



ALPHABET
TRAINING

WHY SETTINGS ARE INVESTING IN THIS



19.1% OF PUPILS

In nursery provision hold an EHC plan or are on SEN Support, the highest of any phase.



8.9% OF UNDER FIVES

Taking up an early years entitlement are identified with SEN, up from 6.3% in 2019.



69% RISE

In new EHC plans for under fives between 2019 and 2023, faster than any age group.



5 AREAS TO LEAD

In the DfE early years SENCO role description, four involve leading other adults.

SPECIALIST QUALIFICATION FOR
EMPLOYERS

EARLY YEARS SEN COORDINATOR LEVEL 3 AWARD

The SENCO role done properly: legal literacy, confident identification, and the ability to lead other people's practice. NCFE CACHE Early Years Award, QN 610/4001/0.

LEVEL

Level 3

DURATION

6 taught
sessions

UNITS

2 mandatory,
26 criteria

HOURS

24 GLH, 44
total

STUDY MODE

Delivered in
your setting

ASSESSMENT

Portfolio, no
exam

WHAT YOUR SENCO WILL BE ABLE TO DO

INCLUSIVE PRACTICE

Diversity and equality valued, covering SEND, EAL and high ability children.

DEVELOPMENT APPLIED

Child development knowledge applied, with parents closely involved.

THEIR OWN GROWTH

Continually develops their own professional practice.

A TEAM THAT GETS SEND

The whole team understands SEND, developed through mentoring.

CONFIDENT LIAISON

Liaises confidently with professionals and agencies beyond the setting.

RICH ENVIRONMENTS

Child centred, self directed environments rich in play opportunities.

Recruit or Upskill with Alphabet Training

Talk to Us

COURSE CONTENT

SIX TAUGHT SESSIONS

Six taught sessions delivered to the individual learner and contextualised to your setting, your policies and your children. Two mandatory units sit behind the sessions: the roles and responsibilities of the SENCO in the early years, and strategies and techniques for supporting children and families.

01 STATUTORY GUIDANCE AND THE SENCO ROLE The law, what the Code requires, the national role description, and influencing colleagues without positional authority	04 THE GRADUATED APPROACH Assess, plan, do and review in depth, with observation methods and what a review must actually produce	07 THE TWO MANDATORY UNITS Roles and responsibilities of the SENCO in the early years, and strategies for supporting children and families. 26 criteria
02 IDENTIFICATION AND ACTION The four areas of need with real examples, high and low incidence SEND, and adjustment strategies that work	05 EAL, SEND AND EHC PLANS Telling EAL from SEND, the principles behind EHC plans, goal setting and record keeping	08 WHAT WE ASK OF YOU Release for six sessions, protected time for directed study, and access to your SEND policy and local offer
03 PARTNERSHIP AND TRANSITION The local offer, the professionals around the child, transition planning and lawful information sharing	06 REFLECTION AND FUNDING A skills gap analysis against the role description, a development plan, and what SEND funding asks of the SENCO	09 WRITTEN SUPPORT A learner handbook for every session and an assessment workbook for each unit, with live links to the statutory guidance

HOW IT IS DELIVERED

Delivered to the individual learner in your setting, with the Level 3 command words explained in every assessment workbook, guided reading between sessions and written feedback within ten working days.

HOW IT IS ASSESSED

One component only, an internally assessed portfolio, quality assured by Alphabet Training and NCFE. Graded achieved or not yet achieved, no examination. There are no observation visits: all 26 criteria are evidenced in writing, through discussion and work products.

WHO IT IS FOR

Practitioners who hold the SENCO role, share it, or are about to move into it. Learners must be 16 or over with experience of working with babies and young children. The Award builds on the Early Years Educator standard, ST0135.

WHERE IT LEADS

Employment as an early years SENCO, further education in special educational needs, early years education, or teaching and learning, and higher education.