

MY REVISION NOTES

T-LEVELS

EDUCATION AND EARLY YEARS

T-LEVELS

THE NEXT LEVEL QUALIFICATION

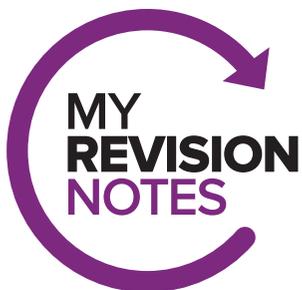
EDUCATION AND EARLY YEARS

- + Plan and organise your revision
- + Reinforce skills and understanding
- + Practise exam-style questions

Louise Burnham
Penny Tassoni

**SECOND
EDITION**





T-LEVELS

THE NEXT LEVEL QUALIFICATION

EDUCATION AND EARLY YEARS

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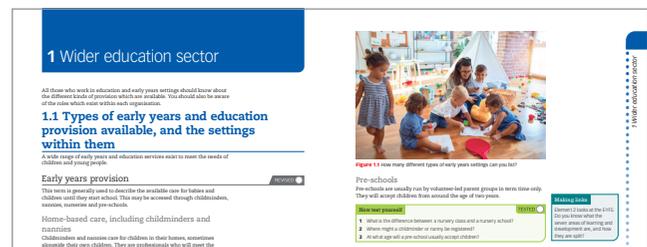
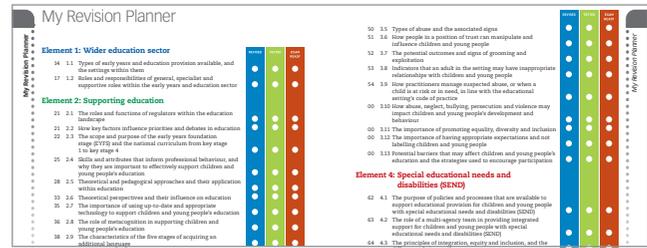
Everyone has to decide his or her own revision strategy, but it is essential to review your work, learn it and test your understanding. These Revision Notes will help you to do that in a planned way, topic by topic. Use this book as the cornerstone of your revision and don't hesitate to write in – personalise your notes and check your progress by ticking off each section as you revise.

Tick to track your progress

Use the revision planner on pages 4–7 to plan your revision, topic by topic. Tick each box when you have:

- ✚ revised and understood a topic
- ✚ tested yourself
- ✚ practised the exam questions and gone online to check your answers and complete the quick quizzes.

You can also keep track of your revision by ticking off each topic heading in the book. You may find it helpful to add your own notes as you work through each topic.



Features to help you succeed

Exam tips

Expert tips are given throughout the book to help you polish your exam technique in order to maximise your chances in the exam.

Typical mistakes

The authors identify the typical mistakes candidates make and explain how you can avoid them.

Now test yourself

These short, knowledge-based questions provide the first step in testing your learning. Answers are provided online at www.hachettelearning.com/answers-and-extras

Definitions and key words

Clear, concise definitions of essential key terms are provided where they first appear.

Key words from the specification are highlighted in bold throughout the book.

Making links

This feature identifies specific connections between topics and tells you how revising these will aid your exam answers.

Revision activities

These activities will help you to understand each topic in an interactive way.

Exam-style questions

Practice exam questions are provided for each topic. Use them to consolidate your revision and practise your exam skills.

Online

Go online to check your answers to the exam questions at www.hachettelearning.com/answers-and-extras

Get the most from this book

- | | REVISED | TESTED | EXAM READY |
|---------|---------|--------|------------|
| 51 3.5 | ● | ● | ● |
| 52 3.6 | ● | ● | ● |
| 52 3.7 | ● | ● | ● |
| 54 3.8 | ● | ● | ● |
| 54 3.9 | ● | ● | ● |
| 56 3.10 | ● | ● | ● |
| 57 3.11 | ● | ● | ● |
| 58 3.12 | ● | ● | ● |
| 59 3.13 | ● | ● | ● |

Element 4: Special educational needs and disabilities (SEND)

