



TQUK Level 2 - Diploma for the Early Years Practitioner (RQF)

Student Name	
Student ID	
Module Name	Supporting children with special educational needs
Assignment No	R/617/7908
Date of Submission	
Signature (your name)	

National Academy

RULES AND REGULATIONS:

Plagiarism is presenting somebody else's work as your own. It includes: copying information directly from the Web or books without referencing the material; submitting joint coursework as an individual effort; copying another student's coursework; stealing coursework from another student and submitting it as your own work. Suspected plagiarism will be investigated and if found to have occurred will be dealt with according to the procedures set down by National Academy.

Students are advised to review the module content before attempting to address any of the tasks

ASSIGNMENT REGULATIONS:

1. Learners are required to submit their work using the National Academy Assessment cover sheet.
2. You are required to submit your assignment by the date shown in your VLE Calendar
3. If you have any special requirements these must be communicated to your tutor prior to the commencement of the assignment

Unit Name and Unit Number:	Supporting children with special educational needs R/617/7908	
Level:	2	
Credit value:	7	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Be familiar with guidance relevant to the care and education of children with special educational needs and/or disabilities.	1.1	Identify guidance relevant to the care and education of children with special educational needs and/or disabilities.
	1.2	Describe key points of guidance relevant to the care and education of children with special educational needs and/or disabilities
2 Understand how to work with others when caring for children with special educational needs and/or disabilities.	2.1	Define the term 'partnership working'.
	2.2	Explain how to work with parents/carers to support children with special educational needs and/or disabilities.
	2.3	Identify other agencies and professionals involved in supporting the care and education of children with special educational needs and/or disabilities.
3 Contribute to individual care plans for children and babies with special educational needs and/or disabilities.	3.1	Support the following stages of providing individual care in line with the Graduated Approach: <ul style="list-style-type: none"> • assessment of needs • planning care • implementing a care plan • reviewing a care plan.
	3.2	Explain the importance of including child or baby participation in the plan for their care.
	3.3	Work in ways that value and respect the developmental needs of individual babies and children
4 Know what resources are available to support when caring for a child with special educational needs and/or disabilities.	4.1	Identify a range of equipment and specialist aids that can be used to support children with special educational needs and/or disabilities.
	4.2	Identify resources that can be accessed to help support children with special educational needs and/or disabilities
	4.3	Describe how to use specialist aids, equipment and resources safely.

Assessment Task: Understand the role of the early years practitioner

Task 1 (assessment criteria 1.1 and 1.2)

Explain the guidance relevant to the care and education of children with special educational needs and/or disabilities.

- ❖ 1.1 Identify and Describe key points of guidance relevant to the care and education of children with special educational needs and/or disabilities.
- ❖ You need to describe SEND code of Practice 2015

1.2 What are the key points of the SEN school policy when working with children who have special educational needs?

Research and summarise a SEN policy – what are the main points of the policy?

Task 2 (assessment criteria 2.1, 2.2 and 2.3)

How to work with others when caring for children with special educational needs and/or disabilities.

- ❖ Define the term ‘partnership working’.- **What does partnership mean?**
- ❖ Explain how to work with parents/carers to support children with special educational needs and/or disabilities.

Activity 2.2: Working with parents/carers to support children with special educational needs and/or disabilities (SEND) is essential for ensuring the child's overall well-being and progress. Collaboration between educators and parents/carers can significantly enhance the child's development and educational outcomes. Explain step by step guide on how to effectively work with parents/carers to support children with SEND. Follow the below points:

- 1. Establish open communication: Give an example of how you would do this? Maybe arrange a meeting?**
 - 2. Listen to their concerns: How will you do this? Listen to their concerns at the meeting and make notes ?**
 - 3. Share information: Who will you share information with?**
 - 4. Collaborate on Individual Education Plans (IEPs): Talk about Individual plans and how you would discuss these with the parent?**
- ❖ Identify other agencies and professionals involved in supporting the care and education of children with special educational needs and/or disabilities.

Activity 2.3: Outline the stakeholders that are involved in supporting the care and education of children with special educational needs and/or disabilities. Below are the points to be considered for explanation:

- 1. Special Educational Needs Coordinators (SENCOs):**
 - 2. Educational Psychologists:**
 - 3. Health Professionals:**
 - 4. Social Workers:**
 - 5. Educational Support Staff**
- What would be their role?**

Task 3 (assessment criteria 3.1, 3.2 and 3.3)

How do you Contribute to individual care plans for children and babies with special educational needs and/or disabilities.

- ❖ Support the following stages of providing individual care in line with the Graduated Approach:
 - Assessment of needs
 - planning care
 - implementing a care plan
 - reviewing a care plan.

Explain the graduated approach

Activity 3.2: Explain the importance of child or baby participation in the plan for their care.

Here include Individual Educational Plan – What is this? How does this provide personal support for the child?

Explain the importance of including child or baby participation in the plan for their care.

- ❖ Work in ways that value and respect the developmental needs of individual babies and children

Activity 3.3: Discuss methods to value and respect the child's needs – How can you respect individual needs?

Task 4 (assessment criteria 4.1, 4.2 and 4.3)

Explain what resources are available to support when caring for a child with special educational needs and/or disabilities.

- ❖ Identify a range of equipment and specialist aids that can be used to support children with special educational needs and/or disabilities

Activity 4.1: Explain the various types of specialist equipment's. Explain all below points with images and their usage.

- 1. Adaptive Seating:**
- 2. Communication Devices:**
- 3. Sensory Equipment:**
- 4. Assistive Technology:**
- 5. Visual Aids:**
- 6. Hearing Aids and FM Systems:**
- 7. Orthotics and Mobility Aids:**

- ❖ Identify resources that can be accessed to help support children with special educational needs and/or disabilities
- ❖ Describe how to use specialist aids, equipment and resources safely.

Activity 4.3

For this assessment criterion, you will be required to describe the specialist aids, resources and equipment that is available in your setting. You will also need to explain how they can be used safely – your setting should have policies/procedures/processes that explain this.

Specialist aids, resources and equipment could include mobility equipment (eg: walking frames, wheelchairs) , seating (eg: specialist seating to aid posture or prevent falling) , communication aids (eg: text-to-speech devices, hearing loops) , sensory equipment or room, eating equipment .