

H5MY 04 (SCDHSC0315) — Work With Children and Young People With Additional Requirements To Meet Their Personal Support Needs

Overview

This standard identifies the requirements when you work with children and young people with additional requirements to meet their personal support needs. This includes working with children and young people to develop plans to meet their personal support needs and supporting them to implement these plans. It also includes contributing to evaluation of how effective the plans and activities have been in meeting their personal support needs.

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 or others who are able 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 individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services.

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, other non-verbal forms of communication, human and technological aids to communication.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Level of development includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Personal support needs may include needs such as going to the toilet, staying clean and tidy, managing their personal appearance.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people.

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.

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.

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

- ◆ 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 27 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 children and young people with additional requirements to identify their personal support needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Work with the child or young person, key people and others to identify the child or young person's personal support needs .	
2	Seek information to help you understand the child or young person's personal support needs and plan how to address them.	
3	Work with the child or young person, key people and others to identify different ways the child or young person's personal support needs can be met.	
4	The child or young person to communicate their views and preferences about how their personal support needs should and could be met, taking account of their level of development .	

Support children and young people to address their personal support needs

5	Confirm your understanding of the personal support needs of the child and young person for whom you are responsible.	
6	Support the child or young person to identify how their own skills, abilities, experience and knowledge can help meet their own personal support needs.	
7	Ensure that plans for personal support needs take account of the child or young person's privacy and dignity and maximise opportunities to develop their skills for independence.	

Support children and young people to address their personal support needs (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Assist the child or young person to meet their personal support needs, taking account of and managing risks .	
9	Promote active participation to enable the child or young person to carry out activities that support their personal needs, taking account of their expressed wishes and preferences, any risks and care or support plan requirements.	
10	Work sensitively with the child or young person to help them understand and manage the frustrations they may feel when seeking and accepting help.	
11	Support the child or young person, key people and others to identify any changes in the child or young person's personal support needs.	
12	Take sensitive and appropriate action to take account of any changing personal support needs.	
13	Seek extra support when you are having difficulty supporting the child or young person to address their personal needs.	
14	Seek additional help to address any personal and emotional needs of your own when supporting the child or young person.	

Contribute to evaluating the effectiveness of activities to meet children and young people’s personal support needs

	Performance Criteria	Evidence Number where this criteria has been met
15	Agree with others your role and responsibilities in evaluating the effectiveness of activities to meet the child or young person’s personal support needs.	
16	Carry out your own responsibilities in the evaluation.	
17	Support the child or young person and key people to provide feedback on the effectiveness of activities in addressing personal support needs.	
18	Contribute to evaluating where activities have been beneficial to the child or young person and where activities need amending to meet changes in the child or young person.	
19	Support the child or young person, key people and others to evaluate aspects of your own contribution that achieved positive results and any that could be improved.	
20	Work with the child or young person and key people within the evaluation process in ways that respect their views, wishes and preferences.	

Contribute to making changes in activities to meet children and young people’s personal support needs

	Performance Criteria	Evidence Number where this criteria has been met
21	Identify with others what additional expertise is required to meet the child or young person’s current and future personal support needs.	
22	Identify with others how any additional help and support can be accessed and who should be responsible for this.	
23	Identify with others who should be responsible for any additional help and support.	
24	Identify with others any changes that need to be implemented when supporting the child and young person’s additional personal support needs.	
25	Support the child or young person and key people to understand any changes that will be made to meet the child or young person’s personal support needs.	
26	Support the child or young person and key people to understand when and by whom any changes will be made.	
27	Support the child or young person and key people to understand how any changes that have resource implications will be resourced.	

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 47 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 human 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 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	Your own background, experiences and beliefs that 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 each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person'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

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	Theories underpinning our understanding of child development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

Communication

24	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
25	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

26	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
27	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
28	Practices for the prevention and control of infection in the context of this standard.	

Safeguarding

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

Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
35	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
36	How to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers.	
37	Theories about motivation and enabling children and young people to participate to their utmost abilities.	
38	Methods of involving children and young people in activities in ways that are appropriate to the age of the child and young person, their level of development and understanding and their additional needs.	
39	Methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour.	
40	Theories relevant to the children and young people with whom you work about loss and change.	
41	Theories relevant to the children and young people with whom you work about the effects of stress and distress.	
42	Theories relevant to the children and young people with whom you work, about motivation and its effects on enabling children and young people to deal with their own health and social wellbeing.	
43	Factors that cause risks and those that ensure safe and effective care for children and young people.	
44	How children's different needs might require different techniques.	
45	The type of equipment and aids children and young people with whom you work may use, how to use them, how they should be maintained and who to contact if they are defective or need upgrading.	

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
46	The importance of identifying if children and young people are distressed or uncomfortable when their personal support needs are being met.	
47	How to support parents and carers to manage the risks to children and young people with their development and independence.	

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	