SCOTTISH QUALIFICATIONS AUTHORITY

Higher National Unit Specification

General information for centres

Unit title: Children and Young People with Additional Support Needs

Unit code: DF55 34

Unit purpose: This Unit is designed to enable candidates to examine the agencies and professionals who may be involved in offering support to the child with additional support needs, their families and significant others. This Unit is designed to enable candidates to have an understanding of the conditions experienced by children and young people (0-12) which lead to additional support needs.

On completion of the Unit the candidate should be able to:

- Investigate the meaning of the term *additional support needs*
- Investigate a range of disabilities which may require the provision of additional support
- Assess the additional support required by children and young people experiencing a range of additional support needs

Credit value: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: It is recommended that the candidate should be able to demonstrate a thorough understanding of the development and needs of children. This may be evidenced by significant experience working with children. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding of children in the age range birth to 12 years, or SVQ level 2 Early Years Care and Education.

Core skills: There is no automatic certification of Core Skills or a Core Skill component in this Unit. However there may be opportunities to develop the Core Skills of Problem Solving and Communication to levels required by occupations in early education and childcare or progression pathways supported by the HNC Early Education and Childcare.

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included in the framework for the HNC Early Education and Childcare. It forms one of the optional Units. It could also be undertaken as continuing professional development for practitioners wishing to update or develop their skills.

General information for centres (cont)

Assessment: This Unit should be assessed by 2 instruments of assessment, 1 closed book assessment covering outcome 1 and an integrated assessment in the form of a portfolio of evidence including a case study for outcomes 2 and 3. This could be relevant to work based practice or hypothetical situations.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate the meaning of the term *additional support needs.*

Knowledge and/or skills

- Identify the basic needs of children
- Explore terminology associated with additional support needs
- Investigate how society's attitudes towards children with additional support needs have changed over time
- Explain the different models of additional support needs

Evidence requirements

Written evidence demonstrating an understanding of the basic needs of all children as well as a clear understanding of the term **Additional Support Needs** and the terminology associated with it.

- Candidates must also provide evidence that they have investigated changing attitudes towards children with additional support needs and can clearly explain the different models of additional support needs

All knowledge and skills must be fully evidenced.

Assessment guidelines

The assessment for this outcome could be in the form of a closed book assessment consisting of short answer questions to test knowledge and understanding of all areas.

Higher National Unit specification: statement of standards (cont)

Unit title: Children and Young People with Additional Support Needs

Outcome 2

Investigate a range of additional support needs which may require the provision of additional support.

Knowledge and/or skills

- Use appropriate research skills to investigate specific conditions which require additional support
- Explain the factors which would lead to requests for additional support to meet the needs of the child/young person

Evidence requirements

Candidates must provide evidence of research covering a minimum of 3 differing additional support needs.

For each one, a clear explanation of factors affecting the child/young person and their family/significant others must be given which encompasses physical, cognitive, linguistic, social and emotional areas of development.

Assessment guidelines

The assessment for this outcome can be combined with Outcome 3 as part of a single integrated assessment details of which are given under Outcome 3

Outcome 3

Investigate the types of additional support required by children and young people experiencing a range of additional support needs.

Knowledge and/or skills

- Demonstrate an understanding of the range of services available
- Investigate and explain the role of professionals who may be involved in providing additional support to children/young people within an early education and childcare setting.
- Explain the role of family and significant others in relation to the child/young person with additional support needs

Higher National Unit specification: statement of standards (cont)

Unit title: Children and Young People with Additional Support Needs

Evidence requirements

The candidate must show evidence of knowledge of support services and strategies available to children/young people with additional support needs and their families/significant others. From research based evidence, identify one child/young person with additional support needs, and in the form of a case study, discuss fully the identified additional support needs, services and equipment available to and used by the child/young person and their families/significant others. This should include reference to the role of professionals and multidisciplinary teams within an early education and childcare setting and also the role and availability of statutory, voluntary and local agencies.

Assessment guidelines

This can be combined with Outcome 2 as part of a single integrated assessment. A portfolio of written evidence of research into a range of additional support needs experienced by children/young people.

