

NCFE

CACHE

Tutor guidance

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

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Section 1

General introduction

Introduction

This guidance was created to support assessors and learners in identifying how the skills learning outcomes, 'Be able to' assessment criteria, can be evidenced within the Level 4 Award in Special Educational Needs and Disability (SEND) Leadership and Management in the Early Years.

This document will:

- provide an overview of each unit
- highlight knowledge learning outcomes to facilitate holistic opportunities for application to skills assessment
- identify the assessment criteria that will be assessed as skills/competency in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each assessment criterion
- enable planning for next steps and tracking in relation to assessment.

To ensure that you are using the most up-to-date version of this Summary of 'Be able to' assessment criteria, please check the version number and date in the page footer against that of the Summary of 'Be able to' assessment criteria on QualHub.

Rules of use

This document **must** be used alongside the Qualification Specification to ensure all assessment criteria are appropriately met.

Supporting placement staff

This document may help to support placement staff by:

- listing all the skills/competencies the learner must achieve in order to evidence assessment criteria
- identifying the opportunities for Expert Witness Testimony (EWT). Whilst there is no mandatory requirement for a Professional Development Record to achieve the units, this document could be used as an opportunity for reflection with the learner.

Further guidance

Your External Quality Assurer (EQA) will be able to support you with the use of this document.

We have provided this guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

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Section 2

Mandatory units

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	A/617/7188	Leading effective practice in the role of the Special Educational Needs Coordinator (SENCO) within Early Years Settings	4	35	
Unit 02	F/617/7189	Evaluate Special Educational Needs and/or Disability (SEND) provision for effective practice within an Early Years Setting	4	30	
Unit 03	T/617/7190	Lead change to inform Special Educational Needs and/or Disability (SEND) provision in an Early Years Setting	4	30	

Unit 01 Leading effective practice in the role of the Special Educational Needs Coordinator (SENCO) within Early Years Settings (A/617/7188)

The aim of this unit is to build and develop strategic leadership skills for effective practice for Special Educational Needs and/or Disability (SEND) provision within an early years setting.

To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit, learners need to demonstrate knowledge and understanding of:

- applying relevant legislation for Special Educational Needs and/or Disability (SEND) in an early years setting
- leading effective practice for SEND provision in an early years setting
- guiding and advising practitioners in an early years setting in relation to professional development opportunities.

LO	AC	Suggested evidence for assessment	Planning for next steps
1. Be able to apply relevant legislation for Special Educational Needs and/or Disability (SEND) in an early years setting	1.1 Outline relevant legislation and guidance in relation to SEND within early years provision	Professional discussion	
	1.2 Explain local SEND policies and strategies influencing practice across an early years setting	Professional discussion Work product: policies and procedures as appropriate	
	1.3 Lead others in relation to SEND policy and procedures in an early years setting	Direct observation Reflective account	
	1.4 Analyse the role of the Special Educational Needs Coordinator (SENCO) in an early years setting	Professional discussion Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
2. Be able to lead effective practice for SEND provision in an early years setting	2.1 Describe principles of coaching and mentoring for effective practice in leadership and management	Professional discussion Reflective account Written/pictorial	
	2.2 Explain benefits and challenges of coaching and mentoring for improved practice in an early years setting	Professional discussion Reflective account Written/pictorial	
	2.3 Work with others to produce an improvement plan for improved practice for SEND provision in own setting	Direct observation Reflective account Work product: SEND improvement plan	
	2.4 Work collaboratively with others to implement an improvement plan for improved practice for SEND provision in own setting	Direct observation Reflective account Work product: SEND improvement plan	
	2.5 Monitor the implementation of an improvement plan for improved practice for SEND provision in own setting	Professional discussion Reflective account Work product: SEND improvement plan	
	2.6 Analyse the impact of an improvement plan for improved practice for SEND provision in own setting	Professional discussion Reflective account Work product: SEND improvement plan	
	2.7 Work collaboratively with others to revise policy and procedures in line with effective practice for SEND provision in an early years setting	Direct observation Reflective account	

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to guide and advise practitioners in an early years setting in relation to professional development opportunities	3.1 Carry out a staff training and experience audit in own setting for SEND provision	Reflective account Work product: records of training including evaluation information/skills analysis	
	3.2 Create a professional training plan to strengthen SEND provision	Work product: training schedule based on skills analysis	
	3.3 Reflect on a training plan to measure impact to children and families accessing an early years setting	Work product: records of training including evaluation information based on training received from the skills analysis	
	3.4 Improve SEND practice through coaching and mentoring	Work product: records and evaluations of practice Reflective account including colleague feedback	

Unit 02 Evaluate Special Educational Needs and/or Disability (SEND) provision for effective practice within an Early Years Setting (F/617/7189)

The aim of this unit is to evaluate current Special Educational Needs and/or Disability (SEND) provision for effective practice within an early years setting.

