



SEG Awards Level 3 Certificate in the Principles of Special Educational Needs

England – 610/3383/2

Qualification Guidance

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is C9550-03.

Issue	Date	Details of change
1.0	November 2023	New qualification guide
1.1	February 2026	Revised review date added

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

The term “special educational needs” or SEN is used to describe children / adults with learning difficulties, or disabilities that can turn studying into a challenge. With the help of dedicated staff, with expertise and appropriate training these children / adults can benefit from learning, a social life and occupational training.

SEN trained teachers are not easy to come by and for those with no training, coping with the challenges of SEN is increasingly difficult. Anyone interacting with SEN children / adults, from foster families to social workers, nursery assistants and teachers can benefit from this qualification.

Pre-requisites

Prospective learners are required to have the following qualifications prior to registering on the SEG Awards Level 3 Certificate in the Principles of Special Educational Needs:

- **Learners will need to have the equivalent of Level 2 literacy and numeracy skills to support children and young people in schools**

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee’s ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

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Qualification Structure and Rules of Combination

Rules of Combination: Level 3 Certificate in the Principles of Special Educational Needs:

Learners must achieve 20 credits from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Children and Young People's development through early and teenage years	L/650/8914	3	4	30
Specialised Practice Services in Special Educational Needs	M/650/8915	3	3	20
Supporting Children and Young People to fulfil their Learning Potential	R/650/8916	3	4	32
Supporting Children and Young People with Differing Communication Needs	T/650/8917	3	5	40
Available Support Services for Disabled Children and Young People	Y/650/8918	3	4	32

Aims

The SEG Awards Level 3 Certificate in the Principles of Special Educational Needs aims to:

- It aims to allow you to recognise and develop your knowledge and understanding and establish personal, learning and employment goals
- It aims to provide you with the necessary knowledge and skills needed to understand Special Educational Needs and Disabilities (SEND)
- It also covers the legislation which impacts on SEND, as well as the role and responsibilities of the SEN Coordinator.

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Target Group

The SEG Awards Level 3 Certificate in the Principles of Special Educational Needs is aimed at professionals working in education or carrying out a caring role in nursery nursing, teaching assistance, childcare or play work, and are looking to develop knowledge and understanding of Special Educational Needs to progress within the sector as part of a new or existing role.

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 3 Certificate in the Principles of Special Educational Needs.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Learners who successfully achieve the SEG Awards Level 3 Certificate in the Principles of Special Educational Needs (610/3383/2) will recognise and develop knowledge and understanding and establish personal, learning and employment goals. Learners may choose to seek employment in one of many varied occupational areas for example:

- SEN Teaching Assistant
- Teaching Assistant

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- Foster Carer
- Children and Families Support Worker
- Learning Mentor

Additionally, with further study learners could become a fully qualified SEN or mainstream teacher, or you may be interested in related careers that would require further study, including:

- Communication Support Worker
- Early Years Tutor
- Higher Level Teaching Assistant
- Portage Home Visitor
- Primary School Teacher

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Qualification Summary

Qualification								
SEG Awards Level 3 Certificate in the Principles of Special Education Needs – 610/3383/2								
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
Age Range	Pre 16		16-18	✓	18+	✓	19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	<ul style="list-style-type: none"> Portfolio of Evidence 							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges							
Grading	Fail/Pass							
Operational Start Date	1 st November 2023							
Review Date	1 st November 2029							
Operational End Date	-							
Certification End Date	-							
Guided Learning (GL)	154 hours							
Total Qualification Time (TQT)	200 hours							
Credit Value	20 credits							
Skills and Education Group Awards Sector	13 Education and Training							
Ofqual SSA Sector	13.2 Direct learning support							
Support from Trade Associations								
Administering Office	See Skills and Education Group Awards website							

Unit Details

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Children and Young People's development through early and teenage years

Unit Reference	L/650/8914
Level	3
Credit Value	4
Guided Learning (GL)	30 hours
Unit Summary	The aim of this unit is to develop the learners' comprehension of the factors that influence children and young people's development from birth through teenage years.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Know differing areas of growth from birth through to teenage years.	1.1. Identify differing areas of growth from birth through to teenage years 1.2. Describe how differing areas of growth are connected and how they can effect one another
2. Know the causes which can impact children and young people's growth.	2.1. Describe personal factors that impact the growth of children and young people 2.2. Describe external reasons that impact the growth of children and young people
3. Know how main child development theorists influence present day practice.	3.1. Identify some of the main research from four different child development theorists 3.2. Describe development theories and frameworks and how they assist development that influence present day practice

