

## **H5L6 04 (SCDCCLD0203) — Support the Development of Children and Young People**

### **Overview**

This standard identifies the requirements when supporting the holistic development of children and young people. This includes supporting their physical, emotional, social, linguistic, communication and cognitive development. This also includes contributing to planning for the developmental needs of children and/or young people, ensuring a child and/or young person centred approach.

## Additional Information

### Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

**NOTE:** Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Abilities** This is what the baby, child or young person is able to achieve or accomplish. This may or may not be in line with developmental norms for babies, children or young people of the same or a similar age.

**Activities and experiences** refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

**Active participation** is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible.

**Child centred approaches** are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support.

**To communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non-verbal forms of communication; human and technological aids to communication.

**Everyday activities** may include physical contact, actions, games, rhymes, books, stories and songs.

**Language** can include the use of verbal and non-verbal methods of communication such as speaking, listening, reading, writing and using sign language such as BSL or Makaton.

**Others** are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

## Scope/range related to Knowledge and Understanding

**All knowledge statements must be applied in the context of this standard.**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**Developmental changes** can include milestones such as learning to crawl, walk, toilet training, going through puberty and the initial stages of adulthood.

**Factors that may affect the health, wellbeing and development** may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

**Growth** refers to an increase in height and weight

**Transitions** may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 30 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria

### Support the physical development of children and young people

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Observe how the child or young person moves around the setting and co-ordinates their movements.	
2	Observe how the child or young person makes use of space and large equipment.	
3	Observe how the child or young person manipulates and uses small equipment.	
4	Record and share your findings accurately and in confidence, based on <b>work setting</b> requirements.	
5	Make available <b>activities and experiences</b> to support the physical development of the child or young person that involve the use of their large muscles, taking into account their preferences, needs and <b>abilities</b> .	
6	Provide access to activities to support the physical development of the child or young person that involves the use of their small, fine movement muscles, taking into account their preferences, needs and abilities.	
7	Provide access to activities and experiences to support the physical development of the child or young person that involve the use of their hand/eye co-ordination, taking into account their preferences, needs and abilities.	
8	Give the child or young person time and opportunity to practice physical skills, taking into account their preferences, needs and abilities.	

## Support the emotional and social development of children and young people

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Observe how the child or young person expresses their feelings and emotions.	
10	Observe how the child or young person relates to other children and adults.	
11	Encourage child or young person's social development in play and <b>everyday activities</b> .	
12	Support the child or young person's positive behaviour, according to work setting requirements, giving praise and encouragement as appropriate, according to the child or young person's preferences and needs.	
13	Observe how confidently the child or young person participates and makes use of available opportunities to encourage their confidence and self-esteem.	
14	Encourage <b>active participation</b> in supporting the child or young person to make choices and take decisions for themselves.	
15	Provide a positive and encouraging environment for the child or young person taking into consideration their preferences and needs.	
16	Record and share your findings accurately and in confidence, based on work setting requirements.	

**Support the linguistic and communication and cognitive development of children and young people**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
17	Observe how the child or young person concentrates during activities or experiences.	
18	Observe how the child or young person pays attention to what is around them.	
19	Observe how the child or young person learns and gains new information.	
20	Observe how the child or young person uses their imagination and creativity.	
21	Provide access to activities and experiences to support the child or young person's cognitive development, taking into account their preferences, needs and abilities.	
22	observe how the child or young person <b>communicates</b> with adults and with other children or young people.	
23	Observe how the child or young person uses <b>language</b> .	
24	Observe how the child or young person responds and participates in activities or experiences which involve language.	
25	Provide access to activities and experiences to support the child or young person's communication taking into account their preferences, needs and abilities.	
26	Record and share your findings accurately and in confidence, based on work setting requirements.	

**Contribute to planning for the developmental needs of children and young people**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
27	Consider carefully what you have found out about the child or young person through your observations of them.	
28	Consider how your findings can help with assessment and planning for the child or young person, ensuring a <b>child/young person centred approach</b> .	
29	Work with the child or young person and <b>others</b> to input in the assessment of the child or young person's development.	
30	Work with the child and young person and others to contribute ideas and suggestions to support planning for the child or young person.	



## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 69 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that key people and children have to make complaints and be supported to do so.	

## How you carry out your work

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	How your own background, experiences and beliefs may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of child centred working and the importance of knowing and respecting all children and young people as individuals.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	Children's' cultural and language context.	
17	How to work in ways that build trust with key people and children.	
18	How to work in ways that support the participation of children.	
19	How to work in ways that respect children's dignity, personal beliefs and preferences.	

### How you carry out your work (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

### Theory for practice

23	The <b>factors that may affect the health, wellbeing and development</b> of children.	
24	How these affect children in different ways.	
25	Factors that promote the health, wellbeing and development of children.	
26	The main stages of child development and learning.	

### Communication

27	The importance of effective communication in the work setting.	
28	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
29	Ways to support children and young people to express their needs, views and preferences.	

### Personal and professional development

30	Why it is important to reflect on how you do your work.	
31	How to use your reflections to improve the way you work.	

## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
32	Your work setting policies and practices for health, safety and security practices that help to prevent and control infection.	

## Safe-guarding

33	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Signs and symptoms of harm or abuse of children.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

37	Legal requirements, policies and procedures for the security and confidentiality of information.	
38	Work setting requirements for recording information and producing reports including the use of electronic communication.	
39	What confidentiality means.	
40	How to maintain confidentiality in your work.	
41	When and how to pass on information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
42	The <b>transitions</b> that children and young people may go through.	
43	Pre-birth development and <b>growth</b> and external influences which can affect fetal growth and a baby's brain development.	
44	A basic outline of the expected pattern of children and young people's development, from conception to 21 years of age including physical, emotional, social, cognitive, linguistic and communication development.	
45	How to provide a warm, safe, secure and encouraging environment for children or young people in partnership with families.	
46	How to make sure all the children or young people you work with can take part equally, including those with additional support needs.	
47	How to develop a consistent, caring and nurturing relationship with the children or young people.	
48	How to help the children or young people you work with to cope with their feelings whilst positively encouraging emotional wellbeing, confidence and resilience.	
49	How to be supportive, realistic and consistent in your responses to children or young people's behaviour, following the procedures and agreed ways of working of your work setting.	
50	How to give meaningful praise and encouragement to the children or young people you work with.	
51	How to be a listening ear for the children or young people you work with when needed.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
52	How to support opportunities for children or young people to assess and take risks and face challenges, according to their preferences and needs.	
53	How to use everyday care routines to support the development of the children or young people; such as feeding, washing and toilet training.	
54	How to support children or young people to identify activities, equipment and experiences to meet their preferences and needs.	
55	How activities, equipment and experiences can be used to best support the learning and development of the children or young people you work with.	
56	How to support children or young people's interest in numeracy; such as numbers, counting, sorting, matching, mathematics and economics.	
57	How to encourage children or young people's creativity.	
58	How to provide access to hands-on activities and experiences which allow children or young people to explore materials and their surroundings.	
59	The importance of intervening in a child or young person's activity only when requested by the child or young person.	
60	How to make sure children or young people have access to quiet periods and times to rest.	
61	How to support children or young people's communication through the use of a variety of different communication methods.	
62	How to support children or young people's communication in bilingual or multilingual settings.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
63	How to support children or young people's interest in literacy; such as mark making, writing, reading and literature.	
64	How to contribute to an environment that supports children or young people's physical skills and confidence in movement.	
65	How to support an encouraging and safe environment that recognises the significant <b>developmental changes</b> of children or young people.	
66	How to recognise children or young people's individual preferences and needs as they go through developmental changes in their lives.	
67	How to support children or young people through transitions in their lives, such as starting day care or school, moving into residential child care, the death of a loved one, divorce; according to their preferences and needs.	
68	How to provide information for children or young people, when requested, about things that concern them.	
69	The importance of promoting active participation of the children or young people in the planning cycle.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

### Unit assessed as being complete

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

### Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

### Unit completion confirmed

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	