

H5LB 04 (SCDCCLD0209) — Support a Child with Additional Support Needs

Overview

This standard identifies the requirements when supporting the care, learning and development of a child with additional support needs. You will be able to support a child with additional support needs by providing care and encouragement, enable them to participate in activities and experiences and support the child and key people, according to the procedures of the setting.

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 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.

Barriers to participation are anything that prevents the child participating fully in activities and experiences offered by the setting or service.

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

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.

Scope/range related to Knowledge and Understanding

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.

All knowledge statements must be applied in the context of this standard.

Additional support needs are physical or mental impairments which have a substantial and long-term adverse effect on the child's ability to carry out normal day-to-day activities. They includes special educational needs (SEN) which can mean that children with special educational needs learn differently from most children of the same age. These children may need extra or different help from that given to other children.

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: e.g. 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: 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.

Integration is inclusion of children with disabilities or special educational needs in mainstream settings.

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 16 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.

Support a child with additional support needs by providing care and encouragement

| | Performance Criteria | Evidence Number where this criteria has been met |
|---|---|---|
| 1 | Seek information about the child's individual needs from others and the child and key people . | |
| 2 | Follow the child's individual plan as a basis for their care and participation. | |
| 3 | Promptly refer to others any concerns about the child, according to the procedures of your setting. | |
| 4 | Give praise and reward for the child's efforts and achievements. | |
| 5 | Sensitively support and care for the child, making sure that what you do is suitable for the child's needs and abilities. | |
| 6 | Communicate effectively with the child, seeking advice and support to overcome any communication difficulties. | |

Provide support to help the child to participate in activities and experiences

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|---|---|
| 7 | Observe the child in everyday activities, identifying any barriers to participation in activities and experiences. | |
| 8 | Offer alternative activities if required. | |
| 9 | Use any specialist aids and equipment as required. | |
| 10 | Adapt the environment, including layout of furniture and accessibility of equipment. | |
| 11 | Encourage children's positive behaviour. | |

Support the child and key people according to the procedures of the setting

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|----|---|--|
| 12 | Seek help from others when you require information or support. | |
| 13 | Record children's progress according to agreed methods. | |
| 14 | Provide personalised support to the child and key people. | |
| 15 | Support key people to participate in activities with children, as required by your setting. | |
| 16 | Give feedback about a child's progress to the child and other adults as required. | |

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 61 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 individual. | |
| 15 | The prime importance of the interests and wellbeing of children and young people. | |
| 16 | The child'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 |
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| 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

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

Communication

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| 26 | The importance of effective communication in the work setting. | |
| 27 | Factors that can have a positive or negative effect on communication and language skills and their development in children and young people. | |
| 28 | Ways to support children and young people to express their needs, views and preferences. | |

Personal and professional development

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| 29 | Why it is important to reflect on how you do your work. | |
| 30 | 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 |
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| 31 | Your work setting policies and practices for health, safety and security practices that help to prevent and control infection. | |
| 32 | Practices that help to prevent and control infection. | |

Safe-guarding

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| 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

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|----|--|--|
| 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 | The transitions that children and young people may go through. | |
| 43 | How to adapt activities and experiences to enable the child to take part, in consultation with others. | |
| 44 | Laws and codes of practice affecting provision for children with additional support needs within your home country. | |
| 45 | The rights of children and key people who are eligible for direct payments and the processes involved. | |
| 46 | The rationale for the personalisation of care and how this can work in practice. | |
| 47 | The impact of direct payments on care of children with additional support needs. | |
| 48 | The meaning and application of 'participation' and why this is important. | |
| 49 | Specialist local and national support and information that is available for children with additional support needs. | |
| 50 | Partnerships with parents and key people are at the heart of provision as they know most about their child and how partnerships can be encouraged. | |
| 51 | The importance of not labelling children and having realistic expectations. | |
| 52 | How integration and inclusion works in your setting and local area and the reasons for its benefits or otherwise. | |
| 53 | Details about particular additional support needs affecting the children in your care. | |

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 |
|----|--|--|
| 54 | How to use Augmentative and Alternative Communication and assist children through use of all their available sense. | |
| 55 | The range of commonly used assistive technology in mainstream work contexts. | |
| 56 | How the provision supports all children including gifted children and those with occasional and longer term support needs. | |
| 57 | Planning for each child's individual requirements in partnership with others. | |
| 58 | What barriers may exist preventing children's participation and how to remove these barriers. | |
| 59 | How to make sure what you do is suitable for all the children you work with, according to their needs and abilities. | |
| 60 | What specialist aids and equipment are available for the children you work with and how to use these safely. | |
| 61 | The possible impact of having a child with additional support needs. | |

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 | |

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| 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 | |