

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 2 Technical Specialist for
the Early Years Special Educational Needs and
Disabilities Co-ordinator Assistant (Award)
QN: 610/4540/8**

Qualification summary

Qualification title	NCFE CACHE Level 2 Technical Specialist for the Early Years Special Educational Needs and Disabilities Co-ordinator Assistant (Award)		
Ofqual qualification number (QN)	610/4540/8	Aim reference	61045408
Guided learning hours (GLH)	35	Total qualification time (TQT)	45
Minimum age	16		
Qualification purpose	<p>This additional specialist qualification is designed for those working as early years practitioners supporting the role of the early years special educational needs and/or disabilities co-ordinator (SENDCo). The qualification will explore how the SENDCo assistant works with babies, children, colleagues and others when supporting the SENDCo in an early years setting with adherence to legislation and guidance. This qualification requires achievement of both knowledge and skills.</p> <p>This qualification builds on the outcomes within the Early Years Practitioner occupational standard (ST0888).</p>		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence		
Work/industry placement experience	The learner must be working within an early years setting to be able to meet the assessment requirements of this qualification.		
Occupational standards	<p>This qualification builds on the outcomes within the Early Years Practitioner occupational standard (ST0888).</p> <p>The specialist duties have been written to build upon the knowledge, skills and behaviours in the Early Years Practitioner standard.</p> <ol style="list-style-type: none"> 1. advocate for babies and children with special educational needs and/or disabilities in line with statutory guidelines and appropriate legislation 2. promote child-centred pedagogy through a graduated approach 3. ensure effective collaboration with others in your role as special educational needs co-ordinator assistant to support babies, and children with special educational needs and/or disabilities and their families 		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/4540/8.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of the needs of babies and children with special educational needs and/or disabilities (SEND)

The objectives of this qualifications are to:

- introduce the roles of the special educational needs and/or disabilities co-ordinator (SENDCo) and the SENDCo assistant
- raise awareness of the role of the early years practitioner when supporting the individual needs of babies and children with SEND

Support handbook

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.

Guidance for entry and registration

This qualification is designed for those working as early years practitioners supporting the role of the early years SENDCo. This qualification builds on the outcomes within the Early Years Practitioner occupational standard (ST0888).

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal. However, learners must be aged 16 or above to undertake this qualification and be working within an early years setting. It would also be advantageous for the learner to hold a relevant level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **2** units from the mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
 - SENDCo assistant in an early years setting
- further education:
 - special educational needs
 - teaching and learning

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Real work environment (RWE) recommendation

Where the assessment strategy for a qualification allows, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

Work/industry placement experience

The learner must be working within an early years setting to be able to meet the assessment requirements of this qualification.

Age range covered by the qualification

This qualification relates to working with children in early years settings, between the ages of 0 to 5 for early years practitioners.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Technical Specialist for the Early Years Special Educational Needs and Disabilities Co-ordinator Assistant (Award).

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each learning outcome (LO).

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.

Internal assessment

We have created some sample tasks for the internally assessed 2 units, which can be found within a separate document in the member's area of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some learning outcomes (LOs) for 2 units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on the NCFE website.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

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Unit 01 Early intervention for improved holistic development in babies and children in an early years setting (L/651/2595)

Unit summary			
This unit provides the knowledge and understanding of holistic development in babies and children and explores the role of the special educational needs and/or disabilities co-ordinator (SENDCo) assistant in an early years setting for early intervention.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand holistic development in babies and children	1.1 Identify normative patterns of development in babies and children from birth to 5 years
	1.2 Explain factors impacting a baby's or child's holistic development and why they may not meet developmental expectations
2. Understand the role of the SENDCo assistant for early intervention in babies and children in an early years setting	2.1 Define the term 'early intervention' for babies and children
	2.2 Describe processes followed by the SENDCo assistant when emerging concerns are identified regarding development in babies and children
	2.3 Outline ongoing assessment and monitoring activities implemented by the SENDCo assistant for babies' and children's progress
	2.4 Explain the significance of early intervention for babies' and children's outcomes
3. Understand policy and procedures to support best outcomes for babies and children with special educational needs and/or disabilities (SEND) in an early years setting	3.1 Outline local SEND offer to support early intervention for babies and young children
	3.2 Discuss how the local SEND offer is implemented in policy and procedure
	3.3 Identify the stages of the graduated approach
	3.4 Describe ways the graduated approach supports early intervention for best outcomes for babies and children
4. Be able to work with others to meet the individual needs of babies and young children in an early years setting	4.1 Demonstrate effective communication with the SENDCo to advocate for the individual needs of babies and children in an early years setting
	4.2 Explain the importance of valuing the voice of a baby and child
	4.3 Demonstrate the ability to capture the voice of the baby/child
	4.4 Describe ways of engaging with parents and/or carers when supporting babies and children with SEND
	4.5 Demonstrate the ability to support parents and/or carers to be actively involved in decisions impacting their child's care, play, learning and development

Range
<p>1. Understand holistic development in babies and children</p> <p>1.1 Normative patterns:</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • physical development • communication and language • personal, social and emotional development
<p>1.2 Factors:</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • genetic • environmental • social
<p>2. Understand the role of the SENDCo assistant for early intervention in babies and children in an early years setting</p> <p>2.3 Ongoing assessment and monitoring activities:</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • 2-year progress check • early learning goal at end of reception • reception baseline assessment • graduated approach
<p>3. Understand policy and procedures to support best outcomes for babies and children with special educational needs and/or disabilities (SEND) in an early years setting</p> <p>3.1 Early intervention:</p> <p>The learner must consider:</p> <ul style="list-style-type: none"> • early help assessment (EHA) • education health care plan (EHCP) • health visitor referrals

Delivery and assessment guidance

AC1.1 Learners must refer to the development matters document.

