

H5LY 04 (SCDCCLD0321) — Promote the Care, Learning and Development of Children with Additional Requirements in Partnerships with Their Families

Overview

This standard identifies the requirements when promoting the care, learning and development of children with additional requirements, in partnership with their families. This includes encouraging children with additional requirements to take part in a full range of play, activities and experiences. It also includes the identification and provision of resources that will allow children to participate and be included. It requires you to support families in the care, learning and development of their child.

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.

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.

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.

Assistive technology is technology that supports a child's ability to participate in the setting. It is a broad term that includes items ranging from, eg a simple foam wedge for positioning to sophisticated power mobility devices.

Children 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.

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.

Listening may encompass other ways of attending to and receiving what individuals communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies

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.

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind.

Unstructured play refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

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

Scope/range related to Knowledge and Understanding

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.

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

Augmentative and Alternative Communication (AAC) refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: e.g. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures.

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.

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.

Contribute to the inclusion of children with additional support requirements

| | Performance Criteria | Evidence Number where this criteria has been met |
|---|--|--|
| 1 | Work with children in ways that encourage them to be active in their own care, learning and development. | |
| 2 | Work with external support agencies in order to assess and respond to the individual needs of children. | |
| 3 | Demonstrate a non-judgemental attitude that values diversity and the ethnicity and culture of the families you work with. | |
| 4 | Communicate using different styles and methods which will allow children and families to share any concerns they may be experiencing. | |
| 5 | Support children and families involved in direct payments appropriate to the setting you work in. | |
| 6 | With others , develop individual, personalised plans, to meet each child's needs. | |
| 7 | With others, identify and request additional resources, to support your work with children with additional requirements. | |
| 8 | With others, support children appropriately through transitions, to ensure continuity of care, learning and development. | |
| 9 | Work in partnership with families to share any concerns you may have about their child, according to your settings, policies and procedures . | |

Contribute to the inclusion of children with additional support requirements (cont)

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|--|---|
| 10 | Work with others to evaluate the support your organisation provides for children with additional support requirements. | |
| 11 | Work with others to involve families in the evaluation process. | |

Help children with additional requirements to take part in a full range of activities and experiences

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| 12 | Work with children in ways that allow for barriers to communication to be addressed. | |
| 13 | Listen to children and find ways to give them a voice in their own care, learning and development. | |
| 14 | Work with children in ways that take into account their level of development and understanding. | |
| 15 | Identify and take steps to overcome barriers that prevent children from taking part in a full range of play , activities and experiences. | |
| 16 | Ensure alternative play activities and experiences are offered, when appropriate. | |
| 17 | Work sensitively with children to help them understand and manage the frustrations they may feel when seeking or accepting help. | |
| 18 | Promote active participation , to enable children to carry out play or activities, taking account of their expressed wishes and preferences. | |
| 19 | Implement adaptations that can be made without the use of special aids or equipment. | |
| 20 | Implement change in the environment, including the layout of furniture and accessibility of equipment, to allow equal access for all children. | |

Help children with additional requirements to take part in a full range of activities and experiences (cont)

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|---|---|
| 21 | With others, identify and use assistive technology , specialist aids and equipment that will support the child's care, learning and development. | |
| 22 | Ensure all adults working with children with additional requirements are confident in their roles and responsibilities. | |
| 23 | Reflect on your own practice in supporting families with their child's care, learning and development. | |

Encourage families to respond to children's needs

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| 24 | Establish and develop an open and trusting relationship with the families you work with. | |
| 25 | Work with others to promote an environment in which families are able to discuss aspects of their child's care, learning and development, openly and in confidence. | |
| 26 | Observe individual children and use the information to support the child's care, learning and development. | |
| 27 | Use a sensitive approach, seek the permission of families to share appropriate information with others. | |
| 28 | Recognise different emotional, social and environmental pressures which families may experience. | |
| 29 | Respond to families in ways which show that you value and respect their expertise and knowledge. | |
| 30 | Work in partnership with families, to help them recognise and value the significant contributions they make to their child's care, learning and development. | |

Encourage families to respond to children's needs (cont)

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|---|---|
| 31 | Use language in ways that it is easily understood by children, families and others. | |

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 59 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

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| 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

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| 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

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| 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

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| 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

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| 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 | The possible impact of having a child with additional support needs within a family and the varied responses of carers, siblings, and the wider family. | |
| 40 | Awareness of, and ability to use, specialist terminology in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier to communication. | |
| 41 | Legislation, regulations and codes of practice affecting provision for children and children with additional support needs within your home country. | |
| 42 | Assessment and intervention frameworks for children with additional support needs. | |
| 43 | The meaning and application of participation and the practitioners role in supporting children, young people and families to engage and participate. | |
| 44 | The rights of children and families eligible for direct payments and the processes involved. | |
| 45 | The impact of direct payments on the care of disabled children. | |
| 46 | The rights of all children to equal access and how this affects provision. | |
| 47 | Specialist local and national support and information that is available for you and for the children and families. | |
| 48 | Partnerships with parents and families are at the heart of provision as they know most about their child. | |

Knowledge that is Specific to this NOS (cont)

| | Knowledge and Understanding <i>You need to know and understand:</i> | Evidence Number where this knowledge point has been met |
|----|---|--|
| 49 | When and why some children and families may require advocacy services and why this is important. | |
| 50 | There are 'expert parents' with wide-ranging and in-depth knowledge of their child and the disability or special educational need, who can offer support to others. | |
| 51 | How as they affect the children in your care and your ability to provide a high quality service. | |
| 52 | Integration/inclusion works in your setting and local area and the reasons for its benefits or otherwise. | |
| 53 | Details about particular additional support needs. | |
| 54 | The expected pattern of development for the children for whom you are responsible. | |
| 55 | Planning that personalises each child's requirements according to their and their families' expressed wishes, and their age, needs, gender and abilities. | |
| 56 | How to adapt your practice to meet all of the children's personalised needs. | |
| 57 | What assistive technology, specialist aids and equipment are relevant and available for the children you work with and how to use these safely. | |
| 58 | How to use Augmentative and Alternative Communication and assist children through use of all their available sense. | |
| 59 | The possible effects of speech, language and communication difficulties and attention deficits. | |

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

Unit assessed as being complete

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

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|-------------------------------|--|
| 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 |
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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 |
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Unit completion confirmed

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