

## NCFE CACHE Level 3 Technical Specialist in Special Educational Needs Co-ordinators in Early Years Settings (Award) Course Outline

### Who is the programme designed for?

This qualification is designed to meet the needs of both 16 to 19 and adult learners who are interested in developing additional specialist competence in an educational occupation. It clearly aligns to Skills England's hierarchy of purpose. The qualification offers an engaging course of study and provides learners with the opportunity to specialise within an occupational area.

The qualification will enable learners to acquire the knowledge, skills and behaviours required to develop additional specialist competence within education and early years. Employers will be able to access reliable evidence of a learner's achievement against the criteria, which are the minimum requirements for practice in a specialised role within the occupational area, as a special educational needs co-ordinator (SENCO).

This qualification builds on the outcomes within the Early Years Educator occupational standard (ST0135). It is however not essential to hold this qualification to complete the award.

The specialist duties have been written to build upon the knowledge, skills and behaviours in the Early Years Educator standard.

- Demonstrate a clear understanding of diversity and equality for effective inclusive practice, which values and respects children's social and cultural context, to include high-ability children as well as those with special educational needs and disabilities (SEND) and English as an additional language (EAL)
- Ensure all practitioners in the setting understand their responsibility to children with SEND and the setting's approach to identifying and meeting SEND needs. Support the development of the team by mentoring, role modelling values and behaviours, and managing change effectively through purposeful supervision.
- Apply knowledge of child development proactively, working in partnership with key stakeholders in children's lives to improve outcomes for babies and children. Ensure parents/carers are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Continually develop own practice
- Facilitate child-centred, self-directed, high-quality learning environments conducive to rich play opportunities

### What types of activities are covered as part of the Level 3 Technical Specialist in Special Educational Needs Co-ordinators in Early Years Settings (Award)?

This course will enable learners to explore the roles and responsibilities of the special educational needs co-ordinator (SENCO) in an early years setting. Explore and understand the strategies and techniques for supporting children and their families. Allow learners to increase knowledge of special educational needs and disabilities (SEND) codes of practice.

## What does the Level 3 Technical Specialist in Special Educational Needs Co-ordinators in Early Years Settings (Award) consist of?

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The learner must achieve both mandatory units to achieve the full award.

### Mandatory Units

1. Unit 01 Roles and responsibilities of the special educational needs co-ordinator in the early years (R/651/1074)
2. Unit 02 Strategies and techniques for supporting children and families (T/651/1075)

## Programme of study – Guided Learning Hours

In order to complete the Level 3 Technical Specialist in Special Educational Needs Co-ordinators in Early Years Settings (Award) it is recommended that the learner completes **24** guided learning hours. Approximate course duration is 4 months

## Delivery by Quest

Activity	Delivery Method	Location	Duration
<b>Initial assessment</b> <ul style="list-style-type: none"> <li>• Target Skills</li> <li>• Learning Styles Questionnaire</li> <li>• Application/ILR</li> <li>• Recognition of prior learning</li> <li>• ILP</li> </ul>	Via computer package Paper-based questionnaire  Checking GCSE/other qualifications gained	Workplace	2 hours per learner
<b>Induction</b> <ul style="list-style-type: none"> <li>• Quest Training Induction Pack</li> <li>• Vocational qualification</li> <li>• Knowledge qualification</li> <li>• Health &amp; Safety</li> <li>• Equality &amp; Diversity</li> </ul>	Tutor input using a range of methods including: <ul style="list-style-type: none"> <li>• Theory input</li> <li>• Handouts</li> <li>• Workbooks</li> <li>• Presentations</li> <li>• Discussions</li> <li>• Question &amp; answer sessions</li> <li>• Practical activities</li> </ul>	Workplace	Flexible arrangements e.g.  1 day 2 half days 3 x 2 hour sessions
<b>Assessments &amp; feedback</b> <ul style="list-style-type: none"> <li>• Assessment planning</li> <li>• Assessment</li> <li>• Feedback</li> </ul>	One-to-one with tutor Observation of direct performance by tutor One-to-one with tutor	Workplace	Depending on activity  1 – 3 hours
<b>Progress reviews</b>	One-to-one with tutor	Workplace	30 minutes