

## **H5LS 04 (SCDCCLD0315) — Promote Ways to Support Families that have Literacy, Numeracy and Language Needs**

### **Overview**

This standard identifies the requirements when promoting ways of supporting families with literacy, numeracy and language needs. It includes working with families to enable them to access information and community support which are relevant to their literacy, numeracy and language needs. It requires you to reflect on both your own practice and that of your organisation.

## 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.

**Activities and experiences** refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

To **communicate** may include using the child or young person'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.

**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.

**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.

**Language needs** are those requiring English for Speakers of Other Languages (ESOL) support to enable them to function and progress at work and in society in general.

**Literacy needs** are for adults regarding the ability to read, write and speak in English/Welsh at a level necessary to function and progress at work and in society in general.

**Numeracy needs** are for adults regarding the ability to use mathematics at a level necessary to function and progress at work and in society in general.

**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.

**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.

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences.

## 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 23 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 families' self-confidence with literacy, numeracy and language

	Performance Criteria	Evidence Number where this criteria has been met
1	Develop an open and trusting relationship with the families you work with.	
2	<b>Communicate with families</b> using an open and welcoming approach that is likely to promote inclusion.	
3	Communicate using different styles and methods which will allow families and other <b>key people</b> to share any concerns they may be experiencing.	
4	Demonstrate a non-judgmental attitude that <b>values diversity</b> and recognises cultural and ethnic differences.	
5	Ensure that you are non-judgmental when working with families who are seeking support for their <b>literacy, numeracy and language needs</b> .	
6	Work in partnership with families to help them recognise and value the significant contributions they can make to their children's care, learning and development.	
7	Work in partnership with families to show them ways in which they can support their child's literacy, numeracy and language.	
8	Work with <b>others</b> to create an environment which actively promotes literacy, numeracy and language.	

**Promote families' self-confidence with literacy, numeracy and language (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Use <b>play, activities</b> and <b>experiences</b> to encourage families to explore literacy, numeracy and language with their child.	
10	Encourage families to express concerns about their own literacy, numeracy and language needs.	
11	Encourage families to seek support for their own literacy, numeracy and language needs.	

**Provide information for families to enable them to access support**

12	Work with families in identifying sources of useful information to support their literacy, numeracy and language needs.	
13	Provide detailed and accessible information on local facilities which support the families' literacy, numeracy and language needs.	
14	Create a positive working relationship with providers of adult literacy, numeracy and ESOL support.	
15	Work with others to identify any specialist expertise required by families to support their literacy, numeracy and language.	
16	Engage with families in ways that give them the opportunity to discuss community support options.	
17	Use a sensitive approach, seek the permission of families to share appropriate information with others.	
18	Provide families with the reassurance that the information they share about their literacy, numeracy and language needs will remain confidential.	

**Reflect on and evaluate own and organisational practice in supporting families with literacy, numeracy or language needs**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
19	Work with others to identify ways of improving the service given to families.	
20	Work with others to reflect on your organisation's practice in supporting families with literacy, numeracy or language needs.	
21	Work with others to evaluate the support your organisation provides for families with literacy, numeracy and language needs.	
22	Work with others to involve families in the evaluation process.	
23	Reflect on your own practice in supporting families with literacy, numeracy or language needs.	

## 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 53 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
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.	



## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory for practice

21	The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

### Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

### Personal and professional development

28	Principles of reflective practice and why it is important.	
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## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

## Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
38	The <b>transitions</b> that children and young people may go through.	
39	The national and local strategies for improving adult literacy, numeracy and ESOL.	
40	How to set up strong and effective links with local providers.	
41	The benefits of a whole-team approach to identification and support of parents who may have some literacy, numeracy or language needs, whilst ensuring appropriate confidentiality.	
42	The stigma that parents may feel in having literacy, numeracy or language needs.	
43	The importance of ensuring that a non-judgmental or stereotypical approach is taken when working with families.	
44	Effective communication with parents who may be hesitant or reluctant to discuss their personal needs for support in literacy, numeracy or ESOL.	
45	Strategies for identification of parents who may require support in literacy, numeracy and ESOL.	
46	How to set up strong effective links with local providers.	
47	Local providers, the range of support they provide, the suitability and accessibility of their provision for parents with whom they work.	
48	Strategies for settings to signpost parents to local providers and learning opportunities.	
49	The key role that the setting and colleagues working within the setting can play in the identification and support of parents with various basic skill and language needs.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
50	The background and influences on parents in local areas and the acknowledgement that there is an inter-generational cycle of literacy, numeracy or language needs.	
51	The beneficial effects on children's learning of parents who can support them and who can offer confident literacy, numeracy and language support.	
52	The importance of reflecting on personal and organisational effectiveness in supporting parents and how this might be taken.	
53	The importance of including parents themselves in evaluating effectiveness of the support offered by the setting.	

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 complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier'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>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	