- | | | | |
|---------|---|---|---|
| 62 4.1 | ● | ● | ● |
| 63 4.2 | ● | ● | ● |
| 64 4.3 | ● | ● | ● |
| 65 4.4 | ● | ● | ● |
| 67 4.5 | ● | ● | ● |
| 68 4.6 | ● | ● | ● |
| 69 4.7 | ● | ● | ● |
| 69 4.8 | ● | ● | ● |
| 71 4.9 | ● | ● | ● |
| 72 4.10 | ● | ● | ● |

Element 5: Child development

- 74 5.1 How characteristics of cognitive, physical, social and emotional learning typically develop from birth to 19 years
- 78 5.2 The key concepts of attachment theory and how these support the development of friendships and relationships
- 80 5.3 How friendships and relationships can positively impact factors of wellbeing
- 80 5.4 The differences between receptive and expressive language, and the factors that might affect language acquisition
- 82 5.5 How personal, environmental and educational factors can influence children and young people's behaviour
- 84 5.6 How self-concept is developed, and the factors that influence children and young people's behaviour, cognition and social development
- 86 5.7 The importance of children and young people adapting behaviour to meet different social contexts
- 86 5.8 The importance of setting and following policies and procedures for managing behaviour, and the strategies used to set and encourage behaviour expectations
- 89 5.9 How practitioners can use information about a child or young person's home, family and care circumstances to manage behaviour
- 90 5.10 The importance of considering verbal and non-verbal communication factors when working with children and young people
- 91 5.11 The approaches to developing children and young people's self-regulation and resilience, and how these can be applied within an educational setting
- 92 5.12 How practitioners assess risks to their own and others' safety when dealing with behaviour that challenges

Element 6: Working in partnership

- 94 6.1 The advantages of working with parents, carers and wider families to support children and young people
- 95 6.2 Different dynamics in which children are raised, and the importance of being mindful of these when working with children and young people
- 98 6.3 Potential barriers to working with parents, carers and wider families and strategies to overcome these
- 100 6.4 How agencies and services support children, parents, carers and wider families
- 102 6.5 The importance of establishing and maintaining collaborative ways of working with families, agencies and professionals to support children and young people

	REVISED	TESTED	EXAM READY
74 5.1	●	●	●
78 5.2	●	●	●
80 5.3	●	●	●
80 5.4	●	●	●
82 5.5	●	●	●
84 5.6	●	●	●
86 5.7	●	●	●
86 5.8	●	●	●
89 5.9	●	●	●
90 5.10	●	●	●
91 5.11	●	●	●
92 5.12	●	●	●
94 6.1	●	●	●
95 6.2	●	●	●
98 6.3	●	●	●
100 6.4	●	●	●
102 6.5	●	●	●

Element 7: Professional practice

- 104 7.1 The use of national assessment and benchmark outcomes to inform effective pedagogy
- 105 7.2 The application of diagnostic, formative and summative assessment to inform professional practice
- 106 7.3 The application of observation and reporting on children and young people's participation, conceptual understanding and progress to support child development
- 108 7.4 The role of the practitioner within assessment processes
- 109 7.5 Key concepts of models of reflection and how they can be applied in practice
- 111 7.6 The importance of continuing professional development (CPD) and receiving developmental feedback to inform practice
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My Revision Planner

7

Countdown to my exams

From September

- + Attend class in person or via the internet if necessary; listen and enjoy the subject; make notes. Make friends in class and discuss the topics with them. Watch the news.

6–8 weeks to go

- + Start by looking at the specification – make sure you know exactly what material you need to revise and the style of the examination. Use the revision planner on pages 4–7 to familiarise yourself with the topics.
- + Organise your notes, making sure you have covered everything on the specification. The revision planner will help you to group your notes into topics.
- + Work out a realistic revision plan that will allow you time for relaxation. Set aside days and times for all the subjects that you need to study, and stick to your timetable.
- + Set yourself sensible targets. Break your revision down into focused sessions of around 40 minutes, divided by breaks. These Revision Notes organise the basic facts into short, memorable sections to make revising easier.

