

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Award for Special
Educational Needs Coordinators in Early Years
Settings
QN: 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 .
v1.2	February 2022	Additional guidance for delivery/updated links have been provided within the 2 units in line with revisions to the Special Educational Needs Coordinator (SENCo) criteria published January 2022. This is to ensure that our qualification continues to reflect current thinking.
v1.3	June 2022	<p>Further information added to the qualification summary – assessment requirements section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the qualification summary – entry requirements/recommendations section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the mandatory documents section about how to access support handbooks.</p>
V1.4	October 2023	<p>Information regarding UCAS points added to Section 2 About these qualifications, Qualification Summary.</p> <p>Updated Assessment strategies and principles added to Section 4: Assessment and quality assurance information.</p>

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 star in both the unit achievement log and at the top of the units.

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

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is: www.ncfe.org.uk. The website contains information about all our qualifications, 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 on our secure website.

To access the secure website, click on the link on the NCFE website and 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 our Diversity and Equality policy is available on the NCFE 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.ncfe.org.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. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
How is the qualification graded?	Achieved/Not Yet Achieved
How long will it take to	This qualification will take less than one year to complete

complete?	
Entry requirements / recommendations	<p>Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
Regulation information	<p>This is a regulated qualification. The regulated number for this qualification is 603/3476/9.</p>
UCAS	<p>This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.</p>

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
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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	

Unit ref.	Unit no.	Unit title	Unit type	Level	GL	Notes
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	1.1 Explain the term Special Educational Needs and Disability in relation to statutory guidance		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
setting	1.2 Outline the requirements of the SEND Code of Practice for an early years setting in line with statutory requirements		
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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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		
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 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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		
	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 assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1047228/Level_3_Early_Years_SENCO_Qualification_Specification.pdf</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>LO1 During the teaching of this learning outcome students must be able to explain legal obligations that early years providers share towards disabled children.</p> <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 	

Additional unit assessment guidance for this unit:

- setting approach to identification and meeting of SEND needs
- partnership working towards agreed outcomes with parents/carers and in consultation with the child
- identifying training needs and how these can be met
- accessing sources of support to promote SENCo role.

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.

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.

LO4 4.1 When describing each of the broad areas, examples of associated difficulties must be included.

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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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		
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 assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1047228/Level_3_Early_Years_SENCO_Qualification_Specification.pdf</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

Additional unit assessment guidance for this unit:
<p>LO1 1.1 Each stage within the graduated approach:</p> <p>The learners must consider the purpose and value of observation and how these observations inform each stage. Consider methods and the appropriateness of observation.</p> <p>LO1 1.3 Colleagues:</p> <p>Must include key worker, practitioner colleagues and explain their role within the cycle.</p> <p>LO2 The learners should be able to discriminate rate and pace with regard to EAL and SEN as well as being able to identify when SEN is occurring, not related to EAL.</p> <p>LO3 Teaching around EHCPs must include any support plans generated to enhance the holistic health, development and learning of individual children.</p>

Additional unit assessment guidance for this unit:

LO4 4.3 Funding implications:

Link with the local authority to liaise over individual children and links on wider strategic issues such as securing sufficient expertise and experience on SEN and disability locally.

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
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
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.

Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

1. Introduction

1.1 These principles and approaches to unit/qualification assessments are for those qualifications that have been approved by the Department for Education (DfE). The information is intended to support the quality assurance processes of those that offer EYE qualifications in the sector. It should also be read alongside individual unit assessment requirements where appropriate.

1.2. These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also section 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources which can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

3. Internal quality assurance

3.1. Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs:

- 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

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance, **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- they have no conflict of interest in the outcome of the evidence

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.

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.

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.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery, and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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.

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