

**CCLD 339****Co-ordinate special educational needs in early education settings****Introduction****What is this unit about?**

This unit is about co-ordination of special educational needs (or equivalent terminology within your home country) in an early education setting. When undertaking this unit you will need to ensure that you are working within the framework for special educational needs within your home country.

**Who is this unit for?**

This unit is for you if you have responsibility for co-ordinating special educational needs in an early education setting.

**Principles and values**

You must work within the principles and values of the sector in order to achieve this unit.

**Content of unit**

The elements are:

1. Liaise with parents and other professionals in respect of children with special educational needs
2. Advise and support colleagues in the setting
3. Ensure that individual education plans for children are in place and regularly reviewed
4. Collect, record and update relevant background information about children with special educational needs

**Place in the NVQ/SVQ framework**

This unit is a group 2 option unit in the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

**Links to Key and Core Skills**

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication; 3.1a, 3.2, 3.3	Communication: Intermediate 2
Working with Others: 3.1, 3.2, 3.3	Working with Others: Intermediate 2
Problem Solving: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2

**What we mean by some of the words used in this unit**

<b>Additional interventions</b>	Additional to what is normally provided as part of the setting's usual curriculum
<b>Behavioural difficulties</b>	Persistent difficulties not dealt with through the setting's usual behaviour management techniques
<b>Children</b>	Children with whom you work, unless otherwise stated
<b>Differentiated curriculum</b>	The curriculum that is responsive to the learner's needs i.e. not presenting the

# CCLD 339

## Co-ordinate special educational needs in early education settings

	same curriculum to everyone
<b>Graduated approach</b>	A step-by-step approach trying and evaluating new strategies and following the requirements of codes of practice or legal requirements within your home country
<b>Realistic developmental and learning goals</b>	Goals that are realistic for the child to achieve and still provide challenge
<b>Parents</b>	Those (mothers and fathers) who have formally and legally acknowledged parental responsibility for the continuous care and well-being of the child in question, whether biologically related or not

<b><u>The National Standard</u></b>	
<b><u>Element CCLD 339.1</u></b>	<b><u>Liaise with parents and other professionals in respect of children with special educational needs</u></b>
<b>Performance criteria</b>	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> <li>1. Take steps to clarify the scope and purpose of your role and available support systems</li> <li>2. Establish positive relationships with children with special educational needs and their parents</li> <li>3. Identify and liaise with other professionals and agencies involved with the children and parents for whom you are responsible</li> </ol>	

<b><u>The National Standard</u></b>	
<b><u>Element CCLD 339.2</u></b>	<b><u>Advise and support colleagues in the setting</u></b>
<b>Performance criteria</b>	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> <li>1. Support and advise colleagues who have concerns about the progress of individual children</li> <li>2. Advise colleagues who are providing additional interventions or a differentiated curriculum</li> <li>3. Support colleagues working with children who have emotional or behavioural difficulties</li> <li>4. Provide support for colleagues working with children who have communication difficulties</li> <li>5. Advise colleagues on available training and occupational updating for work with children with special educational needs</li> </ol>	

**CCLD 339****Co-ordinate special educational needs in early education settings****The National Standard**

**Element CCLD 339.3**    **Ensure that individual education plans for children are in place and regularly reviewed**

**Performance criteria**

This is the national standard which you must meet:

1. Consult with children, parents and colleagues when developing individual plans for children
2. Develop individual education plans, according to local and national requirements
3. Review individual education plans at regular intervals in consultation with children and parents
4. Have high expectations of children and commitment to raising their achievement, based in a realistic appraisal of their capabilities and what they might achieve

**The National Standard**

**Element CCLD 339.4**    **Collect, record and update relevant background information about children with special educational needs**

**Performance criteria**

This is the national standard which you must meet:

1. Collect relevant background information from available sources, including parents and families, health and social services and from children themselves, according to their age, needs and abilities
2. Ensure records are kept according to the procedures of the setting
3. Observe confidentiality and data protection requirements
4. Regularly update children's records
5. Record information according to agreed setting format and procedures

**What you must know and understand**

**To be competent in this unit, you must know and understand the following:**

<b>K3P702</b>	Legislation, regulation and codes of practice for special educational needs in early education settings in your home country
<b>K3P703</b>	Policies and procedures of your setting or service in respect of special educational needs
<b>K3M156</b>	Relevant legal requirements and procedures covering confidentiality and the disclosure of information
<b>K3D705</b>	Realistic developmental and learning goals for children with special educational needs

**CCLD 339****Co-ordinate special educational needs in early education settings**

<b>K3C706</b>	Resources that may be useful when dealing with children who have communication difficulties
<b>K3D707</b>	Strategies and resources that may be useful when dealing with children who have social, emotional or behavioural difficulties
<b>K3D708</b>	The curriculum offered in your early education setting and strategies you might use to ensure appropriate differentiation and additional interventions
<b>K3D709</b>	Appropriate specialist aids and adaptations that are available to support children, parents and colleagues and the circumstances in which they may be used
<b>K3D710</b>	How to implement a graduated approach to meet children's need and the actions to take if initial interventions are not successful
<b>K3D711</b>	How to support parents of children with special educational needs, using sensitive and non-judgmental approaches
<b>K3D712</b>	The importance of consultation with parents as partners in the care and education of their children and with the children themselves, according to their age, needs and abilities
<b>K3D713</b>	How to adapt practice and support colleagues to adapt theirs and meet the special educational needs of children in the setting
<b>K3M714</b>	How to keep records that are clear, factual and objective in order to inform children, parents and external agencies
<b>K3C550</b>	Awareness of, and ability to use specialist terminology in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier to communication