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2–6 weeks to go

- + Read through the relevant sections of this book and refer to the exam tips, exam summaries, typical mistakes and key terms. Tick off the topics as you feel confident about them. Highlight those topics you find difficult and look at them again in detail.
- + Test your understanding of each topic by working through the 'Now test yourself' questions in the book. Look up the answers online at www.hachettelearning.com/answers-and-extras
- + Make a note of any problem areas as you revise, and ask your teacher to go over these in class.
- + Look at past papers. This is one of the best ways to revise and practise your exam skills. Write or prepare planned answers to the exam practice questions provided in this book. Check your answers online at www.hachettelearning.com/answers-and-extras
- + Use the revision activities to try out different revision methods. For example, you can make notes using mind maps, spider diagrams or flash cards.
- + Track your progress using the revision planner and give yourself a reward when you have achieved your target.

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One week to go

- + Try to fit in at least one more timed practice of an entire past paper and seek feedback from your teacher, comparing your work closely with the mark scheme.
- + Check the revision planner to make sure you haven't missed out any topics. Brush up on any areas of difficulty by talking them over with a friend or getting help from your teacher.
- + Attend any revision classes put on by your teacher. Remember, they are an expert at preparing people for examinations.

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The day before the examination

- + Flick through these Revision Notes for useful reminders, for example the exam tips, exam summaries, typical mistakes and key terms.
- + IMPORTANT: Check the time (is it morning or afternoon?) and place of your examination. Keep in touch with other students in your class.
- + Make sure you have everything you need for the exam – pens, highlighters and water.
- + Allow some time to relax and have an early night to ensure you are fresh and alert.

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My exam paper

Date:

Time:

Location:

Exam breakdown

To gain this qualification, you will need to pass an exam and complete an employer set project (ESP), which assesses you in relation to the Core skills but is linked to your occupational specialism (Early Years or Assisting Teaching). You will also have a further assessment based on your occupational specialism.

This section focuses on the exam that is linked to elements 2–6. There is one paper that covers the Core elements.

Important: Elements 1 and 7 from the Core content will be assessed as part of the ESP assessment. Please note, there may be instances where content from Elements 1 and/or 7 is also assessed in questions within the Core examination. Therefore, providers must ensure that students are prepared to evidence their knowledge and understanding of these content areas when preparing for the Core examination.

Source: NCFE T Level specification, June 2025

Question types

There are three types of question in the exam paper:

- + multiple-choice questions
- + short-answer questions
- + extended response questions.

You will need to be familiar with each type of question. Extended response questions are usually worth more marks than multiple-choice questions or short-answer questions.

Exam tips

- + Always read through the whole exam paper before starting. This way you can begin to think about the extended response questions as you are doing the more straightforward questions.
- + Make sure that you leave enough time for the extended response questions. These are worth more marks than the other questions.

Multiple-choice questions

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Some questions in the exam will be multiple choice. These are sometimes called MCQs. To answer these, you need to select the correct answer from four options. Here is an example of a multiple-choice question:

- 1 A room leader works
- A in a day nursery
 - B in a school
 - C in a sixth form college
 - D in a playgroup.

How to tackle this question

Think about what a room leader does to help you identify where they work. Read through the four answers. The correct answer to this question is A.

Tips

- ✦ Always read through all of the answers before making a decision.
- ✦ Sometimes two answers will seem possible, but one will always be the right one in that situation.
- ✦ If you do not know the answer, always guess. You have a one in four chance of getting it right!

Short-answer questions

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Short-answer questions usually require you to write one or two sentences.

Short-answer questions are made up of command words such as 'identify' or 'describe'. Command words tell you what you need to do to answer the question. Look carefully at these before writing an answer, as the length of your answer will depend on the command.

Look at Table 0.1, produced by NCFE, which explains the meaning of different command words. These verbs are most likely to be used in a short-answer question.

Table 0.1 Command words in short-answer questions

Command word	Use
Choose	Select from a range of alternatives (MCQ).
Compare	Identify similarities and/or differences.
Describe	Give an account of or set out characteristics or features.
Explain	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Give examples	Answers should include relevant examples in the context of the question.
Identify	Name or otherwise characterise.
List	Give a selection of answers, as many as the question indicates.
Name	Identify using a recognised technical term.
Outline	Set out main characteristics or features.
State	Express in clear, brief terms.
Summarise	Brief statement of the main points.

Source: NCFE T level support materials: Assessment command verbs, June 2025

Revision activity

Match the command word to its correct definition:

Identify	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Describe	Name or otherwise characterise.
Explain	Give an account of or set out characteristics or features.

Here is an example of a short-answer question:

Identify one resource and describe how it can be used to support a child or young person with English as an additional language (EAL).

