

Unit Title: **CYPOP16 Coordinate special educational needs provision**  
 Level: 4  
 Credit value: 5  
 Guided learning hours: 35

Unit accreditation number: T/600/9775

## Unit purpose and aim

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This unit aims to provide the knowledge, skills and understanding required to work as a special educational needs coordinator in early year's settings. The unit also assesses ability to support and advise colleagues.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The learner will:</b></p> <p>1 Understand the role of the special educational needs coordinator</p>	<p><b>The learner can:</b></p> <p>1.1 Outline the legislative context for the role of the special educational needs coordinator, with reference to codes of practice as relevant to the UK Home Nation</p> <p>1.2 Explain the responsibilities of the special educational needs coordinator</p> <p>1.3 Explain the importance of early recognition and intervention</p> <p>1.4 Explain the policies and/or procedures of the setting in respect of special educational needs</p> <p>1.5 Explain the importance of liaison and partnerships with carers, other agencies and professionals</p>	
<p>2 Be able to coordinate the observation, recording, assessment and planning to meet the individual</p>	<p>2.1 Coordinate and lead the observation, assessment and recording progress of children with special</p>	

<p>requirements of children with special educational needs</p>	<p>educational needs</p> <p>2.2 Coordinate and plan the next steps for children with special educational needs in collaboration with</p> <ul style="list-style-type: none"> <li>• colleagues including those in other agencies</li> <li>• children and their carers</li> </ul> <p>2.3 Demonstrate how the children's individual play/education plans are developed, monitored and regularly updated</p> <p>2.4 Explain the importance of statements of special educational needs and how these impact on provision for individual children within the setting</p>	
<p>3 Be able to engage with children with special educational needs and their carers</p>	<p>3.1 Assess barriers to communication and engagement and explain how these can be overcome</p> <p>3.2 Demonstrate engagement with children who have special educational needs in own work setting or service</p> <p>3.3 Demonstrate engagement with families of children who have special educational needs in own work setting or service</p>	
<p>4 Be able to coordinate, support and advise colleagues working with children who have special educational needs</p>	<p>4.1 Demonstrate in own practice how to coordinate provision for special educational needs</p> <p>4.2 Identify sources of support and professional development for special educational needs practitioners and coordinators</p>	

	<p>4.3 Demonstrate in own practice how to share new information and act as an agent of change and improvement</p> <p>4.4 Demonstrate in own practice how to work directly with colleagues to mentor and support practice</p>	
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## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 339: Coordinate special educational needs in early education settings

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.