

## SCDHSC0036 - SQA Code HC5F 04

### Contribute to the assessment and planning process with children and young people



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#### Overview

This standard identifies the requirements when you contribute to the assessment and planning process with children and young people. This includes working with others to assess children and young people's preferences and needs, then contributing to the development and implementation of care or support plans. It also includes contributing to the review of care or support plans with children and young people.

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#### Performance criteria

#### Contribute to the assessment of children and young people's preferences and needs

*You must be able to:*

- P1 identify your own role and the roles and responsibilities of **others** in assessing the preferences and needs of **children and young people**
- P2 review **information** about the different **dimensions** of a child or young person's life, their expressed preferences and needs and any specific requirements they have
- P3 seek the **active participation** of the child or young person in assessing their own preferences and needs, using **their preferred communication methods and language** and in ways that are suitable to their age, abilities and **level of development**
- P4 access any extra support you need to enable the child or young person to communicate their preferences and needs
- P5 take account of **pre-speech**, actions and non-verbal behaviour when working with a child or young person who is unable to express their preferences and needs because of their level of development and understanding
- P6 support the child or young person and **key people** to identify preferences and needs for their care and support
- P7 support the child or young person and key people to identify any **risks of danger, harm and abuse**
- P8 identify environments, objects, situations and the behaviour of others that stimulate and interest the child or young person
- P9 identify environments, objects, situations and the behaviour of others that cause fear or other adverse reactions in the child or young person
- P10 take account of the views of the child or young person, key people and others when processing information and providing feedback about short, medium and long term health and care needs
- P11 contribute to the assessment of the different dimensions of the child or young person's life and to
- P12 work with all involved to **agree** the assessment of the child or young person's preferences and needs
- P13 support the child or young person and key people to understand the assessment
- P14 support the child or young person and key people to challenge the assessment if necessary

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#### Support the development and implementation of care or support plans

*You must be able to:*

- P15 identify your role and responsibilities in developing and implementing the child or young person's **care or support plan**
- P16 seek the active participation of the child or young person in developing and implementing the plan, using their preferred communication methods and language and in ways that are suitable to their abilities and level of development and understanding
- P17 contribute to consultations to develop the care or support plan, taking account of the child or young person's assessed preferences and needs
- P18 contribute to **permanency planning** to address the child or young person's short, medium and long term needs
- P19 support the child or young person and key people to understand where preferences and needs could not be met within the care or support plan and why
- P20 support the child or young person and key people to understand the arrangements for the implementation of the plan
- P21 support the child or young person and key people to understand how to use procedures, when necessary, to comment or complain about the content of the care or support plan and its implementation

#### Contribute to reviewing care plans for children and young people

*You must be able to:*

- P22 check your own responsibilities and those of others in providing feedback on the implementation of the care or support plan
- P23 seek the active participation of the child or young person in reviewing the care or support plan, using their preferred communication methods and language and in ways that are suitable to their abilities and level of development and understanding
- P24 engage with the child or young person to identify parts of the plan which they feel best meet their needs
- P25 engage with the child or young person to identify parts of the plan which they feel need changing
- P26 engage with the child or young people to identify changes to their preferences and needs which could affect the plan and its implementation
- P27 engage with the child or young person to identify changes in the needs and circumstances of key people which could affect the plan and its implementation
- P28 work in partnership with the child or young person, key people and others to review the care or support plan
- P29 provide feedback to the appropriate people on the strengths and limitations of the plan in meeting the assessed and changing

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- preferences and needs of the child or young person
- P30 support the child or young person and key people to understand how their feedback will be used to inform changes to the care or support plan
- P31 where there is conflict about your feedback and observations, follow work setting procedures and practices to address the issues raised
- P32 contribute to meetings and discussions about revisions to the care or support plan and its implementation
- P33 contribute to revising and implementing any changes to the plan that are within your role and responsibilities

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#### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work

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- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

#### Theory for practice

*You need to know and understand:*

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it
- K23 theories about attachment and its impact on children and young people

#### Personal and professional development

*You need to know and understand:*

- K24 principles of reflective practice and why it is important

#### Communication

*You need to know and understand:*

- K25 factors that can affect communication and language skills and their development in children, young people adults
- K26 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

#### Health and Safety

*You need to know and understand:*

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

#### Safe-guarding

*You need to know and understand:*

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

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#### Handling information

*You need to know and understand:*

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports
- K35 principles of confidentiality and when to pass on otherwise confidential information

#### Specific to this NOS

*You need to know and understand:*

- K36 national, local and work setting frameworks and guidance on assessment and planning with children and young people
- K37 how and where to access information and support that can inform assessment practice of children and young people
- K38 the role of relationships and support networks in promoting the care and well-being of the children and young people with whom you work
- K39 the impact of disruption, including placement disruption on children and young people's development, their relationships, their educational attainment and health.
- K40 the support available for children or young people and key people with additional needs

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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.

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

To **agree** means gaining assent to the final form of a plan or assessment and may not mean that everyone was of the same view. The agreement would specify where the assessment or plan recorded that a child or young person's first preferences could not be met, and would identify where there are areas of concern and conflicts of opinion and judgements

**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

**Children and young people** from birth to 18 years of age who require health and care services. In some circumstances children or young people are eligible, through legislation or policy, to receive children's and young people's services until they reach 21

**Dimensions** of a child or young person's life may include the child or young person's developmental needs; the capacity of their parents to care for them; family and environmental factors; the child or young person's current circumstances with regard to place of residence and care needs.

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; bullying; self harm; reckless behaviour.

**Information** could include existing plans; care and support needs assessments; records and reports.



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**Key People** are those who are important to an individual and who can make a difference to their well being. 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 well-being and who enable you to carry out your role

**Permanency Planning** places a focus on promoting secure, stable and fulfilling relationships for children and young people whether they are living with their birth families or in foster, adoptive or residential homes.

Permanency planning uses this criteria to underpin work to meet the short, medium and long term needs of children and young people i.e. until they are 21 (or 25 if still in education)

**Pre-speech** refers to the sounds made by children before they are able to speak using words

**Preferred communication methods and language** may include the child or young person's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication

A **risk** takes account of the likelihood of danger, harm or abuse arising from anything or anyone and could include the possibility of danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse

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#### Scope/range related to knowledge and understanding

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**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 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

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 as complete:</b>	

**Internal Verification —**

to be completed in accordance with centre's IV strategy

<b>Evidence for this Unit was sampled on the following date/s:</b>	<b>IV's Signature</b>	<b>IV'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>IV's Signature</b>	<b>IV's Name</b>

**Unit completion confirmed**

<b>IV's Name:</b>	
<b>IV's Signature:</b>	
<b>Date complete:</b>	