

NCFE

CACHE

Sample Assessment Materials (SAMs) (unitised)

**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 assessment materials for two units. Unit 1 includes five tasks and Unit 2 includes five tasks, which are all used to assess the learning outcomes (LOs) and assessment criteria (AC) of the award. The ACs assessed in each task are listed in brackets after the task heading. Within these tasks, the following assessment methods are used:

- Learner's own work products
 - written account
 - information booklet
 - information table
 - report
 - essay
 - journal entry
 - skills gap analysis
 - research task
- written and pictorial information
 - presentation slides
 - leaflet
- professional discussion
- reflections
 - journal entries.

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.

Unit 1: Roles and responsibilities of the Special Educational Needs Co-ordinator (SENCo) in the Early Years

Task 1 (AC1.2, 1.3)

Create a written account to explain:

- the term 'special educational needs and / or disabilities (SEND)'
- an outline of the requirements of the SEND Code of Practice for early years settings

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

Task 2 (a) (AC2.1, 2.2, 3.3)

Refer to the following: [The role of the early years SENCo \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) document and create an infographic showing the role and key responsibilities of the early years SENCo in private, voluntary and independent early years settings.

The infographic should show their 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, which involves:
 - identifying and meeting children's SEND needs
 - working with parents / carers
 - engaging with children to gain their views
 - liaising with other professionals.

Create a checklist to support the induction of new staff through the sharing of best practice.

Include the following:

- 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 in relation to children with SEND.

Create a leaflet for new staff outlining the following:

- 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.

Task 2 (b) (AC4.2, 4.3, 4.4)

Prepare for a professional discussion. You are expected to make notes to assist you on the below criteria:

- how high and low incidences of SEND are identified
- characteristics of different types of special educational needs and disabilities in an early years setting, to include:
 - high incidence
 - low incidence
- processes for identification and early action for children with SEND in an early years setting in accordance with the early years foundation stage (EYFS) statutory framework.

Examples from own workplace / work placement can be used.

Task 3 (AC3.1)

Compile a list of services with a brief description of their provision to show the support available for children who are disabled or have SEND and their families through the Local Offer.

Where available in the local area, services should include:

- sensory support services
- specialist teachers
- speech and language therapists
- occupational therapists
- physiotherapists
- Independent Advice and Support Services (IASS)
- local voluntary agencies that provide support to families
- social care services
- area SENCo inclusion officer or equivalent where available,

Examples from own workplace / work placement can be used.

Task 4 (a) (AC3.2)

Complete **Table 1**. to include a range of professionals, agencies and services available to support the early years SENCo in your local area, for example, borough, city or county.

Include the following when completing the table below:

- examples of professionals, agencies and services (examples from own workplace / work placement can be used) such as:
 - specialist teachers
 - sensory support services
 - speech and language therapists
 - occupational therapists
 - physiotherapists
 - Independent Advice and Support Services (IASS)
 - local voluntary agencies that provide support to families
 - social care services
 - area SENCo inclusion officer or equivalent where available
- a description of the support available to the early years SENCo from each professional, agency and service.

Table 1

Professionals	Support available to the early years SENCo

Agencies	Support available to the early years SENCo
Services	Support available to the early years SENCo

Task 4 (b) (AC3.4)

Produce a report to explain:

- how information sharing with others within and beyond the setting contributes to effective transition and supports the achievement of agreed outcomes
- what information can and / or should be shared with others
- how to share information with the receiving setting or school
- how to involve children and their parents / carers.

Examples from own workplace / work placement can be used.

Task 5 (AC4.1, 4.5)

Produce a series of presentation slides to show:

- how each of the following areas of need may be identified. Use examples from your own practice to illustrate, and include any associated difficulties connected to each of the following broad areas:
 - communication and interaction
 - cognition and learning
 - social, emotional, and mental health difficulties
 - sensory and / or physical need
- examples of adjustment strategies and interventions for supporting the learning of children with SEND to ensure positive learning outcomes (LOs).

Examples from own workplace / work placement can be used.

Unit 2: Strategies and techniques for supporting children and families

Task 1 (a) (AC1.1, 1.2, 1.3)

Produce a leaflet to present information about the graduated approach in an early years setting, to include:

- 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 special educational needs and disabilities (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.

Task 1 (b) (AC1.4, 1.5)

Prepare for a professional discussion. You are expected to make notes to assist you on the below criteria:

- the benefits to the child of parent / carer participation throughout the graduated approach, which explains the impact on:
 - confidence and wellbeing
 - improved social skills
 - holistic condition improvement
- an analysis of the reviewing processes for progress monitoring and action planning to inform practice within the graduated approach.

Task 2 (AC2.1, 2.2)

Create a journal article to show how to:

- explain the needs of children with English as an Additional Language (EAL) in an early years setting
- explain the needs of children with EAL and special educational needs (SEN) in an early years setting
- distinguish between rate and pace with regard to EAL and SEN and identify when SEN is occurring, not relating to EAL.

Task 3 (AC3.1, 3.2, 3.3)

Produce an essay to:

- describe the principles underpinning Education, Health, and Care plans
- analyse the importance and relevance of clear goal setting for effective Education, Health, and Care plans to enhance the holistic health, development and learning of individual children
- explain record keeping for best practice in tracking progress for children in line with the early years foundation stage (EYFS) framework and Local Authority requirements.

Task 4 (a) (AC4.1)

Reflect on an early years SENCo job description (use the information booklet you produced from **Unit 1, task 2**) and knowledge from workplace / work placement to 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 you already have
- what are the gaps in your own skills
- what is needed to close the gap in your own skills.

Table 2. (AC4.1)

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?

Task 4 (b) (AC4.2)

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

Task 5 (AC4.3)

Compile a combination of **five (5)** paper-based articles / printed website pages that outline funding implications in relation to SEND for the early years SENCo. Explore and annotate the content of the articles that demonstrates funding implications in relation to SEND for the early years SENCo.

Add notes and annotations in relation to the following key areas:

- Funding constraints (for example, for specialist provision and support for children with complex needs)
- Increasing demand for SEND provision and limited resources (the impact of a strain on resources)
- Funding for training and development (for the Early Years SENDCo).

Change history record

Version	Description of change	Date of issue
v1.0	First publication	August 2025