

Qualification amendment

Qualification	<u>NCFE CACHE Level 3 Award for Special Educational Needs Coordinators in Early Years Settings (603/3476/9)</u>
Summary of amendment	<p>Recent revision of the criteria for the role of the special educational needs coordinator (SENCo) in the early years has been published in January 2022. These changes indicate minor changes in the teaching and delivery of the NCFE CACHE Level 3 Award for Special Educational Needs Coordinators in Early Years Settings (603/3476/9).</p> <p>The changes do not impact the assessment of the qualification but to ensure that our qualification continues to reflect current thinking we have included additional guidance for delivery. These changes are identified below and will be found in later published versions of this qualification on our website.</p> <p>Please be assured that the changes below will allow teaching and delivery to meet the revised criteria from the DfE for practitioners in early years settings working in, or preparing to work in the role of the SENCo.</p> <p>Unit 1 Roles and responsibilities of the special educational needs coordinator in the early years (A/617/1651)</p> <p>Must refer to special educational needs and disabilities (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 document, which can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1047228/Level_3_Early_Years_SENCO_Qualification_Specification.pdf</p> <p>Learning outcome (LO) 1:</p> <p>During the teaching of this LO learners must be able to explain legal obligations that early years providers share towards disabled children.</p>

Assessment criteria (AC) 4.1:

When describing each of the broad areas, examples of associated difficulties must be included.

Unit 2 Strategies and techniques for supporting children and families (F/617/1652)

Must refer to SEND code of practice:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Must refer to information provided in the role of the early years SENCo document, which can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1047228/Level_3_Early_Years_SENCO_Qualification_Specification.pdf

AC 1.2:

Each stage within the graduated approach: the learners must consider the purpose and value of observation and how these observations inform each stage. Consider methods and the appropriateness of observation.

AC 1.3:

Colleagues: must include key worker, practitioner colleagues and explain their role within the cycle.

LO2:

The learners should be able to discriminate rate and pace with regard to English as an additional language (EAL) and special educational needs (SEN) as well as being able to identify when SEN is occurring, not related to EAL.

LO3:

Teaching around education, health and care plans (EHCPs) must include any support plans generated to enhance the holistic health, development and learning of individual children.

	AC 4.3: Funding implications: link with the local authority to liaise over individual children and link to wider strategic issues, such as securing sufficient expertise and experience of SEN and disability locally.
Date amendment comes into effect	January 2022; the criteria was amended for teaching and delivery and will be updated in future versions of the qualification specification.