

T Level Technical Qualification in Education and Childcare (603/5829/4)

Core Knowledge and Understanding

**Element 11: Special Educational Needs and
Disability**

**Element 12: English as an Additional
Language**

End of Topic Test

Version 1.0 Summer 2021

Element 11: Special Educational Needs and Disability

Element 12: English as an Additional Language

Section 1: Multi Choice Questions & Short Answer Questions

This section is worth 24 marks

Answer **all** questions in the spaces provided.

- 1** Education, Health and Care (EHC) plans outline additional help children and young people may require and are written after an EHC needs assessment takes place.

At which **one** of the following ages can an individual request their own EHC needs assessment?

[1 mark]

- A** 7 years
- B** 11 years
- C** 14 years
- D** 16 years

Answer _____

- 2** How many stages are there in additional language acquisition?

[1 mark]

- A** Four
- B** Five
- C** Six
- D** Seven

Answer _____

- 3 Natalia, aged 11 years, has an EHC plan. Next term Natalia will be leaving her primary school to attend the local secondary school.

Explain **one** reason why Natalia's EHC plan should be shared with the Special Educational Needs Co-ordinator (SENCo) in the secondary school.

[2 marks]

- 4 Lily is making cup cakes for 30 children.
These are the ingredients needed to make 24 cupcakes.

250g caster sugar 250g butter 250g self-raising flour 4 large eggs 2 teaspoons vanilla essence

Lily wants to make the cupcakes suitable for vegans, so she uses vegan butter. She also needs to replace each egg with 2 tablespoons of cornstarch and some water.

How many tablespoons of cornstarch does Lily need to make cupcakes for 30 children?

[2 marks]

5 Tanveer is a teaching assistant in a primary school. Tanveer is supporting Jack, aged 6 years, who has been diagnosed with an Autistic Spectrum Disorder (ASD).

Give **two** reasons why it is important that Tanveer avoids phrases such as “suffers from ASD” when discussing Jack.

[2 marks]

6 Safia, aged 9 years, has an auditory processing disorder which affects her learning.

- i) Define the term ‘auditory processing disorder’.
- ii) Explain how **one** indicator of auditory processing disorder may affect Safia’s learning.

[3 marks]

7 Identify **three** characteristics of the ‘speech emergence’ stage of additional language acquisition.

[3 marks]

8 Identify and explain **two** ways that having a chronic health condition can affect a child's emotional development. **[4 marks]**

9 Muhammed, who is a wheelchair user, attends a mainstream primary school. Teachers support Muhammed by making adaptations to the school environment to ensure the principles of inclusion are maintained.

- i) Describe **three** adaptations teachers can make to the school environment to ensure the principles of inclusion are maintained.

- ii) Explain how **each** adaptation to the school environment described in 19 i) will support Muhammed's participation in the primary school.

[6 marks]

Element 11: Special Educational Needs and Disability

Element 12: English as an Additional Language

Section 2: Case Studies

This section is worth 24 marks

Answer **all** questions in the spaces provided.

Marco is aged 5 years and attends the local primary school. When he was aged 3 years, Marco was diagnosed with autism. This condition particularly affects Marco's ability to communicate with others. Marco rarely interacts with his peers or adults and he spends long periods of time looking at his favourite cartoon character on his tablet.

Marco often has difficulty coping with the natural changes to routine during the school day, such as mealtimes or outdoor play.

The school practitioners use 'Augmentative and Alternative Communication (AAC)' to communicate with Marco and help him cope with natural changes during the school day. This includes no-tech and low-tech communication methods.

- 10 (a)** Identify **two** no-tech communication methods the practitioners could use to communicate with Marco.

[2 marks]

- 10 (b)** Explain **two** ways a Picture Exchange Communication (PEC) system will help Marco cope with the natural changes to routine during the school day.

[4 marks]

Safia, aged 3 years, has recently moved to the UK from France with her family. Safia enjoyed attending a nursery in France. Safia understands and speaks very little English.

The practitioners in Safia's new nursery setting are using a range of strategies to support Safia's acquisition of English as an additional language (EAL).

- 11 (a)** Identify **two** factors that could affect Safia's acquisition of English as an additional language.

[2 marks]

- 11 (b)** Identify **two** ways that Safia's culture can be celebrated in the nursery **and** explain how **each** way supports her acquisition of English as an additional language.

[4 marks]

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Change History Record

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1.0	Produced to support Summer 2021 teacher assessed grades	April 2021