

H5LP 04 (SCDCCLD0313) — Support Early Intervention for the Benefit of Children and Families

Overview

This standard identifies the requirements when working with children, families and other professionals to identify and assess the need for early intervention for the benefit of children. Needs could include sensory impairment; health needs, including chronic illness or disability; social interventions; literacy or numeracy; developmental delay as well as other circumstances.

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.

Agreed ways of working are policies and procedures originating from legislation and from employers.

Children are those with whom you are working, except where otherwise stated.

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.

Culture refers to and includes all factors that contributes to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions.

Environment may refer to a setting which is familiar or new to an individual.

Ethnicity refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history.

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of babies, children or young people and who may or may not have legal responsibility.

Information may be any form of communication from and about individuals, babies, children, young people and key people, and other people and organisations.

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.

Specialist support is support that is relevant to the reason for early intervention, such as speech and language therapy, drug and alcohol support, and literacy needs.

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences.

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.

Factors that may affect the health, wellbeing and development may include:

family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

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 31 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.

Help to identify families in need of early intervention and support

	Performance Criteria	Evidence Number where this criteria has been met
1	Develop an open and trusting relationship with the families and children you work with.	
2	Work with others to promote a supportive environment in which families are able to discuss aspects of their child's health, wellbeing and developmental progress.	
3	Communicate using different styles and methods which encourages families and children to express any concerns they may be experiencing.	
4	Demonstrate a non-judgmental attitude that values diversity and recognises the ethnicity and culture of the families you work with.	
5	Use different sources of information, including observations, to identify or validate concerns about children.	
6	Work with others to refer children and families you have concerns about to relevant agencies.	
7	Use up-to-date organisational policies and procedures to enable you to work in the best interest of families and children.	
8	Accurately record information about children, in accordance with legal requirements and work setting requirements.	

Negotiate needs in consultation with families

	Performance Criteria	Evidence Number where this criteria has been met
9	Involve families when you are considering and assessing the needs of their child.	
10	Recognise different emotional, social and environmental pressures which families may experience.	
11	Acknowledge parents' feelings with empathy and understanding.	
12	Use a positive and supportive manner to encourage families to discuss their child's capabilities and limitations.	
13	Work with families to identify the areas in which they need help and support.	
14	Discuss options and interventions with families which will support their child's health, wellbeing and developmental progress.	
15	Provide families with information about resources and organisations able to provide additional support for their child's health, wellbeing and developmental progress.	
16	agree the roles and responsibilities of families which will support their child's health, wellbeing and developmental progress.	
17	Agree the roles and responsibilities of practitioners which will support the child's health, wellbeing and developmental progress.	
18	Ensure families understand organisational policies in relation to confidentiality.	
19	Ensure families and children understand the boundaries and limits of confidentiality.	

Work with families and other agencies to access specialist support

	Performance Criteria	Evidence Number where this criteria has been met
20	Identify professionals, agencies and services which can provide help and support to families and children that meets their identified needs.	
21	Work with families to access specialist services and expertise through appropriate channels.	
22	Work with others to obtain specialist support for families and children.	
23	Agree with families the information that needs to be exchanged with other professionals or agencies, in order to provide optimum care for their child.	
24	Develop positive and effective working relationships with other professionals and agencies.	
25	Address any barriers, issues or communication difficulties that could affect multi-agency working.	
26	Contribute to multi-agency working, as agreed with agencies and individual practitioners.	

Evaluate services to ensure the needs of children and families are met

27	Regularly review the needs of children and families to ensure that their needs are being met through specialist interventions.	
28	Discuss services and provision with individual families and seek their views.	
29	Liaise with colleagues, agencies and professionals on a regular basis to discuss progress, feed back parents' views and amend plans and strategies.	
30	Agree and implement any changes in order that the requirements of families and the needs of their children continue to be met.	

Evaluate services to ensure the needs of children and families are met (cont)

	Performance Criteria	Evidence Number where this criteria has been met
31	Record accurately and coherently, meetings, discussions, contact details and information relating to the children and families you work with in line with work setting requirements.	

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 46 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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
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Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	How you can encourage families to share information.	
40	The importance of understanding how families feel about needing intervention or specialist help for their child.	
41	The types of information you can use to confirm the need for intervention for individual children.	
42	Why it is important that responsibilities for sharing information between practitioners and parents are clearly stated and understood by both parties.	
43	The type of specialist help that is available for families, including financial help.	
44	How to access specialist help and the appropriate channels for doing so.	
45	How to develop positive relationships with professionals and colleagues from other agencies.	
46	The barriers that may be encountered when working with other professionals and how these may be overcome.	

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

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

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

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

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

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	