

H5KP 04 (SCDCCLD0201) — Support Effective Communication

Overview

This standard identifies the requirements when supporting effective communication in settings where children are cared for or supported. This includes identifying how best to communicate with children and then supporting them to communicate. It addresses your own communication skills, including how you respond to questions and concerns and how you communicate through records and reports.

This Standard is tailored from SCDHSC0021 (Health and Social Care suite of NOS).

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 or young people are the children and/or young people you support and care for in your work.

To **communicate** may include using the individual's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non-verbal forms of communication; human and technological aids to communication.

To **confirm** a child or young person's needs and preferences may include working with an advocate acting in the best interests of the child or young person.

Extra support may come from key people, interpreters, translators, signers or specialist assistive technology to aid communication.

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.

Listening may encompass other ways of attending to and receiving what individuals communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies.

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

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

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.

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind. Unstructured play refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

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 34 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.

Identify how best to support communication with and by children

	Performance Criteria	Evidence Number where this criteria has been met
1	Seek information and advice about a child's specific communication preferences and needs.	
2	Confirm with the child their preferred ways to communicate and any changes in their preferences and needs appropriate to the child's understanding.	
3	Review your own communication skills to see if they will be suitable to meet the child's preferences and needs.	
4	Where necessary, seek extra support to ensure that you are able to communicate with the child and understand their views and wishes.	
5	Where necessary, seek extra support to ensure that the child is able to communicate with and understand you.	
6	Share information with others about the child's communication and language preferences and needs, within confidentiality agreements and according to legal and work setting requirements.	

Support children to communicate

	Performance Criteria	Evidence Number where this criteria has been met
7	Work in ways that promote active participation when supporting the child to communicate misunderstandings.	
8	Check whether the child has the support they need to communicate their views, wishes and preferences.	
9	Take appropriate action to ensure that the required support is available.	
10	Support the child to use their preferred means of communication and language.	
11	Give the child sufficient time to communicate without interrupting or finishing off their communication.	
12	Take appropriate action to address any misunderstandings.	

Communicate with children and key people

13	Position yourself so that you can best attend to what the child and key people wish to communicate and so that they can best attend to you.	
14	Communicate with the child and key people at a pace, in a manner and at a level appropriate to the child's understanding, preferences and needs.	
15	Use body language, eye contact, gestures, tone of voice and methods of listening that actively encourage the child and key people to communicate.	
16	Use routines and activities to communicate with the child.	
17	Adapt your communication to meet the child's changing needs and preferences.	

Communicate with children and key people (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Adapt your communication when the child or key people have difficulty understanding what you want to communicate.	
19	Ensure the focus of communication is with the child whilst acknowledging the input of key people.	
20	Give your full attention and concentration when you are communicating with the child and key people.	

Respond to questions and concerns of children and key people

21	Clarify points to check that you have understood what is being communicated, at appropriate points while the child or key people are communicating questions or concerns.	
22	Respond appropriately to questions and concerns that the child or key people express.	
23	Confirm that the child or key people have understood what you are saying, at appropriate points.	
24	Seek additional advice and support for questions and concerns that are beyond your competence to deal with.	
25	Respect the child's and key people's rights to confidentiality of information, within legal and work setting procedures.	
26	Report or record what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and work setting requirements.	

Contribute to communicating through records and reports

	Performance Criteria	Evidence Number where this criteria has been met
27	Gain permission from the appropriate people to access records where needed.	
28	Access records required for your work in line with work setting policies, procedures and practices.	
29	Complete required records according to the activities you have undertaken, confidentiality agreements, legal requirements and work setting policies, procedures and practices.	
30	Report to appropriate people accurate and sufficient information about any signs and symptoms that may indicate changes in a child's care and support needs.	
31	Support the child to understand what you have reported or recorded about them and why in a manner appropriate to their preferences and needs.	
32	Report to appropriate people accurate and sufficient information about any problems you have had when carrying out care or support and what you did about them.	
33	Report to appropriate people any difficulties you have in accessing and updating records and reports.	
34	Maintain the security of records and reports according to legal and work setting procedures.	

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 44 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	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that key people and children have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	How your own background, experiences and beliefs may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of child centred working and the importance of knowing and respecting all children and young people as individuals.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	Children's' cultural and language context.	
17	How to work in ways that build trust with key people and children.	
18	How to work in ways that support the participation of children.	
19	How to work in ways that respect children's dignity, personal beliefs and preferences.	
20	How to work in partnership with people.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of children.	
24	How these affect children in different ways.	
25	Factors that promote the health, wellbeing and development of children.	
26	The main stages of child development and learning.	

Communication

27	The importance of effective communication in the work setting.	
28	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
29	Ways to support children and young people to express their needs, views and preferences.	

Personal and professional development

30	Why it is important to reflect on how you do your work.	
31	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
32	Your work setting policies and practices for health, safety and security practices that help to prevent and control infection.	

Safe-guarding

33	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Signs and symptoms of harm or abuse of children.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	

Handling information

37	Legal requirements, policies and procedures for the security and confidentiality of information.	
38	Work setting requirements for recording information and producing reports including the use of electronic communication.	
39	What confidentiality means.	
40	How to maintain confidentiality in your work.	
41	When and how to pass on information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
42	Actions to take when you observe any key changes in the child's communication skills and abilities.	
43	How to adapt the way you communicate.	
44	Ways in which children may use play to communicate.	

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	