To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- supporting practitioners to understand diverse needs of children and families in relation to Special Educational Needs and/or Disability (SEND) provision in an early years setting
- meeting the diverse needs of children and families in relation to SEND within an early years setting
- developing partnerships with others to plan positive outcomes that are measurable for children with SEND and their families within an early years setting
- reflecting on the role of the environment for inclusive learning opportunities.

LO	AC	Suggested evidence for assessment	Planning for next steps
<p>1. Be able to support practitioners to understand diverse needs of children and families in relation to Special Educational Needs and/or Disability (SEND) provision in an early years setting</p>	1.1 Explain diverse needs of children and families	Professional discussion	
	1.2 Work with staff, external professionals and parents/carers to analyse the impact of need within a local area	Direct observation Professional discussion Reflective account	
	1.3 Work collaboratively to plan for improved practice in relation to local need	Direct observation Professional discussion Reflective account Work product: records	
	1.4 Summarise strategies that can be commonly applied in an early years setting to support child-centred approaches with regard to the current framework when supporting children with SEND	Professional discussion Reflective account Written/pictorial	
	1.5 Model strategies to support and improve practice	Direct observation	
	1.6 Evaluate developmentally appropriate child-centred approaches in an early years setting in adherence with the Graduated Approach	Professional discussion. Reflective account Written/pictorial Work product: records and intervention/monitoring documentation	
<p>2. Be able to meet the diverse needs of children and families in relation to SEND within an early years setting</p>	2.1 Analyse the impact of adverse childhood experiences on a child's personal, social and emotional development	Professional discussion Reflective account	
	2.2 Describe challenges to enabling an inclusive environment	Professional discussion	
	2.3 Identify sources of support for the well-being of staff, parents/carers and self	Professional discussion Reflective account Written/pictorial	

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to develop partnerships with others to plan positive outcomes that are measurable for children with SEND and their families within an early years setting	3.1 Lead partnership working in an early years setting	Direct observation Reflective account Evidence from work products: demonstrating partnership working	
	3.2 Explain benefits of partnership working with external agencies for individual children and their families	Professional discussion Reflective account	
	3.3 Enable practitioners to identify external services to support individual children and their families	Professional discussion Reflective account Work product: records and reports	
4. Be able to reflect on the role of the environment for inclusive learning opportunities	4.1 Undertake a provision-mapping exercise to include early identification and tracking for SEND provision in own setting	Work product: tracking, monitoring and intervention cycles	
	4.2 Evaluate provision for SEND in own setting, highlighting areas of strength and weakness	Work product: evaluation of practice	
	4.3 Explain the influence of the environment in relation to children's specific needs including: <ul style="list-style-type: none"> • children with sensory processing difficulties • specific learning difficulties • cognitive processing difficulties • speech, language and communication needs 	Professional discussion Reflective account Written/pictorial	
	4.4 Identify key priorities in relation to the environment within an early years setting	Professional discussion	

Unit 03 Lead change to inform Special Educational Needs and/or Disability (SEND) provision in an Early Years Setting (T/617/7190)

The aim of this unit is to lead change, improving Special Educational Needs and/or Disability (SEND) practice and provision within an early years setting through practitioner-led enquiry.

The knowledge learning outcomes within this unit underpin the skills and provide the foundations for competency. To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated. Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development. Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

For this unit learners need to demonstrate knowledge and understanding of:

- stages for practitioner-led enquiry
- organisational skills required for a practitioner-led enquiry
- a practitioner-led enquiry to inform Special Educational Needs and/or Disability (SEND) provision in an early years setting
- presenting findings from a practitioner-led enquiry.

LO	AC	Suggested evidence for assessment	Planning for next steps
3. Be able to undertake a practitioner-led enquiry to inform Special Educational Needs and/or Disability (SEND) provision in an early years setting	3.1 Justify method(s) selected for practitioner-led enquiry	Assignment rationale	
	3.2 Undertake practitioner-led enquiry in an early years setting	Assignment	
	3.3 Apply wider reading, current practice and published research to practitioner-led enquiry	Assignment	

LO	AC	Suggested evidence for assessment	Planning for next steps
4. Be able to present findings from a practitioner-led enquiry	4.1 Collate findings from a practitioner-led enquiry	Assignment	
	4.2 Discuss barriers and challenges to undertaking a practitioner-led enquiry	Assignment	
	4.3 Present findings to practitioners	Assignment and peer feedback	
	4.4 Work collaboratively with practitioners to plan next steps for improved SEND provision in an early years setting	Assignment and work plan	
	4.5 Implement change from practitioner-led enquiry	Work plan and action plan	

Section 3

Assessment and quality assurance information

Assessment guidance

A recommended range of assessment methods has been identified 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 Assurer 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.

Direct observation is a requirement of evidence generation contributing to the achievement of skills based assessment criteria.

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