



Learner overview

NCFE CACHE Level 4 Award in Special Educational Needs and Disability (SEND) Leadership and Management in the Early Years (603/4888/4)

Qualification content, structure and outcomes

This qualification is designed for early years practitioners already working in a Special Educational Needs Coordinator (SENCO) or Special Educational Needs and Disabilities (SEND) related role and who wish to progress to leadership and management roles and responsibilities, leading best practice for their setting. This qualification offers Continuing Professional Development (CPD) and is aimed at Level 3 Early Years practitioners in a private, voluntary or independent setting progressing from the Level 3 Award for Special Educational Needs Coordinators in Early Years Settings.

You must achieve **3 mandatory units** and will gain knowledge, understanding and skills in relation to:

- leadership and management within early years SENCO and SEND related roles
- leading effective practice in a SENCO role
- evaluating SEND provision for effective practice
- leading change to improve SEND provision
- undertaking practitioner-led enquiry.

Upon achievement of this qualification, you will be able to progress to a lead SENCO or SEND related role or higher learning in relation to Special Education Needs and other relevant sectors.

This qualification is suitable for you if you are interested in pursuing a career in any of the following areas:

- Early years
- Childhood studies
- Community, youth and families
- Social work
- Health and social care
- Primary teaching.

Similar qualifications

This qualification builds on the knowledge and skills gained from the NCFE CACHE Level 3 Award for Special Educational Needs Coordinators (SENCO) in Early Years Settings (603/3476/9).

The Level 4 Award is designed for those already working in a lead Special Educational Needs Coordinator (SENCO) or SEND related role as an Early Years Practitioner and who wish to progress to leadership and management responsibilities.



Other ways to achieve the same outcome

This qualification is not available as part of an apprenticeship.

This qualification may be eligible for funding. Funding may be available for early years providers including Early Years Pupil Premium (EYPP) and the Special Educational Needs (SEN) Inclusion Fund. Please refer to the www.gov.uk webpage for more information.

How the qualification supports the identified outcome/s

Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Coordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. (DfE (2017) Statutory Framework for the Early Years Foundation Stage, para. 3.67.)

In addition, practitioners in a SENCO role should continually develop their own practice. Effective practitioners reflect on their own practice and undertake continuous professional development. (DfE (2018) The Role of the Early Years SENCo (Special Educational Needs Coordinator, page 7))

This qualification supports the above requirements of the Statutory Framework for the Early Years Foundation Stage as it will provide you with the opportunity for Continuing Professional Development in relation to SENCO and SEND related roles.

This qualification also supports career progression and upskilling within the Early Years Practitioner profession as it will provide knowledge and skills in leadership and management roles and responsibilities in relation to SEND and SENCO roles.

Support for this qualification

The following organisations have been involved in the development of this qualification and support this qualification:

- School Improvement Liverpool
- Nasen
- The Communication Trust
- Training for People that Care.