

Level 2

Certificate in Special Educational Needs & Disabilities (SEND)

(610/5050/7)

nqual.

SPECIFICATION PACK

CONTENTS

About NQual 2

Qualification Specification 2

Qualification Information 2

- Overview 2
- Entry Requirements 2
- Unit Guidance 2
- Mandatory Units 3
- Guided Learning Hours 3
- Total Qualification Time 3
- Delivery Options 3
- Grading and Assessment 3
- Approved Centre 4
- Support From NQual 4
- Initial Assessment 4
- Reasonable Adjustment 4
- Responsibilities 4

Mandatory Units 6

- Understanding Special Educational Needs and Disabilities 6
- Diagnosis Process for Individuals with SEND 8
- Supporting Individuals with SEND 10
- Promote Independence and Well-being for Individuals with SEND and Disabilities 12

Property of NQual Ltd

ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 2 Certificate in Special Educational Needs and Disabilities (SEND) is regulated by Ofqual.

- Qualification Number: 610/5050/7

Overview

The NQual Level 2 Certificate in Special Educational Needs and Disabilities (SEND) is designed to provide learners with a foundational understanding of special educational needs and disabilities. It covers a range of topics, including the definition and types of SEND, the impact of SEND on individuals, and strategies for supporting learners with SEND.

This qualification provides a valuable foundation for those working with learners with SEND and can enhance their ability to provide effective support and promote inclusion.

Entry Requirements

- Minimum age: 16

It is advised that learners should have achieved or be working towards Level 1 in English and Maths or equivalent.

There are no further entry requirements for this qualification.

Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 13.

Property of NQual Ltd

Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
J/651/4069	Understanding Special Educational Needs and Disabilities	2	24	3
M/651/4070	Diagnosis Process for Individuals with SEND	2	24	3
T/651/4072	Supporting Individuals with SEND	2	32	4
Y/651/4073	Promote Independence and Well-being for Individuals with SEND and Disabilities	2	24	3

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 104.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing independent study.

The Total Qualification Time for this qualification is 130.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of:

- An internally assessed Portfolio of Evidence and externally quality assured by NQual.

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Feedback forms
- Reflective Accounts
- Story Boards

Please note this is not an exhaustive list.

Property of NQual Ltd

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual supports all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Tutor/Trainer

Tutors/ Trainers who deliver NQual qualifications must possess a teaching qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

Property of NQual Ltd

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

Property of NQual Ltd

MANDATORY UNITS

Unit Breakdown: Level 2 Certificate in Special Educational Needs and Disabilities

Learners must complete all mandatory units for this qualification.

Unit: Understanding Special Educational Needs and Disabilities (SEND)

Unit Code: J/651/4069

RQF Level: 2

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand what is meant by the term SEND and the impact it can have on individuals	1.1 Define what is meant by special educational needs and disabilities 1.2 Outline the different conditions and disorders that would be considered SEND 1.3 Identify the diverse range of needs presented by individuals with SEND 1.4 Outline the impact SEND can have on individuals and their learning 1.5 Outline how characteristics of those with SEND can vary from individual to individual 1.6 Explain the common misconceptions surrounding SEND and how this can impact the individual
2. Understand the barriers and the strengths individuals with SEND can be faced with	2.1 Identify the strengths and barriers an individual with SEND may experience in different contexts 2.2 Describe the impact this may have on the individual 2.3 Identify how positive aspects of SEND can benefit individuals in different settings 2.4 Describe the importance of working with an individual's strengths and abilities to enable them to achieve their potential
3. Understand the legislation surrounding individuals with SEND	3.1 Outline the current legislation and policies related to SEND 3.2 Describe the SEND Code of Practice 3.3 Explain how the SEND Code of Practice may impact the support you offer to individuals with SEND 3.4 Identify the roles and responsibilities of different professionals involved in supporting individuals with SEND 3.5 Explain the ethical implications of supporting individuals with SEND

Property of NQual Ltd

Unit Summary

This unit provides a foundational understanding of SEND, enabling learners to develop the knowledge and skills needed to support learners with SEND effectively.

