

Open Awards

Quality Endorsed Unit



1 Unit Details

Unit Title:	The Portage Model – A Small Steps Approach to Learning for Children with Special Educational Needs
Unit Reference Number:	PT2/3/WR/004
Level:	L3
Credit Value:	5
Minimum GLH:	35

2 Learning Outcomes and Criteria

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the Portage Model and its relevance for early years settings	1.1 Describe the Portage Model principles and how they can be used in different settings
	1.2 Analyse the importance of working in partnership with families
	1.3 Evaluate the importance of Portage in relation to national Special Educational Needs reforms and current initiatives
2. Be able to use clear language when planning for children with special educational needs	2.1 Reflect on the need for clear language when planning for supporting children with special educational needs
	2.2 Analyse the importance and benefits of using clear language
	2.3 Demonstrate using clear language when writing teaching targets for children with special educational needs
3. Be able to effectively plan for success	3.1 Describe how to complete a holistic assessment for a child in your setting, outlining what tools you use
	3.2 Analyse the range of information needed to set appropriate long term goals
	3.3 Evaluate a case study of a child

4	Be able to apply a 'small steps' approach to learning	4.1	Demonstrate how to break down tasks to make learning accessible
		4.2	Plan a sequence of small steps towards a given long term goal for a child with special educational needs
5	Be able to plan, record and share information	5.1	Critically compare different models for planning, recording and sharing information, including when each should be used
		5.2	Use the appropriate model for recording an open ended activity to plan a play activity for a child with special educational needs based on Portage guidelines
		5.3	Produce two outcome focused activity charts to plan targeted activities for a child with special educational needs based on Portage guidelines
6	Analyse Techniques and methods to help children develop their play, share play and generalise	6.1	Evaluate examples of how children with a range of SEND may need specific support to develop their play
		6.2	Write a synopsis of a chosen child, including an observation of the child's play, highlighting the play skills observed
7	Be able to implement positive approaches to children's behaviour	7.1	Analyse 'age appropriateness' of children's emotional self-regulation by identifying the messages being communicated through behaviour
		7.2	Demonstrate the use of a behaviour plan to promote positive behaviour
		7.3	Reflect on own performance and use of Portage in practice