How to tackle this question

This question is in two parts.

- ✦ First, write down the name of a resource.
- ✦ In a couple of sentences, write about what it is and how it is used.
- ✦ For example: 'A dual language book has the text in English and the home language. It can help children and young people make the link between English words and words in their home language.'

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Tips

- ✦ Read the question carefully and underline each of the command words.
- ✦ Look to see how many marks the question is worth. Two marks may mean that you need to put down two pieces of information.
- ✦ Keep to the point when answering. You will not gain more marks just by writing a long answer.

Typical mistake

Remember not to write more information than is needed in a short-answer question. If you do, you will not have enough time to complete the extended response questions.

Extended response questions

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The exam paper will have a small number of questions that require a longer answer, and more marks are available for these questions. In addition, there will be some extended response questions that are allocated more marks for the quality of your written communication (QWC). This means your ability to:

- ✦ use good English
- ✦ express and organise your ideas clearly and logically
- ✦ use appropriate technical terms.

Extended response questions usually require you to show that you are able to analyse information and apply knowledge to a situation. You may include an example to make your point. For example: 'While reward charts may work in the short term, additional strategies *such as involving a child in their learning* may provide longer-term motivation.'

Read the command words carefully, and make sure that your answers meet the requirements of the question.

Look at Table 0.2, produced by NCFE. It explains the meaning of different command words that might be used in an extended response question.

Table 0.2 Command words in extended response questions

Command word	Use
Assess	Evaluate or estimate the quality of a given topic.
Analyse	Separate information into component parts. Make logical, evidence-based connections between the components.
Consider	Review and respond to given information.
Describe	Give an account of or set out characteristics or features.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea. There should be some element of balance, although not necessarily equal weighting.
Evaluate	Review information and bring it together to make judgements and conclusions from available evidence. Students may also use their own understanding to consider evidence for and against.
Explain	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Justify	Support a case or idea with evidence. This might reasonably involve discussing and discounting alternative views or actions.
Show	Provide structured evidence to reach a conclusion.
Summarise	Give a brief statement of the main points.
Suggest (what/why/how)	Present a possible cause or solution. Apply knowledge to a new situation to provide a reasoned explanation.
Use or using	Answer must be based on information given in the question. In some cases, students may be asked to use their own knowledge and understanding.

Source: NCFE T level support materials: Assessment command verbs, June 2025

Note that the command words 'describe' and 'explain' may be used in both short-answer and extended response questions.

Tips

- ✦ Underline the command words when looking at an extended response question.
- ✦ Read through your answer and check for punctuation and spellings. For these higher-level questions, extra marks are available for 'quality of written communication'.

Revision activity

Match each word to the correct definition:

Discuss	Review information and bring it together to make judgements and conclusions from available evidence. Students may also use their own understanding to consider evidence for and against.
Evaluate	Support a case or idea with evidence. This might reasonably involve discussing and discounting alternative views or actions.
Justify	Present key points about different ideas or strengths and weaknesses of an idea. There should be some element of balance, although not necessarily equal weighting.

Here is an example of an extended response question:

Evaluate **three** approaches to developing children and young people's self-regulation.

How to tackle this question

- ✦ First, you need to choose three approaches.
- ✦ For each approach, explain how it could support self-regulation.
- ✦ Write about the advantages and disadvantages of the approaches. For example, do any have drawbacks, or are not suitable in some situations? What are the advantages of using one approach as compared to another?

Some extended response questions require quite long responses. The question may be in several parts. Make sure you have addressed each part of the question in your answer. Sometimes case studies are used for these types of questions.

Here is an example:

Marcus is two years and six months old. He lives with his mother and father. He attends nursery three days a week. At his two-year progress check, his expressive language has been raised as a concern. He points to objects but can say fewer than five words.

- ✦ Explain the importance of assessment in the early years.
- ✦ Identify two strategies that might support Marcus' language development.
- ✦ Consider the value of working in partnership with Marcus' parents.

How to tackle this question

Start by looking carefully at the age of the child. In this case Marcus is only two years old. Your answer must reflect this.

The question is divided into three parts. Write your answer in three parts.

