



Level 4

Certificate for Education Practitioners Supporting Individuals with SEND

(610/5122/6)

nqual.

SPECIFICATION
PACK

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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 certifying 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 4 Certificate for Education Practitioners Supporting Individuals with Special Educational Needs and Disabilities (SEND) is regulated by Ofqual.

- Qualification Number: 610/5122/6

Overview

The NQual Level 4 Certificate for Education Practitioners Supporting Individuals with Special Educational Needs and Disabilities (SEND) equips learners with advanced knowledge and skills to effectively support children and young people with SEND. This qualification covers key areas such as inclusive education principles, relevant legislation (including the SEND Code of Practice and Equality Act 2010), assessment and diagnosis processes, strategies for supporting diverse needs (communication, cognition, social-emotional, sensory), effective family support and leading and managing SEND provision.

Through a blend of theoretical learning and practical application, participants gain the expertise to implement inclusive practices, contribute to early intervention, and enhance their professional practice to better support children and young people with SEND within an inclusive education system.

Entry Requirements

- Minimum age 19

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.

Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
K/651/4286	Organisational Culture, Regulation and Statutory Guidance	4	16	2
L/651/4287	Diagnostics and Early Intervention	4	16	2
M/651/4288	Adapting Teaching Practices to Support SEND	4	24	3
R/651/4289	Supporting Children and Families	4	24	3
A/651/4290	Leading and Managing SEND Provision	4	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
- Witness Testimony
- Assignments

Please note this is not an exhaustive list.

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 support 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

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

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

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation

- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

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:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

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

MANDATORY UNITS

Unit Breakdown: Level 4 Certificate for Education Practitioner Supporting Individuals with Special Educational Needs and Disabilities (SEND)

Learners must complete all mandatory units for this qualification.

Unit: Organisational Culture, Regulation and Statutory Guidance

Unit Code: K/651/4286

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the legal and regulatory framework for SEND	1.1 Explain the key legislation and statutory guidance relevant to SEND, including: - Equality Act 2010 - Children and Families Act 2014 - SEND Code of Practice 1.2 Analyse the implication of relevant legislation and statutory guidance for the provision of SEND support within an educational setting 1.3 Summarise the key principles of your organisations SEND Policy
2. Understand the role of organisational culture and values in inclusive practice	2.1 Explain how organisational culture and values can impact the inclusion of children and young people with SEND 2.2 Evaluate the effectiveness of inclusive practices within a specific educational setting
3. Understand the importance of partnership working in supporting children and young people with SEND	3.1 Explain the importance of multi-agency working and partnership approaches in supporting children and young people with SEND 3.2 Analyse the benefits and challenges of inter-agency collaboration

Unit Overview:

This unit aims to provide learners with a strong foundation in the legal, regulatory, and organisational aspects of SEND provision, enabling them to contribute effectively to the development and implementation of inclusive practices within their educational setting.

Unit: Diagnostics and Early Intervention

Unit Code: L/651/4287

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles of early diagnostics and intervention in SEND	1.1 Explain the importance of early diagnostics and intervention in improving outcomes for children and young people with SEND 1.2 Describe the key characteristics and early indicators of different types of SEND
2. Understand the role of different professionals in the early diagnostics and assessment of SEND	2.1 Explain the roles and responsibilities of various professionals involved in the assessment and diagnosis of SEND, including: • Teachers • Educational psychologists • Speech and language therapists • Occupational therapists 2.2 Describe the different types of assessment used to identify and assess SEND, including: • Screening tools • Observation • Diagnostic assessment
3. Understand and apply strategies for early intervention in SEND	3.1 Describe a range of early intervention strategies for children and young people, including: • Targeted support • Small group interventions • Differentiated learning 3.2 Evaluate the effectiveness of different early intervention strategies
4. Understand the importance of data collection and analysis in informing early intervention	4.1 Explain how data collection and analysis can be used to inform early intervention strategies 4.2 Describe methods for collecting and analysing data related to the progress and development of children and young people with SEND

Unit Overview:

This unit aims to equip learners with the knowledge and skills necessary to contribute effectively to the early identification, assessment, and intervention for children and young people with SEND, thereby improving their educational outcomes and life chances.

