

## LEVEL THREE Unit 1: Background knowledge and understanding

Outcomes	Assessment requirements  To achieve each outcome a candidate must demonstrate the ability to:	Portfolio reference	Date Achieved	Initials	
				Candidate	Assessor
1. Use current <b>legislation and guidance</b> to inform planning for children and young people with SEND	a) Identify relevant legislation and statutory guidance				
	b) Apply legislation and guidance to the statutory assessment and review process				
	c) Apply legislation and guidance so that the process is parent and young person centred				
2. Support the <b>statutory assessment</b> process for children and young people with SEND	a) Collate and check relevant information and reports				
	b) Contribute to the EHC plan writing process in and between meetings with parents				
	c) Take part in the co-production of personalised outcomes				
3. Support the <b>annual review</b> process for children and young people with SEND	a) Collate and check information received relating to the annual review				
	b) Contribute to discussions with parents and schools about the progress made to achieve the identified outcomes				
	c) Summarise recommendations for any changes to existing provision				
4. Analyse the scope and role of <b>local authority staff and other agencies</b> in the wider context of	a) Demonstrate an understanding of the role of local authority and NHS commissioner and provider staff in relation to services for young people aged 0 – 25 years				

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children's services	b) Show awareness of public and voluntary sector external agencies and explain their role in the range of services for children and young people aged 0- 25				
	c) Explain the principles behind services working together and the use of the local offer				
5. Demonstrate an understanding of the range of <b>SEND provision</b> available for children and young people	a) Identify and describe to relevant others the most common areas of SEND and the effects they have on children and young people's ability to learn				
	b) Prepare options for individual children and young people from the range of provision available from the local offer				
	c) Explain to colleagues and parents and young people how information about SEND provision in the local offer can be accessed				
6. Explain the <b>local authority's funding mechanisms</b> and how they are used to support children with SEND	a) Demonstrate an understanding of the basic high needs funding model in schools and colleges				
	b) Describe the funding available for personal budgets and how it can be used				
	c) Use knowledge of funding to inform EHC plan drafting and annual review meetings				
7. Explain the function and procedures for <b>SEN and Disability Tribunals</b>	a) Describe the main reasons for appeal				

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(SENDIST)	b) Explain the appeals process, including relevant timescales and information required by tribunal				
	c) Understand the different dispute resolution processes available, e.g. mediation, as an alternative to tribunal				
8. Demonstrate a working knowledge of the local authority's home-to-school transport policy	a) Provide information to parents and others about the local authority's home-to-school transport policy				
	b) Explain how the local authority transport policy can influence placement decisions				
	c) Know when to refer onto senior officer for a decision about discretionary transport				

**Unit Completed: "I confirm that all the evidence in this unit is my own work"**

**Signed by candidate**.....

**Date:**.....

**"I understand that all the evidence in this unit is the candidate's own work, and that the evidence meets the assessment requirements for this unit."**

**Signed by assessor**.....

**Date:**.....