- 1 Give reasons why assessment is important and link this to Marcus' situation. For example, what might have happened if Marcus' language delay had not been noticed?
- 2 There are many strategies that support language development, but you need to choose two that are relevant for his age group.

Typical mistake

Don't only describe or explain an approach. If you forget to evaluate its effectiveness, you will lose marks.

- 3 With examples, write about the benefits for Marcus if the setting and the parents work together. Include examples of how this might work in practice while showing how they will benefit Marcus. For example, Marcus' parents may provide information about his interests at home that can be used to plan activities that will encourage him to participate.

You will need to make more than one point to show a depth of understanding and knowledge.

Typical mistake

Remember:

- +
 - +
- to provide answers that are relevant to the information given in the case study
not to include more information than is required. If the question asks for two strategies, do not include three!

1 Wider education sector

All those who work in education and early years settings should know about the different kinds of provision which are available. You should also be aware of the roles which exist within each organisation.

1.1 Types of early years and education provision available, and the settings within them

A wide range of early years and education services exist to meet the needs of children and young people.

Early years provision

REVISED

This term is generally used to describe the available care for babies and children until they start school. This may be accessed through childminders, nannies, nurseries and pre-schools.

Home-based care, including childminders and nannies

Childminders care for children in their homes, sometimes alongside their own children. Nannies usually care for children in the child's own home. They are professionals who will meet the welfare, learning and development needs of children and must follow the requirements of the Early Years Foundation Stage (EYFS).

Childminders must also register and be inspected by **Ofsted** (the Office for Standards in Education, Children's Services and Skills). Nannies can also register and be inspected although it is not a legal requirement unless they work with more than two families. They may apply for two different types of registration, although many providers are on both registers as this gives them more flexibility with their age range:

- ✚ Early years register: this is for childminders and nannies who care for children from birth to 31 August after their fifth birthday.
- ✚ Childcare register: this has two parts – compulsory registration for childminders and nannies caring for children from five to eight years, and voluntary registration for childminders and nannies caring for children aged eight and over.

Ofsted A government department which has responsibility for inspecting services providing education and skills, including those who care for babies, children and young people.

Nurseries

There are different types of nurseries, which children can attend from birth to five years.

Table 1.1 Different types of nurseries

Type of nursery	Explanation and description
Day nursery	Usually private and run by non-profit-making charities, day nurseries are paid for by parents or carers, although there are also government-funded free places for three- and four-year-olds.
Statutory/maintained nursery class	Usually attached to a primary school and free to attend.



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Type of nursery	Explanation and description
Nursery school	Similar to a nursery class, but statutory/maintained nursery schools will not usually be part of a primary school. They can also be independently run, for example Montessori nursery schools.



Figure 1.1 How many different types of early years settings can you list?

Pre-schools

Pre-schools are usually run by volunteer-led parent groups in term time only. They will accept children from around the age of two years.

Now test yourself

TESTED

- 1 What is the difference between a nursery class and a nursery school?
- 2 Where might a childminder or nanny be registered?
- 3 At what age will a pre-school usually accept children?

Making links

Element 2 looks at the EYFS. Do you know what the seven areas of learning and development are, and how they are split?

School provision

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Schools provide education for children up to the age of 16. Pupils can then decide whether to stay for sixth form or to change to a different type of educational provision.

Maintained schools

Maintained schools are funded by the local authority and fall into the following categories:

- + **Community schools:** state-funded and no involvement from religious groups.
- + **Voluntary controlled schools:** the same as community schools but having trust status, for example linked to a Christian denomination or other faith group. This group will not make any financial contribution but will influence the way in which the school is run.
- + **Voluntary aided schools:** these are also known as church or faith schools. They are the same as voluntary controlled schools, but these receive a financial contribution from the charitable trust.
- + **Foundation schools:** maintained schools where the governing body has more responsibility in the running of the school than is the case at a community school.

Typical mistake

Don't assume that all state schools are funded in the same way. There are a number of different ways in which schools receive funding. This will also affect what they are called, as seen on the left.

- + **Trust schools:** these are owned by a charitable trust which is funded by the local authority.
- + **Special schools:** these are designed to meet the education and health needs of some children and young people with Special Educational Needs and Disabilities (SEND; see Element 4). The local authority may run the school or pay for places if the school is run privately or by a charitable trust.