The candidate will then extend their research in one area and produce a report based on an observation/case study of one child/ young person with additional support needs. The report should include:

- Details of support services and equipment available to the child/young person and their family/significant others
- Role of professionals and multidisciplinary teams in the early education and childcare setting
- Role of statutory, voluntary and local agencies in relation to the child/young person and on their family/significant others
- The effect of the support of development of the child/young person and on their family/significant others

If it is not possible to base the report on a real person/situation, it would be possible to use a hypothetical situation based on a case study.

Administrative Information

Unit code: DF55 34

Unit title: Children and Young People with Additional Support Needs

Superclass category: PM

Date of publication: April 2004

Version: 01

Source: SQA

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Higher National Unit specification: support notes

Unit title: Children and Young People with Additional Support Needs

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed to enable candidates to examine the agencies and professionals who may be involved in offering support to the child with additional support needs, the family, and significant others. This Unit is designed to enable candidates to have an understanding of the conditions experienced by children and young people (0 – 12 Years) which lead to additional support needs.

Although this Unit is primarily intended for candidates who are undertaking the HNC Early Education and Childcare it can be undertaken as a stand alone Unit.

Candidates should be aware and recognise that all children/young people will at some time in their lives have additional support needs regardless of age, sex, religion, disability, illness, family situation or level of education.

Candidates should be aware of their own prejudices and use of language in relation to children/young people with additional support needs.

Outcome 1

This covers the investigation of the term Additional Support Needs. Candidates should be encouraged to consider the following points:

- Definition of term Additional Support Needs: terminology/ labelling/ stereotyping
- Restatement of basic needs
- Maslow's hierarchy of needs and Mia Kelmer-Pringle
- Continuum: blend of needs/changing needs
- Different needs and disabilities
- Models of disability
- Social and educational inclusion
- Changing needs
- Explore own values and attitudes
- Awareness of the Disability Discrimination Act 1995 and other relevant legislation, e.g. Warnock Report, Children (Scotland) Act 1995

Higher National Unit specification: support notes (cont)

Unit title: Children and Young People with Additional Support Needs

Outcome 2

Candidates will investigate a range of additional support needs which may require additional support.

These could be looked at in the following areas:

- Factors: physical, cognitive, linguistic, social, emotional and their effect on the person and family/significant others
- Family factors: bereavement, divorce, refugee/asylum seeking families
- Physical: sensory, motor, (Cerebral Palsy, Dyspraxia, Spina Bifida, Friedrich's Ataxia, Muscular Dystrophy;
- Medical: global, specific, Down's Syndrome, Fragile X
- Developmental disorders: Autistic Spectrum Disorder, Aspergers, Dyslexia, Dyspraxia, Dysgraphia, ADHD

Outcome 3

Candidates should examine the range of support required and the availability of services and equipment for children/young people with additional support needs and their families /significant others.

The following areas could be considered:

- Support services and strategies (statutory agencies) occupational therapy, physiotherapy, medical, social work, education, equipment
- Support Services — agencies statutory and voluntary
- Professionals — physiotherapist, doctor, health visitor, teacher, early education and childcare professionals, psychologist, speech therapist
- Voluntary/local agencies: e.g Barnardo's, National Autistic Society, Enable
- Role of professionals, multi-disciplinary teams
- Coping strategies for parents/carers/extended family/educators

Guidance on the delivery and assessment of this Unit

As specified in the evidence requirements and support notes. Candidates who are in a position to produce a report based on a real child or young person should ensure that confidentiality is maintained and consent is sought from the individual concerned or from parents/carers where relevant and appropriate.

Higher National Unit specification: support notes (cont)

Unit title: Children and Young People with Additional Support Needs

Open learning

This Unit could be developed for open learning mode of delivery.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000).*

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

General information for candidates

Unit title: Children and Young People with Additional Support Needs

This Unit is designed to enable you to examine the agencies and professionals including the early education and childcare professionals who may be involved in offering support to the child with additional support needs, the family, and significant others. This Unit is designed to enable you also to have an understanding of the conditions experienced by children and young people (0 – 12 Years) which lead to additional support needs.

You should be aware of your own prejudices and use of language in relation to children /young people with additional support needs.

You will be assessed on your understanding of the meaning of the terminology surrounding *additional support needs* and the issues involved. You will also be assessed on an investigation of a specific area of additional support needs which may be based on a real person.