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Assignments
- Reflection
- Evaluation
- Real-life case studies to demonstrate understanding and application of concepts

Property of NQual Ltd

Unit: Diagnosis Process for Individuals with SEND

Unit Code: M/651/4070

RQF Level: 2

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understanding how to seek formal diagnosis for individuals with SEND and its impact	1.1 Explain the benefits of formal diagnosis for individuals with SEND 1.2 Outline the potential barriers to achieving a formal diagnosis 1.3 Describe the impact of formal diagnosis on individuals with SEND and their family and/or caregivers 1.4 Explain why early diagnosis and intervention can benefit individuals with SEND and their family and/or caregivers 1.5 Explain the reasons individuals may be reluctant to seek formal diagnosis to include: • Media perception • Society perception
2. Understand the assessment and diagnosis process for individuals with SEND	2.1 Outline the different stages of assessments for identifying SEND in individuals to include: • Screening • Formal assessment • Diagnosis 2.2 Outline the different assessment methods used when assessing and diagnosing individuals with SEND 2.3 Outline the role of different professionals involved in the assessment process, to include: • Educational psychologists, • Speech and language therapists • Occupational therapists 2.4 Describe the importance of working with different professionals to assess and diagnose individuals

Unit Summary
This unit aims to equip learners with a comprehensive understanding of the assessment and diagnosis of SEND, enabling them to provide effective support to individuals with SEND

Property of NQual Ltd

Assessment Requirements
Portfolio evidence can include, but is not limited to: • Assignments • Reflection • Evaluation

Property of NQual Ltd

Unit: Supporting Individuals with SEND

Unit Code: T/651/4072

RQF Level: 2

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand the appropriate strategies to support individuals with SEND in different educational settings	1.1 Outline reasonable adjustments that can be put in place for individuals with SEND in education settings 1.2 Explain the coping strategies that you may put in place to manage the effects of SEND in education settings 1.3 Explain the importance of a person-centred approach when developing learning support strategies for individuals with SEND
2. Understand inclusive teaching and the using assistive technology	2.1 Outline the discrimination that can occur in education settings for individuals with SEND 2.2 Explain the importance of inclusion and how to prevent discrimination in education settings 2.3 Describe a range of assistive technology and its applications in education settings 2.4 Identify appropriate assistive technology for different types of SEND 2.5 Define the term 'differentiation' and how this caters to the individual's learning needs 2.6 Describe how to create an inclusive learning environment that promotes participation and engagement of all learners
3. Understand the importance of collaboration to support individuals with SEND in learning environments	3.1 Describe how to establish effective working relationships with families/caregivers and professionals involved in the support of individuals with SEND 3.2 Explain ways to communicate effectively with families and/or caregivers and professionals to share information and discuss concerns 3.3 Explain the importance of involving families and/or caregivers in the decision-making process regarding their child's education and support.
4. Understand how to provide support to individuals in different settings	4.1 Outline how different settings can support individuals with SEND 4.2 Describe how individuals with SEND may be discriminated against in different settings 4.3 Explain ways in which you can prevent discrimination 4.4 Identify the support and sources of information available for individuals with SEND

Property of NQual Ltd

	4.5 Explain why individuals with SEND may not be able to access this information and support

Unit Summary

This unit aims to equip learners with the knowledge and skills to provide effective support to learners with SEND, promoting their inclusion, engagement and academic achievement

Guidance notes

3.1 Different Settings: Can include community settings, leisure settings, workplaces, schools.

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Assignments
- Reflection
- Evaluation
- Real-life case studies to demonstrate understanding and application of concepts

Property of NQual Ltd

Unit: Promoting Independence and Well-being for Individuals with SEND and Disabilities

Unit Code: Y/651/4073

RQF Level: 2

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand how to identify the emotional and social needs of individuals with send	1.1 Explain the impact that SEND may have on individuals' self-esteem and self-concept 1.2 Outline the emotional and social needs of individuals with SEND 1.3 Describe the challenges individuals with SEND may face in forming and maintaining relationships
2. Understand how to support the well-being of individuals with SEND	2.1 Explain the importance of a person-centred approach when developing support strategies for individuals with SEND with regards to emotional and social development 2.2 Outline the strategies that you may put in place to support an individual's well-being 2.3 Describe the challenging behaviour individuals with SEND may display and strategies to reduce this 2.4 Explain how to support positive behaviour 2.5 Explain the importance of promoting positive mental health and wellbeing for individuals with SEND 2.6 Outline the reasonable adjustments that may need to be put in place to ensure inclusion for individuals with SEND
3. Understand how to collaborate with families/caregivers to support individuals with SEND	3.1 Explain the importance of collaborating with the families and/or caregivers of individuals with SEND to support their well-being 3.2 Outline how to communicate effectively ensuring information is appropriately shared between professionals and families and/or caregivers 3.3 Explain the importance of advocating on behalf on individuals with SEND and their families and/or caregivers

Unit Summary
This unit aims to equip learners with the knowledge and skills to support the emotional and social development of learners with SEND, promoting their overall well-being and inclusion

Property of NQual Ltd

Assessment Requirements
Portfolio evidence can include, but is not limited to: • Assignments • Reflection • Evaluation • Real-life case studies to demonstrate understanding and application of concepts

Property of NQual Ltd

nqual.

www.nqual.co.uk

admin@nqual.co.uk

01925-964-903

Property of NQual Ltd