

NCFE

CACHE

Sample Assessment Materials (SAMs) (holistic)

**NCFE CACHE Level 3 Technical Specialist in Special
Educational Needs Co-ordinators in Early Years
Settings (Award) QN: 610 / 4001 / 0**

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Introduction

This document contains sample holistic assessment materials for the units. The assessment criteria (AC) assessed in each task is listed in brackets after the task heading. Within these tasks, the following assessment methods are used:

- poster presentation
- information booklet
- information table
- professional discussion.

Note: This is sample assessment material; therefore, centres will set their own word counts and time limitations on the tasks to suit their own centres and needs of their learners.

Task 1: Unit 1 (AC1.1, 1.2) Unit 2 (AC1.1, 1.2, 1.3)

Produce a poster presentation to demonstrate your understanding of statutory guidance and legislation for children with special educational needs and disabilities (SEND) and the graduated approach in an early years setting, including:

- an explanation of:
 - the term 'Special Educational Needs and / or Disabilities'
 - an outline of the requirements of the SEND Code of Practice for early years settings
- a description of each stage in the graduated approach cycle, the value of observation, methods used and how these observations inform each stage:
 - Assess
 - Plan
 - Do
 - Review
- an outline of how following a graduated approach provides SEND support in the early years
- at least **two (2)** ways of engaging with each of the following: parents / carers, key worker, practitioner, colleagues **and** other professionals throughout the graduated approach cycle.

The poster should incorporate the statutory requirements detailed in the SEND Code of Practice and can include examples from own workplace / work placement.

Task 2: Unit 1 (AC2.1, 2.2, 3.3) Unit 2 (AC4.1, 4.2)

Part 1:

Refer to [The role of the early years SENCo \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) document and create an information booklet aimed at a newly qualified early years practitioner.

The booklet should include the role of the early years special educational needs co-ordinator (SENCo) in private, voluntary and independent early years settings to show their roles and responsibilities towards:

- children with SEND, including those which are legal obligations
- ensuring all early years practitioners in the workplace are familiar with the setting's approach / policies / procedures, that involves:
 - identifying and meeting children's SEND needs
 - working with parents / carers
 - engaging with children to gain their views
 - liaising with other professionals
- sharing best practice through induction of new staff, including:
 - identifying training needs
 - accessing sources of support
 - sharing responsibilities to raise confidence of colleagues in their work
 - ensuring all early years practitioners understand their responsibilities to children with SEND.

The information booklet should also include:

- the strengths and limitations of the role of the early years SENCo in private, voluntary, and independent early years settings
- the role of the early years SENCo during transition
- partnership working towards agreed outcomes with parents / carers and in consultation with the child
- setting approaches to identification and meeting of SEND needs.

Part 2:

Using your information booklet and knowledge from workplace / work placement, complete a skills gap analysis examining your own skills.

Use **Table 2.** to record:

- what skills are required for the role of the early years SENCo
- what skills do I already have
- what are the gaps in my own skills
- what is needed to close the gap in my own skills.

Table 2

1. What skills are required for the role of the early years SENCo?	2. What skills do you already have?	3. What are the gaps in your own skills?	4. What is needed to close the gap in your own skills?

Part 3:

Using the skills gap analysis record in **Table 2.** and reflections from own practice, take part in a **professional discussion** to identify professional development opportunities, training, and support needs required for you to carry out the early years SENCo role.

Change history record

Version	Description of change	Date of issue
V1.0	First publication	August 2025