

## **H5W3 04 (SCDCCLD 0409) — Lead the Support of Children’s Communication**

### **Overview**

This standard identifies the requirements when leading the assessment, evaluation and support of children’s communication. This includes supporting assessment of children’s communication, language and literacy, facilitating the provision of an environment that promotes and enhances children’s communication, language and literacy. It also includes supporting the monitoring, evaluation and planning of improvements in children’s communication, language and literacy.

## **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.

**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.

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

**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.

**Communication** 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.

**Curriculum frameworks** are the standards and guidance that set out the expectations and requirements for learning and development for pre-school and school age children and young people.

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

**Key people** are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship.

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

**Reflective practice** is the process of thinking about and critically analysing your actions with the goal of changing and improving occupational practice.

## 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.

**Formative assessment** is an initial and on-going assessment.

**Summative assessment** is an assessment that summarises findings.

**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.

**Valid and reliable data** are data that has solid foundation and justification and that is accurate.

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

## 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 23 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 assessment of children's communication, language and literacy

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Identify relevant assessment and <b>curriculum framework</b> requirements.	
2	Contribute to the development of systems to assess <b>children's communication</b> , language and literacy.	
3	Use observation and feedback from reliable sources including the child, the <b>family</b> and <b>key people</b> to facilitate children's communication, language and literacy.	
4	Promote the <b>active participation</b> of the children, their families and key people when undertaking assessments.	
5	Promote a <b>child centred approach</b> in the assessment of children's communication, language and literacy.	
6	Support others to recognise different aspects of communication, language and literacy that may be included in the assessment.	
7	Support <b>others</b> to identify and refer concerns promptly to the appropriate agency or professional.	
8	Work with others to effectively <b>reflect on practice</b> by modelling reflective skills.	

**Support the provision of an environment that promotes and enhances children's communication, language and literacy**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Support the planning and develop of programmes and activities that promotes children's communication, language and literacy.	
10	Check programmes and activities are suitable for children's abilities, needs and preferences and are in keeping with curriculum and assessment frameworks.	
11	Collaborate with others to develop a rich learning environment that promotes and enhances the child's communication, language and literacy.	
12	Promote the use of ICT to support communication, language and literacy.	
13	Promote the use of routines and other opportunities are used to extend and develop communication, language and literacy for children.	
14	Support others to ensure adequate and appropriate resources to support the child's communication, language and literacy.	
15	Encourage responsive and sensitive interventions are in place to support learning.	
16	Promote equality of both access to, and participation in, communication programmes and activities that support the child's communication, language and literacy.	

**Support improved monitoring, evaluation and planning of the child's communication, language and literacy**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
17	Support systems and procedures that monitor and evaluate the development of the child's communication, language and literacy in keeping with curriculum and assessment frameworks.	
18	Facilitate the development of systems and procedures to evaluate provision to support the child's communication, language and literacy.	
19	Use examples of current best practice and curriculum and assessment frameworks, to design and implement appropriate systems and procedures that monitor and evaluate the development of the child's communication, language and literacy.	
20	Work with others to evaluate whether the provision is appropriate to child's age, needs and abilities.	
21	Promote the active participation of children, families and key people when evaluating whether the provision is appropriate to their abilities, needs and preferences.	
22	Identify issues for improvement and plan for continuous development and improvement.	
23	Support the identification and prompt referral of concerns to the appropriate agency or professional.	

## 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 72 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	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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

## Your practice

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

### Your practice (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>
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	
21	How and when to seek support in situations beyond your experience and expertise.	

### Theory for practice

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

### Communication

26	Factors that can affect communication and language skills and their development in children and young people.	
27	Methods to promote effective communication and enable children and young people to communicate their needs, views and preferences.	

## Personal and professional development

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
28	Principles of reflective practice and why it is important.	
29	Your role in developing the professional knowledge and practice of others.	
30	How to use and promote evidence based practice.	

## Health and Safety

31	Legal and statutory requirements for health and safety.	
32	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
33	Practices for the prevention and control of infection.	

## Safeguarding

34	Legislation and national policy relating to the safeguarding and protection of children and young people.	
35	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
36	Indicators of potential harm or abuse.	
37	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
38	What to do if you have reported concerns but no action is taken to address them.	
39	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

## Handling information

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where ICT can and should be used for communicating, recording and reporting.	

## Multi-disciplinary working

45	The purpose of working with other professionals and agencies.	
46	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

## Leading practice

47	Theories about leadership.	
48	Standards of practice, service standards and guidance relating to the work setting.	
49	National and local initiatives to promote the wellbeing of children and young people.	
50	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
51	Methods of supporting others to work with and support children and young people, key people and others.	

### Leading practice (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 contribute to the development of systems, practices, policies and procedures.	
53	Techniques for problem solving and innovative thinking.	

### Risk management

54	Principles of risk assessment and risk management.	
55	Principles of positive risk-taking.	

### Knowledge that is Specific to this NOS

56	The <b>transitions</b> that children and young people may go through.	
57	The requirement for <b>valid and reliable data</b> when making assessments of children's development: what this means, and how it can be implemented.	
58	The requirements of current curriculum frameworks that operate in your setting.	
59	Your <b>work setting's</b> processes and procedures for observing, assessing and recording.	
60	How your settings processes and procedures link to external or curriculum frameworks.	
61	The circumstances and rationale for the use of <b>formative</b> and <b>summative assessments</b> within your setting or service.	
62	Relevant theory and research into the influences on children's communication development and how this research may influence practice.	
63	The expected pattern of communication development of children with whom you work.	

### 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>
64	The importance of early intervention and how this can be set in motion within the context of your work.	
65	The role of others with whom you work in particular, speech and language therapists and others involved in communication, language and literacy.	
66	Specific issues relating to children learning through an additional language.	
67	The developmental nature of childhood and the holistic, integrated nature of development.	
68	The significance of children's communication, language and literacy in underpinning their learning and development.	
69	Methods to support literacy.	
70	How to incorporate communication, language and literacy development into areas of play, imagination and learning in ways that are meaningful and enjoyable for children.	
71	Different types of verbal and non-verbal communication that may be used, including strategies for children requiring additional support to communicate.	
72	The types of resources, equipment, activities and experiences that are most productive in the development of communication, including ICT.	

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>	