AC1.2 Learners must consider at least one factor from each point in the range. Learners must also consider how attachment impacts babies' and children's holistic development.

AC2.2 Learners must describe the steps to take when a concern is identified, including communicating with the relevant people.

AC2.3 Learners must be aware of their organisation's safety procedures and data protection policy when sharing information, including digital and non-digital forms.

AC3.2 Learners must refer to their settings own policies and procedures.

AC3.3 Learners must refer to the [special educational needs and disability code of practice: 0 to 25 years \(gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362222/special_educational_needs_and_disability_code_of_practice_0_to_25_years.pdf).

AC4.3 Learners must demonstrate at least three different ways to capture the voice of a baby or child, including both verbal and non-verbal communication.

AC4.4 Learners must explain how they can support families with the home learning environment.

AC4.5 Learners must either demonstrate they have supported a family on more than one occasion or supported multiple families.

Unit 02 Maintaining an inclusive learning environment for babies and children with special educational needs and/or disabilities in an early years setting (M/651/2596)

Unit summary			
This unit provides an opportunity for reflective practice promoting increased understanding of the special educational needs and/or disabilities (SEND) Code of Practice for an inclusive learning environment in an early years setting.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 2	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the SEND Code of Practice and how it relates to working with children and babies with SEND	1.1 State the relevant areas of statutory guidance in relation to the care and education of babies and children with SEND
	1.2 Define the four areas of need in accordance with the SEND Code of Practice
2. Understand the role of the special educational needs and/or disabilities co-ordinator (SENDCo) and SENDCo assistant in an early years setting	2.1 Outline the roles and responsibilities of the SENDCo in an early years setting
	2.2 Explain ways the SENDCo assistant can support the SENDCo for improved outcomes in an early years setting
3. Be able to work in partnership for best outcomes for babies and children with SEND	3.1 Identify professionals involved in partnership working
	3.2 Explain benefits of collaborative partnership working
	3.3 Discuss factors impacting effective partnership working
	3.4 Demonstrate effective partnership working
4. Be able to facilitate a safe, enabling inclusive environment in an early years setting	4.1 Reflect on an area of provision within an early years setting to make recommendations for improved practice
	4.2 Explain how early years professionals facilitate a safe, enabling environment to meet the individual needs of babies and children
	4.3 Demonstrate how to promote child-centred pedagogy through a graduated approach
	4.4 Discuss the effectiveness of specialist aids, resources and equipment available for babies and children with SEND
5. Be able to reflect on own professional development needs	5.1 Identify own professional development needs
	5.2 Create a professional development plan in preparation for supervision

Range
<p>1. Understand the SEND Code of Practice and how it relates to working with children and babies with SEND</p>
<p>1.1 Statutory guidance:</p> <p>The learner must consider the following documents:</p> <ul style="list-style-type: none"> • role description of the early years special educational needs co-ordinator (SENCo) (gov.uk) • special educational needs and disability code of practice: 0 to 25 years (gov.uk) • statutory framework for the early years foundation stage (gov.uk)

Delivery and assessment guidance
<p>AC2.1 Learners must refer to the role description of the early years special educational needs co-ordinator (SENCo) (gov.uk) document.</p> <p>AC3.1 Learners must identify at least five different professionals, including multi agency teams.</p> <p>AC4.1 Learners must investigate one of the following areas of the provision:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health (SEMH) • sensory and/or physical needs <p>Learners could explore sustainability through adaptive pedagogy. The following resource may be useful: early years sustainability resource (NCFE)</p> <p>AC4.2 Learners must refer to the keeping children safe in education (gov.uk) document.</p> <p>AC4.4 Learners must consider at least one specialist aid, resource or type of equipment from each of the following:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • SEMH • sensory and/or physical needs

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 the 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 assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that 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 (SSC) 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 testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council (SSC) 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 (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	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

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

NCFE assessment principles for adult care, childcare and health qualifications

1. Introduction

1.1 These principles and approaches to unit/qualification assessments should 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.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council (SSC) and/or NCFE assessment principles for the unit they are assessing or quality assuring.

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:

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 that 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 that can replace the observation requirement.

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

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 learning outcomes:

- 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 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

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 (CTLTS, 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
- that they have no conflict of interest in the outcome of the evidence

Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

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Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- sample assessment tasks
- Qualification Factsheet

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [special educational needs and disability code of practice: 0 to 25 years \(gov.uk\)](#)
- [role description of the early years special educational needs co-ordinator \(SENCo\) \(gov.uk\)](#)
- [statutory framework for the early years foundation stage \(gov.uk\)](#)
- [early years sustainability resource \(NCFE\)](#)
- [keeping children safe in education \(gov.uk\)](#)
- [a celebratory approach to SEND assessment in the early years \(Pen Green\)](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

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.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	L/651/2595	Early intervention for improved holistic development in babies and children in an early years setting	2	15	
Unit 02	M/651/2596	Maintaining an inclusive learning environment for babies and children with special educational needs and/or disabilities in an early years setting	2	20	