1 Use examples to describe each of the areas of need identified below: <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health difficulties • sensory and/or physical needs 		
	4.2 Describe how high and low incidence of special educational needs (SEN) are identified		
	4.3 Describe characteristics of different types of special educational needs in an early years setting to include: <ul style="list-style-type: none"> • high incidence • low incidence 		
	4.4 Describe processes for identification and early action for children with SEND in an early years setting in accordance with the Early Years Foundation Stage		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5 Give examples of adjustment strategies and interventions for supporting the learning of children with different types of SEN to ensure positive learning outcomes		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: A/617/1651

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	<p>Must refer to SEND Code of Practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>Must refer to information provided in The Role of the Early Years SENCo (Special Educational Needs Coordinator) document, which is available from the qualification webpage on www.qualhub.co.uk</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Evidence must be derived from own experience in a real work environment.</p> <p>Range of methods can be applied.</p>
Unit assessment guidance – provided by the sector	In line with statutory framework and guidance.
Additional unit assessment guidance for this unit:	
<p>LO2 2.1 The role of the SENCo in private, voluntary and independent early years settings to include:</p> <ul style="list-style-type: none"> • ensuring all Early Years Practitioners in the setting understand their responsibilities to children with SEND • ensuring all Early Years Practitioners are familiar with the setting’s approach to identifying and meeting children’s SEND needs • ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting • liaising with professionals and/or agencies beyond the setting • engaging with the child to gain their view. <p>LO2 2.2 Supporting best practice with colleagues to include:</p> <ul style="list-style-type: none"> • induction of new staff • staff responsibilities to children with SEND • setting approach to identification and meeting of SEND needs • partnership working towards agreed outcomes • identifying training needs and how these can be met • accessing sources of support to promote SENCo role. <p>LO3 3.1 Local Offer including the provision of the Local Authority, of all services available to support children who are disabled or who have SEND and their families.</p>	

Additional unit assessment guidance for this unit:

LO3 3.2 Where appropriate learners should apply own skills to liaise with other professionals, agencies and services beyond the setting to include:

- sensory support services
- specialist teachers
- speech and language therapist
- occupational therapist
- physiotherapist
- Independent Advice and Support Services (IASS)
- local voluntary agencies who provide support to families
- social care services
- area SENCo inclusion officer or equivalent where available.

LO3 3.4 Explain how **information sharing** with others within and beyond the setting contributes to effective transition and supports achievement of agreed outcomes: to include what information can and/or should be shared with others and how to share information with the receiving setting or school and how to involve children and their parents/carers in this.

Assessment of Learning	
1.1	Explain the term Special Educational Needs and Disability in relation to statutory guidance.
1.2	Outline the requirements of the SEND Code of Practice for an early years setting in line with statutory requirements.
2.1	Refer to information found in The Role of the Early Years SENCo (Special Educational Needs Coordinator) document to evaluate the role of the SENCo in private, voluntary and independent early years settings.
2.2	Explain the responsibilities of the Early Years SENCo to share best practice and raise confidence of colleagues in their work with children with SEND.
3.1	Research the Local Offer relevant to own setting and explore the services available for children and families.
3.2	Describe support available for the Early Years SENCo from other professionals, agencies and services. It may help to evaluate own provision to identify any gaps and how these may be filled.
3.3	Explain the role of the SENCo during transition.
3.4	Explain how information sharing with others within and beyond the setting contributes to effective transition and supports achievement of agreed outcomes.
4.1	Use examples to describe each of the areas of need identified below: <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health difficulties • sensory and/or physical needs. <p>Case studies and/or examples from own practice may be included here as appropriate.</p>
4.2	Describe how high and low incidence of Special Educational Needs are identified.
4.3	Describe characteristics of different types of Special Educational Need in own early years setting to include: <ul style="list-style-type: none"> • high incidence • low incidence.
4.4	Describe processes for early identification and action for children with SEND in own early years setting in accordance with the Early Years Foundation Stage.
4.5	List examples of adjustment strategies and interventions for supporting the learning of children with different types of SEN to ensure positive learning outcomes.

A range of assessment methods can be used to meet the criteria and, where possible, own personal experiences should contribute to the evidence collated.

A non-mandatory task has been provided for convenience.