Non-maintained schools

- + **Academies and Free schools:** these schools receive funding directly from central government through the Education Funding Agency and are run by a charitable trust.

Academies may also work with others in the area, and this may be called a Multi Academy Trust (MAT). They do not have to follow the National Curriculum and have more freedom in what they teach, although they must still carry out assessments.

The difference between academies and Free schools is that Free schools are newly formed schools, but academies have converted from being state schools which were maintained by the local authority.

- + **Private schools:** these are also known as independent schools. They receive no government funding and are paid for by fees. They may also have charitable status in exchange for offering some free scholarship places. They do not have to follow the National Curriculum.
- + **Alternative provision (for example, home schooling):** this refers to any off-site educational provision that has been made for children and young people who are unable to attend a mainstream school due to exclusion, illness, parental choice or other reasons. It may be full-time or part-time, depending on the needs of the student.

Parents have the right to educate their children at home. In this case, children must have access to a full-time curriculum (although they do not need to follow the National Curriculum) and their learning will be monitored by the local authority. Children with SEND or a school attendance order must be given consent by the local authority for home schooling. Pupil Referral Units (PRUs) were set up to meet the needs of students who have been excluded from mainstream schools. This may be for health or emotional and behavioural reasons. PRUs aim to support those who find a mainstream environment challenging, and provide individualised and more flexible support.

Revision activity

Create a table that lists the different types of maintained schools, and highlights what they have in common and their differences.

Now test yourself

TESTED

- 4 What is the difference between a maintained and non-maintained school?
- 5 Name two features of a private or independent school.
- 6 What is a MAT?
- 7 Name two possible means of alternative provision.

Exam-style question

- 1 Which one of the following statements best describes how a maintained school is funded?
 - A by a religious group
 - B by a charitable trust
 - C by the local authority
 - D directly by central government

[1]

1.2 Roles and responsibilities of general, specialist and supportive roles within the early years and education sector



General roles

REVISED

Table 1.2 Different responsibilities for each identified role

Title	Role and responsibilities
Early years practitioner (EYP)	Level 2 qualified early years professional: <ul style="list-style-type: none"> + works with others to meet babies and children’s individual care needs + works with others to plan, observe and report on children’s learning and development + promotes effective interactions.
Early years educator (EYE)	Level 3 qualified early years professional. All EYP responsibilities as above and in addition: <ul style="list-style-type: none"> + may have a managerial or other leadership role + key person + observing and planning next steps for learning + meeting the requirements of the EYFS statutory framework.
Room leader	Experienced EYE responsible for the running of a room, such as a baby room or a pre-school room. Responsibilities as above. In addition they may be responsible for peer observations, appraisals and other performance management.
Teaching assistant (TA)	Supporting teaching and learning for individual pupils or small groups, working alongside teachers in primary or secondary schools. May also work one-to-one with a pupil with SEND.
Teacher/lecturer	Responsible for planning, teaching and developing the education of children (and adults) in schools (and colleges), as well as monitoring progress.
Head teacher	Responsible for the day-to-day running of a school, as well as: <ul style="list-style-type: none"> + managing staff, including recruitment, meetings, training, appraisals and disciplinary procedures + working closely with the governing body and in partnership with parents + monitoring teaching and learning.

Now test yourself

TESTED

- 8** What are two of the responsibilities of an early years practitioner?
- 9** What are two possible responsibilities of a teaching assistant?
- 10** Name three duties of a room leader.
- 11** Who reports to governors within a school?

Specialist roles

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In most of these specialist roles, the individual will also have a teaching or other responsibility within the setting, and in some cases will also be a senior manager.

Table 1.3 Specialist roles

Title	Role and responsibilities
Special educational needs and disabilities co-ordinator (SENDCo)	All schools and early years settings will have a SENDCo. FE colleges will need to have a designated person for students with SEND. Responsible for ensuring the best possible outcomes for children and young people with SEND. They work with parents, staff and professionals from outside agencies to achieve this.
Designated Safeguarding Lead (DSL)	Also known as the Designated Safeguarding Officer (DSO). Responsible for safeguarding within the school or early years setting. All staff must know who they are and that they must report concerns to them.
Mental health first aider (MHFA)	Responsible for mental health within the school or early years setting. They will have other responsibilities such as a teaching or management role. Staff will need to be aware of their identity so that they can request help or advice.
Physical activity and nutrition co-ordinator (PANCo)	A new role in early years settings – responsible for promoting physical activity and nutrition. A PANCo will achieve this through advising staff and liaising with parents.

