

H5W8 04 (SCDCCLD 0415) — Lead in Advising and Supporting Practitioners in Early Years Settings Working with Children Who Have Additional Support Needs

Overview

This standard identifies the requirements when leading in advising and supporting colleagues who work with children with additional support needs in early years settings. You will be required to plan and promote interventions designed to meet the needs of children who require additional support. You will also be required to lead in the development of the service in the settings within the local area you are responsible for.

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.

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

Colleagues. Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid.

Development opportunities may include educational programmes, training activities, coaching, structured feedback, shadowing, secondment, other types of personal or professional support.

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.

Graduated approach is a step-by-step approach trying and evaluating new strategies and following the requirements of codes of practice or legal requirements within your home country.

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

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.

Promote interventions designed to meet children's needs

| | Performance Criteria | Evidence Number where this criteria has been met |
|---|---|---|
| 1 | Implement strategies to support and advise colleagues who have concerns about the progress of individual children . | |
| 2 | Work in partnership with colleagues to build and maintain purposeful relationships with parents and families . | |
| 3 | Lead in collaborative working with professionals from a range of agencies, to consolidate best joint working practice. | |
| 4 | Actively support colleagues in planning a graduated approach when identifying children who may have additional support needs. | |
| 5 | Work in partnership with colleagues in ways that promote the active participation of the child, family and key people in the assessment process. | |
| 6 | Work in partnership with colleagues, the child and family to consider interventions appropriate to meet the needs of individual children. | |
| 7 | Develop and implement strategies for monitoring and evaluating interventions based on current and relevant information. | |
| 8 | Seek ways of maximising resources to enable the development of best practice. | |

Promote interventions designed to meet children's needs (cont)

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|--|---|
| 9 | Arrange regular opportunities for exchanging with colleagues information about best practice, at times which are convenient for them. | |
| 10 | Actively support colleagues to keep up to date with issues relating to the health, safeguarding, wellbeing and holistic care of children. | |
| 11 | Support colleagues who are preparing children for transitions to other settings or services. | |
| 12 | Identify developmental opportunities for colleagues continuous professional development. | |
| 13 | Actively support colleagues who undertake training opportunities for continuous professional development. | |
| 14 | Ensure your own knowledge and skills reflect current practice, in line with legislation, policies and procedures within your home country. | |

Provide day-to-day support for practitioners and special education needs co-ordinators (SENCOs) who are based in early years settings

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| 15 | Plan to prioritise and respond to settings that need most support. | |
| 16 | Develop and maintain positive relationships with colleagues in different settings and provisions. | |
| 17 | Develop and maintain effective communication with colleagues in different settings and provisions. | |
| 18 | Work in partnership with colleagues in settings to develop policies for inclusion and access for children with special educational needs. | |
| 19 | Sensitively offer support and advice to colleagues in their everyday work with children with special educational needs. | |

Provide day-to-day support for practitioners and special education needs co-ordinators (SENCOs) who are based in early years settings

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|--|---|
| 20 | Ensure that referral procedures are clear and records are well organised and relevant, and follow a consistent approach. | |
| 21 | Share information as required and maintain appropriate confidentiality. | |
| 22 | Model positive practice with hands-on work with children and families. | |
| 23 | Acknowledge the valuable contribution made by colleagues in their work with children who have additional support needs. | |
| 24 | Support colleagues involved in difficult or sensitive situations. | |
| 25 | Be available for advice and support. | |

Participate in the development of the service for children with additional support needs

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| 26 | Support an inter-agency approach by setting up and maintaining links between key agencies involved in supporting children with additional support needs. | |
| 27 | Work with key people collectively, to provide an appropriate package of support for the child and family. | |
| 28 | Share knowledge of assessment frameworks used in your work with other agencies. | |
| 29 | Contribute to the development of local services and resources. | |
| 30 | Develop and disseminate good practice in work with children with additional support needs in early-learning settings. | |

Participate in the development of the service for children with additional support needs

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|---|---|
| 31 | Evaluate the service provided for children with additional support needs, in terms of the effectiveness of the provision given. | |

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 81 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. | |
| 6 | Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them. | |

Your practice

| | Knowledge and Understanding <i>You need to know and understand:</i> | 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. | |

Your practice (cont)

| | Knowledge and Understanding <i>You need to know and understand:</i> | 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

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| 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

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| 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

| | Knowledge and Understanding <i>You need to know and understand:</i> | 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

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| 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

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| 34 | Legislation and national policy relating to the safeguarding and protection of children and young people. | |
| 35 | 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

| | Knowledge and Understanding <i>You need to know and understand:</i> | 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

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| 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

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| 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)

| | Knowledge and Understanding <i>You need to know and understand:</i> | Evidence Number where this knowledge point has been met |
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| 52 | How to contribute to the development of systems, practices, policies and procedures. | |
| 53 | Techniques for problem solving and innovative thinking. | |

Risk management

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

Knowledge that is Specific to this NOS

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| 56 | The transitions that children and young people may go through. | |
| 57 | Legislation, regulation and codes of practice affecting provision for disabled children and those with special educational needs within your home country. | |
| 58 | Relevant policies and procedures for your service in relation to special educational needs. | |
| 59 | Detailed knowledge and understanding of local policies and procedures for special educational needs and their implementation. | |
| 60 | In-depth understanding of the principles and application of the assessment framework and associated interventions that are used in your local area. | |
| 61 | The principles of inclusion and integration and how these are applied within current guidance. | |

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 |
|----|--|--|
| 62 | Where to find information about specific areas of special educational need that you require to fulfil your roles. | |
| 63 | The range of local, regional and national resources that are available to support your role and that of the setting SENCO. | |
| 64 | Actions to take where there are concerns about children's development, including systems of referral within your local area. | |
| 65 | Realistic developmental and learning goals for children with special educational needs. | |
| 66 | Strategies and resources that may be useful when dealing with children who have communication difficulties. | |
| 67 | Strategies and resources that may be useful when dealing with children who have social, emotional, behavioural difficulties, including colleague support. | |
| 68 | Detailed understanding of how to develop differentiated curricula, based on children's individual needs. | |
| 69 | Which adaptations and specialist aids maybe most useful for particular children and circumstances and how practitioners may obtain these for the benefit of the children they work with. | |
| 70 | How to support other practitioners in dealing with sensitive and stressful situations. | |
| 71 | How to ensure that your skills, knowledge and advice are available to setting SENCOs, without unnecessary barriers. | |
| 72 | Sources of personal and professional support. | |

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 |
|----|--|--|
| 73 | The benefits of working as part of a team with different agencies and professionals and sharing information and good practice. | |
| 74 | How to ensure that you make positive links with other agencies and establish good working relationships for the benefit of children and their families. | |
| 75 | The importance of working in partnership with families, and strategies that may be employed to develop these partnerships. | |
| 76 | The involvement of the local community in supporting and providing information for settings. | |
| 77 | How and why to implement the concept of participation such as the process by which children and young people influence decision making which brings about changes in them, others, their services and their communities. | |
| 78 | The rationale and processes for direct payments and the potential impact on services. | |
| 79 | The rationale for the personalization of care and how this changes practice and is planned for and managed in settings and services. | |
| 80 | How to access and facilitate advocacy services for those children and families who may require them. Why advocacy services are fundamental to children's rights and participation. | |
| 81 | The difference between personalised learning and a differentiated approach to curriculum delivery according to the requirements of curriculum frameworks in your home country. | |

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 | |

| | |
|-------------------------------|--|
| 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 | |