Task 1 (Assessment of learning 1.1 and 1.2)

Research* current legislation and statutory guidance to:

- **Explain** the term Special Educational Needs and Disability in relation to statutory guidance.
- **Outline** the requirements of the SEND Code of Practice for an early years setting in line with statutory requirements.

*This could be evidenced through a work product such as a policy that has been reviewed or a presentation for a staff update.

Task 2 (Assessment of learning 2.1 and 2.2)

Refer to information found in The Role of the Early Years SENCo (Special Educational Needs Coordinator) document to **evaluate** the role of the SENCo in private, voluntary and independent early years settings.

Review own processes and policy to:

- **Explain** the responsibilities of the Early Years SENCo with sharing best practice and raising colleagues' confidence while working with children with SEND.

Task 3 (Assessment of learning 3.1–3.4)

Supporting the needs of children with SEND:

- Research the Local Offer relevant to own setting and **explore** the services available for children and families.
- **Describe** support available for the Early Years SENCo from other professionals, agencies and services. It may help to evaluate own provision to identify any gaps and how these may be filled.
- **Explain** the role of the SENCo during transition.
- **Explain** how information sharing with others within and beyond the setting contributes to effective transition and supports achievement of agreed outcomes.

Task 4 (Assessment of learning 4.1–4.5)

Carry out own review of SEND provision within own setting to:

- **Describe** how high and low incidence of Special Educational Needs are identified.
- Use examples to **describe** each of the areas of need identified below:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health difficulties
 - sensory and/or physical needs.Case studies and/or examples from own practice may be included here as appropriate.
- **Describe** characteristics of different types of Special Educational Need to include:
 - high incidence
 - low incidence.
- **Describe** processes for early identification and action for children with SEND in accordance with the Early Years Foundation Stage.
- **List** examples of adjustment strategies and interventions for supporting the learning of children with different types of SEN to ensure positive learning outcomes.

Unit 02: Strategies and techniques for supporting children and families

Unit reference	F/617/1652	Unit level	3
Guided learning	12		
Unit aim	The aim of this unit is for the learner to consider strategies and techniques for supporting children and their families with Special Educational Needs and Disability in early years settings.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the graduated approach in an early years setting	1.1 Describe each stage in the graduated approach cycle: <ul style="list-style-type: none"> • assess • plan • do • review 		
	1.2 Outline how following a graduated approach provides SEND support in the early years		
	1.3 Discuss ways of engaging with parents/carers, colleagues and other professionals throughout the graduated approach		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4 Discuss benefits to the child of parent/carer participation throughout the graduated approach to include: <ul style="list-style-type: none"> • confidence and well-being • improved social skills • holistic condition improvement 		
	1.5 Analyse the reviewing processes for progress monitoring and action planning to inform practice within the graduated approach		
2. Understand English as an additional language (EAL)	2.1 Explain the needs of children with EAL in an early years setting		
	2.2 Explain the needs of children with EAL and SEN in the early years		
3. Understand Education, Health and Care (EHC) plans	3.1 Describe the principles underpinning Education, Health and Care plans		
	3.2 Analyse clear goal setting for effective Education, Health and Care plans		
	3.3 Explain record keeping for best practice in tracking progress for children in line with the Early Years Foundation Stage and Local Authority requirements		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to practice as a reflective Early Years Practitioner	4.1 Develop a skills gap analysis against the Early Years SENCo job description		
	4.2 Reflect on own practice to identify professional development opportunities, training and support needs for Early Years SENCo role		
	4.3 Explore funding implications in relation to SEND for the Early Years SENCo		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: F/617/1652

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login

Additional information about the unit:	
Additional unit assessment requirements	<p>Must refer to SEND Code of Practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>Must refer to information provided in The Role of the Early Years SENCo (Special Educational Needs Coordinator) document, which is available from the qualification webpage on www.qualhub.co.uk</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<p>Evidence must be derived from own experience in a real work environment</p> <p>Range of methods can be applied</p>
Unit assessment guidance – provided by the sector	In line with statutory framework and guidance
Unit assessment guidance	1.5 – how and why reviews of progress, including formal progress checks, should be used to inform the Graduated Approach including roles and rationale