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<p>4. Understand significant development patterns and timeframes when identifying growth and behaviour.</p>	<p>4.1. Describe how landmark development, patterns of development, growth charts and assessment scales are applied to the growth of children and young people</p>
<p>5. Understand the significance of development patterns and timeframes in recognising growth and behaviour.</p>	<p>5.1. Identify how to observe children and young people's development using alternative techniques</p> <p>5.2 Describe how advised suggestions could promote positive outcomes for children and young people where development is, or is not following the expected types</p>

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Specialised Practice Services in Special Educational Needs

Unit Reference	M/650/8915
Level	3
Credit Value	3
Guided Learning (GL)	20 hours
Unit Summary	The aim of this unit is to understand about special educational needs services and existing legislation that informs working practice. Learners will know how the views of children, young people and carers as well as reflective practice can be used to enhance learning development services
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand special educational needs services and their values.	1.1 Describe the values of special educational needs services 1.2. Describe variant roles and duties of individuals operating in special educational needs services
2. Know existing legislation and guidelines which informs practice when operating within special educational needs services.	2.1. Describe the effect legislation and guidelines can have on the practice when operating within special educational needs services 2.2. Describe how efficient practice might inform and drive the legislative framework when operating with children and young people
3. Know how the opinions of children, young people and carers might be implemented to enhance learning development and support services.	3.1. Describe the value of obtaining opinions from children, young people and carers to update and enhance the quality of service provision 3.2. Describe how opinions of children, young people and carers can be acquired

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<p>4. Know the benefits of reflective practice to update and improve practice and development.</p>	<p>4.1. Describe the benefits of reflective practice in professional development</p> <p>4.2. Describe how to apply reflective practice to assess, measure progress and identify where adjustments and developments are required</p>
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Supporting Children and Young People to fulfil their Learning Potential

Unit Reference	R/650/8916
Level	3
Credit Value	4
Guided Learning (GL)	32 hours
Unit Summary	The aim of this unit is to assist children and young people to plan towards achievement of positive outcomes and support them to deal with attitudes or behaviour that may undermine their learning opportunities
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Know the value of active involvement of children and young people in decision making which might be affecting their lives.	1.1. Describe how to assist children and young people to ascertain what they want to learn and accomplish 1.2. Describe how to recognise requirements of children and young people 1.3. Identify the value of working with others to assist children and young people to accomplish the best possible results from learning opportunities
2. Know the value of assessment and preparation for children and young people when working towards the accomplishment of positive outcomes.	2.1. Describe the value of a child-centred model of assessment and preparation 2.2. Describe how to assist a child or young person and others to recognise and agree the goals, aims and outcomes of the plan 2.3. Describe how the identified goals and aims will support the accomplishment of positive outcomes of the plan 2.4. Identify the planning, observations, assessment and records requirements that

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	<p>would need to be completed to assist the child in making most of the learning opportunities</p> <p>2.5. Explain how to track progress of development and learning</p>
<p>3. Understand how to assist children or young people to identify and address attitudes or actions that might damage their learning opportunities.</p>	<p>3.1. Analyse alternative methods used to assist positive behaviour which aim to achieve reductions in problematic behaviour and enhancement in the quality of life</p> <p>3.2. Describe how to assist children and young people to reflect on the impact of their own actions and conduct</p>
<p>4. Know the value of the provision of environments and services that encourage the growth of children or young people.</p>	<p>4.1. Describe the characteristics of an environment or service which encourages the growth of children and young people</p> <p>4.2. Describe how working practices can affect the growth of children and young people</p> <p>4.3. Describe how displaying a positive attitude to disability could be reinforced via an integrated and holistic working practice approach</p>