Exam tip

The term 'SENDCo' is used here but you may also find this professional referred to as a 'SENCO'.



Figure 1.2 Who might a SENDCo need to work with in a school or early years setting?

Supporting roles

Children, young people and their families may also receive support and guidance from professionals who are external to the school or early years setting.

Table 1.4 Roles of other professionals

Name of professional	Role
Speech and language therapist (SLT/SALT)	An SLT/SALT works with children and young people to support the development of their speech or language through a range of focused strategies. They might be based in a unit in the setting, visit the setting or be based in a clinic.
Health visitor	A health professional who works within the community to support babies and young children and their families. Health visitors might work in a health centre or GP surgery, but might also make home visits.
Social worker	A social worker: <ul style="list-style-type: none"> + provides support for children, young people and their families in the community + acts as an advocate and guide to help improve their outcomes at challenging times + works with looked after children and vulnerable adults, with a focus on safeguarding.
General practitioner (GP)	A qualified doctor who works in surgeries and health centres to promote the holistic needs of patients. They also work with others to promote good health in the community and refer individuals for specialist treatment.
Local authority designated officer (LADO)	A LADO manages allegations against adults working with children and young people. They oversee investigations to ensure thoroughness.
Educational psychologist	A psychologist who: <ul style="list-style-type: none"> + works with children and young people + carries out assessments of children and young people's learning and development + supports parents and professionals.

Vulnerable adult A person over 18 who needs additional care due to a physical or mental disability or illness.

Holistic Looking at all the interconnecting parts of something as a whole, rather than individually.

Making links

Many of these professionals will work specifically with children and young people who have SEND, which is discussed in Element 4.

Copy and complete this table to show which of these professionals are more likely to work alongside schools and which with early years settings.

Role	School or early years setting?
Educational psychologist	
Social worker	
GP	
LADO	

Those who work in education and early years settings should always, as far as possible, work collaboratively with other professionals. A consistent approach improves outcomes for children and young people for the following reasons:

- + **Working towards shared goals:** if all professionals work towards a common purpose, they are better able to help the child or young person work towards expected outcomes.
- + **Accessing advice and support:** a shared approach and clear communication will enable all professionals working with the child or young person to have better access to information and to share advice and support.
- + **Sharing skills, knowledge and expertise:** collaboration with others and sharing skills and knowledge helps to build up a picture of the whole child and develop better ways of supporting them.
- + **Improving referrals:** in cases where children and young people are not reaching expected developmental milestones, professionals who are working with them should collaborate to ensure that they are referred to a specialist as soon as possible.

Now test yourself

TESTED

- 12 What is the role of a PANCo and where would they be based?
- 13 What does an educational psychologist do?
- 14 What kind of incident should be reported to the LADO?
- 15 How would an early years practitioner be able to get support for a child's speech and language?
- 16 What does a health visitor do?
- 17 How might a social worker support a child who is in care?
- 18 Give **two** benefits of collaborative working between agencies and professionals.

Exam-style questions

- 2 Fran is a teaching assistant working in a primary school setting. She is qualified at Level 2 and has been employed to work with a named pupil in Year 3 who has SEND. Fran would like to progress in her role and is considering a range of options that will enable her to train as a teacher in the future.
Discuss how Fran's experience in her current role will support her in achieving her ambition. [3]
- 3 Sunetra is working in a Reception class where the teacher would like to refer a child to the speech and language therapist (SLT). This is because the child is not speaking at all in school and very little at home. This is affecting his ability to develop relationships with others and to learn the phonic sounds. His mum has told Sunetra and the teacher that the GP is aware of his lack of speech and the referral has already been made, but she has been told it may take a while. The child has also had a hearing test, but his mother says that she cannot find the results. The school SENDCo has asked her to ask the GP when the referral was made and to request another copy of the hearing test results.
 - A Why is it important for these professionals to work together? [1]
 - B What could happen if the child's mother does not provide the information? [1]
 - C Explain how Sunetra and the teacher can best support the child in the meantime. [4]