Unit: Adapting Teaching Practices to Support SEND

Unit Code: M/651/4288

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand and apply inclusive teaching strategies	1.1 Explain the principles of inclusive teaching and learning, including differentiation and accessibility 1.2 Analyse and evaluate the effectiveness of different inclusive teaching strategies in supporting the learning of children and young people with SEND 1.3 Design and implement inclusive learning activities that cater to the diverse needs of all learners
2. Understand and use assistive technology to support learning	2.1 Identify and evaluate a range of assistive technologies that can support learning of children and young people with SEND 2.2 Demonstrate the ability to use a range of assistive technologies effectively in a teaching and learning context 2.3 Evaluate the impact of assistive technology on the learning and progress of children and young people with SEND
3. Understand and apply strategies for creating an inclusive learning environment	3.1 Explain the importance of creating a positive and inclusive learning environment for all learners 3.2 Analyse and evaluate the impact of classroom environment and resources on the learning of children and young people with SEND 3.3 Design and implement strategies for creating an inclusive and supportive classroom environment 3.4 Provide examples of how to communicate information about individuals with SEND to enable planning and adapting teaching practices

Unit Overview:

This unit aims to equip learners with the practical skills and knowledge to adapt their teaching practices to effectively support the diverse learning needs of children and young people with SEND, creating an inclusive and supportive learning environment for all.

Unit: Supporting Children and Families

Unit Code: R/651/4289

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the diverse needs and experiences of Families of children with SEND	1.1 Explain the range of emotional, social, and practical challenges faced by Families of children with SEND 1.2 Analyse the impact of SEND on Family dynamics and relationships 1.3 Explain the importance of empathy and sensitivity when communicating and interacting with Families of children with SEND 1.4 Identify how to provide Families with meaningful reports on progress
2. Develop effective communication and partnership strategies with Families	2.1 Explain the importance of open and honest communication with Families of children with SEND 2.2 Identify how to demonstrate effective listening and communication skills when interacting with Families 2.3 Develop and implement strategies for building positive relationships and partnerships with Families 2.4 Identify how to work collaboratively with the local authority to share and seek accurate information
3. Provide appropriate support and guidance to Families of children with SEND	3.1 Identify and access relevant support services and resources for Families of children with SEND 3.2 Provide accurate and up-to-date information and advice to Families on SEND-related issues 3.3 Advocate for the rights and needs of children and Families within the education system

Unit Overview:

This unit aims to equip learners with the knowledge and skills to effectively support children and Families with SEND, building positive relationships and partnerships that promote the well-being and educational success of all children.

Unit: Leading and Managing SEND provision

Unit Code: A/651/4290

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand and apply leadership and management principles in the context of SEND	1.1 Explain the principles of effective leadership and management in relation to SEND provision 1.2 Analyse the role of the SENCO (Special Educational Needs Coordinator) and other key stakeholders in leading and managing SEND provision 1.3 Evaluate the impact of leadership and management styles on the effectiveness of SEND provision 1.4 Demonstrate effective communication, interpersonal and team-building skills to lead and manage the SEND team 1.5 Identify ways to work with other leaders to enable improvements to educational provision for individuals with SEND
2. Plan, implement and evaluate effective SEND provision	2.1 Develop and implement a whole-school SEND policy and action plan 2.2 Allocate and manage resources effectively to support SEND provision 2.3 Monitor, evaluate, and review the effectiveness of SEND provision using appropriate data and evidence 2.4 Identify areas for improvement in SEND provision and implement strategies for continuous improvement
3. Contribute to the development of an inclusive school culture	3.1 Explain the importance of creating an inclusive school culture that values diversity and celebrates the achievements of all learners 3.2 Promote and embed inclusive practices across the school, including: • Staff training • Curriculum development • Classroom practices 3.3 Advocate for the rights and needs of children and young people with SEND within the school and wider community 3.4 Promote a positive and supportive ethos for children and young people with SEND and their families

Unit Overview:

This unit aims to equip learners with the leadership and management skills necessary to lead and manage effective SEND provision within an educational setting, ensuring that all children and young people with SEND have the opportunity to reach their full potential.



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