Assessment of Learning	
1.1	Describe each stage in the graduated approach cycle. Examples may be used from practice in own setting.
1.2	Outline how following a graduated approach provides SEND support in the early years. An example may be used from practice in own setting.
1.3	Discuss ways of engaging with parents/carers, colleagues and other professionals throughout the graduated approach. Examples from practice in own setting may be used.
1.4	<p>Discuss benefits to the child of parent/carer participation throughout the graduated approach to include:</p> <ul style="list-style-type: none"> • confidence and well-being • improved social skills • holistic condition improvement. <p>Examples from practice in own setting may be used.</p>
1.5	Analyse the reviewing processes for progress monitoring and action planning to inform practice within the graduated approach. Reflection on own practice may be useful here.
2.1	Explain the needs of children with English as an additional language in an early years setting. Examples from own practice may be used.
2.2	Explain the needs of children with English as an additional language and Special Educational Needs in the early years. Examples from own practice may be used.
3.1	Describe the principles underpinning Education, Health and Care plans Examples from own setting may be used.
3.2	Analyse clear goal setting for effective Education, Health and Care plans. Examples from SMART (specific, measurable, achievable, realistic and time-based) goal setting in own practice and associated strategies may be used.
3.3	Explain record keeping for best practice in tracking progress for children in line with the Early Years Foundation Stage and Local Authority requirements. Examples of record keeping/tracking documentation from own practice may be used.
4.1	Refer to the SENCo job description included in The Role of the Early Years SENCo (Special Educational Needs Coordinator) document and reflect own practice to identify own skills as well as any skills gaps in relation to the Early Years SENCo role.
4.2	Identify own professional development opportunities, training and support needs for the role of the Early Years SENCo.
4.3	Explore funding implications in relation to SEND for the Early Years SENCo. A case study can be used to rationalise how funding would be prioritised.

A range of assessment methods can be used to meet the criteria and wherever possible own personal experiences should contribute to the evidence collated.

A non-mandatory task is provided for convenience:

Task 1 (Assessment of learning 1.1–1.5, 4.1–4.3)

Develop guidance material to support other staff members in their understanding of the graduated approach including the following:

- **Descriptions of** each stage in the graduated approach cycle. Examples may be used from practice in own setting.
- **An outline of** how following a graduated approach provides SEND support in the Early Years. An example may be used from practice in own setting.
- **Discuss** ways of engaging with parents/carers, colleagues and other professionals throughout the graduated approach. Examples from practice in own setting may be used.
- **Discuss** benefits to the child of parent/carer participation throughout the graduated approach to include:
 - confidence and well-being
 - improved social skills
 - holistic condition improvement.Examples from practice in own setting may be used
- **Analyse** the reviewing processes for progress monitoring and action planning to inform practice within the Graduated Approach. Reflection on own practice may be useful here.

Reflection on own practice:

- Refer to the SENCo job description included in The Role of the Early Years SENCo (Special Educational Needs Coordinator) document to reflect on own practice to **identify** own skills as well as any skills gaps in relation to the Early Years SENCo role.
- **Identify** own professional development opportunities, training and support needs for the role of the Early Years SENCo.
- **Explore** funding implications in relation to SEND for the Early Years SENCo. A case study can be used to rationalise how funding would be prioritised.

Task 2 (Assessment of learning 3.1–3.3)

Refer to relevant guidelines or use examples from own practice to:

- **Describe** the principles underpinning Education, Health and Care plans.
- **Analyse** clear goal setting for effective Education, Health and Care Plans. Examples from SMART goal setting and associated strategies may be used.
- **Explain** record keeping for best practice in tracking progress for children in line with the Early Years Foundation Stage and Local Authority requirements..

Task 3 (Assessment of learning 2.1 and 2.2)

Refer to statutory framework for the early years to:

- **Explain** the needs of children with English as an additional language in an early years setting. Examples from own practice may be used.
- **Explain** the needs of children with English as an additional language and Special Educational Needs in the early years. Examples from own practice may be used.

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Please refer to the notes relating to **expert witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> • by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness evidence* <ul style="list-style-type: none"> • when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> • may include simulation** 	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

** **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification.

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our qualifications – Assessment and Internal Quality Assurance guidance**, which can be found on the CACHE website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the Centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions.
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Section 5: Documents and resources

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our qualifications – Assessment and Internal Quality Assurance guidance

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.