H5W7 04 (SCDCCLD 0414) — Lead the Review of Policies, Procedures and Practice for Children with Additional Support Needs

Overview

This standard identifies the requirements when leading the support of the provision for families and their children with additional support needs. It includes co-ordinating and reviewing policies and procedures, based on policy and practice in your home country and setting. It also includes reviewing practice for inclusion and participation of children with additional support needs. It requires you co-ordinate planning for individual children. It also requires you to work with other agencies and professionals.

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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.

Additional support needs refers to the particular additional support identified for a child or young person at any point in their life in order to remove barriers to their learning. Examples of when a child or young person has been identified as requiring additional support could include circumstances such as: autistic spectrum disorder, visual or sensory impairment, mental health difficulties, behavioural disorders such as ADHD, and dyslexia. (This is not an exhaustive list). Additional support needs can also refer to the support needs of a child or young person from a travelling family in order to access education, or the support needed by a child or young person whose first language is not English or Welsh.

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child or young person, including disability, disadvantage, anxiety or distress.

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

Equality of access is ensuring that discriminatory barriers to access are removed and allowing for children's individual needs in terms of access to ICT, eg taking action to ensure that girls participate equally with boys.

Inclusion/inclusive A process of identifying, understanding and breaking down barriers to participation and belonging.

Participation is the process by which children and young people influence decision making which brings about changes in them, others, their services and their communities.

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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.

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.

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, eg 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: 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.

Personalised learning must be interpreted within the requirements of your home country, it means learning that identifies what individuals already know, what they need to do to improve and how best they can do so; and uses effective pedagogical approaches to promote learning and dismantles barriers to learning whatever their causes and fosters the best possible conditions for learning.

Social and medical models of disability. The medical model reflects the traditional view of disability that it is something to be `cured', treating the child as a sick patient. The social model considers that it is society that needs to change and that disabled people have rights and choices.

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.

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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

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Performance Criteria — What you do in your job

You must provide evidence to meet all the 28 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.

Review policies, procedures and practice for children with additional support needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Co-ordinate policies and procedures relevant to the **inclusion, participation, equality of access**, early intervention and targeted support for **children** with **additional support needs**.	
2	Develop policies and procedures relevant to the inclusion, participation, equality of access, early intervention and targeted support for children with additional support needs.	
3	Regularly review policies and procedures for inclusion and participation of children with additional support needs.	
4	Collect data and monitor and evaluate the effectiveness of policies and procedures in developing and improving inclusive practice and participation.	
5	Identify issues and plan for continuous improvement in implementation of inclusive practice and participation.	
6	Include children and families as participants in the co-ordination, development and review of policies, procedures and practice.	
7	Adapt your use of complex specialist language to ensure clarity and understanding.	

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Co-ordinate planning for individual children

	Performance Criteria	Evidence Number where this criteria has been met
8	Identify, gather and record relevant information to inform plans.	
9	Facilitate children's and families' participation in planning.	
10	Co-ordinate and provide support for children and families eligible for direct payments.	
11	Co-ordinate and provide information for children and families paying to commission services.	
12	Utilise all relevant sources of information to inform plans, including your own observations and assessments of children.	
13	Organise staged assessment reviews, increasing the time allowed between reviews if the child is making sufficient progress.	
14	Co-ordinate a graduated response to meet individual children's needs.	
15	Have high expectations of children and commitment to raising their achievements, based on a realistic appraisal of their abilities.	
16	Approach the relevant authorities to request additional resources or a statutory assessment.	
17	Keep plans up to date.	
18	Ensure resources are adequate to implement plans and that key people are knowledgeable about children's additional support needs.	
19	Ensure key people are confident in their roles and responsibilities.	

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Co-ordinate planning for individual children (cont)

	Performance Criteria	Evidence Number where this criteria has been met
20	Identify and take steps to overcome **barriers to communication**.	
21	Maintain confidentiality, as appropriate to the requirements of your provision.	
22	Plan to support children through transitions.	

Work in partnership with other agencies and professionals

23	Identify and make contact with other agencies and professionals relevant to the co-ordination and support of children with additional support needs.	
24	Identify and make contact with other agencies and professionals relevant to the co-ordination and support of children with special educational needs.	
25	Seek out information and services which are available locally or regionally.	
26	Work in partnership with other agencies and professionals.	
27	Ensure up-to-date records are kept for each child and that these are informative, objective, clear and accurate.	
28	Share information across agencies and professional groups, in partnership with children and families.	

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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 80 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 *You need to know and understand:*	**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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

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Your practice

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
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.	

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Your practice (cont)

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
18	How to work in partnership with children and young people, key people and others.	
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 **factors that may affect the health, wellbeing and development** 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.	

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Personal and professional development

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
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 safe-guarding 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.	

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Handling information

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
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.	

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Leading practice (cont)

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
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 **transitions** that children and young people may go through.	
57	Legislation, regulations and codes of practice affecting provision for children with additional support needs within your home country.	
58	The rights of all children for participation and equality of access and how this affects provision.	
59	Understanding how additional support needs may affect development.	
60	Specialist local and national support and information that is available for you and for the children and families.	
61	Principles of partnership with parents and families.	
62	The principles behind the social and medical models of disability.	

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Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
63	Details about particular additional support needs as they affect your ability to provide a high quality service and support colleagues as appropriate.	
64	How and why to implement the process by which children and young people influence decision making which brings about changes in them, others, their services their communities.	
65	Identification of barriers to access and participation and how these may be overcome.	
66	The reasons for integrated provision and the benefits or otherwise to children.	
67	The purpose and use of augmentative and alternative communication and how colleagues can be supported in using these methods.	
68	Specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language.	
69	How to access and facilitate advocacy services for those children and families who may require them. Why advocacy services are fundamental aspects of children's rights.	
70	The range of assistive technology and specialist aids and equipment that are available, their advantages, disadvantages and cost-effectiveness.	
71	Systems to support children and families in the use, transportation and maintenance of assistive technology as appropriate to your setting or service.	
72	The importance of early recognition and intervention to prevent learning or other difficulties from developing.	

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Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
73	The possible impact of having a child with additional support needs within a family.	
74	Awareness of and ability to use specialist terminology confidently in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier with other children and adults.	
75	Local and regional contacts and agencies that may support your work.	
76	Details of other professional groups with specific expertise that may be deployed for the benefit of children with additional support needs.	
77	The rationale for direct payments and the rights and responsibilities of those in receipt of direct payments.	
78	How direct payments are managed within services and their potential impact on services.	
79	The rationale for the personalisation of care, how this changes practice and is planned for and managed in settings and services.	
80	The difference between personalised learning and a differentiated approach to curriculum delivery according to the requirements of curriculum frameworks in your home country.	

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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	

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