Supporting Children and Young People with Differing Communication Needs

Unit Reference	T/650/8917
Level	3
Credit Value	5
Guided Learning (GL)	40 hours
Unit Summary	The aim of this unit is to understand how to assist children and young people with speech, language and communication requirements. Learners will understand how to assist children and young people with behaviour, social and emotional needs and know how to engage with others to assist children and young people
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Know how behaviour and social and emotional difficulties are associated with speech, language and communication.	<p>1.1. Describe reasons that behaviour could be seen as a way of communicating</p> <p>1.2. Describe, with given examples associated to the ages of children or young people, how speech, language and communication requirements may impact behavioural, emotional and social growth in children and young people</p> <p>1.3. Explain the range and spectrum of speech, language and communication issues that children and young people could have and how they can impact on growth</p>
2. Know the significance of early intervention to assist the speech, language and communication requirements of	2.1. Evaluate the significance of early detection of speech, language and communication delays and disorders and the possible risks of late recognition

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<p>children and young people.</p>	<p>2.2. Describe how games and activities are used to assist the growth of speech, language and communication</p>
<p>3. Know how to support positive speech, language and communication growth for children and young people with behaviour, emotional and social development problems.</p>	<p>3.1. Describe the main obstacles to behavioural, social and emotional growth that can inhibit effective interaction for children and young people</p> <p>3.2. Describe helpful practices and approaches to support the speech, language and growth of children and young people with behavioural, emotional and social problems</p> <p>3.3. Describe how modifying adult language and communications can assist a child's behaviour, emotional, social skills, as well as support their communication growth</p>
<p>4. Know how surroundings can assist speech, language and interaction.</p>	<p>4.1. Explain the main factors that provide a supportive speech, language and communication setting</p> <p>4.2. Describe the value of offering an enabling setting to support children and young people's language and communication growth</p>
<p>5. Understand how to engage with others in order to assist the speech, language and communication growth of children and young people with behavioural, emotional and social development needs.</p>	<p>5.1. Describe methods of engaging with parents and families in assisting children and young people's speech, language and communication requirements that also supports positive conduct</p> <p>5.2. Describe the roles of other specialists who might be engaged in joint or unified working to encourage positive behaviour and emotional and social development needs of children and young people</p>

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Available Support Services for Disabled Children and Young People

Unit Reference	Y/650/8918
Level	3
Credit Value	4
Guided Learning (GL)	32 hours
Unit Summary	The aim of this unit is to consider the support available for disabled children and young people and the methods taken to implement services. Learners will understand how services impact on children and young people who have identifiable needs and know the legal requirements for recording, sharing and storing information
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Know the potential impact of disability, special requirements (additional needs) and attitudes on positive conclusions for children and young people.	1.1. Critically evaluate the distinction between the medical model and social model of disability and how these might best inform practice 1.2. Describe individual types of support which are accessible for disabled children and young people and those with certain needs 1.3. Describe the possible impact of disability on the outcomes and life chances of children and young people 1.4. Describe the value of positive attitudes towards disability and specific needs
2. Know the importance and value of diversity, equality and inclusion in advocating positive outcomes for children and young people.	2.1. Describe the meaning of equality, diversity and inclusion in the context of a positive outcome for a child and young person 2.2. Evaluate, giving examples, ways in which services for children, young people and their carers take responsibility for and promote

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	<p>equality, diversity and inclusion to encourage positive outcomes</p> <p>2.3. Describe the importance and value of a person-centred and inclusive approach, detailing instances of how this could be applied in practice</p>
<p>3. Know how collaboration between multi-agencies influence positive results for children and young people.</p>	<p>3.1. Describe the significance of collaboration between multi-agency working in addressing needs and improving lives</p> <p>3.2. Evaluate how joined up working practices and multi-agency working in collaboration with one another deliver improved outcomes for children and young people</p> <p>3.3. Describe the roles and responsibilities of multi-agency collaborators that usually engage with disabled children and young people and those with specific needs</p> <p>3.4. Explain how a practitioner might engage and liaise with the family of disabled children and young people and those with specific needs so that they are involved in the decision making which might impact their child</p>
<p>4. Know the legal obligations when recording, sharing and storing information.</p>	<p>4.1. Describe how to assist organisational practices and procedures when recording, sharing and storing information, in line with legal obligations</p>

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Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit

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value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from <https://skillsandeducationgroupawards.co.uk/for-centres/>

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

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Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.