

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Implementing Support for Children with Special Educational Needs and Disabilities (SEND)

Unit Reference Number: A/651/2879

Level: Three (3)

Credit Value: Six (6)

Minimum Guided Learning Hours: 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to work in partnership with others	1.1 Explain the importance of working with others, including parents and/or carers, to support children with SEND
	1.2 Demonstrate effective communication skills including when working with others, parents and/or carers
	1.3 Evaluate the impact of working with others on the progress and wellbeing of children with SEND
2. Be able to create a supportive working environment	2.1 Identify strategies for creating an inclusive and supportive environment for children with SEND
	2.2 Evaluate the impact of a supportive environment on the progress and wellbeing of children with SEND
	2.3 Reflect on own contribution to creating a supportive work environment
	2.4 Demonstrate using specialist aids, resources and equipment available to support babies and children with SEND

3. Be able to use statutory frameworks and codes of practice	<p>3.1 Use a scenario to create a plan for a specific child/children, using the statutory frameworks and codes of practice to address areas identified for:</p> <p>(a) Personal development (b) Physical development (c) Emotional development (d) Social development</p>
4. Be able to carry out a child's care plan	<p>4.1 Outline the key components of a child's care plan.</p> <p>4.2 Demonstrate working with others, including parents and/or carers, to review and update a child's care plan</p>

Indicative Content	
LO1	<p>1.1 Learners must be able to demonstrate that they are aware of the specific challenges associated with children who have SEND. The Learner must be able to identify at least three types of different Special Educational Needs and Disabilities and highlight how these are manifested and supported. The Learner may do this in the form of a Learner statement, draw examples from development reports, communications, verbal or written responses to questioning.</p> <p>1.2 Learners are required to demonstrate to engage professionally, inclusively and positively with others. This may be demonstrated through observation, records, communications, by learner statement or by verbal questioning. Any verbal questions and answers must be recorded and retained for possible checking/verification by IQA/EQA later.</p> <p>1.3 Learners are required to critically review the effectiveness of the relationships with at least three others in their role, what is working well, what issues there are. Learners must suggest corrective action or a way to further improve relationships in each case.</p>
LO2	<p>2.1 Learners are required to demonstrate a broad understanding of at least three strategies which may support the development of a young child with SEND. These would include but are not restricted to advocacy, positive reinforcement, sensory integration, peer support, individualised education plan, inclusive practices, visual support, etc.</p> <p>2.2 Evaluation requires the Learner to monitor and if necessary, adapt the environments, according to effectiveness of the progress made. The Learner must be able to evidence this, using the organisational reporting procedures. Where improvements and adaptations are made, the purpose must be clearly explained, with intended benefits and should be reviewed as part of an ongoing, cyclical process.</p>
LO3	<p>3.1 Learners must be able, in this exercise, to create and present a plan which demonstrates their knowledge of development principles, to apply theoretical concepts to real life situations and generate positive outcomes. Learners are required to act in a respectful and inclusive manner, consider the specific needs of their subject, and use theoretical and regulatory knowledge in applying a</p>

	holistic approach which encompasses physical, personal, social and emotional, development. The presented plan should include clear goals and metrics, to enable periodic evaluation.
LO4	<p>4.1 Learners are required to carry out the plan presented in LO3, stating clear aims, methods, components, measurements and recommendations.</p> <p>4.2 Learners must communicate the plan to all stakeholders, including colleagues, managers, parents and other external support. Learners must confirm that their plan has been fully understood, and that any identified questions or queries are addressed.</p>